

# Government and Public Administration (2010): Grade 12

Adopted 2010

## Political Science I

**(1) The student analyzes classic and contemporary political theories. The student is expected to:**

- (A) discuss why theories are important to the study of political science;
- (B) draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx;
- (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;
- (D) compare the evolution of classic and contemporary theories; and
- (E) predict and defend opinions about the future of political science theory.

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**(2) 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;
- (B) use a map to label where each form of government is currently practiced or has been practiced in the past;
- (C) explain how each form of government arose throughout history;
- (D) develop a logical argument as to the origination of different types of government; and
- (E) hypothesize why some forms of government became obsolete.

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**(3) 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;
- (B) coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies;
- (C) predict what national or global trends could stimulate the formation of a new ideology; and
- (D) synthesize and discuss an original political ideology.

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**(4) 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 those with recent current events; and
- (B) complete a project or presentation about the political culture of a researched country.

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**(5) The student identifies the roles played by local, state, and national governments in public and private sectors of the United States free enterprise system. The student is expected to:**

- (A) recognize that government policies influence the economy at the local, state, and national levels;
- (B) identify the sources of revenue of the United States government and analyze their impact on the United States economy;
- (C) identify the sources of expenditures of the United States government and analyze their impact on the United States economy;
- (D) compare the role of government in the United States free enterprise system and other economic systems;
- (E) explain the effects of international trade on United States economic and political policies; and
- (F) summarize the government's role in setting international trade policies.

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**(6) The student analyzes public opinion. The student is expected to:**

- (A) investigate sources and influences of public opinion;
- (B) analyze the effect of public opinion on leadership;
- (C) analyze how public opinion is measured;
- (D) critique the reliability of those measurements; and
- (E) predict the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection.

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**(7) The student identifies interest groups. The student is expected to:**

- (A) classify interest groups such as public interest research groups, lobbies, and political action committees; and
- (B) compare the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees.

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**(8) The student analyzes the election process. The student is expected to:**

- (A) review the process of electing public officials;
- (B) recognize the influence of political parties in elections;
- (C) explore the phenomenon of political image;
- (D) describe the cause-and-effect relationship of communication style on a campaign;
- (E) compare the effectiveness of telephone, television, print media, focus groups, and online resources on elections; and
- (F) design a mock campaign.

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**(9) The student explores the processes for filling public offices in the United States system of government. The student is expected to:**

- (A) compare different methods of filling public offices such as elected and appointed offices at the local, state, and national levels; and
- (B) analyze and evaluate the processes of electing the President of the United States.

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**(10) The student examines the role of political parties in the United States system of government. The student is expected to:**

- (A) discuss the functions of the two-party system;
- (B) evaluate the role of third parties in the United States;
- (C) recognize the role of political parties in the electoral process at the local, state, and national levels; and
- (D) identify opportunities for citizens to participate in the electoral process at the local, state, and national levels.

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**(11) 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; and
  - (B) interpret statistical data such as in political science journals, public opinion polls, and surveys.
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## Political Science II

**(1) The student analyzes public administration and public affairs. The student is expected to:**

- (A) explore the ancient history of public administration;
  - (B) consider whether current practices are improvements;
  - (C) explain the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor;
  - (D) analyze the effects of poor public perception on leadership style;
  - (E) analyze political pluralism (political scientists), displacement and concentration hypothesis (economists), and technological complexity (futurists);
  - (F) examine organizational theory models;
  - (G) recognize that public management involves evaluation of productivity, budgets, and human resources;
  - (H) argue for or against privatization of government services and functions in terms of efficiency, policy, and corruption; and
  - (I) research and cite specific examples of ethics issues in public administration.
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**(2) 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;
  - (B) analyze the importance of free speech and press in a democratic society; and
  - (C) express and defend a point of view on an issue of contemporary interest in the United States.
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**(3) The student analyzes international relations. The student is expected to:**

- (A) examine the historical development of the international system;
- (B) compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system;
- (C) research national actors and international interactions;
- (D) defend the nature of foreign policy by examining the behavior of nation-states;
- (E) compare types of foreign policy decisions, including micro-, macro-, and crisis-decisions;
- (F) examine the rational actor model;
- (G) analyze what a nation-state does when faced with a problem that requires resolution;
- (H) make observations about ethics in foreign policy; and
- (I) draw conclusions about the role of morality in decision making such as cold war spying and humanitarian intervention.

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**(4) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:**

- (A) connect the ancient practice of sending emissaries to current embassy activities;
- (B) identify embassy and ambassador roles in international relations;
- (C) distinguish between types of diplomacy such as public versus secret diplomacy, multilateral versus bilateral, and tacit versus formal;
- (D) use concepts of bargaining and game theory to solve problems;
- (E) recognize that nation-states resort to armed force when diplomacy breaks down;
- (F) analyze force without war, causes of war, and the consequences of war; and
- (G) analyze the role of international law in treaties, customs, immigration, and human rights.

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**(5) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:**

- (A) identify the prominent international governmental organizations and non-governmental organizations;
- (B) explore the functional scope of international governmental organizations and non-governmental organizations in global problem solving; and
- (C) conduct a project that proposes a solution for an international relations problem such as arms control, terrorism, commerce, currency, natural resource management, food, and population control.

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**(6) 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;
  - (B) explain the major responsibilities of the federal government for domestic and foreign policy;
  - (C) use communication techniques to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish the governmental goals;
  - (D) interpret impact of international, national, state, or local politics on the goals of governmental or public administrative agencies; and
  - (E) delineate intergovernmental and private contractor relationships ensuring governmental actions are free from conflict of interest.
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## Revenue, Taxation, and Regulation

- (1) The student explores the investigation and evidence collection process in mock situations. The student is expected to:**
- (A) investigate potential violators by exploring leads and conducting client interviews;
  - (B) use persuasive techniques to gain cooperation such as subpoenas and other ethically and legally acceptable means;
  - (C) distinguish between relevant and irrelevant evidence and information;
  - (D) examine evidence of crimes and violations while preserving and observing the rules of evidence;
  - (E) examine business, commercial, industrial, and agency records for accuracy and compliance;
  - (F) accurately organize facts objectively, logically, and concisely;
  - (G) analyze prohibited matters and guides concerning invasion of privacy; and
  - (H) simulate conducting surveillance while recording facts about observed persons, objects, and events.
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- (2) 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;
  - (B) synthesize ways to coordinate work and organize information with others performing similar tasks;
  - (C) prepare public information to minimize controversy;
  - (D) recognize that problems often arise regarding flow of information after research responsibilities are assigned and completed;
  - (E) create a solution to the problem of information flow and communication; and
  - (F) role play presenting authoritative advice to interested parties and acquainting them with available services.
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- (3) 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;
  - (B) recognize noncompliant practices;
  - (C) recommend application of administrative and judicial remedies; and
  - (D) produce reports to provide a basis for handling similar cases or audits.

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**(4) The student is expected to scrutinize regulatory investigations and enforcement.**

**The student is expected to:**

- (A) conduct dimensional, operational, and process inspections;
  - (B) measure compliance with standards, specifications, and requirements;
  - (C) monitor a variety of quality characteristics;
  - (D) research consequences of degrees of noncompliance;
  - (E) investigate history and circumstances of violations; and
  - (F) secure expertise and make referrals as needed.
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**Public Management and Administration**

**(1) The student analyzes management theories. The student is expected to:**

- (A) explain various management theories such as Theory X, Theory Y, and Theory Z and how they are effective; and
  - (B) compare management of government and nonprofit agencies to management in the private sector.
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**(2) The student aligns 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;
- (B) develop expansive professional networks internally and with other organizations to broaden communication;
- (C) recruit a diverse workforce in an equitable manner;
- (D) seek a variety of input from all stakeholders;
- (E) apply people skills to grasp opportunities and manage conflicts in a positive and constructive manner;
- (F) emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities;
- (G) evaluate employees' ability to adapt behavior and work methods in response to new information, changing conditions, or unexpected obstacles;
- (H) delegate responsibility of power and authority;
- (I) analyze the concept of risk management;
- (J) legally publicize all meetings at which budget and allocation decisions are to be discussed; and
- (K) obtain outside expertise as needed.

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**(3) The student facilitates 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) overcome reluctance of employees to share work product and intellectual property;
- (B) restate complex technical information or issues into language the general public can understand;
- (C) implement verbal skills effectively to explain, justify, or discuss public issues;
- (D) present techniques effectively to handle difficult interviews and situations; and
- (E) afford the public equal opportunity of access to all open records.

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**(4) The student uses agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives. The student is expected to:**

- (A) obtain relevant data from reliable sources;
- (B) apply pertinent research and analytical methodologies; and
- (C) assess the impact of probable changes on the public.

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**(5) The student uses planning and fiscal services to fund agency priorities. The student is expected to:**

- (A) estimate costs according to standards for government accounting;
- (B) propose options over a range of cost requirements;
- (C) analyze government resources to find possibilities for new or increased funding of programs;
- (D) prepare and administer budgets;
- (E) operate accounting systems in compliance with standards for government agency accounting; and
- (F) disburse monies, prepare financial reports, and arrange for audits.

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**(6) The student develops and manages plans and systems to meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:**

- (A) assist departmental staff to fulfill procurement requirements;
- (B) develop event schedules for the public announcement of procurement requirements;
- (C) allocate resources to fulfill plans and meet customer requirements;
- (D) recommend process changes to improve vendor reliability and performance;
- (E) supervise the preparation and preservation of reports and other procurement documents required by law or policy or desired by management;
- (F) determine means of public announcements to elicit vendor interest and bids from qualified sources;
- (G) identify and assist sources that match approved vendor criteria;
- (H) manage an evaluation process to ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria;
- (I) safeguard proprietary information of bidders;
- (J) safeguard rights of the procuring entity; and
- (K) determine the need for outside consultation.

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**(7) 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;
  - (B) explain policy background and rationale to persons denied access to certain public information;
  - (C) establish reliable controls to prevent unauthorized access to or release of privileged information; and
  - (D) maintain integrity of secure records environment.
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## Planning and Governance

- (1) 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;
  - (B) analyze data on present and future needs;
  - (C) assess legal aspects of regulatory compliance in planning;
  - (D) evaluate the drafting, analysis, and refinement of regulations and procedures;
  - (E) prepare special planning studies;
  - (F) perform mapping and graphic functions;
  - (G) predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future; and
  - (H) make observations about local, state, and federal programs in order to provide future planning recommendations.

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- (2) The student develops comprehensive 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 issues;
  - (B) identify barriers to plan implementation;
  - (C) perform problem-solving techniques to overcome barriers to plan implementation; and
  - (D) evaluate strategies for achieving goals.

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- (3) The student creates a coherent plan for project management. The student is expected to:**
  - (A) secure approval of integrated plans;
  - (B) monitor plan progress;
  - (C) monitor plan budgets;
  - (D) respond to citizen and official requests for information;
  - (E) demonstrate effective, cogent presentation skills at public meetings; and
  - (F) maintain professionalism in challenging situations.

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- (4) 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;
  - (B) organize, structure, and conduct interviews with experts;
  - (C) compile original data and reliable source information into an objective database; and
  - (D) apply systematic thinking to identify and contain the scope of the issue or problem at hand.

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**(5) 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;
  - (B) analyze differing political, social, ideological, philosophical, and other perspectives;
  - (C) critique facts and statistical claims for accuracy and relevance;
  - (D) ensure materials meet ethical standards; and
  - (E) omit irrelevant, distracting, or digressive material.
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**(6) 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;
  - (B) assess tolerance of individuals and groups for consideration of compromise;
  - (C) employ mediation techniques;
  - (D) suggest alternative proposals that keep discussion from collapsing; and
  - (E) maximize openness of decision-making or problem-solving processes.
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**(7) 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;
  - (B) create effective media presentations;
  - (C) employ kinesthetic sensitivity and emotional intelligence to process reactions and responses and adjust appeals accordingly;
  - (D) adapt constituent expectations to coincide with desired timeliness without losing support;
  - (E) evaluate and employ techniques for motivating staff; and
  - (F) create procedures for avoiding ethical pitfalls.
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## **National Security**

**(1) The student identifies the personnel and organizational structure within a security agency. The student is expected to:**

- (A) develop and implement goals and objectives of an organization;
- (B) align personnel assignments with job demands;
- (C) assess the demands of assigned tasks and responsibilities on personnel;
- (D) implement evaluation systems and standards of the organization; and
- (E) access and use available counseling and training resources.

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**(2) 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;
- (B) evaluate United States and international laws, treaties, and conventions applicable to military or other security agency conduct;
- (C) employ effective training materials;
- (D) facilitate discussions of ethical issues raised by current events;
- (E) investigate compliance procedures such as United States military, international military, maritime, criminal, and civil law;
- (F) apply laws, rules, or standards to appropriate situations; and
- (G) evaluate and recognize actions in violation of laws, rules, and standards.

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**(3) The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:**

- (A) work within the scope and limits of the assigned mission in the simulated exercise;
- (B) evaluate physical, psychological, cultural, and military threats;
- (C) define the specific goals and intentions of foreign entities relevant to mission;
- (D) analyze physical characteristics of areas that could become battlegrounds in time of war;
- (E) analyze foreign troop and equipment movement;
- (F) evaluate aerial and satellite information;
- (G) direct ground and sea surveillance;
- (H) prepare intelligence reports, maps, and charts;
- (I) innovate methods to test for security leaks;
- (J) intercept foreign military communications; and
- (K) coordinate information with other national security agencies.

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**(4) The student translates and analyzes signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals through simulated exercises. The student is expected to:**

- (A) organize evidence to facilitate discovery of a potentially hostile nature; and
- (B) interpret actions of a potentially hostile nature.

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**(5) 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 and implement plans for response to both hostile and unintended events;
- (B) secure equipment and supplies needed for protection against chemical, biological, or nuclear effects;
- (C) evaluate intelligence information for determination of response plan implementation;
- (D) monitor local and global intelligence such as information about weather and geophysical events;
- (E) maintain communications with federal, state, and local agencies; and
- (F) evaluate the security and safety of network cyber-based systems.

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**(6) The student develops and implements strategies to train persons potentially performing national security tasks. The student is expected to:**

- (A) analyze missions for which training is to be provided;
- (B) plan and evaluate teaching methods;
- (C) devise means of evaluating student progress; and
- (D) prepare units of instruction that recognize mission priorities.

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## **Foreign Service and Diplomacy**

**(1) The student integrates knowledge and presentation skills related to diplomacy when 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 United States government and culture;
- (B) organize exchange programs to enable future host-country decision makers to acquire familiarity with the United States institutions, customs, and culture;
- (C) analyze the effectiveness of foreign support programs and other efforts of United States economic, intelligence, and affiliate agencies;
- (D) arrange for United States experts to speak to selected audiences;
- (E) provide routine information services by electronic and other means;
- (F) address and respond to media personnel on matters of United States policy raised in conjunction with visits of United States officials; and
- (G) address and respond to media personnel on matters of United States policy in reaction to unanticipated events.

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**(2) 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 United States programs and official visits;
- (B) analyze and report on impact of American travelers and popular culture on host country;
- (C) analyze and report on expressions of opinion arising from host-country events, official statements, and political actions;
- (D) assess impact of host-country responses to catastrophic events; and
- (E) forecast and formulate risk-management solutions regarding catastrophic events of host-countries.

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**(3) The student applies United States and host-country laws, regulations, policies, and procedures to manage administrative matters. The student is expected to:**

- (A) apply United States immigration laws and regulations to determine eligibility of individuals;
- (B) explain grounds for refusal of visas to applicants, lawyers, congresspersons, and other interested parties;
- (C) research documents and databases;
- (D) apply identification and documentation procedures;
- (E) develop or analyze an existing network of key host-country contacts; and
- (F) exchange information with other agencies.

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**(4) 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) negotiate with the host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission; and
- (B) procure goods and services for diplomatic operations.

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**Practicum in Local, State, and Federal Government**

**(1) The student analyzes classic and modern political theories. The student is expected to:**

- (A) review philosophers such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx; and
- (B) analyze contributions to modern political science from complex classical theorists such as Polybius, St. Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes.

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**(2) The student analyzes the United States Constitution and constitutional law. The student is expected to:**

- (A) review basic information about the United States Constitution such as the framers, Articles of Confederation, Constitutional Conventions, separation of powers, checks and balances, ratification, and the amendment process;
- (B) create and implement a Classroom Constitution and Bill of Rights simulating the United States Constitution;
- (C) enforce the Classroom Constitution and Bill of Rights; and
- (D) research and role play a current event in constitutional law.

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**(3) The student explores government ethics. The student is expected to:**

- (A) examine local, state, national, and international ethic issues;
- (B) hypothesize the origins of ethics violations; and
- (C) formulate a plan for avoiding ethical problems in the future.

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**(4) The student conducts a project using analytical problem-solving techniques. The student is expected to:**

- (A) research a problem during student mentorship such as a government and public administration issue, a feasibility study, or a product evaluation;
- (B) investigate the issues associated with the problem;
- (C) collect primary data such as interviews, surveys, and observations;
- (D) collect secondary data such as printed materials and Internet information;
- (E) evaluate alternative solutions;
- (F) determine the most appropriate solution;
- (G) express thoughts logically and sequentially in preparing a formal report;
- (H) interpret and present quantitative data in graph format within the report;
- (I) prepare visuals and handouts to support the presentation; and
- (J) make a final presentation of the study to the appropriate stakeholders, including teachers, mentors, and business and industry representatives.

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**(5) The student documents knowledge and skills attained in the practicum. The student is expected to:**

- (A) update a professional portfolio to include:
  - recognitions, awards, and scholarships;
  - extended learning experiences such as community service and active participation in career and technical organizations and professional organizations;
  - an abstract of the practicum;
  - resumé;
  - samples of work; and
  - an evaluation from the practicum supervisor; and
- (B) present the portfolio to all interested stakeholders.