Texas CTE

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 behaviorialism, 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.

(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.

(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;

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(C) predict what national or global trends could stimulate the formation of a new ideology; and

(D) synthesize and discuss an original political ideology.

(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.

(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.

(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.

(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.

The student analyzes the election process. The student is expected to:

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(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.

(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.

(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 nationals levels.

(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.

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;

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(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.

(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.

(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.

(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.

(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.

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;

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(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.

(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.

(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.

(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.

(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.

(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.

(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:

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(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.

(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.

(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.

(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;

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(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.

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.

(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.

(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.

(4) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:

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(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.

(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.

(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.

(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.

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;

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(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.

(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.

(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.

(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.

(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.

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.

(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:

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(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.

(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.

(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.

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.

(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;

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(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.

(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.

(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.

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

(A) update a professional portfolio to include:<ol type="i">
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.