

**GOVERNMENT AND PUBLIC ADMINISTRATION  
CORE BODY OF KNOWLEDGE**

**UNITS 1-7**

# Unit 1: Career Exploration and Development

Gov: Essential

EDU:	12	AD
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## Competency 1.1: Explore careers in government and public administration.

### Descriptors:

- 1.1.1 Identify current and future career options for a person interested in government and public administration.
- 1.1.2 Describe the historical evolution of the various careers in government and public administration.
- 1.1.3 Experience specific personal government and public administration interests (e.g., shadowing, professional readings, community service, internship).
- 1.1.4 Analyze the interrelationships among the political officials and public administration agencies.
- 1.1.5 Identify the education needed for a career in government and public administration.
- 1.1.6 Identify the personal compensation and opportunities involved with government employment.
- 1.1.7 Describe the ways of gaining entry and access to the career tracks.

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

### Correlated Social Studies Academic Content Benchmarks

- *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**

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**Competency 1.2: Explore professional development and career advancement opportunities for a government and public administration professional.**

**Descriptors:**

- 1.2.1 Identify career advancement and enhancement opportunities in government and public administration (i.e., internally and externally).
- 1.2.2 Describe the importance of political organizations and professional relationships with government and public administration professionals.
- 1.2.3 Remain current on changes in government and public administration professions.

**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)*

**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)*

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**Competency 1.3: Demonstrate positive work behaviors and personal qualities.**

**Descriptors:**

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude and integrity.
- 1.3.3 Demonstrate flexibility and willingness to learn.
- 1.3.4 Exhibit commitment to the organization.
- 1.3.5 Explain how individuals impact public perception of government and public administration.
- 1.3.6 Discuss the importance of having all employees understand the core business processes of government and public administration agencies.
- 1.3.7 Describe positive work behaviors in a political environment.

**Correlated Social Studies Academic Content Benchmarks**

- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 1.4: Develop career goals and the objectives to meet those career goals.**

**Descriptors:**

- 1.4.1 Identify personal goals and objectives in concert with government and public administration goals.
- 1.4.2 Explain the impact an individual's past and present behavior can have on a public sector career.
- 1.4.3 Develop a résumé, list of references and a portfolio.
- 1.4.4 Demonstrate the ability to seek and apply for employment.
- 1.4.5 Prepare and interview for employment.
- 1.4.6 Demonstrate the ability to evaluate and compare employment opportunities.

**Correlated English Language Arts Academic Content Benchmarks**

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 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)*
- *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 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)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

## Unit 2: Fundamentals of Government

Gov: Essential

EDU:	12	AD
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**Competency 2.1: Explain the jurisdictions of the federal, state and local government and public administration agencies.**

**Descriptors:**

- 2.1.1 Identify the primary government and public administration agencies at the federal, state and local level.
- 2.1.2 Describe and explain the missions and functions of the various government and public administration agencies.
- 2.1.3 Use organizational charts to describe agency operations.
- 2.1.4 Explain the major internal functions and structure of a specific agency.
- 2.1.5 Identify the critical customers and stakeholders for a specific organization.

**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)

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**Competency 2.2: Explain the role and function of the respective organizational members.**

**Descriptors:**

- 2.2.1 Identify the critical members of the primary government and public administration agencies.
- 2.2.2 Describe their roles and functions within the organization.
- 2.2.3 Explain the external and internal politics these members deal with within the respective organizations.

**Correlated Social Studies Academic Content Benchmarks**

- *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**

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**Competency 2.3: Explain the federal, state and local laws, codes, constitutions, regulations and sanctions that impact a specific government and public administration agency.**

**Descriptors:**

- 2.3.1 Identify the federal, state and local laws, codes, constitutions, regulations and sanctions that guide the agency operations.
- 2.3.2 Apply pertinent laws, codes, constitutions, regulations and sanctions in daily operations.
- 2.3.3 Describe strategies and procedures to revise ineffective laws, codes, constitutions, regulations and sanctions.

**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)
- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 2.4 Explain the political culture of government and public administration.**

**Descriptors:**

- 2.4.1 Identify the stakeholders, individuals and groups who impact government and public administration officials.
- 2.4.2 Describe the tactics used by pressure groups (e.g., bargaining, social protest).
- 2.4.3 Explain the strategies used by government and public administration officials to deal with special interest groups.
- 2.4.4 Describe the impact special interest groups have on individuals within the government and public administration agencies.
- 2.4.5 Discuss the internal competition within an agency to promote agenda issues, attain financial resources and obtain power.
- 2.4.6 Compare and contrast the culture within government and public administration to the culture within business and industry.
- 2.4.7 Describe the required public accountability placed on the government employee.
- 2.4.8 Discuss formal and informal relationships between agencies and between stakeholders.

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

### Correlated Social Studies Academic Content Benchmarks

- *Analyze ways people achieve governmental change, including political action, social protest, and revolution. (Citizenship Rights and Responsibilities A, 9-10)*
- *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 the role of diverse cultural institutions in shaping American society. (People in Societies C, 11-12)*
- *Analyze how citizens participate in the election process in the United States. (Government C, 11-12)*
- *Evaluate various means for citizens to take action on a particular issue. (Citizenship Rights and Responsibilities 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: Essential**

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**Competency 2.5: Develop an administration process model to illustrate how services flow through a government or public administration agency.**

#### Descriptors:

- 2.5.1 Define discrete administration processes and the users.
- 2.5.2 Identify and explain the administration operations in a government or public administration agency.
- 2.5.3 Prepare a diagram, chart and/or model that illustrates the process mapping of a service through a government or public administration agency.
- 2.5.4 Identify resources and constraints.

### 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)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (Research E, 8-10; Research E, 11-12)*

**Gov: Essential**

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**Competency 2.6: Explain how strategic planning is used to accomplish organizational goals and objectives.**

**Descriptors:**

- 2.6.1 Explain how organizational goals and objectives are developed and used to allocate people and resources.
- 2.6.2 Identify reports used to track performance, and explain how they are used.
- 2.6.3 Describe how improvements are identified and modifications are implemented.
- 2.6.4 Explain how strategic plans are adapted to economic and political feasibility.

**Correlated English Language Arts Academic Content Benchmarks**

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

**Correlated Social Studies Academic Content Benchmarks**

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics 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: Recommended**

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**Competency 2.7: Explain the role of risk management in reducing risks and improving performance.**

**Descriptors:**

- 2.7.1 Explain the objectives of risk management programs.
- 2.7.2 Describe the major types of loss exposures for government and public administration, including property, revenue and personnel.
- 2.7.3 Describe the approaches for managing organizational risks.

**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

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

**Gov: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 2.8: Explain the impact of economic, social and technological changes on government and public administration.**

**Descriptors:**

- 2.8.1 Explain the impact of economic income growth and decline, consumer confidence, interest rates, labor, fuel, material costs, and unfunded mandates.
- 2.8.2 Explain the impact of social changes, including clientele attitudes and preferences, demographics and population shifts.
- 2.8.3 Explain the impact of technological changes, including communications and information technology.
- 2.8.4 Explain the major challenges surrounding the privatization of services.
- 2.8.5 Describe historical influences on government and public administration (e.g., labor movement, high-performance, quality).

### 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)
- *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)
- *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

- *Explain the social, political and economic effects of industrialization.* (History B, 9-10)
- *Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.* (Geography B, 9-10)
- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

**Gov:            Essential**

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### Competency 2.9:        Explain how budgeting and accounting are used to accomplish organizational goals and objectives.

#### Descriptors:

- 2.9.1        Explain how budgets are used to prioritize services and allocate people and resources.
- 2.9.2        Identify financial reports used to track performance.
- 2.9.3        Describe the basic application of internal and external accounting.
- 2.9.4        Describe the essential nature of fiscal responsibility and value.
- 2.9.5        Describe service expenditures with direct and indirect costs.
- 2.9.6        Explain basic economic concepts (e.g., supply, demand, price, cost, value, cash flow, cost-benefit analysis).
- 2.9.7        Explain how budgets and accounting principles are adapted to address economic feasibility.

### Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)

### 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)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra 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)

**Gov: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 2.10: Explain revenue generation and disbursement policies and procedures.**

**Descriptors:**

- 2.10.1 Explain the procedure for obtaining revenue for the federal, state or local budget.
- 2.10.2 Identify other potential revenue sources (e.g., fees for services).
- 2.10.3 Explain the general procedure for dispersing funds.

**Correlated Social Studies Academic Content Benchmarks**

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

**Gov: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 2.11: Define and explain the major measures used by government and public administration to manage and improve quality assurance.**

**Descriptors:**

- 2.11.1 Define and explain measures for financial performance (e.g. cost reduction, asset utilization).
- 2.11.2 Define and explain measures for citizen performance (e.g., output and outcome, citizen satisfaction, service growth).
- 2.11.3 Define and explain measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.11.4 Define and explain measures for organizational compliance and health, safety and environmental performance (e.g., audit findings, lost time accidents).
- 2.11.5 Compare the best practices of various jurisdictions.
- 2.11.6 Describe how improvements are identified and modifications are implemented.

**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)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 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**

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**Competency 2.12: Explain how government and public administration manage relationships with clients, constituents and end users.**

**Descriptors:**

- 2.12.1 Conduct in-depth investigations to identify internal and external client needs.
- 2.12.2 Maintain a liaison with client contacts (e.g., community groups).
- 2.12.3 Maintain client satisfaction and address client problems and complaints efficiently.
- 2.12.4 Communicate with internal and/or external clients to ensure service meets customer requirements.

**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)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 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)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

## Unit 3: Communications

Gov: Essential

EDU:	12	AD
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**Competency 3.1: Utilize strategies to locate and interpret agency data, information and analysis.**

### Descriptors:

- 3.1.1 Locate, organize and reference written government and public administration information from various sources.
- 3.1.2 Skim, read for detail, read for meaning and critically analyze to determine the purpose of a text.
- 3.1.3 Describe content, technical concepts and vocabulary to analyze information and follow directions.
- 3.1.4 Interpret, transcribe and communicate information, data and observations to apply information learned from reading to actual practice.
- 3.1.5 Document the source and proper reference for written information.

### 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)
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.* (Research D, 8-10; Research D, 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)
- *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 reliability and credibility of sources.* (Social Studies Skills and Methods A, 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)

**Gov: Essential**

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**Competency 3.2: Write and utilize coherent and focused technical communications that support a defined perspective.**

**Descriptors:**

- 3.2.1 Use various note-taking techniques to summarize main ideas.
- 3.2.2 Structure ideas and arguments in an organized manner, so they are supported by relevant documentation and/or examples.
- 3.2.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.2.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.2.5 Identify positions from relevant research and resources.
- 3.2.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.2.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.
- 3.2.8 Determine the means and authority for disseminating information.

**Correlated English Language Arts Academic Content Benchmarks**

- *Formulate writing idea and identify a topic appropriate to the purpose and audience. (Writing Processes A, 8-10; Writing Processes A, 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)*
- *Prepare writing for publication that follows an appropriate format and uses techniques such as electronic resources and graphics. (Writing Processes F, 11-12)*
- *Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (Writing Applications 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)*
- *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 Science Academic Content Benchmarks**

- *Explain how scientific evidence is used to develop and revise scientific predictions, ideas or theories. (Scientific Ways of Knowing A, 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)
- *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)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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### Competency 3.3: Deliver formal and informal presentations that demonstrate organization and delivery skill.

#### Descriptors:

- 3.3.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.3.2 Communicate main ideas and supporting facts to achieve the purpose of communication.
- 3.3.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.3.4 Use proper organization and structure to achieve coherence.
- 3.3.5 Use technical terms, references and quoted material properly.
- 3.3.6 Engage an audience using appropriate vocal variety and gestures.

### Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)
- *Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.* (Communication: Oral and Visual F, 8-10)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F 11-12)

### Correlated Social Studies Academic Content Benchmarks

- *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)

**Gov: Essential**

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### Competency 3.4: Listen and speak effectively to contribute to group discussions and meetings.

#### Descriptors:

- 3.4.1 Participate in or conduct meetings in a timely, organized and professional manner.
- 3.4.2 Clarify the purpose and goals of a discussion or meeting.
- 3.4.3 Demonstrate respect for diverse positions.

- 3.4.4 Give and receive feedback appropriately.
- 3.4.5 Stay on subject and task.
- 3.4.6 Summarize the results of the meeting, including agreements, disagreements, commitments and next steps.
- 3.4.7 Speak succinctly and clearly to convey information.
- 3.4.8 Identify slang and jargon related to the different issues.
- 3.4.9 Determine means to communicate with non-English speaking populations.

**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)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *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)
- *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**

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 3.5: Apply active listening skills to obtain and clarify information provided in oral communications.**

**Descriptors:**

- 3.5.1 Identify and apply active listening techniques one-to-one and in team or group meetings.
- 3.5.2 Interpret verbal cues and behaviors to enhance communication.
- 3.5.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.5.4 Paraphrase and repeat information to confirm understanding.
- 3.5.5 Record and summarize information in written notes.
- 3.5.6 Ask questions to seek or confirm understanding.

**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**

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 3.6: Utilize written documents to direct government and public administration operations.**

**Descriptors:**

- 3.6.1 Identify types of reports (e.g. quality assurance, statistics, documentation, executive summary).
- 3.6.2 Complete reports in accordance with established standards.
- 3.6.3 Identify the components of contract documents.
- 3.6.4 File reports with appropriate personnel.
- 3.6.5 Disseminate written information from various sources to co-workers, clients and others.

**Correlated English Language Arts Academic Content Benchmarks**

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 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 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: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 3.7: Assess the communication strategies government and public administration officials employ with the media.**

**Descriptors:**

- 3.7.1 Explore the importance of the media as a communications avenue to the public.
- 3.7.2 Describe the historical evolution of the relationship between media and government and public administration.
- 3.7.3 Explain the impact of current media operations on government and public administration.

- 3.7.4 Describe strategies government and public administration officials use to address media concerns.
- 3.7.5 Determine means and authority for disseminating information (e.g., open record, open meeting).
- 3.7.6 Determine who is the designated media spokesperson for the agency.

**Correlated English Language Arts Academic Content Benchmarks**

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

**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)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

**Gov: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 3.8: Demonstrate grant-writing skills.**

**Descriptors:**

- 3.8.1 Identify sources for government, foundation and private grants.
- 3.8.2 Match an organizational mission and vision to appropriate grants.
- 3.8.3 Conduct a cost-benefit analysis of grant requirements and funding.
- 3.8.4 Contact grant sources for additional information.
- 3.8.5 Create a compelling need by identifying the gap that currently exists.
- 3.8.6 Demonstrate expertise in the field of the grant.
- 3.8.7 Write a clear, concise statement of the problem and the importance of closing the gap.
- 3.8.8 Assemble an advisory panel and/or advocacy group.
- 3.8.9 Explain your organization’s uniqueness in solving the problem.
- 3.8.10 Describe goals, strategies, staffing, clients, time frame and budget.
- 3.8.11 Prepare a proposal that is visually attractive and businesslike.

**Correlated English Language Arts Academic Content Benchmarks**

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12))
- *Select and use an appropriate organizational structure to refine and develop ideas for writing.* (Writing Processes B, 11-12)
- *Apply tools to judge the quality of writing.* (Writing Processes E, 8-10; Writing Processes E, 11-12)

- *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)
- *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)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Analyze functions by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior.* (Patterns, Functions and Algebra A, 11-12)
- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.* (Data Analysis and Probability D, 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)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov:                    Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 3.9:            Assess communication strategies for working with all external groups (e.g., special interests, stakeholders).**

**Descriptors:**

- 3.9.1            Identify those individuals and groups who support the agency's mission.
- 3.9.2            Utilize written, oral and personal communications to build advocacy support.
- 3.9.3            Describe the media sources relevant to issue advocacy.
- 3.9.4            Maintain two-way communication channels with advocates and advocacy groups.
- 3.9.5            Identify those individuals and groups who do not support the agency's mission.
- 3.9.6            Utilize written, oral and personal communications to address special interest concerns.
- 3.9.7            Maintain two-way communication channels with individuals and special interests to maximize misunderstanding.
- 3.9.8            Identify the need for educating the legislature and its staff.
- 3.9.9            Identify communication channels between agencies and legislators.

- 3.9.10 Describe the strategies for communicating with legislators and their staffs.  
3.9.11 Identify communication skills for external management.

### **Correlated English Language Arts Academic Content Benchmarks**

- *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.* (Writing Applications E, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 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**

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities 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)

## Unit 4: Problem Solving and Critical Thinking

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 4.1: Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.**

**Descriptors:**

- 4.1.1 Identify and describe various problem-solving methods accepted in government and public administration.
- 4.1.2 Apply the process of problem solving to address issues within an agency.
- 4.1.3 Evaluate the solutions and unintended consequences of problem-solving methods.

**Correlated Science Academic Content Benchmarks**

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

**Correlated Social Studies Academic Content Benchmarks**

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities 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)
- *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: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 4.2: Apply problem solving and critical thinking techniques to the conflict between available resources, requirements of the project and timelines.**

**Descriptors:**

- 4.2.1 Identify alternative solutions for a specific resources and materials problem.
- 4.2.2 Calculate the efficient use of resources and materials.
- 4.2.3 Examine the feasibility of each alternative suggestion.
- 4.2.4 Implement an appropriate alternative.
- 4.2.5 Use available resources and materials efficiently to complete the project.
- 4.2.6 Discuss strategies for avoiding the problem in the future.

### 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)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

### 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)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 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

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

### Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

**Gov:                    Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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### Competency 4.3:            Combine critical thinking and team-building skills to solve problems.

#### Descriptors:

- 4.3.1            Work with others to define problems.
- 4.3.2            Share ideas, facts, information and/or data with others.
- 4.3.3            State personal positions clearly, and respect conflicting positions.
- 4.3.4            Engage in consensus group decisions even when different from a personal solution within the bounds of ethical, safety, legal and similar concerns.

### Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 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)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

### Correlated Mathematics Academic Content Benchmarks

- *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 how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov: Recommended**

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### Competency 4.4: Evaluate and adjust plans and schedules to respond to unexpected events and conditions.

#### Descriptors:

- 4.4.1 Identify potential events and conditions that disrupt the completion of a job.
- 4.4.2 Incorporate potential job disruptions into planning timelines.
- 4.4.3 Solve situational problems involved with unexpected events and conditions.
- 4.4.4 Identify and assess critical situations, and implement appropriate response(s).
- 4.4.5 Adjust plans and schedules to reflect an unexpected change.
- 4.4.6 Provide a project update to track changes.

### 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)
- *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)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)

### **Correlated Science Academic Content Benchmarks**

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

### **Correlated Social Studies Academic Content Benchmarks**

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

## Unit 5: Leadership and Teamwork

Gov: Essential

EDU:	12	AD
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**Competency 5.1: Summarize the interpersonal skills that contribute to positive leadership and teamwork.**

### Descriptors:

- 5.1.1 Identify and explain those basic interpersonal skills most closely associated with a positive work environment (e.g., empathy, listening, respect, unconditional positive regard).
- 5.1.2 Discuss the importance of relating to the culture and climate of an organization.
- 5.1.3 Identify and discuss cultural diversity issues (e.g., race, religion, nationality, gender).

### Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

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**Competency 5.2: Demonstrate the ability to work on a team and recognize the importance of teamwork and its impact on government and public administration.**

### Descriptors:

- 5.2.1 Define teamwork and team goals and objectives.
- 5.2.2 Identify the types of teams (e.g. cross-functional, cross-trained).
- 5.2.3 Describe the role of effective teams in high-performance workplaces.
- 5.2.4 Examine unique issues associated with working on teams.
- 5.2.5 Apply team problem-solving and conflict-resolution practices.
- 5.2.6 Explain the roles and responsibilities of the individual as part of the team.
- 5.2.7 Identify attitudes and behaviors that promote positive interaction between members of the work team (e.g., punctuality, attendance, preparedness).

### Correlated English Language Arts Academic Content Benchmarks

- *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**

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov: Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 5.3: Use coalition and relationship building techniques to enhance performance.**

**Descriptors:**

- 5.3.1 Describe the induction process new employees experience when they enter a new work group.
- 5.3.2 Discuss the roles that different values play in generating conflict.
- 5.3.3 Discuss communication barriers new employees may encounter.
- 5.3.4 Assist associates in developing their careers within government and public administration.
- 5.3.5 Facilitate the induction of new employees into the informal organization.

**Correlated Social Studies Academic Content Benchmarks**

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 5.4: Examine the different responses to conflict as they relate to results.**

**Descriptors:**

- 5.4.1 Describe the soft response approach (e.g. avoidance, compromise, accommodation) and the typical reasons for using that approach.
- 5.4.2 Describe the hard response approach (e.g. force, threats, aggression, anger) and the typical reasons for using that approach.
- 5.4.3 Describe the principled response approach (e.g. good communication skills, problem solving skills, the ability to see the problem from more than one perspective) and the typical reasons for using that approach.

**Correlated Social Studies Academic Content Benchmarks**

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

**Gov:**                      **Recommended**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 5.5:**            **Utilize mediation skills to resolve conflicts and maintain a smooth workflow.**

**Descriptors:**

- 5.5.1            Define opposing positions.
- 5.5.2            Mediate solutions collaboratively and cooperatively.
- 5.5.3            Give and receive criticism in a diplomatic and constructive manner.
- 5.5.4            Use diplomatic and constructive statements and responses.

**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**

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

## Unit 6: Legal and Ethical Aspects

Gov: Essential

EDU:	12	AD
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**Competency 6.1: Differentiate legal and ethical issues.**

**Descriptors:**

- 6.1.1 Define “legal” and “ethical” issues.
- 6.1.2 Translate legal and ethical issues to government and public administration.

### 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)

Gov: Essential

EDU:	12	AD
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**Competency 6.2: Perform duties according to laws, regulations and contract provisions.**

**Descriptors:**

- 6.2.1 Identify governmental laws, regulations and codes pertinent to a specific agency.
- 6.2.2 Comply with state, local and federal act(s) and other pertinent legislation (e.g., substance abuse, harassment, discrimination, labor laws).
- 6.2.3 Comply with state, local and federal legislation and regulatory agencies as it relates to union and/or non-union practices.
- 6.2.4 Describe the interrelationships among state, local and national codes.
- 6.2.5 Compare and contrast the roles of various regulatory agencies (e.g., content of laws and regulation of jurisdictions).
- 6.2.6 Identify the types of contracts and describe their roles in government and public administration.
- 6.2.7 Identify personal and organizational ramifications of failure to comply with government laws and regulations.

### 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 exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 6.3: Complete work-related duties within an ethical framework.**

**Descriptors:**

- 6.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 6.3.2 Identify the code of ethics within the profession.
- 6.3.3 Develop an individual ethical framework.
- 6.3.4 Demonstrate ethical behavior when interacting with colleagues both internal and external to the profession.
- 6.3.5 Maintain confidentiality and limit exposure of sensitive information to those who have a legal right to the information.
- 6.3.6 Describe the ethical impact of positive cultural sensitivity in government and public administration.

**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 Social Studies Academic Content Benchmarks**

- *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**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 6.4: Assess the implications of ethical and unethical behavior.**

**Descriptors:**

- 6.4.1 Identify the legal ramifications of unethical behavior under the law.
- 6.4.2 Identify the ramifications of unethical actions professionally and personally.
- 6.4.3 Compare and contrast personal, professional and organizational ethics.
- 6.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 6.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

**Correlated English Language Arts Academic Content Benchmarks**

- *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)
- *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**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 6.5:            Explain employee and employer liability.**

**Descriptors:**

- 6.5.1            Define liability and negligence.
- 6.5.2            Discuss protections against liability.
- 6.5.3            Discuss the concept of transferring risk.
- 6.5.4            Describe “multi-employer” responsibility.

**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, 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)

## Unit 7: Information Technology Applications

Gov: Essential

EDU:	12	AD
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### Competency 7.1: Use computer-based technology.

#### Descriptors:

- 7.1.1 Access a Web site using the Internet.
- 7.1.2 Use e-mail to send and receive messages.
- 7.1.3 Collect data from the environment, people or instruments.
- 7.1.4 Use electronic sources to determine the quality, relevance or usefulness of a product.
- 7.1.5 Use electronic sources to generate and access client or customer information for evaluation and application.
- 7.1.6 Use a database to verify, summarize, compare and/or contrast information.
- 7.1.7 Employ information management systems to store, manage, retrieve and secure information.
- 7.1.8 Present existing client, product, service or topic information in a different form.
- 7.1.9 Interpret client or product information to determine appropriate action.
- 7.1.10 Describe modern computer-based vernacular.

#### 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)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)

#### Correlated Mathematics Academic Content Benchmarks

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

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 7.2: Employ information technology applications.**

**Descriptors:**

- 7.2.1 Identify organizational policies and ethics regarding the use of communications tools.
- 7.2.2 Use personal information management (PIM) productivity applications (e.g., schedules, contacts, memos).
- 7.2.3 Communicate using electronic equipment, and document communication (e.g., e-mail, fax, phone).
- 7.2.4 Utilize work-appropriate Internet applications.
- 7.2.5 Utilize writing and publishing applications.
- 7.2.6 Prepare reports and other business communications, integrating graphics and other non-text elements.
- 7.2.7 Demonstrate presentation applications.
- 7.2.8 Utilize spreadsheets and database applications.
- 7.2.9 Employ collaborative and groupware applications.
- 7.2.10 Examine computer-driven equipment and machines, and access support as needed.

**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 Process 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)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

**Correlated Mathematics Academic Content Benchmarks**

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 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)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 7.3: Employ secure technology applications to analyze data and process statistics.**

**Descriptors:**

- 7.3.1 Identify data analysis and statistical process software.
- 7.3.2 Organize and input data into the respective databases.

- 7.3.3 Utilize software package to retrieve the desired data or statistical analysis.
- 7.3.4 Employ current cyber security safeguards.

**Correlated Mathematics Academic Content Benchmarks**

- *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)

**Gov: Essential**

<b>EDU:</b>	<b>12</b>	<b>AD</b>
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**Competency 7.4 Adhere to ethical practices regarding data or information output.**

**Descriptors**

- 7.4.1 Explain privacy laws.
- 7.4.2 Maintain confidentiality, and limit exposure of sensitive information to those who have a legal right to the information.