

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.202. Principles of Government and Public Administration (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-11. Students shall be awarded one credit for successful completion of this course</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory	(i) explain major political ideas in history
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism	(i) identify the characteristics of classic forms of government
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(i) explore aspects of public service at the international level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(ii) explore aspects of public service at the federal level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(iii) explore aspects of public service at the state level

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(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(iv) explore aspects of public service at the local level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(v) explore aspects of related [public service] careers at the international level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(vi) explore aspects of related [public service] careers at the federal level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(vii) explore aspects of related [public service] careers at the state level
(2) The student explores major political ideas and forms of government in history. The student is expected to:	(C) explore aspects of public service and related careers at international, federal, state, and local levels	(viii) explore aspects of related [public service] careers at the local level
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution	(i) analyze the principles that underlie the Declaration of Independence
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution	(ii) analyze the principles that underlie the U.S. Constitution
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution	(iii) analyze the ideas that underlie the Declaration of Independence

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution	(iv) analyze the ideas that underlie the U.S. Constitution
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(B) explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution	(i) explain the importance of a written constitution
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(B) explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution	(ii) explain how the federal government serves the purposes set forth in the U.S. Constitution
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(C) explore how the Federalist Papers explain the principles of the U.S. constitutional system of government	(i) explore how the Federalist Papers explain the principles of the U.S. constitutional system of government
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(i) evaluate constitutional provisions for limiting the role of government
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(E) analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	(i) analyze the contributions of the political philosophies of the founding fathers

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(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(E) analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	(ii) explain why [the founding fathers] created a distinctly new form of federalism
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(E) analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	(iii) explain why [the founding fathers] adopted a federal system of government instead of a unitary system
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(F) evaluate the limits on the national and state governments in the U.S. federal system of government and how the U.S. Constitution can be amended	(i) evaluate the limits on the national government in the U.S. federal system of government
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(F) evaluate the limits on the national and state governments in the U.S. federal system of government and how the U.S. Constitution can be amended	(ii) evaluate the limits on state governments in the U.S. federal system of government
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(F) evaluate the limits on the national and state governments in the U.S. federal system of government and how the U.S. Constitution can be amended	(iii) evaluate how the U.S. Constitution can be amended
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(G) categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government	(i) categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(H) analyze historical conflicts over the respective roles of national and state governments in the United States	(i) analyze historical conflicts over the role of national government in the United States
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(H) analyze historical conflicts over the respective roles of national and state governments in the United States	(ii) analyze historical conflicts over the role of state government in the United States
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(i) identify significant individuals in the field of government and politics, including ambassadors
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(ii) identify significant individuals in the field of government and politics, including elected officials
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(iii) identify significant individuals in the field of government and politics, including appointed officials
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(iv) identify [significant individuals'] roles in the field of government and politics, including ambassadors

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(v) identify [significant individuals'] roles in the field of government and politics, including elected officials
(3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	(I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials	(vi) identify [significant individuals'] roles in the field of government and politics, including appointed officials
(4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(A) compare and contrast the U.S. system of government with other political systems	(i) compare and contrast the U.S. system of government with other political systems
(4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of presidential and parliamentary systems of government	(i) analyze advantages of the presidential system of government
(4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of presidential and parliamentary systems of government	(ii) analyze disadvantages of the presidential system of government
(4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of presidential and parliamentary systems of government	(iii) analyze advantages of the parliamentary system of government

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of presidential and parliamentary systems of government	(iv) analyze disadvantages of the parliamentary system of government
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(A) identify the rights guaranteed by the Bill of Rights	(i) identify the rights guaranteed by the Bill of Rights
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(B) evaluate the role of limited government and the rule of law for the protection of individual rights	(i) evaluate the role of limited government for the protection of individual rights
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(B) evaluate the role of limited government and the rule of law for the protection of individual rights	(ii) evaluate the rule of law for the protection of individual rights
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(C) identify and recognize issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution	(i) identify issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(C) identify and recognize issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution	(ii) recognize issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(D) define the roles of each branch of government in protecting the rights of individuals	(i) define the roles of each branch of government in protecting the rights of individuals
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government	(i) explain the importance of due process rights to the protection of individual rights

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(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government	(ii) explain the importance of due process rights to the limits on the powers of government
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(i) recognize the impact of the incorporation doctrine involving due process on individual rights
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(ii) recognize the impact of the incorporation doctrine involving due process on federalism
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(iii) recognize the impact of the incorporation doctrine involving due process on majority rule
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(iv) recognize the impact of the Bill of Rights on individual rights
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(v) recognize the impact of the Bill of Rights on federalism
(5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule	(vi) recognize the impact of the Bill of Rights on majority rule

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(A) explain the difference between personal and civic responsibilities of citizens versus non-citizens	(i) explain the difference between personal and civic responsibilities of citizens versus non-citizens
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(B) present how, why, and when the rights of individuals are inviolable even against claims for the public good	(i) present how the rights of individuals are inviolable even against claims for the public good
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(B) present how, why, and when the rights of individuals are inviolable even against claims for the public good	(ii) present why the rights of individuals are inviolable even against claims for the public good
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(B) present how, why, and when the rights of individuals are inviolable even against claims for the public good	(iii) present when the rights of individuals are inviolable even against claims for the public good
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(C) analyze the consequences on society of political decisions and actions	(i) analyze the consequences on society of political decisions
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(C) analyze the consequences on society of political decisions and actions	(ii) analyze the consequences on society of political actions
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(D) investigate the role of municipal management in serving public and personal good	(i) investigate the role of municipal management in serving public good

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:	(D) investigate the role of municipal management in serving public and personal good	(ii) investigate the role of municipal management in serving personal good
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(A) present how to measure the effectiveness of participation in the political process at local, state, and national levels	(i) present how to measure the effectiveness of participation in the political process at [the] local level
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(A) present how to measure the effectiveness of participation in the political process at local, state, and national levels	(ii) present how to measure the effectiveness of participation in the political process at [the] state level
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(A) present how to measure the effectiveness of participation in the political process at local, state, and national levels	(iii) present how to measure the effectiveness of participation in the political process at [the] national level
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(i) review how historical examples of citizen movements were used to bring about political change or to maintain continuity
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(ii) document how historical examples of citizen movements were used to bring about political change or to maintain continuity
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(iii) explain how historical examples of citizen movements were used to bring about political change or to maintain continuity

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(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(iv) review how contemporary examples of citizen movements were used to bring about political change or to maintain continuity
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(v) document how contemporary examples of citizen movements were used to bring about political change or to maintain continuity
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity	(vi) explain how contemporary examples of citizen movements were used to bring about political change or to maintain continuity
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(C) evaluate different leadership styles and their impact on participation	(i) evaluate different leadership styles
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(C) evaluate different leadership styles and their impact on participation	(i) evaluate the impact [of different leadership styles] on participation
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(D) explain the factors that influence an individual's political attitudes and actions	(i) explain the factors that influence an individual's political attitudes
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(D) explain the factors that influence an individual's political attitudes and actions	(ii) explain the factors that influence an individual's political actions

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(E) compare effectiveness of leadership characteristics of state and national leaders	(i) compare effectiveness of leadership characteristics of state leaders
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(E) compare effectiveness of leadership characteristics of state and national leaders	(ii) compare effectiveness of leadership characteristics of national leaders
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(F) explain the importance of volunteer public service in bringing about political change and maintaining continuity	(i) explain the importance of volunteer public service in bringing about political change
(7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(F) explain the importance of volunteer public service in bringing about political change and maintaining continuity	(ii) explain the importance of volunteer public service in maintaining continuity
(8) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	(A) identify a political policy or decision in the United States that was a result of changes in American culture	(i) identify a political policy or decision in the United States that was a result of changes in American culture
(8) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	(B) discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration	(i) discuss changes in American culture brought about by government policies
(8) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	(C) present an example of a government policy that has affected a particular racial, ethnic, or religious group	(i) present an example of a government policy that has affected a particular racial, ethnic, or religious group

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	(D) explain the influence of individuals and/or groups that have affected change in society	(i) explain the influence of individuals and/or groups that have affected change in society
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations	(i) draw conclusions about the political significance to the United States of the location of critical regions compared to the economic significance of the geographic characteristics of selected places using maps
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations	(ii) draw conclusions about the political significance to the United States of the location of critical regions compared to the economic significance of the geographic characteristics of selected places using Global Positioning System (GPS) locations
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations	(iii) draw conclusions about the political significance to the United States of the geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places using maps

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(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations	(iv) draw conclusions about the political significance to the United States of the geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places Global Positioning System (GPS) locations
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(B) interpret geographical influences on requirements for international, national, state, and local governments	(i) interpret geographical influences on requirements for international governments
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(B) interpret geographical influences on requirements for international, national, state, and local governments	(ii) interpret geographical influences on requirements for national governments
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(B) interpret geographical influences on requirements for international, national, state, and local governments	(iii) interpret geographical influences on requirements for state governments
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(B) interpret geographical influences on requirements for international, national, state, and local governments	(iv) interpret geographical influences on requirements for local governments
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(C) predict how geographical considerations impact regional change over time	(i) predict how geographical considerations impact regional change over time

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(D) interpret the importance of cultural symbols in the planning of government activities	(i) interpret the importance of cultural symbols in the planning of government activities
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(E) explore how geographic information systems assist in gathering information	(i) explore how geographic information systems assist in gathering information
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(F) connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region	(i) connect a positive or negative effect of a government policy to the physical characteristics of a place or region
(9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	(F) connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region	(ii) connect a positive or negative effect of a government policy to the human characteristics of a place or region
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(A) recall historical debates and recognize the compromises necessary to reach landmark political decisions	(i) recall historical debates
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(A) recall historical debates and recognize the compromises necessary to reach landmark political decisions	(ii) recognize the compromises necessary to reach landmark political decisions
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(B) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy	(i) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(C) explore the impact of political changes brought about by individuals, political parties, interest groups, or the media	(i) explore the impact of political changes brought about by individuals, political parties, interest groups, or the media
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(D) recognize how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity	(i) recognize how the American beliefs reflected in the U.S. Constitution contribute to our national identity
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(D) recognize how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity	(i) recognize how the American principles reflected in the U.S. Constitution contribute to our national identity
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(E) evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development	(i) evaluate the alignment of institutions of government with the principles of U.S. law to guide policy development
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(E) evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development	(ii) evaluate the alignment of institutions of government with the principles of international law to guide policy development
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(E) evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development	(iii) evaluate the alignment of institutions of public administration with the principles of U.S. law to guide policy development

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(E) evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development	(iv) evaluate the alignment of institutions of public administration with the principles of international law to guide policy development
(10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:	(F) analyze how U.S. foreign policy affects other countries	(i) analyze how U.S. foreign policy affects other countries
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(i) analyze the structure of the legislative branch of government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(ii) analyze the functions of the legislative branch of government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(B) analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments	(i) analyze the structure of the executive branch of government

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(B) analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments	(ii) analyze the functions of the executive branch of government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction	(i) analyze the structure of the judicial branch of government, including the federal court system
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction	(ii) analyze the structure of the judicial branch of government, including the types of jurisdiction
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction	(iii) analyze the functions of the judicial branch of government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction	

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(D) analyze the functions of selected independent executive and regulatory agencies	(i) analyze the functions of selected independent executive agencies
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(D) analyze the functions of selected independent executive and regulatory agencies	(ii) analyze the functions of selected independent regulatory agencies
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government	(i) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(F) analyze selected issues raised by judicial activism and judicial restraint	(i) analyze selected issues raised by judicial activism
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(F) analyze selected issues raised by judicial activism and judicial restraint	(ii) analyze selected issues raised by judicial restraint

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(G) compare and contrast the structures and functions of the Texas state government to the federal system	(i) compare and contrast the structures of the Texas state government to the federal system
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(G) compare and contrast the structures and functions of the Texas state government to the federal system	(ii) compare and contrast the functions of the Texas state government to the federal system
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(H) analyze the structure and functions of local government	(i) analyze the structure of local government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(H) analyze the structure and functions of local government	(ii) analyze the functions of local government
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(I) document, report, and record information to conform to legal requirements	(i) document information to conform to legal requirements

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(I) document, report, and record information to conform to legal requirements	(ii) report information to conform to legal requirements
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(I) document, report, and record information to conform to legal requirements	(iii) record information to conform to legal requirements
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(J) research safety standards and practices ensuring public safety and environmental protection	(i) research safety standards ensuring public safety
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(J) research safety standards and practices ensuring public safety and environmental protection	(ii) research safety standards ensuring environmental protection
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(J) research safety standards and practices ensuring public safety and environmental protection	(iii) research safety practices ensuring public safety

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(J) research safety standards and practices ensuring public safety and environmental protection	(iv) research safety practices ensuring environmental protection
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(K) investigate how to comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee	(i) investigate how to comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(L) compare and contrast the concepts of ethical conduct to comply with all laws and regulations affecting governmental agencies	(i) compare and contrast the concepts of ethical conduct to comply with all laws affecting governmental agencies
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(L) compare and contrast the concepts of ethical conduct to comply with all laws and regulations affecting governmental agencies	(ii) compare and contrast the concepts of ethical conduct to comply with all regulations affecting governmental agencies
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(M) describe the accepted principles of financial management to administer budgets, programs, and human resources	(i) describe the accepted principles of financial management to administer budgets

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(M) describe the accepted principles of financial management to administer budgets, programs, and human resources	(i) describe the accepted principles of financial management to administer programs
(11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	(M) describe the accepted principles of financial management to administer budgets, programs, and human resources	(i) describe the accepted principles of financial management to administer human resources
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(A) access appropriate information technologies to accomplish tasks	(i) access appropriate information technologies to accomplish tasks
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(B) integrate appropriate information technologies to accomplish tasks	(i) integrate appropriate information technologies to accomplish tasks
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(C) identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies	(i) identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(D) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations	(i) analyze how U.S. government policies fostering competition have resulted in scientific discoveries

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(D) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations	(ii) analyze how U.S. government policies fostering entrepreneurship have resulted in scientific discoveries
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(D) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations	(iii) analyze how U.S. government policies fostering competition have resulted in technological innovations
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(D) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations	(iv) analyze how U.S. government policies fostering entrepreneurship have resulted in technological innovations
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(E) analyze the potential impact on society of recent scientific discoveries and technological innovations	(i) analyze the potential impact on society of recent scientific discoveries
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(E) analyze the potential impact on society of recent scientific discoveries and technological innovations	(ii) analyze the potential impact on society of recent technological innovations
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(F) analyze the reaction of government to scientific discoveries and technological innovations	(i) analyze the reaction of government to scientific discoveries
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(F) analyze the reaction of government to scientific discoveries and technological innovations	(ii) analyze the reaction of government to technological innovations

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student uses technologies to research common objectives of government and public administration. The student is expected to:	(G) explain the concept of intellectual property	(i) explain the concept of intellectual property

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.203. Political Science I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Political Science I introduces students to political theory through the study of governments; public policies; and political processes, systems, and behavior.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(A) discuss why theories are important to the study of political science	(i) discuss why theories are important to the study of political science
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(B) draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx	(i) draw conclusions about the classic political theorists
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(C) define the characteristics of contemporary political theories such as behavioralism, postbehavioralism, systems theory, modernization theory, structural-functionalism, developmentalism, rational-choice theory, and new institutionalism	(i) define the characteristics of contemporary political theories
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(D) compare and contrast the evolution of classic and contemporary theories	(i) compare and contrast the evolution of classic and contemporary theories

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(E) make predictions and defend opinions about the future of political science theory	(i) make predictions about the future of political science theory
(2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:	(E) make predictions and defend opinions about the future of political science theory	(ii) defend opinions about the future of political science theory
(3) The student explores historical origins of government. The student is expected to:	(A) describe the features of different types of government such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism	(i) describe the features of different types of government
(3) The student explores historical origins of government. The student is expected to:	(B) use a map to label where each form of government is currently practiced or has been practiced in the past	(i) use a map to label where each form of government is currently practiced or has been practiced in the past
(3) The student explores historical origins of government. The student is expected to:	(C) explain how each form of government arose throughout history	(i) explain how each form of government arose throughout history
(3) The student explores historical origins of government. The student is expected to:	(D) develop a logical argument for the origin of different types of government	(i) develop a logical argument for the origin of different types of government
(3) The student explores historical origins of government. The student is expected to:	(E) hypothesize why some forms of government became obsolete	(i) hypothesize why some forms of government became obsolete
(4) The student analyzes belief systems that claim to improve society. The student is expected to:	(A) define political ideologies such as feminism, Marxism, Nazism, and capitalism	(i) define political ideologies

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes belief systems that claim to improve society. The student is expected to:	(B) coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies	(i) coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies
(4) The student analyzes belief systems that claim to improve society. The student is expected to:	(C) predict what national or global trends could stimulate the formation of a new ideology	(i) predict what national or global trends could stimulate the formation of a new ideology
(5) The student applies the concepts learned in the history and ideology of political science. The student is expected to:	(A) make observations regarding the political culture of emerging nations or nations with recent current events	(i) make observations regarding the political culture of emerging nations or nations with recent current events
(5) The student applies the concepts learned in the history and ideology of political science. The student is expected to:	(B) research and present the political culture of a country	(i) research the political culture of a country
(5) The student applies the concepts learned in the history and ideology of political science. The student is expected to:	(B) research and present the political culture of a country	(ii) present the political culture of a country
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) recognize that government policies influence the economy at the local, state, and national levels	(i) recognize that government policies influence the economy at the local level
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) recognize that government policies influence the economy at the local, state, and national levels	(ii) recognize that government policies influence the economy at the state level

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) recognize that government policies influence the economy at the local, state, and national levels	(iii) recognize that government policies influence the economy at the national level
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue of the U.S. government and analyze their impact on the U.S. economy	(i) identify the sources of revenue of the U.S. government
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue of the U.S. government and analyze their impact on the U.S. economy	(ii) analyze [the] impact of [sources of revenue of the U.S. government] on the U.S. economy
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(C) identify the sources of expenditures of the U.S. government and analyze their impact on the U.S. economy	(i) identify the sources of expenditures of the U.S. government
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(C) identify the sources of expenditures of the U.S. government and analyze their impact on the U.S. economy	(ii) analyze [the] impact [of sources of expenditures of the U.S. government] on the U.S. economy
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(D) compare and contrast the role of government in the U.S. free enterprise system and other economic systems	(i) compare and contrast the role of government in the U.S. free enterprise system and other economic systems

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(E) explain the effects of international trade on U.S. economic and political policies	(i) explain the effects of international trade on U.S. economic policies
(6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:	(E) explain the effects of international trade on U.S. economic and political policies	(ii) explain the effects of international trade on U.S. political policies
(7) The student analyzes public opinion. The student is expected to:	(A) investigate sources and influences of public opinion	(i) investigate sources of public opinion
(7) The student analyzes public opinion. The student is expected to:	(A) investigate sources and influences of public opinion	(ii) investigate influences of public opinion
(7) The student analyzes public opinion. The student is expected to:	(B) analyze the effect of public opinion on leadership	(i) analyze the effect of public opinion on leadership
(7) The student analyzes public opinion. The student is expected to:	(C) critique the reliability of public opinion and how it is measured	(i) critique the reliability of public opinion
(7) The student analyzes public opinion. The student is expected to:	(C) critique the reliability of public opinion and how it is measured	(i) critique how [the reliability of public opinion] is measured
(7) The student analyzes public opinion. The student is expected to:	(D) compare and contrast the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection	(i) compare and contrast the effects of expressed public opinion on poll items

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student identifies interest groups. The student is expected to compare and contrast the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees.	(A) compare and contrast the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees	(i) compare and contrast the positive and negative aspects of interest groups
(9) The student analyzes the election process. The student is expected to:	(A) review the process of electing public officials	(i) review the process of electing public officials
(9) The student analyzes the election process. The student is expected to:	(B) recognize the influence of political parties in elections	(i) recognize the influence of political parties in elections
(9) The student analyzes the election process. The student is expected to:	(C) explore the phenomenon of political image	(i) explore the phenomenon of political image
(9) The student analyzes the election process. The student is expected to:	(D) describe the cause-and-effect relationship of communication style in a campaign	(i) describe the cause-and-effect relationship of communication style in a campaign
(9) The student analyzes the election process. The student is expected to:	(E) compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections	(i) compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections
(10) The student explores the processes for filling public offices in the U.S. system of government. The student is expected to:	(A) compare and contrast different methods of filling public offices such as elected and appointed offices at the local, state, and national levels	(i) compare and contrast different methods of filling public offices
(10) The student explores the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) analyze and evaluate the processes of electing the president of the United States	(i) analyze the processes of electing the president of the United States

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student explores the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) analyze and evaluate the processes of electing the president of the United States	(ii) evaluate the processes of electing the president of the United States
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(A) discuss the functions of the two-party system	(i) discuss the functions of the two-party system
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(B) compare and contrast the role of third parties in the United States	(i) compare and contrast the role of third parties in the United States
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(C) recognize the role of political parties in the electoral process at the local, state, and national levels	(i) recognize the role of political parties in the electoral process at the local level
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(C) recognize the role of political parties in the electoral process at the local, state, and national levels	(i) recognize the role of political parties in the electoral process at the state level
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(C) recognize the role of political parties in the electoral process at the local, state, and national levels	(i) recognize the role of political parties in the electoral process at the national level
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(D) identify opportunities for citizens to participate in the electoral process at the local, state, and national levels	(i) identify opportunities for citizens to participate in the electoral process at the local level

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(D) identify opportunities for citizens to participate in the electoral process at the local, state, and national levels	(ii) identify opportunities for citizens to participate in the electoral process at the state level
(11) The student examines the role of political parties in the U.S. system of government. The student is expected to:	(D) identify opportunities for citizens to participate in the electoral process at the local, state, and national levels	(iii) identify opportunities for citizens to participate in the electoral process at the national level
(12) The student applies the concepts of statistical analysis to political science. The student is expected to:	(A) examine concepts used in research such as theories, hypotheses, independent and dependent variables, sampling, reliability, validity, and generalizability	(i) examine concepts used in research
(12) The student applies the concepts of statistical analysis to political science. The student is expected to:	(B) compare and contrast the types of statistical data such as in political science journals, public opinion polls, and surveys	(i) compare and contrast the types of statistical data

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.204. Political Science II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration or Political Science I. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Political Science II uses a variety of learning methods and approaches to examine the processes, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current U.S. and world events.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(iii) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student analyzes public administration and public affairs. The student is expected to:	(A) explore the ancient history of public administration	(i) explore the ancient history of public administration
(2) The student analyzes public administration and public affairs. The student is expected to:	(B) consider whether current practices of public administration are improvements upon older practices	(i) consider whether current practices of public administration are improvements upon older practices
(2) The student analyzes public administration and public affairs. The student is expected to:	(C) explain the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor	(i) explain the term bureaucracy
(2) The student analyzes public administration and public affairs. The student is expected to:	(C) explain the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor	(ii) draw conclusions as to why public perception of bureaucracy is poor
(2) The student analyzes public administration and public affairs. The student is expected to:	(D) analyze the effects of poor public perception on leadership style	(i) analyze the effects of poor public perception on leadership style

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes public administration and public affairs. The student is expected to:	(E) analyze political pluralism, displacement and concentration hypothesis, and technological complexity	(i) analyze political pluralism
(2) The student analyzes public administration and public affairs. The student is expected to:	(E) analyze political pluralism, displacement and concentration hypothesis, and technological complexity	(ii) analyze displacement hypothesis
(2) The student analyzes public administration and public affairs. The student is expected to:	(E) analyze political pluralism, displacement and concentration hypothesis, and technological complexity	(iii) analyze concentration hypothesis
(2) The student analyzes public administration and public affairs. The student is expected to:	(E) analyze political pluralism, displacement and concentration hypothesis, and technological complexity	(iv) analyze technological complexity
(2) The student analyzes public administration and public affairs. The student is expected to:	(F) recognize that public management involves evaluation of productivity, budgets, and human resources	(i) recognize that public management involves evaluation of productivity
(2) The student analyzes public administration and public affairs. The student is expected to:	(F) recognize that public management involves evaluation of productivity, budgets, and human resources	(ii) recognize that public management involves evaluation of budgets
(2) The student analyzes public administration and public affairs. The student is expected to:	(F) recognize that public management involves evaluation of productivity, budgets, and human resources	(iii) recognize that public management involves evaluation of human resources
(2) The student analyzes public administration and public affairs. The student is expected to:	(G) research, investigate, and explain specific examples of ethics issues in public administration	(i) research specific examples of ethics issues in public administration

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes public administration and public affairs. The student is expected to:	(G) research, investigate, and explain specific examples of ethics issues in public administration	(ii) investigate specific examples of ethics issues in public administration
(2) The student analyzes public administration and public affairs. The student is expected to:	(G) research, investigate, and explain specific examples of ethics issues in public administration	(iii) explain specific examples of ethics issues in public administration
(3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	(A) compare different points of view of political parties and interest groups on important contemporary issues	(i) compare different points of view of political parties on important contemporary issues
(3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	(A) compare different points of view of political parties and interest groups on important contemporary issues	(ii) compare different points of view of interest groups on important contemporary issues
(3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	(B) analyze the importance of free speech and press in a democratic society	(i) analyze the importance of free speech in a democratic society
(3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	(B) analyze the importance of free speech and press in a democratic society	(ii) analyze the importance of free press in a democratic society
(3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	(C) express the student's point of view on an issue of contemporary interest in the United States	(i) express the student's point of view on an issue of contemporary interest in the United States
(4) The student analyzes international relations. The student is expected to:	(A) examine the historical development of the international system	(i) examine the historical development of the international system

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes international relations. The student is expected to:	(B) compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system	(i) compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system
(4) The student analyzes international relations. The student is expected to:	(C) research national actors and international interactions	(i) research national actors
(4) The student analyzes international relations. The student is expected to:	(C) research national actors and international interactions	(ii) research international interactions
(4) The student analyzes international relations. The student is expected to:	(D) examine the rational actor model	(i) examine the rational actor model
(4) The student analyzes international relations. The student is expected to:	(E) analyze what a nation-state does when faced with a problem that requires resolution	(i) analyze what a nation-state does when faced with a problem that requires resolution
(4) The student analyzes international relations. The student is expected to:	(F) make observations about ethics in foreign policy	(i) make observations about ethics in foreign policy
(4) The student analyzes international relations. The student is expected to:	(G) draw conclusions about the role of morality in decision making such as Cold War spying and humanitarian intervention	(i) draw conclusions about the role of morality in decision making
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(A) compare and contrast the ancient practice of sending emissaries with current embassy activities	(i) compare and contrast the ancient practice of sending emissaries with current embassy activities

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(B) identify embassy and ambassador roles in international relations	(i) identify embassy roles in international relations
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(B) identify embassy and ambassador roles in international relations	(ii) identify ambassador roles in international relations
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(C) distinguish between types of diplomacy such as public versus secret, multilateral versus bilateral, and tacit versus formal	(i) distinguish between types of diplomacy
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(D) use concepts of bargaining and game theory to solve problems	(i) use concepts of bargaining to solve problems
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(D) use concepts of bargaining and game theory to solve problems	(ii) use concepts of game theory to solve problems
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(E) recognize national versus state approaches to armed force when diplomacy breaks down	(i) recognize national versus state approaches to armed force when diplomacy breaks down
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(F) analyze force without war, causes of war, and the consequences of war	(i) analyze force without war

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(F) analyze force without war, causes of war, and the consequences of war	(ii) analyze causes of war
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(F) analyze force without war, causes of war, and the consequences of war	(iii) analyze the consequences of war
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(G) analyze the role of international law in treaties, customs, immigration, and human rights	(i) analyze the role of international law in treaties
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(G) analyze the role of international law in treaties, customs, immigration, and human rights	(ii) analyze the role of international law in customs
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(G) analyze the role of international law in treaties, customs, immigration, and human rights	(iii) analyze the role of international law in immigration
(5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	(G) analyze the role of international law in treaties, customs, immigration, and human rights	(iv) analyze the role of international law in human rights
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(A) identify prominent international governmental organizations and non-governmental organizations	(i) identify prominent international governmental organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(A) identify prominent international governmental organizations and non-governmental organizations	(ii) identify prominent international non-governmental organizations
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(B) explore the methods of operation and function of international governmental organizations and non-governmental organizations in global problem solving	(i) explore the methods of operation of international governmental organizations in global problem solving
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(B) explore the methods of operation and function of international governmental organizations and non-governmental organizations in global problem solving	(ii) explore the methods of operation of international non-governmental organizations in global problem solving
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(B) explore the methods of operation and function of international governmental organizations and non-governmental organizations in global problem solving	(iii) explore the methods of function of international governmental organizations in global problem solving
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(B) explore the methods of operation and function of international governmental organizations and non-governmental organizations in global problem solving	(iv) explore the methods of function of international non-governmental organizations in global problem solving
(6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	(C) propose a solution for an international relations problem such as arms control, terrorism, commerce, currency, natural resource management, food, or population control	(i) propose a solution for an international relations problem
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(A) examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies	(i) examine [the] concept of authority to evaluate [its] impact on the governance of societies

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(A) examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies	(ii) examine [the] concept of rights to evaluate [its] impact on the governance of societies
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(A) examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies	(iii) examine [the] concept of responsibilities to evaluate [its] impact on the governance of societies
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(B) explain the major responsibilities of the federal government for domestic and foreign policy	(i) explain the major responsibilities of the federal government for domestic policy
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(B) explain the major responsibilities of the federal government for domestic and foreign policy	(ii) explain the major responsibilities of the federal government for foreign policy
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals	(i) practice communication techniques used to stimulate the exchange of ideas to accomplish governmental goals
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals	(ii) practice communication techniques used to develop international networks to accomplish governmental goals

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals	(iii) practice communication techniques used to develop national networks to accomplish governmental goals
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals	(iv) practice communication techniques used to develop state networks to accomplish governmental goals
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals	(v) practice communication techniques used to develop local networks to accomplish governmental goals
(7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	(D) interpret the impact of international, national, state, or local politics on the goals of governmental or public administrative agencies	(i) interpret the impact of international, national, state, or local politics on the goals of governmental or public administrative agencies

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.205. Foreign Service and Diplomacy (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration or Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(A) demonstrate the ability to provide host-country officials with information on U.S. government and culture	(i) demonstrate the ability to provide host-country officials with information on U.S. government
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(A) demonstrate the ability to provide host-country officials with information on U.S. government and culture	(ii) demonstrate the ability to provide host-country officials with information on U.S. culture
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(B) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. institutions, customs, and culture	(i) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. institutions
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(B) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. institutions, customs, and culture	(ii) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. customs

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(B) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. institutions, customs, and culture	(iii) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. culture
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(C) analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies	(i) analyze the effectiveness of foreign support programs
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(C) analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies	(ii) analyze the effectiveness of other efforts of U.S. economic agencies
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(C) analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies	(iii) analyze the effectiveness of other efforts of U.S. intelligence agencies
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(C) analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies	(iv) analyze the effectiveness of other efforts of U.S. affiliate agencies
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(D) demonstrate how to address and respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials	(i) demonstrate how to address media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(D) demonstrate how to address and respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials	(ii) demonstrate how to respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(E) demonstrate how to address and respond to media personnel on matters of U.S. policy in reaction to unanticipated events	(i) demonstrate how to address media personnel on matters of U.S. policy in reaction to unanticipated events
(2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	(E) demonstrate how to address and respond to media personnel on matters of U.S. policy in reaction to unanticipated events	(ii) demonstrate how to respond to media personnel on matters of U.S. policy in reaction to unanticipated events
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(A) describe responses of host-country personnel to U.S. programs and official visits	(i) describe responses of host-country personnel to U.S. programs
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(A) describe responses of host-country personnel to U.S. programs and official visits	(ii) describe responses of host-country personnel to U.S. official visits
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(B) analyze and report the impact of American travelers and popular culture on a host country	(i) analyze the impact of American travelers on a host country

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(B) analyze and report the impact of American travelers and popular culture on a host country	(ii) analyze the impact of American popular culture on a host country
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(B) analyze and report the impact of American travelers and popular culture on a host country	(iii) report the impact of American travelers on a host country
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(B) analyze and report the impact of American travelers and popular culture on a host country	(iv) report the impact of American popular culture on a host country
(3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	(C) assess the impact of host-country responses to catastrophic events	(i) assess the impact of host-country responses to catastrophic events
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(A) apply U.S. immigration laws and regulations to determine eligibility of individuals	(i) apply U.S. immigration laws to determine eligibility of individuals
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(A) apply U.S. immigration laws and regulations to determine eligibility of individuals	(ii) apply U.S. immigration regulations to determine eligibility of individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(B) explain grounds for refusal of visas	(i) explain grounds for refusal of visas
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(C) research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures	(i) research documents related to U.S. laws, regulations, policies, or procedures
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(C) research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures	(ii) research documents related to host-country laws, regulations, policies, or procedures
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(C) research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures	(iii) research databases related to U.S. laws, regulations, policies, or procedures
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(C) research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures	(iv) research databases related to host-country laws, regulations, policies, or procedures
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(D) apply identification and documentation procedures	(i) apply identification procedures
(4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:	(D) apply identification and documentation procedures	(ii) apply documentation procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(i) model negotiations with a host government on reciprocity issues
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(ii) model negotiations with a host government on taxation
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(iii) model negotiations with a host government on diplomatic status
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(iv) model negotiations with a host government on other matters affecting welfare
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(iv) model negotiations with a host government on other matters affecting security
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission	(iv) model negotiations with a host government on other matters affecting status of mission

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(B) design a program that buys and sells goods and services for diplomatic operations	(i) design a program that buys goods for diplomatic operations
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(B) design a program that buys and sells goods and services for diplomatic operations	(ii) design a program that sells goods for diplomatic operations
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(B) design a program that buys and sells goods and services for diplomatic operations	(iii) design a program that buys services for diplomatic operations
(5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	(B) design a program that buys and sells goods and services for diplomatic operations	(iv) design a program that sells services for diplomatic operations

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.206. Planning and Governance (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(A) relate physical design to functioning of environment	(i) relate physical design to functioning of environment
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(B) analyze data relative to a project on present and future needs	(i) analyze data relative to a project on present needs
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(B) analyze data relative to a project on present and future needs	(ii) analyze data relative to a project on future needs
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(C) assess legal aspects of regulatory compliance in planning	(i) assess legal aspects of regulatory compliance in planning
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(D) evaluate the presentation of class activity in regard to regulations and procedures	(i) evaluate the presentation of class activity in regard to regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(D) evaluate the presentation of class activity in regard to regulations and procedures	(ii) evaluate the presentation of class activity in regard to procedures
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(E) perform mapping and graphic functions skills	(i) perform mapping skills
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(E) perform mapping and graphic functions skills	(ii) perform graphic functions skills
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(F) predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future of an activity or project	(i) predict the interaction between economy, transportation, health and human services, and land regulation
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(F) predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future of an activity or project	(ii) make recommendations for the future of an activity or project
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(G) record or document observations about local, state, and federal programs in order to provide future planning recommendations	(i) record or document observations about local programs in order to provide future planning recommendations
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(G) record or document observations about local, state, and federal programs in order to provide future planning recommendations	(ii) record or document observations about state programs in order to provide future planning recommendations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	(G) record or document observations about local, state, and federal programs in order to provide future planning recommendations	(iii) record or document observations about federal programs in order to provide future planning recommendations
(3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	(A) identify emerging trends and barrier issues	(i) identify emerging trends
(3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	(A) identify emerging trends and barrier issues	(ii) identify emerging barrier issues
(3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	(B) practice or perform problem-solving techniques to overcome barriers to plan implementation	(i) practice or perform problem-solving techniques to overcome barriers to plan implementation
(3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	(C) evaluate the style of strategies available and necessary for achieving goals	(i) evaluate the style of strategies available for achieving goals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	(C) evaluate the style of strategies available and necessary for achieving goals	(ii) evaluate the style of strategies necessary for achieving goals
(4) The student creates a coherent plan for project management. The student is expected to:	(A) initiate a project, including securing class or instructor approval of project scope	(i) initiate a project, including securing class or instructor approval of project scope
(4) The student creates a coherent plan for project management. The student is expected to:	(B) plan a project	(i) plan a project
(4) The student creates a coherent plan for project management. The student is expected to:	(C) execute a project, including responding to requests for information	(i) execute a project, including responding to equests for information
(4) The student creates a coherent plan for project management. The student is expected to:	(D) monitor and control a project, including demonstrating effective, cogent presentation skills for public meetings and creating a format to monitor plan budgets	(i) monitor a project
(4) The student creates a coherent plan for project management. The student is expected to:	(D) monitor and control a project, including demonstrating effective, cogent presentation skills for public meetings and creating a format to monitor plan budgets	(ii) control a project, including demonstrating effective, cogent presentation skills for public meetings
(4) The student creates a coherent plan for project management. The student is expected to:	(D) monitor and control a project, including demonstrating effective, cogent presentation skills for public meetings and creating a format to monitor plan budgets	(iii) control a project, including creating a format to monitor plan budgets

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student creates a coherent plan for project management. The student is expected to:	(E) close a project	(i) maintain professionalism in challenging group situations
(4) The student creates a coherent plan for project management. The student is expected to:	(F) maintain professionalism in challenging group and one-on-one situations	(ii) maintain professionalism in challenging one-on-one situations
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(A) extract and evaluate ideas from research library resources and online materials	(i) extract ideas from research library resources
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(A) extract and evaluate ideas from research library resources and online materials	(ii) extract ideas from online materials
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(A) extract and evaluate ideas from research library resources and online materials	(iii) evaluate ideas from research library resources
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(A) extract and evaluate ideas from research library resources and online materials	(iv) evaluate ideas from online materials
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(B) organize, structure, and conduct practice interviews with students	(i) organize practice interviews with students
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(B) organize, structure, and conduct practice interviews with students	(ii) structure practice interviews with students

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(B) organize, structure, and conduct practice interviews with students	(iii) conduct practice interviews with students
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(C) compile original data and reliable source information into a student-designed objective database	(i) compile original data into a student-designed objective database
(5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	(C) compile original data and reliable source information into a student-designed objective database	(ii) compile reliable source information into a student-designed objective database
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(A) analyze and implement classical and modern patterns of rhetoric	(i) analyze classical patterns of rhetoric
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(A) analyze and implement classical and modern patterns of rhetoric	(ii) analyze modern patterns of rhetoric
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(A) analyze and implement classical and modern patterns of rhetoric	(iii) implement classical patterns of rhetoric
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(A) analyze and implement classical and modern patterns of rhetoric	(iv) implement modern patterns of rhetoric

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(B) analyze differing political, social, ideological, and philosophical perspectives	(i) analyze differing political perspectives
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(B) analyze differing political, social, ideological, and philosophical perspectives	(ii) analyze differing social perspectives
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(B) analyze differing political, social, ideological, and philosophical perspectives	(iii) analyze differing ideological perspectives
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(B) analyze differing political, social, ideological, and philosophical perspectives	(iv) analyze differing philosophical perspectives
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(C) critique facts and statistical claims for accuracy and relevance	(i) critique facts for accuracy
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(C) critique facts and statistical claims for accuracy and relevance	(ii) critique facts for relevance
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(C) critique facts and statistical claims for accuracy and relevance	(iii) critique statistical claims for accuracy

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(C) critique facts and statistical claims for accuracy and relevance	(iv) critique statistical claims for relevance
(6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	(D) ensure materials meet ethical standards	(i) ensure materials meet ethical standards
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(A) compare and contrast interests of various individuals, groups, and their representatives	(i) compare and contrast interests of various individuals, groups, and their representatives
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(B) explore options for promoting tolerance toward individuals and groups	(i) explore options for promoting tolerance toward individuals
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(B) explore options for promoting tolerance toward individuals and groups	(ii) explore options for promoting tolerance toward groups
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(C) employ mediation techniques	(i) employ mediation techniques
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(D) suggest alternative proposals that keep discussions from collapsing	(i) suggest alternative proposals that keep discussions from collapsing

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	(E) discuss methods of openness for decision-making or problem-solving processes	(i) discuss methods of openness for decision-making or problem-solving processes
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(A) deliver compelling arguments regarding issues or proposals	(i) deliver compelling arguments regarding issues or proposals
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(B) create effective media presentations and projects	(i) create effective media presentations
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(B) create effective media presentations and projects	(ii) create effective media projects
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(C) employ workplace skills to show the process reactions and responses and adjust appeals accordingly	(i) employ workplace skills to show the process reactions
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(C) employ workplace skills to show the process reactions and responses and adjust appeals accordingly	(ii) employ workplace skills to show the process responses

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(C) employ workplace skills to show the process reactions and responses and adjust appeals accordingly	(iii) employ workplace skills to adjust appeals accordingly
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(D) evaluate and employ techniques for motivating staff	(i) evaluate techniques for motivating staff
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(D) evaluate and employ techniques for motivating staff	(ii) employ techniques for motivating staff
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(E) create project steps and activities for avoiding ethical pitfalls	(i) create project steps for avoiding ethical pitfalls
(8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	(E) create project steps and activities for avoiding ethical pitfalls	(i) create project activities for avoiding ethical pitfalls

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.207. National Security (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Government and Public Administration and Public Management and Administration or Principles of Law, Public Safety, Corrections, and Security or Junior Reserve Officer Training Corps (JROTC) coursework. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events using homeland security programs and National Incident Management System (NIMS) programs.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(A) explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity	(i) explore goals and objectives of an organization within a project or classroom activity
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(A) explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity	(ii) develop goals and objectives of an organization within a project or classroom activity
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(A) explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity	(iii) plan goals and objectives of an organization within a project or classroom activity
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(A) explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity	(iv) implement goals and objectives of an organization within a project or classroom activity
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(B) create and make personnel assignments and align them with job demands within a project or classroom activity	(i) create personnel assignments

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(B) create and make personnel assignments and align them with job demands within a project or classroom activity	(ii) make personnel assignments
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(B) create and make personnel assignments and align them with job demands within a project or classroom activity	(iii) align [personnel assignments] with job demands within a project or classroom activity
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(C) explore the processes used to implement evaluation systems and standards of a security agency	(i) explore the processes used to implement evaluation systems of a security agency
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(C) explore the processes used to implement evaluation systems and standards of a security agency	(i) explore the processes used to implement standards of a security agency
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(D) explore and review the usage of available counseling and training resources using online or written materials	(i) explore the usage of available counseling resources using online or written materials
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(D) explore and review the usage of available counseling and training resources using online or written materials	(ii) explore the usage of available training resources using online or written materials
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(D) explore and review the usage of available counseling and training resources using online or written materials	(iii) review the usage of available counseling resources using online or written materials

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores and examines the personnel and organizational structure within a security agency. The student is expected to:	(D) explore and review the usage of available counseling and training resources using online or written materials	(iv) review the usage of available training resources using online or written materials
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(A) identify rules of engagement for local, state, federal, and international agencies	(i) identify rules of engagement for local agencies
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(A) identify rules of engagement for local, state, federal, and international agencies	(ii) identify rules of engagement for state agencies
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(A) identify rules of engagement for local, state, federal, and international agencies	(iii) identify rules of engagement for federal agencies
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(A) identify rules of engagement for local, state, federal, and international agencies	(iv) identify rules of engagement for international agencies
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(i) evaluate U.S. laws applicable to military or other security agency conduct

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(ii) evaluate U.S. treaties applicable to military or other security agency conduct
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(iii) evaluate U.S. conventions applicable to military or other security agency conduct
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(iv) evaluate international laws applicable to military or other security agency conduct
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(v) evaluate international treaties applicable to military or other security agency conduct
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(B) evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct	(vi) evaluate international conventions applicable to military or other security agency conduct
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(C) employ and evaluate the usage of effective training materials	(i) employ the usage of effective training materials

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(C) employ and evaluate the usage of effective training materials	(ii) evaluate the usage of effective training materials
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(D) facilitate and participate in group discussions of ethical issues raised by current events	(i) facilitate group discussions of ethical issues raised by current events
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(D) facilitate and participate in group discussions of ethical issues raised by current events	(ii) participate in group discussions of ethical issues raised by current events
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(E) investigate compliance with procedures and laws such as U.S. military, international military, maritime, criminal, and civil laws	(i) investigate compliance with procedures
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(E) investigate compliance with procedures and laws such as U.S. military, international military, maritime, criminal, and civil laws	(ii) investigate compliance with laws
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(F) apply current rulings and regulatory laws, rules, or standards to appropriate situations	(i) apply current rulings to appropriate situations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(F) apply current rulings and regulatory laws, rules, or standards to appropriate situations	(ii) apply current regulatory laws, rules, or standards to appropriate situations
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(i) recognize actions in violation of laws
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(ii) recognize actions in violation of rules
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(iii) recognize actions in violation of standards
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(iv) evaluate actions in violation of laws
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(v) evaluate actions in violation of rules

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	(G) recognize and evaluate actions in violation of laws, rules, and standards	(vi) evaluate actions in violation of standards
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(A) explore the scope and limits of an assigned mission of a simulated exercise	(i) explore the scope of an assigned mission of a simulated exercise
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(A) explore the scope and limits of an assigned mission in a simulated exercise	(ii) explore the limits of an assigned mission in a simulated exercise
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(B) evaluate physical, psychological, cultural, and military threats of a simulated exercise	(i) evaluate physical threats of a simulated exercise
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(B) evaluate physical, psychological, cultural, and military threats of a simulated exercise	(ii) evaluate psychological threats of a simulated exercise
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(B) evaluate physical, psychological, cultural, and military threats of a simulated exercise	(iii) evaluate cultural threats of a simulated exercise
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(B) evaluate physical, psychological, cultural, and military threats of a simulated exercise	(iv) evaluate military threats of a simulated exercise

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(C) define the specific goals and intentions of foreign entities relevant to a mission	(i) define the specific goals of foreign entities relevant to a mission
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(C) define the specific goals and intentions of foreign entities relevant to a mission	(ii) define the specific intentions of foreign entities relevant to a mission
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(D) analyze physical characteristics of areas that could become battlegrounds in time of war	(i) analyze physical characteristics of areas that could become battlegrounds in time of war
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(E) explore and review methods used to direct ground and sea surveillance	(i) explore methods used to direct ground surveillance
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(E) explore and review methods used to direct ground and sea surveillance	(ii) explore methods used to direct sea surveillance
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(E) explore and review methods used to direct ground and sea surveillance	(iii) review methods used to direct ground surveillance
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(E) explore and review methods used to direct ground and sea surveillance	(iv) review methods used to direct sea surveillance

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(F) explore and review methods used to intercept foreign military communications	(i) explore methods used to intercept foreign military communications
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(F) explore and review methods used to intercept foreign military communications	(ii) review methods used to intercept foreign military communications
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(G) explore and review methods used to coordinate information with other national security agencies	(i) explore methods used to coordinate information with other national security agencies
(4) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:	(G) explore and review methods used to coordinate information with other national security agencies	(ii) review methods used to coordinate information with other national security agencies
(5) The student practices methods that translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals. The student is expected to:	(A) organize evidence to facilitate discovery of a potentially hostile nature	(i) organize evidence to facilitate discovery of a potentially hostile nature
(5) The student practices methods that translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals. The student is expected to:	(B) evaluate agency and national actions of a potentially hostile nature	(i) evaluate agency actions of a potentially hostile nature

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student practices methods that translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals. The student is expected to:	(B) evaluate agency and national actions of a potentially hostile nature	(ii) evaluate national actions of a potentially hostile nature
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(A) create plans for response to both hostile and unintended events	(i) create plans for response to hostile events
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(A) create plans for response to both hostile and unintended events	(ii) create plans for response to unintended events
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(B) explore and evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects	(i) explore what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(B) explore and evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects	(ii) evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(C) explore and evaluate the available intelligence information for determination of response plan implementation	(i) explore the available intelligence information for determination of response plan implementation

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(C) explore and evaluate the available intelligence information for determination of response plan implementation	(ii) evaluate the available intelligence information for determination of response plan implementation
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(D) create a device or project for monitoring local and global intelligence such as using information about weather and geophysical events	(i) create a device or project for monitoring local intelligence
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(D) create a device or project for monitoring local and global intelligence such as using information about weather and geophysical events	(ii) create a device or project for monitoring global intelligence
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(i) explore what methods are needed to maintain communications with federal agencies
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(ii) explore what methods are needed to maintain communications with state agencies
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(iii) explore what methods are needed to maintain communications with local agencies

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(iv) discuss what methods are needed to maintain communications with federal agencies
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(v) discuss what methods are needed to maintain communications with state agencies
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(E) explore and discuss what methods are needed to maintain communications with federal, state, and local agencies	(vi) discuss what methods are needed to maintain communications with local agencies
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(F) identify and review issues that exist within the security and safety of network cyber-based systems	(i) identify issues that exist within the security and safety of network cyber-based systems
(6) The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	(F) identify and review issues that exist within the security and safety of network cyber-based systems	(ii) review issues that exist within the security and safety of network cyber-based systems
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(A) explore methods and materials used to analyze missions for which training is to be provided	(i) explore methods used to analyze missions for which training is to be provided

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(A) explore methods and materials used to analyze missions for which training is to be provided	(ii) explore materials used to analyze missions for which training is to be provided
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(B) plan and evaluate current and past training methods	(i) plan current training methods
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(B) plan and evaluate current and past training methods	(ii) evaluate current training methods
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(B) plan and evaluate current and past training methods	(iii) evaluate past training methods
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(C) explore and review how agencies devise means of evaluating trainee progress	(i) explore how agencies devise means of evaluating trainee progress
(7) The student develops strategies to train persons potentially performing national security tasks. The student is expected to:	(C) explore and review how agencies devise means of evaluating trainee progress	(ii) review how agencies devise means of evaluating trainee progress

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.208. Public Management and Administration (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration or Business Management or Business Law. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Public Management and Administration reviews actions and activities that governments and nonprofit administrations commonly use and that resemble private-sector management. Students will be introduced to management tools that maximize the effectiveness of different types and styles of administrators and affect the quality of life of citizens in the community.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student analyzes management theories. The student is expected to:	(A) explore the various management theories such as Venn Diagram, Theory X, Theory Y, and Theory Z and how they are used effectively in public administration and management	(i) explore the various management theories in public administration
(2) The student analyzes management theories. The student is expected to:	(A) explore the various management theories such as Venn Diagram, Theory X, Theory Y, and Theory Z and how they are used effectively in public administration and management	(ii) explore how [various management theories] are used effectively in public administration
(2) The student analyzes management theories. The student is expected to:	(A) explore the various management theories such as Venn Diagram, Theory X, Theory Y, and Theory Z and how they are used effectively in public administration and management	(iii) explore the various management theories in public management
(2) The student analyzes management theories. The student is expected to:	(A) explore the various management theories such as Venn Diagram, Theory X, Theory Y, and Theory Z and how they are used effectively in public administration and management	(iv) explore how [various management theories] are used effectively in public management

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes management theories. The student is expected to:	(B) compare and contrast management of government and nonprofit agencies to management in the private sector	(i) compare and contrast management of government and nonprofit agencies to management in the private sector
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(A) analyze economic, political, and social trends likely to impact an agency or department	(i) analyze economic trends likely to impact an agency or department
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(A) analyze economic, political, and social trends likely to impact an agency or department	(ii) analyze political trends likely to impact an agency or department
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(A) analyze economic, political, and social trends likely to impact an agency or department	(iii) analyze social trends likely to impact an agency or department
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(B) develop expansive professional networks internally and with other organizations to broaden communication	(i) develop expansive professional networks internally to broaden communication
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(B) develop expansive professional networks internally and with other organizations to broaden communication	(ii) develop expansive professional networks with other organizations to broaden communication
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(C) practice and participate in the process of determining how to recruit a diverse workforce in an equitable manner	(i) practice the process of determining how to recruit a diverse workforce in an equitable manner

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(C) practice and participate in the process of determining how to recruit a diverse workforce in an equitable manner	(ii) participate in the process of determining how to recruit a diverse workforce in an equitable manner
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(D) apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner	(i) apply interpersonal skills to grasp opportunities
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(D) apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner	(ii) apply interpersonal skills to manage conflicts in a positive manner
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(D) apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner	(iii) apply interpersonal skills to manage conflicts in a constructive manner
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(E) emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities	(i) emphasize the need to infuse understanding of vision into all departmental activities
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(E) emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities	(ii) emphasize the need to infuse understanding of missions into all departmental activities
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(E) emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities	(iii) emphasize the need to infuse understanding of goals into all departmental activities

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(F) analyze the concept of risk management	(i) analyze the concept of risk management
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(G) legally publicize all meetings at which budget and allocation decisions are to be discussed	(i) legally publicize all meetings at which budget decisions are to be discussed
(3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:	(G) legally publicize all meetings at which budget and allocation decisions are to be discussed	(ii) legally publicize all meetings at which allocation decisions are to be discussed
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(A) address reluctance of employees to share work product and intellectual property	(i) address reluctance of employees to share work product
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(A) address reluctance of employees to share work product and intellectual property	(ii) address reluctance of employees to share intellectual property
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(B) restate complex technical information or issues in language the general public can understand	(i) restate complex technical information or issues in language the general public can understand

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(C) explain, justify, or discuss public issues effectively	(i) explain, justify, or discuss public issues effectively
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(D) present techniques effectively to handle difficult interviews and situations effectively	(i) present techniques effectively to handle difficult interviews effectively
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(D) present techniques effectively to handle difficult interviews and situations effectively	(ii) present techniques effectively to handle difficult situations effectively
(4) The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	(E) afford the public equal opportunity of access to all open records	(i) afford the public equal opportunity of access to all open records
(5) The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:	(A) obtain relevant data relating to public management and non-public management from reliable sources	(i) obtain relevant data relating to public management from reliable sources
(5) The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:	(A) obtain relevant data relating to public management and non-public management from reliable sources	(ii) obtain relevant data relating to non-public management from reliable sources

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:	(B) apply pertinent research and analytical methodologies	(i) apply pertinent research methodologies
(5) The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:	(B) apply pertinent research and analytical methodologies	(ii) apply pertinent analytical methodologies
(5) The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:	(C) assess the impact of probable changes on the public	(i) assess the impact of probable changes on the public
(6) The student uses planning and fiscal services used to fund agency priorities. The student is expected to:	(A) estimate costs according to standards for government accounting	(i) estimate costs according to standards for government accounting
(6) The student uses planning and fiscal services used to fund agency priorities. The student is expected to:	(B) propose options over a range of cost requirements	(i) propose options over a range of cost requirements
(6) The student uses planning and fiscal services used to fund agency priorities. The student is expected to:	(C) analyze government resources to find possibilities for new or increased funding of programs	(i) analyze government resources to find possibilities for new or increased funding of programs
(6) The student uses planning and fiscal services used to fund agency priorities. The student is expected to:	(D) prepare budgets	(i) prepare budgets

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(A) demonstrate an understanding of how to assist departmental staff to fulfill procurement requirements	(i) demonstrate an understanding of how to assist departmental staff to fulfill procurement requirements
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(B) recommend process changes to improve vendor reliability and performance	(i) recommend process changes to improve vendor reliability
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(B) recommend process changes to improve vendor reliability and performance	(ii) recommend process changes to improve vendor performance
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(C) determine means of public announcements to elicit vendor interest and bids from qualified sources	(i) determine means of public announcements to elicit vendor interest
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(C) determine means of public announcements to elicit vendor interest and bids from qualified sources	(ii) determine means of public announcements to elicit bids from qualified sources
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(D) identify sources that match approved vendor criteria	(i) identify sources that match approved vendor criteria

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(E) manage an evaluation process that would ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria	(i) manage an evaluation process that would ensure each bid, proposal, or offer is evaluated completely in terms of all relevant criteria
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(E) manage an evaluation process that would ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria	(ii) manage an evaluation process that would ensure each bid, proposal, or offer is evaluated completely in terms of all ethical criteria
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(F) identify ways to safeguard proprietary information of bidders and the rights of procurement and determine the need for outside consults	(i) identify ways to safeguard proprietary information of bidders
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(F) identify ways to safeguard proprietary information of bidders and the rights of procurement and determine the need for outside consults	(i) identify ways to safeguard the rights of procurement
(7) The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	(F) identify ways to safeguard proprietary information of bidders and the rights of procurement and determine the need for outside consults	(i) determine the need for outside consults

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	(A) maintain thorough familiarity with public information requirements; records maintenance and retention requirements such as the Public Information Act, Texas Government Code, Chapter 552; and the records retention requirements of Texas Government Code, Chapter 441, and Texas Local Government Code, Chapters 201-205	(i) maintain thorough familiarity with public information requirements
(8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	(A) maintain thorough familiarity with public information requirements, records maintenance and retention requirements such as the Public Information Act, Texas Government Code, Chapter 552; and the records retention requirements of Texas Government Code, Chapter 441, and Texas Local Government Code, Chapters 201-205	(ii) maintain thorough familiarity with public records maintenance
(8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	(A) maintain thorough familiarity with public information requirements, records maintenance and retention requirements such as the Public Information Act, Texas Government Code, Chapter 552; and the records retention requirements of Texas Government Code, Chapter 441, and Texas Local Government Code, Chapters 201-205	(iii) maintain thorough familiarity with retention requirements
(8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	(B) identify how to explain policy background and rationale to persons denied access to certain public information	(i) identify how to explain policy background and rationale to persons denied access to certain public information
(8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	(C) compare and contrast the reliable controls to prevent unauthorized access to or release of privileged information	(i) compare and contrast the reliable controls to prevent unauthorized access to or release of privileged information

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.209. Revenue, Taxation, and Regulation (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration or Accounting I and II. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Revenue, Taxation, and Regulation provides an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students will learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue-related financial problems. Students will prepare projects and class activities to simulate the skills needed to enforce legal compliance and regulatory standards.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(A) investigate potential violators by exploring leads and conducting mock client interviews	(i) investigate potential violators by exploring leads
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(A) investigate potential violators by exploring leads and conducting mock client interviews	(ii) investigate potential violators by conducting mock client interviews
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(B) model persuasive techniques to gain cooperation such as subpoenas and other ethically and legally acceptable means	(i) model persuasive techniques to gain cooperation
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(i) identify relevant evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(ii) identify irrelevant evidence
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(iii) identify relevant information
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(iv) identify irrelevant information
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(v) differentiate between relevant and irrelevant evidence
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(C) identify and differentiate between relevant and irrelevant evidence and information	(vi) differentiate between relevant and irrelevant information
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(D) examine evidence of crimes and violations while preserving and observing the rules of evidence	(i) examine evidence of crimes while preserving the rules of evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(D) examine evidence of crimes and violations while preserving and observing the rules of evidence	(ii) examine evidence of crimes while observing the rules of evidence
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(D) examine evidence of crimes and violations while preserving and observing the rules of evidence	(iii) examine evidence of violations while preserving the rules of evidence
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(D) examine evidence of crimes and violations while preserving and observing the rules of evidence	(iv) examine evidence of violations while observing the rules of evidence
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(i) examine business records for accuracy
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(ii) examine business records for compliance
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(iii) examine commercial records for accuracy

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(iv) examine commercial records for compliance
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(v) examine industrial records for accuracy
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(vi) examine industrial records for compliance
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(vi) examine agency records for accuracy
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(E) examine business, commercial, industrial, and agency records for accuracy and compliance	(vii) examine agency records for compliance
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(F) organize facts accurately, objectively, logically, and concisely	(i) organize facts accurately

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(F) organize facts accurately, objectively, logically, and concisely	(ii) organize facts objectively
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(F) organize facts accurately, objectively, logically, and concisely	(iii) organize facts logically
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(F) organize facts accurately, objectively, logically, and concisely	(iv) organize facts concisely
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(G) analyze matters that are prohibited or concern invasion of privacy	(i) analyze matters that are prohibited or concern invasion of privacy
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(H) simulate conducting surveillance while recording facts about observed persons, objects, and events	(i) simulate conducting surveillance while recording facts about observed persons
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(H) simulate conducting surveillance while recording facts about observed persons, objects, and events	(ii) simulate conducting surveillance while recording facts about observed objects

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the investigation and evidence collection process in mock situations similar to regulatory commissions and agents. The student is expected to:	(H) simulate conducting surveillance while recording facts about observed persons, objects, and events	(iii) simulate conducting surveillance while recording facts about observed events
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(A) analyze the common accounting problem of costs deviating from standards	(i) analyze the common accounting problem of costs deviating from standards
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(B) compare and contrast ways to coordinate work and organize information with others performing similar tasks	(i) compare and contrast ways to coordinate work with others performing similar tasks
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(B) compare and contrast ways to coordinate work and organize information with others performing similar tasks	(ii) compare and contrast ways to organize information with others performing similar tasks
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(C) simulate releasing public information to minimize controversy	(i) simulate releasing public information to minimize controversy
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(D) identify problems that arise regarding flow of information after research responsibilities are assigned and completed	(i) identify problems that arise regarding flow of information after research responsibilities are assigned
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(D) identify problems that arise regarding flow of information after research responsibilities are assigned and completed	(ii) identify problems that arise regarding flow of information after research responsibilities are completed

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(E) create a solution to the problem of information flow and communication	(i) create a solution to the problem of information flow
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(E) create a solution to the problem of information flow and communication	(ii) create a solution to the problem of information communication
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(F) demonstrate the ability to present authoritative advice to interested parties and acquainting them with available services	(i) demonstrate the ability to present authoritative advice to interested parties
(3) The student analyzes the process of agency communication with the public. The student is expected to:	(F) demonstrate the ability to present authoritative advice to interested parties and acquainting them with available services	(ii) demonstrate the ability to acquaint [interested parties] with available services
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(A) analyze data to identify matters needing negotiations for resolution	(i) analyze data to identify matters needing negotiations for resolution
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(B) explore and identify different noncompliant practices	(i) explore different noncompliant practices
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(B) explore and identify different noncompliant practices	(ii) identify different noncompliant practices

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(C) recommend application of administrative and judicial remedies	(i) recommend application of administrative remedies
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(C) recommend application of administrative and judicial remedies	(ii) recommend application of judicial remedies
(4) The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	(D) produce mock reports to provide a basis for handling similar cases or audits	(i) produce mock reports to provide a basis for handling similar cases or audits
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(A) conduct dimensional, operational, and process inspections	(i) conduct dimensional inspections
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(A) conduct dimensional, operational, and process inspections	(ii) conduct operational inspections
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(A) conduct dimensional, operational, and process inspections	(iii) conduct process inspections
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(B) measure compliance with standards, specifications, and requirements	(i) measure compliance with standards

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(B) measure compliance with standards, specifications, and requirements	(ii) measure compliance with specifications
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(B) measure compliance with standards, specifications, and requirements	(iii) measure compliance with requirements
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(C) monitor a variety of quality characteristics	(i) monitor a variety of quality characteristics
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(D) research consequences of degrees of noncompliance	(i) research consequences of degrees of noncompliance
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(E) investigate history and circumstances of violations	(i) investigate history of violations
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(E) investigate history and circumstances of violations	(ii) investigate circumstances of violations
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(F) secure expertise and make referrals as needed	(i) secure expertise as needed

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	(F) secure expertise and make referrals as needed	(ii) make referrals as needed

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.210. Practicum in Local, State, and Federal Government (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student analyzes classical and modern political theories. The student is expected to:	(A) review the works of theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx	(i) review the works of theorists
(2) The student analyzes classical and modern political theories. The student is expected to:	(B) analyze contributions to modern political science from classical theorists such as Polybius, St Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes	(i) analyze contributions to modern political science from classical theorists
(3) The student analyzes the US Constitution and constitutional law. The student is expected to:	(A) review basic information related to the US Constitution such as the Articles of Confederation, framers of the Constitution, constitutional conventions, separation of powers, checks and balances, ratification, and the amendment process	(i) review basic information related to the US Constitution
(3) The student analyzes the US Constitution and constitutional law. The student is expected to:	(B) create a classroom Constitution and Bill of Rights simulating the US Constitution	(i) create a classroom Constitution simulating the US Constitution

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the US Constitution and constitutional law. The student is expected to:	(B) create a classroom Constitution and Bill of Rights simulating the US Constitution	(ii) create a classroom Bill of Rights simulating the US Constitution
(4) The student explores government ethics. The student is expected to formulate a plan for avoiding ethical problems in the future.	[A] formulate a plan for avoiding ethical problems in the future	(i) formulate a plan for avoiding ethical problems in the future
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(A) research a problem such as a government and public administration issue, a feasibility study, or a product evaluation	(i) research a problem
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(B) investigate the issues associated with the problem	(i) investigate the issues associated with the problem
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(C) collect primary data such as interviews, surveys, and observations	(i) collect primary data
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(D) express thoughts logically and sequentially in preparing a formal report	(i) express thoughts logically in preparing a formal report
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(D) express thoughts logically and sequentially in preparing a formal report	(ii) express thoughts sequentially in preparing a formal report
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(E) interpret and present quantitative data in graph format within the report	(i) interpret quantitative data
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(E) interpret and present quantitative data in graph format within the report	(ii) present quantitative data in graph format within the report

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(F) prepare visuals and handouts to support the presentation	(i) prepare visuals to support the presentation
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(F) prepare visuals and handouts to support the presentation	(ii) prepare handouts to support the presentation
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(G) make a final presentation of the study to the appropriate stakeholders	(i) make a final presentation of the study to the appropriate stakeholders
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(i) update a professional portfolio to include recognitions
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(ii) update a professional portfolio to include awards
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(iii) update a professional portfolio to include scholarships
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(iv) update a professional portfolio to include a resume

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(v) update a professional portfolio to include a sample of work
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor	(vi) update a professional portfolio to include an evaluation from the practicum supervisor
(6) The student documents knowledge and skills attained in the practicum. The student is expected to:	(B) present the portfolio to interested stakeholders	(i) present the portfolio to interested stakeholders

Subject	Chapter 130. Career and Technical Education, Subchapter G. Government and Public Administration
Course Title	§130.211. Extended Practicum in Local, State, and Federal Government (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Government and Public Administration Career Cluster. Corequisite: Practicum in Local, State, and Federal Government. This course must be taken concurrently with Practicum in Local, State, and Federal Government and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p> <p>(3) Students in the Extended Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to government or public administration	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to government or public administration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to government or public administration	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to government or public administration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency	(i) demonstrate technology applications skills to enhance work products with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) employ effective planning skills with increased fluency by prioritizing tasks in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) employ effective planning skills with increased fluency by prioritizing tasks in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) employ effective planning skills with increased fluency by prioritizing tasks in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) employ effective planning skills with increased fluency by following schedules in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) employ effective planning skills with increased fluency by following schedules in a way that optimizes efficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(vi) employ effective planning skills with increased fluency by following schedules in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(vii) employ effective planning skills with increased fluency by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(viii) employ effective planning skills with increased fluency by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ix) employ effective planning skills with increased fluency by tending to goal-relevant activities in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(x) employ effective time-management skills with increased fluency by prioritizing tasks in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xi) employ effective time-management skills with increased fluency by prioritizing tasks in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xii) employ effective time-management skills with increased fluency by prioritizing tasks in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xiii) employ effective time-management skills with increased fluency by following schedules in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xiv) employ effective time-management skills with increased fluency by following schedules in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xv) employ effective time-management skills with increased fluency by following schedules in a way that optimizes results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xvi) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xvii) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(xviii) employ effective time-management skills with increased fluency by tending to goal-relevant activities in a way that optimizes results
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations in an effective manner	(i) create formal presentations in an effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations in an effective manner	(ii) create informal presentations in an effective manner

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations in an effective manner	(iii) deliver formal presentations in an effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations in an effective manner	(iv) deliver informal presentations in an effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(i) observe verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(ii) observe nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iii) observe verbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iv) observe nonverbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(v) interpret verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vi) interpret nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vii) interpret verbal behaviors to enhance communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(viii) interpret nonverbal behaviors to enhance communication
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups with increased fluency to solve problems and make decisions ¶	(i) employ critical-thinking skills independently with increased fluency to solve problems
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups with increased fluency to solve problems and make decisions ¶	(ii) employ critical-thinking skills independently with increased fluency to make decisions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups with increased fluency to solve problems and make decisions ¶	(iii) employ critical-thinking skills in groups with increased fluency to solve problems
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups with increased fluency to solve problems and make decisions ¶	(iv) employ critical-thinking skills in groups with increased fluency to make decisions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:	(B) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions
(4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised government or public administration experience	(i) conduct learning activities in a supervised government or public administration experience
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised government or public administration experience	(ii) document learning activities in a supervised government or public administration experience

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised government or public administration experience	(iii) evaluate learning activities in a supervised government or public administration experience
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(B) research a problem, complete a feasibility study, or complete a product evaluation related to a government and public administration issue	(i) research a problem, complete a feasibility study, or complete a product evaluation related to a government and public administration issue
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(C) collect primary data such as interviews, surveys, and observations	(i) collect primary data
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(D) interpret and present quantitative data	(i) interpret quantitative data
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(D) interpret and present quantitative data	(ii) present quantitative data
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(E) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(E) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(5) The student conducts a project using analytical problem-solving techniques. The student is expected to:	(F) collect representative work samples	(i) collect representative work samples