GOVERNMENT AND PUBLIC ADMINISTRATION PATHWAY

UNITS 8-14

Unit 8: Governance

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 8.1: **Examine the roles and functions of elected officials who govern and legislate**.
Descriptors:
8.1.1   Identify federal, state and local elected officials in the respective levels of government.
8.1.2   Describe their roles and functions in the respective levels of government.
8.1.3   Explain the extents and limitations of their power and authority.
8.1.4   Describe the body of laws, regulations and codes that guide and restrict their actions.
8.1.5   Describe the skills and knowledge elected officials need to succeed.
8.1.6   Explain how elected officials build a power base to sustain their elected positions.
8.1.7   Discuss the political nature of the respective elected officials in terms of internal and external pressures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 8.2: **Explain the election process that places individuals in elected positions.**
Descriptors:
8.2.1   Trace the election process from the desire to run for office to elected confirmation.
8.2.2   Explain the political party system that supports candidates for elected positions.
8.2.3   Explore constituents' voting habits (e.g., percentage who vote, demographics).
8.2.4   Describe the qualification of an eligible voter.
8.2.5   Describe Ohio election laws and the voting process.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Analyze how citizens participate in the election process in the United States.* (Government C, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

    Gov: **Essential**

EDU:	12	AD
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Competency 8.3:   **Access factual information that is critical to matters of public policy.**
Descriptors:

8.3.1	Identify an elected official's primary sources of information.
8.3.2	Explain the roles lobbyists and special interest groups play in providing information.
8.3.3	Employ advanced research skills to gather factual information, analyze data and interpret statistics.
8.3.4	Describe the impact of individuals, associations, public opinion, political parties, media and specific political jurisdictions on supplying information to influence policy.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)

Gov: **Essential**

EDU:	12	AD
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Competency 8.4: **Demonstrate debate and negotiation skills.**
Descriptors:
8.4.1   Describe the roles of debate and negotiation in the political process.
8.4.2   Demonstrate organization and command of the issues.
8.4.3   Recognize the opposing view's position and support base.
8.4.4   Prioritize issues and identify negotiable and non-negotiable points.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.* (Communication: Oral and Visual B, 11-12)
- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.* (Communication: Oral and Visual D, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use data and evidence to support or refute a thesis.* (Social Studies Skills and Methods B, 9-10)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 8.5: **Demonstrate a command of the governmental role in a democratic system.**
Descriptors:
8.5.1   Describe the role of government in expressing the public will.
8.5.2   Compare and contrast federal, state and local governmental roles.
8.5.3   Describe the bureaucratic structure of the governmental systems.
8.5.4   Discuss strategies for functioning successfully within the bureaucratic structure.
8.5.5   Describe differences between a democracy and a republic.
8.5.6   Describe importance of intergovernmental relationships (e.g., township, village, county).
8.5.7   Explain the impact of judicial decisions on law and legislation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the differences among various forms of government to determine how power is acquired and used.* (Government B, 9-10)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 8.6: **Explain the local, state and federal legislative processes.**
Descriptors:
8.6.1   Trace a legislative proposal from conception to enactment.
8.6.2   Describe the function of each stage in the progression.
8.6.3   Identify the individuals and groups that impact legislative development.
8.6.4   Explain the barriers that potential legislation encounters.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

Unit 9:   Public Management and Administration

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 9.1:   Examine public management and administrative functions.
Descriptors:
9.1.1   Describe the various functions of management (e.g., planning, leading, organizing, delegating, budgeting, overseeing of initiatives).
9.1.2   Identify the management roles and situations in which public administrators perform (e.g., hiring, scheduling, financial services, human resources).
9.1.3   Describe the difference between day-to-day operations and long-term planning.
9.1.4   Discuss community economic development planning.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 9.2:   Develop strategies to achieve goals and objectives.
Descriptors:
9.2.1   Establish goals and objectives in concert with the mission of the agency.
9.2.2   Design an action plan for implementing the agency's goals and objectives.
9.2.3   Identify skills and qualities needed for specific tasks.
9.2.4   Diagram an organizational structure to illustrate the workflow through the organization.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 9.3:   **Develop personnel recruitment and retention strategies.**
Descriptors:
9.3.1   Develop job descriptions and design hiring procedures.
9.3.2   Identify situations where outsourcing should be used.
9.3.3   Execute hiring procedures and employ personnel.
9.3.4   Design an orientation and a training program for new employees and elected officials.
9.3.5   Design an ongoing career and professional development system.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 9.4:   **Manage human resources in public organizations.**
Descriptors:
9.4.1   Explain human resources functions (e.g., recruiting, training, managing, evaluating).
9.4.2   Conduct orientation and training sessions.
9.4.3   Manage an employee performance assessment and improvement process.
9.4.4   Summarize wage and hour, discrimination, harassment and access laws.
9.4.5   Explain employee workplace safety and wellness initiatives.
9.4.6   Administer compensation and benefits programs.
9.4.7   Research appropriate dispute resolution and disciplinary policies and procedures.
9.4.8   Describe appropriate separation strategies and procedures for employees to exit the organization.
9.4.9   Describe public sector collective bargaining.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 9.5: **Demonstrate management skills and responsibilities.**
Descriptors:
9.5.1   Demonstrate effective organizational skills.
9.5.2   Apply problem solving techniques in decision-making.
9.5.3   Perform scheduling functions, and maintain workflow.
9.5.4   Establish and implement a records management system.
9.5.5   Manage a purchasing and supply chain.
9.5.6   Prepare budgets and allocate resources.
9.5.7   Demonstrate performance management skills.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 9.6:   **Demonstrate process and policy initiatives management skills.**
Descriptors:
9.6.1   Explain the procedures for developing an initiative.
9.6.2   Coordinate the diverse components of an initiative.
9.6.3   Manage the organizational, technological and resource changes that affect an initiative.
9.6.4   Describe the quality control standards that are relevant to an initiative.
9.6.5   Maintain fiscal accountability.
9.6.6   Control risk factors.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 9.7:   **Employ generally accepted government accounting principles.**
Descriptors:
9.7.1   Describe government accounting principles and applications.
9.7.2   Maintain accounts payable and accounts receivable records.
9.7.3   Prepare written reports with charts and data analysis on a regular basis.
9.7.4   Describe policies and procedures for auditing governmental financial activity.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
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Competency 9.8:   **Explain the use of a budget in making political, project and program decisions.**

Descriptors:

9.8.1   Explain the budget development process.
9.8.2   Describe strategies for allocating resources consistent with an agency's mission, goals and objectives.
9.8.3   Explain the oversight procedures for guaranteeing that expenses are appropriate.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
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Competency 9.9:   **Describe practical management skills.**
Descriptors:
9.9.1   Describe practical management skills in public safety.
9.9.2   Describe practical management skills in public service.
9.9.3   Describe practical management skills in public utilities.
9.9.4   Describe practical management skills in human services.

Unit 10: Revenue and Taxation

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 10.1: **Examine the concept of taxation in a democratic society.**
Descriptors:
10.1.1   Explore the historical evolution of taxation.
10.1.2   Explain the purpose of taxation.
10.1.3   Discuss taxation as a redistribution of wealth.
10.1.4   Identify the primary federal, state and local laws that legislate taxation.
10.1.5   Differentiate between a progressive tax and a regressive tax.
10.1.6   Explain guiding principles of taxation policy.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues* (History B, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 10.2: **Describe federal, state and local taxation.**
Descriptors:
10.2.1   Identify which taxes fall under the federal, state and local jurisdictions.
10.2.2   Identify the agencies responsible for tax collection at each level.
10.2.3   Identify the legislative authority at each level.
10.2.4   Explain the relationships (e.g., communication, collaboration) among the levels.

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 10.3: **Analyze the federal, state and local roles in taxation**.
Descriptors:
10.3.1   Identify the primary sources of taxes.
10.3.2   Describe the differences between the primary taxes.
10.3.3   Explain the end-to-end processes for collecting the respective taxes.
10.3.4   Differentiate between earmarked tax revenue and general tax revenue.
10.3.5   Describe the various tax credits, relief programs and rollbacks.
10.3.6   Describe differences between a state tax department and other state revenue.
10.3.7   Explain the differences and relationships among city, county and township tax revenue.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
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Competency 10.4: **Explain property taxation**.
Descriptors:
10.4.1   Identify the legislative bodies that govern property tax laws.
10.4.2   Identify and describe the functions of local officials who have the responsibility for property tax collection.
10.4.3   Explain the end-to-end processes for collecting property taxes.
10.4.4   Define the various terminologies associated with property taxes.
10.4.5   Differentiate between earmarked tax revenue and general tax revenue.
10.4.6   Identify the recipients of property taxes.
10.4.7   Describe the various tax credits, relief programs, abatements and rollbacks.
10.4.8   Identify the role of the Department of Taxation in regulating the rates, equity and exemption from real property taxation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 10.5: **Explore the legal avenues used to pursue non-compliance with the tax codes**.
Descriptors:
10.5.1   Explain the end-to-end legal processes for handling individuals or groups who fail to pay their respective taxes at any level of government.
10.5.2   Describe the role of the courts in non-compliance.
10.5.3   Discuss potential penalties for non-compliance.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 10.6:   **Examine the non-tax revenue sources for federal, state and local governments.**

Descriptors:
10.6.1   Explore the historical evolution of non-tax revenue.
10.6.2   Explain the purpose of non-tax revenue.
10.6.3   Identify the primary federal, state and local laws that establish non-tax revenue.
10.6.4   Explain the role of debt and bonding in non-tax revenue generation.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 10.7:   **Analyze the federal, state and local roles in non-tax revenue collection (e.g., fees, fines, sales)**.

Descriptors:
10.7.1   Identify the primary sources of non-tax revenue.
10.7.2   Identify the agencies responsible for collecting this revenue.
10.7.3   Explain the end-to-end processes for collecting the respective non-tax revenue.
10.7.4   Identify the major beneficiaries of non-tax revenue.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Recommended**

EDU:	12	AD
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Competency 10.8:   **Assess the skills and knowledge necessary to process and distribute taxes.**
Descriptors:
10.8.1   Create, manipulate and analyze data**.**
10.8.2   Demonstrate research and analysis skills to interpret tax data.
10.8.3   Utilize information technology to research new tax laws and regulations.
10.8.4   Apply research skills to acquire interpretations of the federal, state or local tax codes.
10.8.5   Forecast revenue growth and/or decline to guide budget preparations.
10.8.6   Describe the elements of or criteria for forecasting revenue growth and/or decline in order to guide budget preparations.
10.8.7   Describe the specific skills associated with tax administration roles (e.g., accounting, real property appraisals).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

Unit 11:   Regulation

Gov: **Essential**

EDU:	12	AD
	P	R

Competency 11.1:   **Explore the primary regulatory services (e.g., Environmental Protection Agency [EPA], Occupational Safety and Health Organization [OSHA], Public Utilities Commission of Ohio [PUCO], Wage and Hour) provided by government and public administration.**

Descriptors:
11.1.1   Identify the primary regulatory agencies within federal, state and local governments.
11.1.2   Identify the codes and laws that provide for the existence of primary regulatory agencies.
11.1.3   Describe the roles of and purposes for primary regulatory agencies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U. S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.* (Economics B, 9-10)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 11.2:   **Acquire, analyze and disseminate information to facilitate clear and positive communication with regulated entities**.

Descriptors:
11.2.1   Explain the role regulatory agencies serve in educating the public.
11.2.2   Identify the various publics on which regulatory agencies focus their educational pursuits.
11.2.3   Explain the educational services provided by regulatory agencies.
11.2.4   Discuss some of the strategies used to disseminate educational materials.
11.2.5   Describe strategies for providing technical assistance to regulated entities and constituents.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 11.3:   **Explain the enforcement authority of regulatory agencies**.
Descriptors:
11.3.1   Explain the legal parameters of a regulatory agency's enforcement powers.
11.3.2   Identify the source of a regulatory agency's enforcement powers.
11.3.3   Describe the procedure for enforcing compliance.
11.3.4   Discuss the options available (civil and criminal) to an agency to enforce compliance.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 11.4:   **Explain the investigative role of regulatory agencies**.
Descriptors:
11.4.1   Describe a situation, issue and/or event that would initiate an investigation.
11.4.2   Discuss the legal parameters of an investigation.
11.4.3   Explain strategies and techniques used in an investigation.

11.4.4	Describe the devices and/or equipment used to enhance an investigation.
11.4.5	Explain the laws and legal interpretations used to support search, seizure and enforcement.
11.4.6	Describe policies and procedures governing evidence collection.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Recommended**

EDU:	12	AD
	I	R

Competency 11.5: **Analyze the role of policy development in relation to legislation.**
Descriptors:

11.5.1	Distinguish regulatory policy from legislation.
11.5.2	Describe the developmental process from issue or problem to established law and regulation.
11.5.3	Explain how policy is developed from specific legislation.
11.5.4	Describe the court system's impact on policies and regulations.
11.5.5	Explain how regulations are developed from legislation.

Correlated Social Studies Academic Content Benchmarks

- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 11.6: **Assess positive citizen relations.**
Descriptors:

11.6.1	Recognize and analyze the balance between enforcing compliance and maintaining positive relationships with regulated entities and constituents.
11.6.2	Establish strategies for addressing language barriers.

11.6.3	Describe strategies for respecting cultural diversity and addressing civil rights.
11.6.4	Identify negative relations and assess the impact.
11.6.5	Utilize effective communication strategies with clients and constituents.
11.6.6	Demonstrate ethical standards.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 11.7: **Interpret laws specific to an agency, and follow agency procedures to examine evidence and accomplish compliance.**

Descriptors:

11.7.1	Identify the sources of the laws, regulations and policies for a specific agency.
11.7.2	Describe the specifics and the parameters of those laws, regulations and policies.
11.7.3	Respond to constituent questions accurately and in a timely fashion.
11.7.4	Apply the laws, regulations and policies as intended.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 11.8:   **Discuss the impact of unfunded mandates on government operations.**
Descriptors:
11.8.1   Identify unfunded federal, state and local mandates.
11.8.2   Describe the impact of these mandates at their respective levels.
11.8.3   Describe strategies agencies are using to address these mandates.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 12:   Homeland Security

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.1:   Analyze critical infrastructure protection activities.
Descriptors:
12.1.1   Identify the state, local and national efforts to protect the nation's infrastructure.
12.1.2   Discuss the barriers to protecting the nation's infrastructure.
12.1.3   Explain innovations designed and developed to enhance critical infrastructure security.
12.1.4   Discuss the National Infrastructure Protection Plan (NIPP) and the National Incident Management System (NIMS).
12.1.5   Discuss the need for interagency and intergovernmental collaboration.
12.1.6   Discuss the need for non-governmental organizations (NGOs).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.2:   Examine the state, local and national agencies responsible for homeland security.

Descriptors:
12.2.1   Identify the agencies at each level.
12.2.2   Explain the functions, strengths and challenges of each agency.
12.2.3   Describe the hierarchy among the agencies.

| 12.2.4 | Discuss the communication issues within and among agencies. |
| 12.2.5 | Discuss the legal issues within and among agencies. |

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.3:   Explain emergency management and response strategies.
Descriptors:

12.3.1	Describe the training and preparation for first responders.
12.3.2	Discuss strategies and procedures for protecting public assets and resources (e.g., schools, government centers, water supplies).
12.3.3	Discuss strategies and procedures for protecting citizens at large gatherings (e.g., sporting events, festivals).
12.3.4	Describe decontamination and detection equipment.
12.3.5	Explain the first responder procedures for various threats (e.g., Regional Response and National Incident Management System [NIMS]).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 12.4:   **Examine detection and surveillance technology.**
Descriptors:
12.4.1   Identify the basic surveillance and detection equipment available.
12.4.2   Describe the functions, purposes, availability and cost of this equipment.
12.4.3   Explain global tracking and analysis capabilities for threat reduction.
12.4.4   Discuss the legal parameters governing the use of this technology.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Recommended**

EDU:	12	AD
		I

Competency 12.5:   **Explain threat analysis and vulnerability assessment.**
Descriptors:
12.5.1   Review homeland security presidential directives.
12.5.2   Identify the scope of threats to national security.
12.5.3   Describe the objective of the threat analysis and vulnerability assessment.

| 12.5.4 | Discuss procedures for determining threats and their respective vulnerability. |
| 12.5.5 | Rank threats and a national vulnerability index to classify threats. |

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov:　　　　**Recommended**

EDU:	12	AD
		I

Competency 12.6:　　**Analyze the impact of intelligence on threat analysis.**
Descriptors:

12.6.1	Explain the legal constraints that limit gathering and sharing information.
12.6.2	Describe strategies used to gather information within and outside the country.
12.6.3	Discuss the reliability of various information sources.
12.6.4	Describe the operational barriers to gathering and sharing intelligence information.
12.6.5	Review related documents on threat analysis (e.g., National Criminal Intelligence Plan and the 9/11 Commission report).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.7:   **Analyze cyber-security in relation to national security.**
Descriptors:
12.7.1   Identify the issues impacting cyber-security and channels of communication.
12.7.2   Relate issues of cyber-security to national security.
12.7.3   Describe the vulnerability of cyber communications.
12.7.4   Explain the technology used to protect cyber information.
12.7.5   Employ strategies for protecting the channels of communication.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.8:   **Describe international border protection activities.**
Descriptors:
12.8.1   Discuss the challenges of border protection.
12.8.2   Describe the immigration issues affecting national security.
12.8.3   Discuss the threat index of border vulnerability (e.g., continental and non-continental states).
12.8.4   Identify strategies and procedures used to protect the nation's borders.
12.8.5   Discuss laws and regulations relating to border protection.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.9:   Analyze the transportation protection systems.
Descriptors:
12.9.1   Describe the major points of vulnerability in the nation's transportation systems.
12.9.2   Rank the transportation carriers in relation to their vulnerability.
12.9.3   Explain the procedures established to counter threats for each carrier.
12.9.4   Identify the agency responsible for the safety of each carrier.
12.9.5   Discuss laws and regulations relating to transportation protection systems.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 12.10:   Examine agro-security in relation to national security.
Descriptors:
12.10.1   Identify the agencies responsible for protecting the nation's food supply.
12.10.2   Describe the scope of the agriculture system and the food supply systems.
12.10.3   Identify points of vulnerability within these systems.
12.10.4   Describe procedures designed to protect these systems.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 12.11: **Analyze potential threats to the nation's energy, water supply and communication networks.**

Descriptors:
12.11.1   Describe the various sources of water supply, energy and communication networks.
12.11.2   Explain potential threats to each source.
12.11.3   Describe procedures designed to protect these sources.

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.* (Earth and Space Sciences D, 9-10)
- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)
- *Explain how human choices today will affect the quality and quantity of life on earth.* (Life Sciences F, 11-12)
- *Explain how energy may change form or be redistributed but the total quantity of energy is conserved.* (Physical Sciences F, 9-10)
- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 12.12: **Analyze potential chemical, biological and nuclear threats to homeland security.**

Descriptors:

12.12.1	Identify the agencies responsible for protecting the nation from these threats.
12.12.2	Discuss the potential and possible targets of these threats.
12.12.3	Describe the security procedures surrounding laboratories that handle these materials.
12.12.4	Explain the heath care response and planning for dealing with these threats.
12.12.5	Describe procedures designed to protect the nation from these threats.
12.12.6	Discuss the first responder duties related to a chemical, biological, radiological, nuclear or explosive (CBRNE) threat, including National Incident Management System (NIMS).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)
- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)
- *Explain how human choices today will affect the quality and quantity of life on earth.* (Life Sciences F, 11-12)
- *Explain how energy may change form or be redistributed but the total quantity of energy is conserved.* (Physical Sciences F, 9-10)
- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 12.13:   **Explain the role of the armed services in homeland security.**
Descriptors:
12.13.1   Identify each of the armed services and National Guard branches, and identify their primary missions.
12.13.2   Explain the mission of each of the armed services and National Guard branches.
12.13.3   Explain the function and authority of the Joint Chiefs of Staff.
12.13.4   Explain the chain of command for forces outside the United States.
12.13.5   Describe the legal parameters and procedures involving armed services participation in threats within the United States.

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 13:   Foreign Service

Gov: **Recommended**

EDU:	12	AD
		I

Competency 13.1:   **Analyze the infrastructure of the United States Department of State and other foreign service agencies.**

Descriptors:
13.1.1   Trace the historical evolution of the U.S. Department of State and other foreign service agencies.
13.1.2   Describe the mission of the U.S. Department of State and other foreign service agencies.
13.1.3   Identify the scope of domestic and foreign services.
13.1.4   Describe the organizational structure.
13.1.5   Describe the mission of the consular services.
13.1.6   Explain the domestic functions of the U.S. Department of State.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Recommended**

EDU:	12	AD
		I

Competency 13.2:   **Analyze diplomatic and economic development relations with other countries and international institutions.**

Descriptors:
13.2.1   Identify the extent of the diplomatic and consular posts around the world.
13.2.2   Discuss efforts to promote peace and stability in regions of vital interests.
13.2.3   Describe federal and state efforts to support U.S. businesses at home and abroad.
13.2.4   Identify efforts to establish stable economic environments in developing countries.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify the cause of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 14: Environmental Policy and Resource Management

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 14.1: **Identify federal, state and local agencies related to environmental policies.**
Descriptors:
14.1.1   Trace the history of resource management.
14.1.2   Describe the development of environmental philosophy.
14.1.3   Describe the mission of the significant federal agencies (e.g., Environmental Protection Agency [EPA], Army Corps of Engineers).
14.1.4   Describe the mission of the Ohio Department of National Resources (ODNR).
14.1.5   Describe the importance of national and international environmental policies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.* (Earth and Space Sciences D, 9-10)
- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)
- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)
- *Explain how human choices today will affect the quality and quantity of life on earth.* (Life Sciences F, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U. S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.* (Economics B, 9-10)
- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 14.2:   **Analyze urban planning, zoning and land use management.**
Descriptors:
14.2.1   Explore various urban planning, zoning and land use policies and programs.
14.2.2   Examine the consequences of geographic and environmental changes resulting from governmental policies.
14.2.3   Describe the intended and unintended effects of human modifications to the physical environment.
14.2.4   Analyze policies and programs for natural resource use and management, considering possible tradeoffs between environmental quality and economic growth.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate and compute areas and volume in increasingly complex problem situations.* (Measurement C, 11-12)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Present complete and convincing arguments and justifications, using inductive and deductive reasoning, adapted to be effective for various audiences.* (Mathematical Processes F, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.* (Earth and Space Sciences D, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.* (Geography A, 9-10)
- *Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.* (Geography B, 9-10)
- *Analyze the patterns and processes of movement of people, products and ideas.* (Geography C, 9-10)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)