

**Florida Department of Education
Curriculum Framework**

Program Title: Careers in Public Service
Program Type: Non Career Preparatory
Career Cluster: Government & Public Administration

Secondary – Non Career Preparatory	
Program Number	8607100
CIP Number	0744040107
Grade Level	9-12
Standard Length	2 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	FPSSA, SkillsUSA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government & Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government & Public Administration career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two credits.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

		Teacher Certification			
8607110	Public Service Leadership	Social Studies 6-12 ELA 6-12 Business 6-12	.5 credit	3	
8607120	Public Service Communication		.5 credit	3	
8607130	Project Management and Experiential Learning in Public Service		.5 credit	3	
8607140	Public Service Research *		.5 credit	3	
OR	OR				
1700510	AP Capstone Research		.5 credit	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

*Note: The Public Service Research requirement may be fulfilled by completing Advanced Placement Research, provided that the student’s final course project focuses on a public service issue.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Public Service Leadership

- 1.0 Identify leadership traits and qualities as they appear in different individuals and situations.
- 2.0 Explore civic dispositions in public service leadership.
- 3.0 Manifest significant leadership skills and organize group(s) to achieve project goals.
- 4.0 Assess the skills and expertise needed for effective public leadership.
- 5.0 Demonstrate proficiency with information technology tools.
- 6.0 Apply problem solving techniques used by public leaders.
- 7.0 Utilize active learning techniques to foster public service leadership skills.
- 8.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
- 9.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
- 10.0 Demonstrate an understanding of the principles, functions and organization of government.

Public Service Communication

- 11.0 Demonstrate the ability to use interpersonal-communication skills to enhance civic dispositions in public service communication.
- 12.0 Demonstrate proficiency with information technology and communication tools.
- 13.0 Illustrate ELA expectations.
- 14.0 Communicate through writing.
- 15.0 Analyze informational text.
- 16.0 Conduct public communication research.
- 17.0 Distinguish communication genres.
- 18.0 Apply communication techniques used in public service contexts.
- 19.0 Utilize active learning techniques to promote public service communication.
- 20.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
- 21.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
- 22.0 Demonstrate an understanding of the principles, functions and organization of government.
- 23.0 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.

Project Management and Experiential Learning in Public Service

- 24.0 Reflect on public works and public sector employment skills and practices.
- 25.0 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
- 26.0 Recognize key terminology within project management.
- 27.0 Explain key concepts and terms used within project management planning and preparation.
- 28.0 Describe project roles and responsibilities.

- 29.0 Analyze project management tools, structures, and systems.
- 30.0 Describe problem-solving tools and techniques in project management.
- 31.0 Classify plan-based approaches.
- 32.0 Describe characteristics of an effective project management plan and schedule.
- 33.0 Develop implementation plans for project management.
- 34.0 Classify project management situations.
- 35.0 Determine attributes within project management plans.
- 36.0 Describe roles and responsibilities in project management.
- 37.0 Determine attributes of project management document controls.
- 38.0 Identify project management plan components.
- 39.0 Describe tasks and steps in project management.
- 40.0 Analyze project management frameworks.
- 41.0 Analyze characteristics of project management stakeholder communication.
- 42.0 Describe characteristics needed for effective information gathering.
- 43.0 Identify characteristics of a project plan.
- 44.0 Identify elements of completed projects.
- 45.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
- 46.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
- 47.0 Demonstrate an understanding of the principles, functions and organization of government.

Public Service Research

- 48.0 Communicate through writing.
- 49.0 Analyze informational text.
- 50.0 Develop effective oral communication skills.
- 51.0 Conduct public service research.
- 52.0 Experience public service research product creation and collaboration.
- 53.0 Illustrate ELA expectations.
- 54.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
- 55.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
- 56.0 Demonstrate an understanding of the principles, functions and organization of government.

**Florida Department of Education
Student Performance Standards**

Course Title: Public Service Leadership
Course Number: 8607110
Course Credit: .5

Course Description:

The course is designed to develop competencies in public service leadership with a focus on approaches to leadership, leadership techniques, leadership skills development and leadership strategies. The course provides a practical introduction to the work environment through direct contact with professionals in the public service community.

CTE Standards and Benchmarks	
1.0	Identify leadership traits and qualities as they appear in different individuals and situations. The student will be able to:
1.1	Identify characteristics that empower an individual to be a proficient, creative problem solver.
1.2	Recognize and emulate effective implementation of creative problem-solving skills.
1.3	Simulate a creative problem-solving encounter with a diverse group of individuals.
1.4	Analyze the productivity of the group’s response to the problem following the conclusion of a creative problem-solving experience.
1.5	Display flexibility when incorporating individual beliefs and values toward goal attainment.
1.6	Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one’s own personal leadership skills.
1.7	Implement conflict management and resolution techniques to bring about positive change.
1.8	Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
2.0	Explore civic dispositions in public service leadership. The student will be able to:
2.1	Interpret the thought and practice of republicanism and liberalism expressed in the Declaration of Independence and through self-government.
2.2	Examine the philosophical and practical underpinnings of the United States.
2.3	Assess the conditions necessary for promoting freedom and self-government in a constitutional republic.
2.4	Explore the Founders’ thoughts in various public policy areas and their concern about and attempts to avoid the rise of partisanship in American politics.
2.5	Apply enhanced public service leadership and professional career skills.
3.0	Manifest significant leadership skills and organize group(s) to achieve project goals. The student will be able to:
3.1	Demonstrate the ability to convey to group members good decision-making skills.
3.2	Stimulate group discussion and decision making by asking appropriate questions.
3.3	Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
3.4	Convey information, concepts, and ideas using appropriate and advanced techniques.
3.5	Show an awareness of the experiences, needs, and concerns of others in the communication process.

3.6	Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
3.7	Integrate information systems in the problem-solving process.
3.8	Use information systems to identify and analyze trends and events in order to forecast future implications.
3.9	Recognize positive interdependence as a basic tenet.
3.10	Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
3.11	Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
4.0	Assess the skills and expertise needed for effective public leadership. The student will be able to:
4.1	Demonstrate expertise in a specific occupation contained within the public service sector.
4.2	Explore higher order critical thinking and reasoning skills appropriate for public service leadership.
5.0	Demonstrate proficiency with information technology tools. The student will be able to:
5.1	Utilize word processing to develop written artifacts.
5.2	Develop reports and/or exhibits using presentation slides
5.3	Create information and data reports focusing using spreadsheets
6.0	Apply problem solving techniques used by public leaders. The student will be able to:
6.1	Identify the tools of public leadership information gathering.
6.2	Outline techniques of public leadership information gathering.
6.3	Identify the required elements of an effective meeting.
6.4	Describe how meeting elements are used to engage in public leadership.
7.0	Utilize active learning techniques to foster public service leadership skills. The student will be able to:
7.1	Demonstrate the roles and responsibilities of public leaders and how public service leadership is experienced within government institutions and non-profit organizations.
7.2	Analyze the traits and qualities of an effective public servant focusing on how public servants perceive their roles and responsibilities within government agencies and non-profit organizations, emphasizing the concept of “servant-leadership”.
7.3	Summarize the factors impacting the relationship between public service leaders and the public including how individuals and groups interact with public service and non-profit leaders, and how government and non-government agencies are affected by their interaction with public service and non-profit leaders as well.
7.4	Outline the skills that public leaders should possess to achieve their project goals and to bring about positive change focusing on decision making approaches emphasizing effective communication and presentation skills.
7.5	Analyze the interaction between citizenship and participation and how public service and non-profit leaders recognize the role that citizens and communities play in group settings, including, but not limited to, public and non-profit decision-making.
8.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system. The student will be able to:
8.1	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

8.2	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
9.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system. The student will be able to:
9.1	Explain the constitutional provisions that establish and affect citizenship.
9.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
9.3	Explain the responsibilities of citizens at the local, state and national levels.
9.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
9.5	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
9.6	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
9.7	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
9.8	Explain the process and procedures of elections at the state and national levels.
9.9	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
9.10	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
10.0	Demonstrate an understanding of the principles, functions and organization of government.
10.1	Examine Congress, congressional power, and how the legislative process operates today, drawing comparisons between the intentions of the Founders in the Constitution and Progressive departures therefrom.
10.2	Illustrate how the executive power and how the presidency is structured, how it has changed through American history, and how it functions today.
10.3	Assess the federal bureaucracy and the administrative state that have arisen since the Progressive era.
10.4	Observe how the federal bureaucracy and the administrative state function within government, and how their existence is contrary to the principles of the Founders.
10.5	Describe the state and local governments in which they are represented, as well as some of the principles and history undergirding these governing institutions in the United States.
10.6	Examine social and economic policy within the United States—including the various fields of social and economic policy, the branches of government, bureaucratic agencies, and interests involved in such policy decisions—and a broad overview of the types of contested issues in these fields that have emerged in the country's history to the present day.
10.7	Explain how the U.S. Constitution safeguards and limits individual rights.
10.8	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
10.9	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
10.10	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
10.11	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
10.12	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
10.13	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
10.14	Explain how issues between Florida, other states and the national government are resolved.

10.15 Explain how citizens are affected by the local, state and national governments.

**Florida Department of Education
Student Performance Standards**

Course Title: Public Service Communication
Course Number: 8607120
Course Credit: .5

Course Description:

The course is designed to develop competencies in public service communication with a focus on civic debate. This course emphasizes communication and debate skills, and their role in supporting political and policy advocacy in the public sector and non-profit communities. Students will participate in the Florida Civics and Debate Initiative to meet course requirements.

CTE Standards and Benchmarks	
11.0	Demonstrate the ability to use interpersonal-communication skills to enhance civic dispositions in public service communication.
11.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
11.2	Adapt civic health messages and communication techniques to a specific target audience.
12.0	Demonstrate proficiency with information technology and communication tools.
12.1	Utilize word processing to develop written artifacts.
12.2	Develop reports and/or exhibits using presentation slides.
12.3	Create information and data reports focusing using spreadsheets.
12.4	Describe and demonstrate ethical and responsible use of modern communication media and devices.
12.5	Evaluate modes of communication and collaboration.
12.6	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
12.7	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
13.0	Illustrate ELA expectations.
13.1	Cite evidence to explain and justify reasoning.
13.2	Read and comprehend grade-level complex texts proficiently.
13.3	Make inferences to support comprehension.
13.4	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
13.5	Use the accepted rules governing a specific format to create quality work.
13.6	Use appropriate voice and tone when speaking or writing.
13.7	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
14.0	Communicate through writing.

14.1	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.
14.2	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
14.3	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
15.0	Analyze informational text.
15.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
15.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
15.3	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
15.4	Analyze the central idea(s) of historical American speeches and essays.
15.5	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
15.6	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
16.0	Conduct public communication research.
16.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.
17.0	Distinguish communication genres.
17.1	Paraphrase content from grade-level texts.
17.2	Explain an author's use of rhetoric in a text.
18.0	Apply communication techniques used in public service contexts.
18.1	List the components of a public service communication plan.
18.2	Describe the components of a public service communication plan.
18.3	Describe the communication tools used for effective public service communication.
18.4	Explain how communication tools are used for effective public service communication
19.0	Utilize active learning techniques to promote public service communication.
19.1	Demonstrate the utilization of interpersonal communication skills in a public service context to enhance civic health and avoid or reduce compromising or limiting civic health.
19.2	Illustrate the ability to advocate for individual, peer, school, family, and community health using public service communication techniques within traditional media outlets and social media platforms.
19.3	Promote effective public service communication emphasizing the responsible use of technology and information across traditional media outlets and social media platforms.
19.4	Experience communication and collaboration through active participation in the Florida Civics and Debate Initiative and through effective public service communication.
20.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
20.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
20.2	Explain the influence of Enlightenment ideas on the Declaration of Independence.

20.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
20.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
20.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
21.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
21.1	Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.
21.2	Critique civic associations and interest groups, the power they hold, and the ways in which they may enhance or detract from the interests of individuals.
21.3	Explain the constitutional provisions that establish and affect citizenship.
21.4	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
21.5	Explain the responsibilities of citizens at the local, state and national levels.
21.6	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
21.7	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
21.8	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
21.9	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
21.10	Explain the process and procedures of elections at the state and national levels.
21.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
21.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
21.13	Analyze the influence and effects of various forms of media and the internet in political communication.
22.0	Demonstrate an understanding of the principles, functions and organization of government.
22.1	Explain how the U.S. Constitution safeguards and limits individual rights.
22.2	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
22.3	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
22.4	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
22.5	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
22.6	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
22.7	Compare the role of state and federal judges with other elected officials.
22.8	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
22.9	Explain how issues between Florida, other states and the national government are resolved.
22.10	Explain how citizens are affected by the local, state and national governments.
23.0	Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.
23.1	Explain how the United States uses foreign policy to influence other nations.
23.2	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

**Florida Department of Education
Student Performance Standards**

Course Title: Project Management and Experiential Learning in Public Service
Course Number: 8607130
Course Credit: .5

Course Description:

The course is designed to develop competencies in project management readiness and experiencing public service. Students will also be involved in public service through a combination of job shadowing, service learning and volunteerism, short-term or long-term internships, and other experiential learning opportunities. Students will complete an entry level project management CTE curriculum which is useful across a wide range of career paths, including public service.

CTE Standards and Benchmarks	
24.0	Reflect on public works and public sector employment skills and practices.
24.1	Demonstrate public service employability skills.
24.2	Explain the importance of public service employability and entrepreneurship skills.
24.3	Operate a computer using software and programs to develop documents, reports and presentations using word processing, presentation slides and spreadsheets in a proficient manner.
24.4	Identify basic elements in public service work requiring interpersonal skills.
24.5	Describe the importance of professional ethics and legal responsibilities in public service and non-profit contexts.
24.6	Illustrate the critical role that positive civic dispositions play when engaged in public sector employment.
24.7	Demonstrate public service leadership and teamwork skills needed to accomplish team goals and objectives.
24.8	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
24.9	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
25.0	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
25.1	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
26.0	Recognize key terminology within project management.
26.1	Outline projects, products, programs, and portfolios within a project management context.
26.2	Describe project management.
26.3	Outline a business case within a project management context.
26.4	Describe the scope of a project.
26.5	Describe deliverables as project components.
26.6	Identify milestones and tasks in a project management context.
26.7	List the components of a project.
26.8	List the business components of a project.

26.9	Define the issues, risks, assumptions, and constraints of project management.
26.10	Describe the features of a project management plan needed for project delivery.
26.11	Identify the features of responsive project delivery.
26.12	Identify the ethical foundations of project management.
27.0	Explain key concepts and terms used within project management planning and preparation.
27.1	Identify core concepts of project management plans including cost, quality, risk, and schedule.
27.2	Differentiate among different types of project management resources.
27.3	Recognize project management terms relating to business.
27.4	Describe project management organizational features and organizational environments.
27.5	Describe project management organizational structures.
27.6	Illustrate the benefits and concepts associated with project management risk.
27.7	Identify project management benefits and concepts associated with stakeholders.
28.0	Describe project roles and responsibilities.
28.1	Describe the role that project managers, sponsors, team leaders, team members, and project clients play in project management.
28.2	Identify key stakeholder responsibilities in project management including project managers, sponsors, team leaders, team members and project clients.
28.3	Describe project management leadership and management.
29.0	Analyze project management tools, structures, and systems.
29.1	Identify the tools commonly used for developing a project management schedule.
29.2	Outline the characteristics and benefits of the tools of project management.
30.0	Describe problem-solving tools and techniques in project management.
30.1	Describe project management information gathering tools or techniques.
30.2	Identify the components required to lead an effective meeting.
31.0	Classify plan-based approaches.
31.1	Identify the core purpose for commonly used plan-based projects
31.2	Describe the core knowledge areas and process groups in project management
31.3	Illustrate the correct order required to complete a project.
31.4	Explain how a commonly used project structure results in a plan-based approach.
32.0	Describe characteristics of an effective project management plan and schedule.
32.1	Describe the process for creating a project management schedule.
32.2	List the elements of a work structure in project management.
32.3	Identify various elements of a project management plan schedule.
32.4	Describe the path to developing a project management schedule.
33.0	Develop implementation plans for project management.
33.1	Describe the role of structural controls in project management planning.
33.2	Explain how monitoring and controlling techniques are used in project management.
34.0	Classify project management situations.

34.1	Explain how plan-based project types are determined.
34.2	Describe criteria used to classify plan-based project types.
34.3	Recognize the reasons for utilizing project types.
34.4	Illustrate how transparency and flexibility are used in project management.
34.5	Describe Servant Leadership within the context of plan-based project management.
34.6	Outline the methods used to attract project clients.
34.7	Identify common method for achieving flexibility in project management.
35.0	Determine attributes within project management plans.
35.1	Describe the methods for setting priorities of a project management plan.
35.2	Identify the components of a project management framework.
35.3	Identify ways to measure project progress.
35.4	Explain the importance of measuring project progress.
36.0	Describe roles and responsibilities in project management.
36.1	Describe the role of project lead.
36.2	Describe the role of project member.
36.3	Identify the core principles of project management teams.
36.4	Identify characteristics of effective project management team collaboration.
37.0	Determine attributes of project management document controls.
37.1	Describe project controls in project management.
37.2	Identify techniques to monitor project progress.
38.0	Identify project management plan components
38.1	Identify the dynamic elements of a project plan.
38.2	Identify methods for monitoring and controlling projects in process.
39.0	Describe tasks and steps in project management.
39.1	Describe task features in project management.
39.2	Illustrate how tasks are prioritized in task management.
39.3	Identify completed project stakeholders.
40.0	Analyze project management frameworks.
40.1	Identify the roles of business entities in project management.
40.2	Describe the responsibilities of business entities in project management.
41.0	Analyze characteristics of project management stakeholder communication.
41.1	List project management communication plan elements.
41.2	Identify project management communication plan elements.
42.0	Describe characteristics needed for effective information gathering.
42.1	List information collection requirements in project management.
42.2	List information collection techniques in project management.
42.3	List ways that project management tools are used to meet information requirements.

42.4	Describe information collection requirements in project management.
43.0	Identify characteristics of a project plan.
43.1	Describe project milestones in project management.
43.2	List project milestones in project management.
43.3	Define a plan for confirming that project management milestones have been met.
44.0	Identify elements of completed projects.
44.1	Identify the components of project deliverables.
45.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
45.1	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
46.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
46.1	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
46.2	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
46.3	Explain the process and procedures of elections at the state and national levels.
46.4	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
47.0	Demonstrate an understanding of the principles, functions and organization of government.
47.1	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
47.2	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
47.3	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
47.4	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
47.5	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
47.6	Explain how issues between Florida, other states and the national government are resolved.
47.7	Explain how citizens are affected by the local, state and national governments.

**Florida Department of Education
Student Performance Standards**

Course Title: Public Service Research
Course Number: 8607140
Course Credit: .5

Course Description:

The course is designed to develop competencies in research focusing on public service. Students will demonstrate critical thinking and academic research skills on a public service topic. It is strongly encouraged that students will select a public service topic about which they focused in their experiential learning course. Students who have completed AP Seminar may select AP Research as an alternate to “Research in Public Service” to complete the “Research in Public Service” curricular requirement. Students completing AP Research to replace the “Research in Public Service” curricular requirement must focus their research on a public service issue or topic to count AP Research toward their Public Service Career Pathway requirements.

CTE Standards and Benchmarks	
48.0	Communicate through writing.
48.1	Develop written documents using computer-based word processing in a proficient manner.
48.2	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
48.3	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
48.4	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
49.0	Analyze informational text.
49.1	Evaluate the support an author uses to develop the central idea(s) throughout a text.
49.2	Analyze the impact of multiple text structures and the use of features in text(s).
49.3	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
50.0	Develop effective oral communication skills.
50.1	Demonstrate higher order critical thinking and reasoning skills appropriate for public service and non-profit leadership.
50.2	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
51.0	Conduct public service research.
51.1	Conduct investigative research on a selected topic related to public service and the non-profit sector using approved research methodology, interpret findings, and prepare presentation to defend results.
51.2	Demonstrate higher order critical thinking and reasoning skills appropriate for the public service or public administration.

51.3	Record and analyze research results using spreadsheets.
51.4	Present research results using presentation slides in a proficient manner.
51.5	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.
52.0	Experience public service research product creation and collaboration.
52.1	Demonstrate the value of civic dispositions when engaged in public service and non-profit research.
52.2	Engage in communication and collaboration when engaged in public service and non-profit research.
52.3	Create digital presentations with coherent ideas and a clear perspective.
52.4	Create digital presentations to improve understanding of findings, reasoning, and evidence.
53.0	Illustrate ELA expectations.
53.1	Cite evidence to explain and justify reasoning.
53.2	Read and comprehend grade-level complex texts proficiently.
53.3	Make inferences to support comprehension.
53.4	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
53.5	Use the accepted rules governing a specific format to create quality work.
53.6	Use appropriate voice and tone when speaking or writing.
54.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
54.1	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
54.2	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
55.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
55.1	Explain the constitutional provisions that establish and affect citizenship.
55.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
55.3	Explain the responsibilities of citizens at the local, state and national levels.
55.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
55.5	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
55.6	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
55.7	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
55.8	Explain the process and procedures of elections at the state and national levels.
55.9	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
55.10	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
56.0	Demonstrate an understanding of the principles, functions and organization of government.
56.1	Explain how the U.S. Constitution safeguards and limits individual rights.
56.2	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
56.3	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

56.4	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
56.5	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
56.6	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
56.7	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
56.8	Explain how issues between Florida, other states and the national government are resolved.
56.9	Explain how citizens are affected by the local, state and national governments.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Career and Technical Student Organization (CTSO)

Florida Public Service Association (FPSA) and SkillsUSA are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.