

**Government and Public Administration Career Cluster
Government Public Administration: State and Federal Issues
Course Number 29.41100**

Course Description

This course will look at the roles of the state and federal governments, state agencies, and public administrations to support and sustain services and resources. Topics will include the role of government in providing services for the U.S. population; the impact the U.S. will have on other nations and in turn their impact on the United States. The professional traits required of those working in this field to be prepared for safety, health, environmental, as well as creating publicity materials, public relations and working with media.

Course Standard 1

GPA-GPAF-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

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Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

GPA-GPAF-2

Apply and extend previous understandings of the various sectors of government/public administration (e.g. federal, state, regional, county and municipal).

- 2.1 Explain the purpose and functions of government and public administration.
- 2.2 Explain the purpose and functions of vision, mission and goals of quasi-governmental entities and non-profit organizations.
- 2.3 Analyze the systemic relationships of governmental and public administration agencies.
- 2.4 Apply the concepts of democratic principles in the process of governmental and administrative policymaking.
- 2.5 Describe, summarize, and evaluate the institutions and processes of American government and politics.
- 2.6 Translate government and public administration technical information or issues using language and terms appropriate for the general public.
- 2.7 Recognize the role that citizens, elected officials, and appointed administrators play in the development and enforcement of public policy at the state and national levels.
- 2.8 Identify the importance of state policy decisions in our daily lives.

Course Standard 3

GPA-GPAF-3

Analyze and summarize the systemic relationships of government and public administration funding, and budgetary expectations.

- 3.1 Examine the interrelated nature of national, state, and local governmental and public administrative systems funding streams and available fund sources.
- 3.2 Compare and contrast state and federal regulations regarding collections, uses, and hierarchy of funds to support national, state, and local governmental and public administrative systems/agencies.

Course Standard 4

GPA-GPAF-4

Analyze the cause and effect between personal safety and health as related to public health threats, computer safety, and personal safety and security.

- 4.1 Utilize appropriate information and technologies to understand necessary steps for vigilance in checking letters, packages, and related documents from the public (e.g. ricin, Bio warfare).
- 4.2 Integrate appropriate technologies to safely use your computer to secure data and information stored internally and on a network server.
- 4.3 Identify the dangers of releasing personal information, public data, and threat of cyber-attacks on stored data within government or public systems/agencies networks.
- 4.4 Compare and contrast the specifics of the Open Records Act and determine what information is accessible to the public and what is protected.
- 4.5 Demonstrate understanding of CPR and basic first aid skills.
- 4.6 Discuss blood borne pathogens, and need to control spills in public spaces/areas.
- 4.7 Analyze the role of public health in public protection (e.g., health analysts, epidemiologists, health promotion and behavior, disaster management, etc.)

Course Standard 5

GPA-GPAF-5

Analyze and synthesize agency communication policies relating to the release of information to government and non-government agencies.

- 5.1 Understand the concepts and uses for proprietary and non-proprietary when sharing information.
- 5.2 Understand and follow the proper uses of “For Official Use Only,” “Elements of Essential Friendly Information,” “Confidential,” “Secret,” “Top Secret”.
- 5.3 Determine why information is classified and the damage that occurs by “loose lips”.
- 5.4 Justify the actions government and public administration agencies can take when employees fail to abide by communication policies.
- 5.5 Compare and contrast the specifics of the Open Records Act and determine what information is accessible to the public and what is protected.

Course Standard 6

GPA-GPAF-6

Develop appropriate research skills to identify, evaluate, and analyze data for government and public administration agencies for specified purposes.

- 6.1 Apply and extend previous understandings of research skills to determine appropriate sources of data to identify trends (e.g., census data, labor statistics, public health statistics, economic indicators, and crime statistics).
- 6.2 Utilize verbal and written communication skills to interpret specific data and present to support an identified trend.
- 6.3 Construct various graphic representations of specific data to support an identified trend
- 6.4 Data integrity, ethics of doing a job well.

Course Standard 7

GPA-GPAF-7

Identify and evaluate the services and job levels of employees found in firefighting, public safety, public health, and criminal justice system.

- 7.1 Identify and apply using prior knowledge appropriate uses of specific software and hardware devices, including peripherals, to complete specific tasks found in each public service agency.
- 7.2 Research and evaluate the managerial functions and purposes of employees in each public service agency.
- 7.3 Research and compose written documentation of the job responsibilities of employees of various employees in each public service agency.
- 7.4 Understand the proper uses, restrictions, and policies established for the expenditure of local, state, and federal funds in each public service agency.
- 7.5 Identify the postsecondary programs of study options, type of degree, public service experience, and application-based knowledge requirements for each public service agency.

Course Standard 8

GPA-GPAF-8

Identify and evaluate the services and job levels of employees found in civil engineering, transportation services, and land, air quality, and water technology.

- 8.1 Identify appropriate hardware devices, including peripherals, appropriate for specific tasks used in each public service agency.

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- 8.2 Research and evaluate the managerial functions and purposes of employees in each public service agency.
- 8.3 Research and compose written documentation of the job responsibilities of employees of various employees in each public service agency.
- 8.4 Understand the proper uses, restrictions, and policies established for the expenditure of local, state, and federal funds in each public service agency.
- 8.5 Identify the postsecondary programs of study options, type of degree, public service experience, and application-based knowledge requirements for each public service agency.

Course Standard 9

GPA-GPAF-9

Identify and evaluate the services and job levels of employees found in educational services, social services, and regulatory and records services.

- 9.1 Identify appropriate hardware devices, including peripherals, appropriate for specific tasks used in each public service agency.
- 9.2 Research and evaluate the managerial functions and purposes of employees in each public service agency.
- 9.3 Research and compose written documentation of the job responsibilities of employees of various employees in each public service agency.
- 9.4 Understand the proper uses, restrictions, and policies established for the expenditure of local, state, and federal funds in each public service agency.
- 9.5 Identify the postsecondary programs of study options, type of degree, public service experience, and application-based knowledge requirements for each public service agency.

Course Standard 10

GPA-GPAF-10

Demonstrate behaviors extending employee loyalty towards employers.

- 10.1 Identify the responsibilities and loyalties government and public agency employees should extend to their employers regarding restricted information.
- 10.2 Describe ways government and public agency employees could report or disclose information regarding inappropriate actions occurring within the agency.
- 10.3 Research ways that employees can sign secure information releases to limit what they can and cannot say outside of their government or public agency work.
- 10.4 Describe and cite ways to exhibit loyalty as a work ethic component.

Course Standard 11

GPA-GPAF-11

Maintain safe and healthful working conditions and environment in order to promote well-being in governmental and public administrative workplaces.

- 11.1 Demonstrate behaviors that comply with the rules and laws designed to promote safety and health in the workplace.
- 11.2 Assess workplace conditions with regard to safety and health.
- 11.3 Describe ways to positively impact occupational safety and health in government and public administrative workplaces.
- 11.4 Identify the responsibilities of employers related to occupational safety and health.
- 11.5 Identify key rights of employees related to occupational safety and health.

Course Standard 12

GPA-GPAF-12

Understand the impact and priority for maintaining appropriate ethics when analyzing data and its sources.

- 12.1 Identify key aspects of ethical behavior when analyzing data.
- 12.2 Cite evidence of inappropriate employee ethics and resulting manipulation of data.
- 12.3 Determine safeguards to control proper use of data and data dissemination.