



TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Principles of Public Service

Primary Career Cluster:	Government and Public Administration
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	6127
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.
Programs of Study and Sequence:	This is the first course in the <i>Public Management and Administration</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or <u>she</u> can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	423, 590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml

Course Description

Principles of Public Service is a foundational course in the *Public Management and Administration* program of study. This course covers fundamental philosophies of constitutional government in the United States as well as basic principles of public management and administration, including history and development, organizational structures, and modern functions. Students in *Principles of Public*

Administration will explore career options in public management and administration and develop an understanding of the role and importance of civic engagement in democracy. Legal and ethical issues faced by public officials are also explored, as is technology's impact on public management. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the foundational course in the *Public Management and Administration* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Government & Public Administration website at

<http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml>.

Course Standards

Philosophy and Principles of Constitutional Government

- 1) Identify influential philosophers and other historical figures who shaped fundamental political theories and philosophies of government. Outline these foundational political ideologies and explain how they evolved to influence the development of the United States form of constitutional government. (TN CCSS Reading 2; TN CCSS Writing 4)
- 2) Summarize the basic principles of the United States Constitution, citing and interpreting specific language in the text itself. Describe constitutional provisions for limiting the role of government, including the separation of powers among the legislative, executive, and judicial branches and the system of checks and balances. (TN CCSS Reading 2, 4, 5, 6, 8; TN CCSS Writing 4, 9)
- 3) Explain the concept of federalism in American government. Drawing evidence from primary source documents, such as the Bill of Rights' Tenth Amendment, describe how the powers of American government are distributed across national, state, and local systems. Outline the different rights and responsibilities accorded to these layers of government in a model or graphic illustration. (TN CCSS Reading 1, 2, 4, 5, 6; TN CCSS Writing 4, 9)
- 4) Gather and analyze information from technical texts or digital sources to compare and contrast the structure and functions of local, state, and federal governments. Generate a visual representation (chart, diagram, etc.) to illustrate important connections and distinctions in their organization and purpose. Interpret these structures and functions in the context of Tennessee by identifying how local and state governments interact in this state. (TN CCSS Reading 2, 7, 8; TN CCSS Writing 4, 8)

History of Public Administration

- 5) Define public management and administration. Interpret and cite informational texts, such as scholarly journals and historical archives, examining the development and evolution of the public sector in general, and the management and administration of public services specifically. Write an informative essay that assesses the impact of major developments and advancements in public management and administration in the United States, including technology or practices



that have improved the efficiency or effectiveness of services or programs. (TN CCSS Reading 1, 4; TN CCSS Writing 2, 9)

- 6) Research and outline philosophies of government stewardship in public management and administration. Synthesize supporting evidence from multiple scholarly and professional sources to examine theories of government provision of services as an essential function of democracy. (TN CCSS Reading 2, 8; TN CCSS Writing 4, 7, 8)

Careers in Public Management and Administration

- 7) Use local news media and organizational websites to investigate occupations that make up the four career areas (public service, public administration, public management, and local governments) of the government and public administration sector. Demonstrate an understanding of each occupation by accurately articulating the following:
 - a. Roles and responsibilities of the position
 - b. Comparison of similar careers available in local, state, and federal government as well as non-profit agencies
 - c. Educational, training, and certification requirements
 - d. Location of occupations within the organizational hierarchy of the specific career area(TN CCSS Reading 2; TN CCSS Writing 4, 7, 8, 9)
- 8) Prepare a career profile for at least one occupation in each of the four career areas, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations.(TN CCSS Reading 2; TN CCSS Writing 4, 8, 9)

Government Provision and Administration of Services

- 9) Define and differentiate between public and private goods (e.g., national resources, national defense, and other public goods – vs. clothing, cars, and similar goods typically considered to be private in nature). Identify the characteristics that constitute a public vs. a private good (i.e., excludable, rivalrous, etc.), and investigate theories as to why the government or the private sector is better suited to provide each. Use supporting evidence to compose an argument for or against privatization of government goods or services with regard to efficiency, ethics, and economics. (TN CCSS Reading 1, 4, 9; TN CCSS Writing 1, 8)
- 10) Examine the roles, contributions, and involvement of government in public administration for the development and maintenance of public infrastructure (i.e., education, taxation, etc.). Compose a list of services typically provided by local, state, and federal governments. Identify the role of nonprofit organizations in providing services not available through government agencies. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 7, 9)



- 11) Consult media commentary and academic journals on public management to produce a synthesis of current issues and trends surrounding government management of public affairs and interests. Compare the strengths and limitations of government powers such as taxation, defense, licensing, transportation, and related domains across different levels of government, and evaluate how contemporary trends affect the government's continued ability to steward the public good. (TN CCSS Reading 2, 8, 9; TN CCSS Writing 4, 7, 9)

Civic Engagement

- 12) Review a variety of resources including historical government and scholarly documents (i.e., United States Constitution, Federalist Papers, etc.) as well as modern digital resources (i.e., government websites, news media) to summarize in an informational essay one's personal and civic roles and responsibilities in a democratic society. (TN CCSS Reading 2; TN CCSS Writing 2, 4)
- 13) Compare and contrast the rights and duties of citizens at the local, state, and national levels by consulting specific government legislation and related texts. For example, examine compulsory education laws; requirements for military service; and constitutional guarantees such as freedom of expression and the right to vote. (TN CCSS Reading 2; TN CCSS Writing 2, 4)
- 14) Illustrate the scope of civic engagement by creating a visual representation that identifies and differentiates between conventional and progressive forms of civic participation (i.e., voting, campaigning, and similar conventional forms vs. progressive tactics like advocating for special interest groups and conducting public demonstrations). Determine the relationship between civic engagement and the evolution of democratic processes and policies in the United States. For example, assess the impact of special interest groups on legislative priorities. (TN CCSS Reading 2, 4; TN CCSS Writing 6, 9)
- 15) Evaluate the role of citizens in a participatory democracy by analyzing opportunities for public policy development, organization, and implementation. Demonstrate an understanding of personal civic competency by creating a checklist of effective citizenship skills, knowledge, and attitudes. (TN CCSS Reading 2; TN CCSS Writing 9)
- 16) Identify methods for citizens to promote political awareness, advocacy, and involvement. Research important citizen movements (i.e., voting, labor, and civil rights), and compose an informative text describing their social and political effects. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 6, 9)

Technology

- 17) Investigate how the evolution of technology has impacted local city services such as traffic monitoring, waste water treatment, and emergency management systems. Assess the extent of this impact on such parameters as cost efficiency, safety improvements, and response time to medical or crime-related emergencies. (TN CCSS Writing 7, 9)
- 18) Drawing evidence from current events and media/professional commentary, evaluate the security risks posed to individuals and society associated with the advancement of technology. Compare and contrast the benefits and dangers of increased access to public data, for example,



or describe current government efforts underway to curb the threat of cyberterrorism. (TN CCSS Reading 1, 2, 7, 8; TN CCSS Writing 4, 8, 9)

Professionalism and Leadership

- 19) Explore the social, moral, and ethical issues encountered in public management and administration, such as public scrutiny, use of public funds, and information security. Discuss the legal and ethical standards of practice (confidentiality, privacy, disclosure) that public officials and employees must adhere to in compliance with local, state, and federal laws. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)
- 20) Demonstrate the application of professional practices and skills specific to government and public administration workplaces. Describe the importance of planning and management skills and develop a summary of strategies for the development, prioritization, and management of goals and objectives. (TN CCSS Reading 2, 3; TN CCSS Writing 4)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.





TENNESSEE DEPARTMENT OF
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Public Law and Budgeting

Primary Career Cluster:	Government and Public Administration
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	6128
Prerequisite(s):	<i>Principles of Public Service</i> (6127) and <i>Public Management and Administration</i> (6129)
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.
Programs of Study and Sequence:	This is the final course in the <i>Public Management and Administration</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	423, 590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml

Course Description

Public Law and Budgeting is the capstone course in the *Public Management and Administration* program of study. This course covers advanced topics such as laws and regulations affecting business operations of government, government funding sources, and budgeting practices, in addition to providing students

with the opportunity to develop an original proposal for a community initiative that will involve ongoing engagement with local citizens and officials. Specifically, students will utilize knowledge and skills developed through the *Public Management and Administration* program of study in the completion of a capstone project addressing an issue of local importance. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the capstone course in the *Public Management and Administration* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Government & Public Administration website at <http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml>.

Course Standards

Laws and Regulations

- 1) Compare and contrast government operation regulations mandated by local, state, and federal laws. Identify laws that govern the business activities and operations of cities, municipalities, towns and counties. Create a graphic organizer or other visual representation of laws that regulate government business operations and transactions including: business contracts, budgeting, labor practices, domestic and global commerce, taxation, etc. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 6)
- 2) Identify laws that govern information management and privacy in relation to public management and administration settings. Summarize critical components of legal regulations pertaining to information security, acceptable use policies, technology use policies, and open and closed meetings. (TN CCSS Reading 2; TN CCSS Writing 4, 8)
- 3) Describe the applications and objectives of city, county, and state charters, bylaws, codes, and ordinances. Analyze and report to the class (for example, in a presentation) on the legal processes and systems used to govern city, county, and state governments. Research and describe procedures for documenting and reporting violations in compliance with legal regulations, citing specific textual evidence. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 8, 9)

Funding

- 4) Differentiate among various local government funding sources by defining and describing how taxes, fees, grants, and bonds are used to fund local government. For example, discuss how local property taxes fund American public school systems, comparing and contrasting the funding streams of specific localities. Research and develop an informational resource for government and nonprofit agencies to assist in the exploration and procurement of operational funds using various funding sources. (TN CCSS Reading 1, 9; TN CCSS Writing 4, 7, 8, 9)
- 5) Examine a local government's tax base and structure. Describe the implementation of and revenue stream provided by specific taxes (i.e., property taxes, sales taxes, vehicle taxes). Create a flow chart that illustrates the process of local taxation from implementation of tax, collection



of monies, to allocation of funds for specific government services or activities. (TN CCSS Reading 2; TN CCSS Writing 4, 8, 9)

- 6) Describe the implementation and revenue stream provided by fees levied by the local government (i.e., permit fees, liquor fees, licensure fees, motor vehicle fees, etc.). Describe how factors such as geographic location and demographics can affect the application of certain fees and their effectiveness for generating revenue. (TN CCSS Reading 1, 9; TN CCSS Writing 4, 9)
- 7) Identify financial service providers, such as those who provide business credit and financing to government entities, and describe common credit and financing terms provided for local government operations. Physically or virtually visit a variety of financial service providers to collect informational literature on credit and financing services. Compose a summary of funding options available to organizations in the local area. (TN CCSS Reading 2, 9; TN CCSS Writing 2, 4)

Accounting and Budgeting Practices

- 8) Define generally accepted accounting principles (GAAP) and describe the general application of accounting processes and systems for planning, monitoring, and controlling financial activities. Conduct research by examining the *Federal Accounting Advisory Board (FASAB) Handbook* and other authoritative sources to identify accounting system standards specific to public agencies regarding the production, retention, and disposal of financial records and statements. (TN CCSS Reading 2, 4, 8, 9; TN CCSS Writing 7, 8, 9)
- 9) Cite specific examples provided by the American Institute of Certified Public Accountants (AICPA) to summarize accounting control procedures such as expense control, tracking, billing, expenses, payroll, auditing, record-keeping, purchase requisitions, and inventory control. Conduct a survey of local government and nonprofit entities to examine the use of accounting software or other technologies to improve accuracy and efficiency of accounting systems. (TN CCSS Reading 1, 4, 9; TN CCSS Writing 4, 7, 9)
- 10) Differentiate among different types of budgets (i.e., revenue, expenditure, etc.) and explain when they are used. Research and describe basic budget elements, common budget issues and resolutions. Using authentic resources (such as local government offices and independent accounting firms), compose a checklist of suggested tools and techniques for efficient and effective budget creation. (TN CCSS Reading 5, 7, 8, 9; TN CCSS Writing 4, 8, 9)
- 11) Research budget processes for local, county, and state governments. Identify accounting practices and government policies that affect the development and implementation of government budgets, including community needs, public disclosure, fiscal opportunities and challenges, program operation, and capital policies and procedures. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 4, 8, 9)
- 12) Identify the knowledge and skills needed to prepare, adopt, and administer a budget. Discuss the importance of ongoing budget evaluation and adjustment. Using case studies or current media sources, examine government-specific situations in which systems for monitoring and evaluating budgets failed and articulate implications of failures. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 9)



Professionalism and Leadership

- 13) Explore leadership skills needed in public management and administration, such as collaboration and negotiation. Synthesize strategies to initiate and maintain collaborative relationships and, using case studies, explore examples of when a lack of collaboration and/or negotiation led to challenges. Throughout the course, demonstrate appropriate standards of conduct for the organization, participation, and supervision of meetings, both in class and at appropriate community events. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 9)
- 14) Demonstrate the application of professional communication skills in the context of government and public administration workplaces, including internal and external business correspondence, public speaking, and the crafting and delivering of multimedia presentations. (TN CCSS Reading 2, 3; TN CCSS Writing 6, 9)

Community Planning Capstone Project

- 15) Analyze current digital and print media to identify authentic public issues such as transportation, health, safety, recreation, or environmental issues prevalent in the local community or region. Craft an argumentative essay, using data-driven evidence, making a claim about the appropriateness and effectiveness of local government engagement with selected community issues. (TN CCSS Reading 2, 7; TN CCSS Writing 1, 4, 8, 9)
- 16) Distinguish between community issues to select a specific need that could be effectively addressed through public policy and the actions of local government. Compose an informational essay or needs assessment that thoroughly and accurately defines the selected issue (i.e., what, who, where, when, why), and summarize the current impact on the community. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 2, 4, 9)
- 17) Based on previous community planning research, identify agencies currently addressing the selected issue, or who would be appropriate to address. Review appropriate methods of business communication and correspondence and determine specific representatives or entities to contact for possible collaborative relationships, including local officials, media, and organizations (government, public agency, private, nonprofit, and/or special interest groups, etc.). (TN CCSS Reading 2, 8, 9; TN CCSS Writing 4, 9)
- 18) Gather and synthesize research such as feasibility studies, community surveys, and needs assessments from a variety of sources (i.e., interviews, written correspondence, print and digital media, websites, articles, reports, plans, government and nonprofit organization offices, etc.). Evaluate the appropriateness and validity of information resources and collected data. Review case studies or other current media sources to explore the use of appropriate technologies. Document findings in an organizer to assist in the capstone project. (TN CCSS Reading 2, 5, 6, 7, 8, 9; TN CCSS Writing 7, 9)
- 19) Integrate collected data and research to compose a proposed policy or Plan of Action consisting of multiple solutions to address the selected issue. Construct a well-reasoned analysis and describe specific actions that could be performed by citizens and the community at large in



addition to proposed formal policy development. Project the likely impacts and effectiveness of suggested solutions. (TN CCSS Reading 9; TNCCSS Writing 1, 4, 5, 6, 8, 9)

- 20) Expand upon current understanding of accounting and budget procedures to create a budget that identifies funding sources and the appropriate allocation of funds for the proposed policy or plan of action. (TN CCSS Reading 2, 3, 7; TN CCSS Writing 4, 8)
- 21) Employ knowledge of laws affecting government operations to evaluate any legal ramifications surrounding the proposed policy or plan of action, including conflicts with existing legislation, observance of city, county, or state guidelines, bylaws, and ordinances, and adherence to health, environment, and security guidelines and regulations. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 9)
- 22) Create a technology-enhanced multimedia presentation showcasing the proposed policy or plan of action. Request the opportunity to present it to a variety of community audiences (peers, school board, local officials, government council or committee meetings, community stakeholders, etc.). (TN CCSS Reading 2, 7, 9; TN CCSS Writing 6, 9)
- 23) Upon conclusion of the capstone project, compose a formal informational essay reflecting on project highlights, challenges, and lessons learned from the experience. (TN CCSS Writing 2, 4, 7, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.





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Public Management and Administration

Primary Career Cluster:	Government and Public Administration
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	6129
Prerequisite(s):	<i>Principles of Public Service</i> (6127)
Credit:	1
Grade Level:	10-11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.
Programs of Study and Sequence:	This is the second course in the <i>Public Management and Administration</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	423, 590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml

Course Description

Public Management and Administration is the second course in the *Public Management and Administration* program of study. This course covers basic organization and management principles of public and nonprofit organizations, including standard policies and procedures, emerging trends, community planning, and funding and budgeting. Throughout the course, students will continue to

explore career options in public management and administration, while gaining a deeper understanding of the government roles and responsibilities to its citizens. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the second course in the *Public Management and Administration* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Government & Public Administration website at <http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml>.

Course Standards

Careers in Public Management and Administration

- 1) Explore and compare local and regional career opportunities in public management and administration. Drawing evidence from multiple sources, such as the U.S. Bureau of Labor Statistics, evaluate labor data to describe the projected need for one or more careers in a public management or administration-related field. Detail in a written or visual representation the knowledge, skills, and abilities necessary for a diverse range of careers in public management and administration. (TN CCSS Reading 1; TN CCSS Writing 4, 8, 9)
- 2) Gather and compare information from a variety of authoritative sources to synthesize a list of common government and non-profit organization ethics and policies. In an informative narrative, explore the philosophical, social, and moral issues associated with the establishment of ethical standards of practice and legal policies specific to employment within public service, government agencies, and non-profit organizations. (TN CCSS Reading 2, 5, 6; TN CCSS Writing 2, 4, 8, 9)
- 3) Assess the importance of interpersonal skills for successful professional relationships in public management and administration. Create a checklist of effective oral and written communication skills needed for professional competency in government and public service-oriented careers. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)

Organization and Management

- 4) Research historical and current trends in government organization and management. Summarize recent changes in government structure and policies, and compose an informative essay citing evidence to support an analysis of the positive and negative effects of these changes. Include an exploration of any unintended consequences of the changes. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 2, 4, 7, 9)
- 5) Consult informational texts, such as *The CIA World Fact Book*, to assess the implications of a variety of geopolitical conditions on government organization, management, and administration, including geographical location, economic significance of specific regions (natural resources, industries, etc.), and population demographics. (TN CCSS Reading 2, 5, 7; TN CCSS Writing 4, 9)



- 6) Identify the roles and contributions of government in meeting the needs of a diverse society. Using both print and electronic resources, examine scholarly analyses (such as public policy review journals and case studies) and popular media to evaluate the positive and negative effects of government policies on certain populations based on their geographic location, culture, or religious affiliation. For example, evaluate how interpretation of the Free Exercise Clause of the First Amendment affects religious expression. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 2, 4, 8, 9)

Nonprofit Organizations

- 7) Define nonprofit organization and use a variety of resources, such as the *IRS Guide to Tax Information for Charities and Other Non-Profits*, to compose a checklist of fundamental requirements for legal classification of non-profit status. (TN CCSS Reading 2, 4; TN CSS Writing 4)
- 8) Research the evolution of nonprofit organizations in the United States, examining theories related to the nonprofit sector's role in the provision of public services. Select three nonprofit organizations (local, state, national, or international), examine their mission statements, and discuss how their services seek to fill specific societal or economic needs. (TN CCSS Reading 1, 2, 6, 8; TN CCSS Writing 4, 7, 9)
- 9) Compare and contrast common roles and services of nonprofit organizations and government agencies. Identify social, political, and economic trends that affect nonprofit organization objectives and functions. (TN CCSS Reading 2, 5; TN CCSS Writing 4)
- 10) Summarize the organizational elements and policies specific to nonprofit entities, including tax exemptions and incentives, transparency and accountability, and risk management. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)

Procedures, Policies, and Trends

- 11) With the aid of public documents, textbooks, or government websites, create a chart that compares the legislative and electoral processes of city, county, and state governments. Identify the roles of public agencies in supporting elected officials to meet goals and objectives, and in endorsing approved legislation. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 8, 9)
- 12) Discuss the importance of strategic planning for government and public agencies. Summarize procedural and organizational policies specific to government and public agencies, including fiscal regulation, accountability, risk management, and personnel management. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)
- 13) Compare two simple (25 or fewer pages) strategic plans (or executive summaries of strategic plans) from local government agencies or non-profit organizations (for example, the *Downtown Memphis Strategic Plan* and the *Tennessee Technology Center at Memphis Strategic Plan*) and identify the common elements (such as mission statement, goals, objectives, strategies, performance measures, timeline) found in each. Use the identified elements as a template to create a strategic plan for a school organization. (TN CCSS Reading 1, 5, 9; TN CCSS Writing 2, 4, 7, 9)



- 14) Identify social, political, and economic trends that affect government and public agency organization objectives and functions. Research and generate connections between media exposure of political issues or events and the subsequent impact on individuals, political parties, interest groups, and government officials and employees. (TN CCSS Reading 1, 5, 6, 8; TN CCSS Writing 4, 7, 9)

Fiscal Management

- 15) Using print and digital media coverage of current events, summarize contemporary legal, ethical, and technological issues in the fiscal management of public and nonprofit agencies and government entities. (TN CCSS Reading 2, 9; TN CCSS Writing 4)
- 16) Investigate resources for the funding of public and nonprofit agencies and government entities and compose a list of common government and private financial sources (such as foundations, institutions, and public grant-making entities). (TN CCSS Reading 2; TN CCSS Writing 4, 7, 9)
- 17) Analyze strategies and systems used to monitor and control financial resources. Compare and contrast accounting procedures and budgeting systems used in public and non-profit agencies and government entities. Examine regulations associated with accounting procedures and identify established standards and requirements. (TN CCSS Reading 1, 3, 5, 7; TN CCSS Writing 4, 9)
- 18) Identify procurement procedures common to public and nonprofit agencies and government entities, including public disclosure of required information, preparation and dissemination of documentation as required by law or policy, and contract creation, monitoring, and fulfillment. (TN CCSS Reading 2, 4, 9)

Community Planning

- 19) Define community planning and conduct a short research project on its historical development in the United States. Using community planning case studies publicly available from government agency websites such as fhwa.dot.gov, fema.gov, faa.gov, and epa.gov, examine the modern roles of public agencies in planning for transportation, emergency services, and public protection. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 7, 9)
- 20) Drawing on examples (found in plans or minutes of meetings) retrieved from public agency websites, nonprofit documents, or campaign literature related to community initiatives, summarize the elements commonly found in a comprehensive community plan. Create an outline that illustrates the basic steps of the community planning process. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 9)
- 21) Compare and contrast types of data (demographics, tax base, etc.) used in community planning. Develop guidelines for accurate data collection and objective data interpretation for the evaluation and response to current and future public needs of a target community. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 7, 9)
- 22) Identify common barriers in community planning processes including environmental, legal, political, and fiscal issues. Research a selected target community to identify specific community



planning barriers and compose an action plan (including goals, action steps, and methods of evaluation) for addressing those barriers, justifying selected actions with claim(s) and counterclaim(s) and sound reasoning. Review action plan with peers and strengthen plan with revisions based on feedback. (TN CCSS Reading 2, 8; TN CCSS Writing 1, 4, 5, 6, 7)

- 23) Investigate the application of specialized technologies in public planning in the local area. Examples might include the use of geographic information systems (GIS) by appraisal districts, smart meters used by public utilities, automated emergency announcements, and streamed video of live meetings. (TN CCSS Reading 2, 4; TN CCSS Writing 7)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.

