

## Public Service Communication Curriculum Map

The course is designed to develop competencies in public service communication with a focus on interpersonal communication skills, advocacy, responsible use of technology and information and using communication in collaborative contexts. The course emphasizes the concept of civic health as an element of public health. The course provides a practical focus on civic communication through debate, which includes student participation in the Florida Civics and Debate Initiative, formed to “...elevate civic knowledge, civic skills, and civics disposition for ...high school students” (Florida Civics and Debate Initiative).

Public service communication includes communication within and between the branches and agencies of government, and within and between non-profit agencies. As well, public service communication focuses on communication between government and the public, and the role that political parties, interest groups, the media and civic organizations play as intermediaries between the public and government.

The course is divided into four units. Each unit includes essential questions, standards and benchmarks, several suggested lesson foci and instructional strategies, suggested formative and summative assessments, and a suggested materials/reading list.

### COURSE GLOSSARY

Argument	Electoral context	Interpersonal communication
Civic engagement	Evidence	Media
Civic health	Experimental evidence	Non-electoral context
Claim	Forensics	Political parties
Collaboration	Government service	Print resources
Cultural communication	Information processing	Public speaking
Debate	Information technology	Reasoning
Digital resources	Information transfer	Regulation
Documentary evidence	Interest groups	U.S. Supreme Court

PACING: Suggested pacing is based on 180 instructional days for full year courses and 90 instructional days for half-year/semester courses.

Unit 1: Public Service Communication

This unit introduces interpersonal communication skills as a component of public service communication. Students will be introduced to how public service communication is experienced and practiced within government institutions and non-profit organizations, and between these institutions and the public.

Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
20%	36	18

Essential Questions

What is public service communication?  
 What is civic health, and how does public service communication support civic health in a constitutional republic?  
 Why are negotiation and collaboration skills necessary to enhance civic health?

Standards and Benchmarks

Communication Standards:

Demonstrate the ability to use interpersonal-communication skills to enhance civic dispositions in public service communication.

Benchmark	Description
01.01	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
01.02	Adapt civic health messages and communication techniques to a specific target audience.

Illustrate ELA Expectations

<b>Benchmark</b>	<b>Description</b>
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Active Learning Standard:

Utilize active learning techniques to promote public service communication	
<b>Benchmark</b>	<b>Description</b>
09.01	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.

Project Management Standard:

Apply communication techniques used in public service contexts.	
<b>Benchmark</b>	<b>Description</b>
08.01	List the components of a public service communication plan
08.02	Describe the components of a public service communication plan
08.03	Describe the communication tools used for effective public service communication
08.04	Explain how communication tools are used for effective public service communication

Information Technology Standard:

Demonstrate proficiency with information technology and communication tools.	
<b>Benchmark</b>	<b>Description</b>
02.01	Utilize word processing to develop written artifacts

02.02	Develop reports and/or exhibits using presentation slides
02.03	Create information and data reports focusing using spreadsheets
SC.912.CS-PC.1.2	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-CC.1.1	Evaluate modes of communication and collaboration.
SP.PK12.DH.5.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
SP.PK12.DH.5.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.

Civics Standards:

SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.	
<b>Benchmark</b>	<b>Description</b>
SS.912.CG.1.1	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.
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

SS.912.CG.1.5

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.

Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.

**Benchmark**

**Description**

11.01

Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.

11.02

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.

SS.912.CG.2.1

Explain the constitutional provisions that establish and affect citizenship.

SS.912.CG.2.2

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.3

Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.2.4

Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

	SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
	SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
	SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
	SS.912.CG.2.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.
Lesson Foci	<p>Explain how interpersonal communication skills, information processing and information transfer impact government service and non-profit civic environments.</p> <p>Analyze the functional and cultural aspects of interpersonal communication.</p> <p>Apply functional and cultural aspects of interpersonal communication to public service contexts.</p> <p>Demonstrate how the founders communicated the importance of civic health and civic engagement.</p>	

	<p>Compare civic health messages from government, interest groups, political parties and the media.</p> <p>Design a public service message to enhance civic health.</p> <p>Summarize methods used by the public, interest groups, political parties to communicate with government.</p>		
Sample Instructional Strategies	<p>Direct instruction</p> <p>Case studies</p> <p>Modeling</p> <p>Oral presentations</p> <p>Written presentations/gallery walk</p>		
Suggested Formative Assessments	<p>Think-pair-share</p> <p>Analytic memos</p> <p>Concept maps</p>		
Suggested Summative Assessments	<p>Case study focusing on communication between public and government focusing on a public issue</p> <p>Interview with public or non-profit communications official (e.g., press secretary, executive director, administrator)</p> <p>Report comparing communication techniques of two or more competing interests/interest groups seeking a policy outcome</p> <p>Press release focusing on a public, governmental or non-profit issue or concern</p>		
Suggested Materials/ Reading List	<table border="1" style="width: 100%;"> <tr> <td> <p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p> </td> </tr> <tr> <td> <p>Unit Resource List:</p> </td> </tr> </table>	<p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p>	<p>Unit Resource List:</p>
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<p>Unit Resource List:</p>			

Vladimir Naumovski, Leo-Paul Dana, Gordana Pesakovic, Filip Fidanoski, “Why interpersonal communication is important in public administration?” *Współczesne Problemy Ekonomiczne*, January 2017, Volume 14:55-77 (this article includes sections focusing on the dimensions of communication in public administration)

6:1 Principles of Interpersonal Communication, *Communication in the Real World*, University of Minnesota Libraries

United States Geological Survey, “Interpersonal Communication”

United States Geological Survey, Resources (Ladder of Inference, Circle of Influence, Johari Window, Mastering Crucial Conversation, Five Things to Practice for Effective Communication Skills)

Rural Health Information Hub, “Health Communication”

Press releases posted on executive and legislative branch websites

Political party, interest group, public opinion, and media websites

## Unit 2: Civic and Community Health Advocacy

This unit introduces interpersonal communication skills as a component of civic health. Students will be introduced to how public service communication is experienced and practiced to enhance civic health within government, within the public, and as a component of the interaction between government and the public. Students will use active learning techniques to promote public service communication focusing on civic health.

Suggested Pacing



	Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)																	
	20%	36	18																	
Essential Questions	<p>What is civic health?  How does civic health support community health?  How do individuals, organizations and political leaders advance and advocate civic health in local, state, national and international communities?  What are the limitations to promoting civic health?</p>																			
Standards and Benchmarks	<p>Communication Standards:</p> <table border="1"> <tr> <td colspan="2">04.0 Communicate through writing</td> </tr> <tr> <td><b>Benchmark</b></td> <td><b>Description</b></td> </tr> <tr> <td>ELA.9.C.1.3</td> <td>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.</td> </tr> <tr> <td>.ELA.9.C.1.5</td> <td>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</td> </tr> <tr> <td>ELA.12.C.1.3</td> <td>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.</td> </tr> </table> <table border="1"> <tr> <td colspan="2">06.0 Conduct public communication research</td> </tr> <tr> <td><b>Benchmark</b></td> <td><b>Description</b></td> </tr> <tr> <td>ELA.9.C.4.1</td> <td>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</td> </tr> </table> <p>Project Management Standard:</p> <table border="1"> <tr> <td>08.0 Apply communication techniques used in public service contexts.</td> </tr> </table>			04.0 Communicate through writing		<b>Benchmark</b>	<b>Description</b>	ELA.9.C.1.3	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.	.ELA.9.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.	ELA.12.C.1.3	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.	06.0 Conduct public communication research		<b>Benchmark</b>	<b>Description</b>	ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.	08.0 Apply communication techniques used in public service contexts.
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<b>Benchmark</b>	<b>Description</b>
08.01	List the components of a public service communication plan
08.02	Describe the components of a public service communication plan
08.03	Describe the communication tools used for effective public service communication
08.04	Explain how communication tools are used for effective public service communication

Active Learning Standard:

09.0 Utilize active learning techniques to promote public service communication.	
<b>Benchmark</b>	<b>Description</b>
09.02	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.

Civics Standards:

Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
<b>Benchmark</b>	<b>Description</b>
11.01	Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.
11.02	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.
SS.912.CG.2.1	Explain the constitutional provisions that establish and affect citizenship.

	SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
	SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
	SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
	SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
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	SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.

	Demonstrate an understanding of the principles, functions and organization of government.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
SS.912.CG.3.9	Compare the role of state and federal judges with other elected officials.
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	<p>Explain how civic health is experienced at the local, state, national and international levels.</p> <p>Analyze the factors that contribute to civic health in the United States.</p> <p>Outline efforts by community leaders to advance civic health through effective communication.</p> <p>Compare civic health indicators across two or more states, and between individual states and the United States.</p> <p>Describe how communication is used to advance civic health by in electoral and non-electoral contexts.</p> <p>Review how communication tools are used to advance civic health.</p>

Sample Instructional Strategies	<p>Direct instruction/lecture  Discover/inquiry-based learning  Case studies  Jigsaw/peer teaching  Oral reports</p>		
Suggested Formative Assessments	<p>Invented dialogues  Documented problem solutions  Audio and video protocols  Application cards  Profiles of admirable individuals</p>		
Suggested Summative Assessments	<p>Case study of a civic or community health problem that includes evidence of the problem and communication plan for addressing that civic or community health problem</p> <p>Interview with/case study of public or non-profit civic or community health advocate and their motivations for public/non-profit civic or community health advocacy</p> <p>Critique of a civic or community health advocacy program</p> <p>Research report focusing on one or more aspects of civic health at the national or state level</p>		
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<p>Unit Resource List:</p> <p>Florida Civic Health Index available at the Lou Frey Institute website</p>			

*Civic Health Index 2021: Citizenship during Crisis*, by Matthew N. Atwell, Bennett Stillerman and John M. Bridgeland

*Civic Deserts: America's Civic Health Challenge*, Matthew N. Atwell, John Bridgeland and Peter Levine

Videos and other information provided on organizational websites or on YouTube (e.g., IDignity, Central Floridian of the Year Michael Dippy, Beth Davalos Central Floridian of the Year Runner Up, CBS-60 Minutes “Hard Times Generation I: Homeless Kids”, Seminole County Families in Transition program)

Film: The Florida Project (available with subscription)

Civic Health Project website; see especially “Our Mission”, and the organization’s “Four Pillars of Activity”

“Reimagining Civic Participation through the Science of Association”, Peter Levine

Civic Engagement Research Reports, Office of Civic and Community Engagement, University of Miami

### Unit 3: Responsible Use of Technology and Information

This unit focuses on the responsible use of technology and information in a public service communication context. Students will be introduced to how information and technology are used to enhance public service communication, as well as legal challenges and investigations about the proper use of information and technology as a component of public service. The role of information and technology as a component of the relationship between the public and government is also examined.

#### Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
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	20%	36	18																		
Essential Questions	<p>What does responsible use of technology and information mean in a public service context?</p> <p>How is responsible use of technology and information differentiated from technology and information that is not used responsibly in a public service context?</p> <p>How do government entities promote or advance responsible use of technology and information?</p> <p>How is responsible use of technology and information perceived across demographic, cultural, political, partisan and ideological groups?</p> <p>What should the executive and legislative branches do to ensure that their messaging reflects responsible use of technology and information?</p>																				
Standards and Benchmarks	<p>Communication Standards:</p> <table border="1"> <thead> <tr> <th colspan="2">Demonstrate proficiency with information technology and communication tools</th> </tr> <tr> <th>Benchmark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>02.01</td> <td>Utilize word processing to develop written artifacts</td> </tr> <tr> <td>02.02</td> <td>Develop reports and/or exhibits using presentation slides</td> </tr> <tr> <td>02.03</td> <td>Create information and data reports focusing using spreadsheets</td> </tr> <tr> <td>SC.912.CS-PC.1.2</td> <td>Describe and demonstrate ethical and responsible use of modern communication media and devices.</td> </tr> <tr> <td>SC.912.CS-CC.1.1</td> <td>Evaluate modes of communication and collaboration.</td> </tr> <tr> <td>SP.PK12.DH.5.1</td> <td>Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.</td> </tr> <tr> <td>SP.PK12.DH.5.4b</td> <td>Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.</td> </tr> </tbody> </table> <p>Analyze informational text</p>			Demonstrate proficiency with information technology and communication tools		Benchmark	Description	02.01	Utilize word processing to develop written artifacts	02.02	Develop reports and/or exhibits using presentation slides	02.03	Create information and data reports focusing using spreadsheets	SC.912.CS-PC.1.2	Describe and demonstrate ethical and responsible use of modern communication media and devices.	SC.912.CS-CC.1.1	Evaluate modes of communication and collaboration.	SP.PK12.DH.5.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.	SP.PK12.DH.5.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
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SP.PK12.DH.5.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.																				

<b>Benchmark</b>	<b>Description</b>
ELA.9.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
ELA.9.R.2.3	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.10.R.2.2	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
ELA.10.R.2.4	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.

Distinguish communication genres	
<b>Benchmark</b>	<b>Description</b>
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.

Active Learning Standard:

Utilize active learning techniques to promote public service communication.	
<b>Benchmark</b>	<b>Description</b>
09.03	Promote effective public service communication emphasizing the responsible use of technology and information across traditional media outlets and social media platforms.

Civics Standard:

Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
<b>Benchmarks</b>	<b>Description</b>



	11.01	Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.
	11.02	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.
	SS.912.CG.2.1	Explain the constitutional provisions that establish and affect citizenship.
	SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
	SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
	SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
	SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
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	SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.

Lesson Foci	<p>Explore how the media presents contemporary and historical issues.</p> <p>Analyze guidelines for responsible technology use and information dissemination plans in public service contexts</p> <p>Examine how policy makers address ways that technology and information should be properly used and disseminated.</p> <p>Describe ways that policy makers regulate technology and information</p> <p>Outline how the U.S. Supreme Court interprets constitutional protections and principles as they pertain to the responsible use of technology and information in a public service context.</p>
Sample Instructional Strategies	<p>Direct instruction/lecture</p> <p>Online research</p> <p>Graphic organizers</p> <p>Cooperative learning</p> <p>Identifying similarities and differences</p> <p>Case studies</p>
Suggested Formative Assessments	<p>Everyday ethical dilemmas</p> <p>Misconception/preconception check</p> <p>Memory matrix</p> <p>Minute paper</p>
Suggested Summative Assessments	<p>Case study of a contemporary information technology public service concern</p> <p>Letter to policy maker seeking policy change regarding information technology issue demonstrating comprehensive background research and using appropriate tone</p> <p>U.S. Supreme Court simulation focusing on a contemporary public service information technology concern</p>

	<p>Research report comparing executive orders or press releases across two or more public office holders of different parties that address the responsible use of technology and information</p> <p>Graphic organizer comparing media presentation of the same issue across diverse media outlets</p>
Suggested Materials/ Reading List	<p>Common Course Resource List:</p> <p>U.S. Constitution  Florida Constitution  The Florida Channel online  Openstax American Government (freely available online textbook)  Florida Joint Center for Citizenship (freely available civic education website)  Civics360.org (freely available middle school civics review website)</p> <hr/> <p>Unit Resource List:</p> <p>The American Presidency Project (online at the University of California Santa Barbara website)</p> <p>Allsides.com is a website that investigates the political bias of widely used media outlets and presents the same news stories from diverse perspectives. The website includes a media bias chart and a fact check bias chart.</p> <p>“4 Principles for Responsible Government Use of Technology”, University of San Francisco Center for Applied Data Ethics.</p> <p>Court cases focusing on responsible use of information and technology (<i>New York Times v. Sullivan</i> (1964), <i>New York Times v. United States</i> (1971), <i>Gonzalez v. Google LLC</i> (pending as of 2023), <i>Twitter v. Taamneh</i> (pending as of 2023), <i>Dyroff v. Ultimate Software Group</i> (petition for certiorari rejected, 2020))</p> <p>Communications Decency Act (1996)  First Amendment Encyclopedia  ”Governmental Regulation of Communications Industries”, JUSTIA</p>

Office of the Federal Chief Information Officer, The White House  
Federal Communications Commission

Research using Govtrack on congressional bills using keywords such as “computers and information technology”

U.S. Office of Management and Budget Office of E-Government & Information Technology

CSPAN congressional hearings focusing on responsible use of information technology (e.g., testimony by the White House Office of the Federal Chief Information Officer, and in various sectors such as “CDC, FDA and NIH Leaders Testify on COVID-19 Response” noting CDC director Dr. Rochelle Walensky opening statement, Mark Zuckerberg (Facebook/Meta founder and CEO) “House hearing on Combating Online Misinformation and Disinformation”, and other testimonies presented by Zuckerberg and others. Note the questions asked by lawmakers.

#### Unit 4: Experience Communication and Collaboration

This course focuses on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings (Excerpted from CPALMS Debate I General Course Information and Notes).

Note: The Public Service Communication course includes students participating in the Florida Civics and Debate Initiative (FCDI). The FCDI endorses Debate I (1007330) as the basis for student participation in the Florida Civics and Debate Initiative.

Students participating in the FCDI are eligible to secure community service hours that may be used to complete community service and Bright Futures requirements. Contact the FCDI for details.

Suggested Pacing

Note: Participation in the FCDI may take up to twice the suggested length of Units 1-3 of this course

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
40%	72	36

Essential Questions

What is the role and purpose of debate in a civil society?  
 How does public debate shape and reinforce public opinion?  
 How does public debate support student research, argumentation and communication skills?

Standards and Benchmarks

Communication Standards:

Illustrate ELA Expectations	
<b>Benchmark</b>	<b>Description</b>
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
<u>ELA.12.C.2.1</u>	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Communicate through writing

<b>Benchmark</b>	<b>Description</b>
ELA.9.C.1.3	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.
.ELA.9.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

ELA.12.C.1.3	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.
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Conduct public communication research	
<b>Benchmark</b>	<b>Description</b>
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

Conduct public communication research	
<b>Benchmark</b>	<b>Description</b>
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

Distinguish communication genres	
<b>Benchmark</b>	<b>Description</b>
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.4	Explain an author’s use of rhetoric in a text.

Active Learning Standard:

Utilize active learning techniques to promote public service communication.	
<b>Benchmark</b>	<b>Description</b>
09.04	Experience communication and collaboration through active participation in the Florida Civics and Debate Initiative and through effective public service communication.

Civics Standards:

SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.
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<b>Benchmark</b>	<b>Description</b>
SS.912.CG.1.1	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.
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5	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.
Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
<b>Benchmark</b>	<b>Description</b>
11.01	Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.

	11.02	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.
	SS.912.CG.2.1	Explain the constitutional provisions that establish and affect citizenship.
	SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
	SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
	SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
	SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
	SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
	SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
	SS.912.CG.2.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.
Demonstrate an understanding of the principles, functions and organization of government.		



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	<p>Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.</p> <table border="1"> <thead> <tr> <th><b>Benchmark</b></th> <th><b>Description</b></th> </tr> </thead> <tbody> <tr> <td>SS.912.CG.4.2</td> <td>Explain how the United States uses foreign policy to influence other nations.</td> </tr> <tr> <td>SS.912.CG.4.3</td> <td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</td> </tr> </tbody> </table>	<b>Benchmark</b>	<b>Description</b>	SS.912.CG.4.2	Explain how the United States uses foreign policy to influence other nations.	SS.912.CG.4.3	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.																
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CPALMS Debate I (sample tutorials)	<p>Below is a sample list of student tutorials included in CPALMS Debate I (1007330) that may best support this unit, which a focus on public service debate. Debate I is endorsed by the Florida Speech and Debate Initiative as a foundation for learning the skills required to succeed in the Florida Speech and Debate Initiative. The tutorials include lesson foci, sample instructional strategies and suggested formative assessments. The full list of tutorials is available on CPALMS.</p>																						

These tutorials may be completed as a whole class, in pairs or individually.  
(Note: The descriptions below each tutorial title are excerpted from CPALMS)

[How Text Sections Convey an Author's Purpose:](#)

Explore excerpts from the autobiography *Narrative of the Life of Frederick Douglass* as you examine the author's purpose for writing and his use of the problem and solution text structure. By the end of this tutorial, you should be able to explain how Douglass uses the problem and solution text structure in these excerpts to convey his purpose for writing.

[Enhancing Your Sentences: Using Adverb Clauses:](#)

Learn about adverb clauses to enhance your sentences. In this interactive tutorial, you'll learn about adverb clauses and how these clauses can add interest, depth, and variety to your writing.

[Enhancing Your Sentences: Using Adjective Clauses:](#)

Learn about adjective clauses and how they can add interest, depth, and variety to your writing in this sweet-themed interactive tutorial.

[Avoiding Plagiarism and Citing Sources:](#)

Learn more about plagiarism in this interactive tutorial that's all about citing your sources and avoiding academic dishonesty.

[Avoiding Plagiarism: It's Not Magic:](#)

Learn how to avoid plagiarism in this interactive tutorial. You will also learn how to follow a standard format for citation and how to format your research paper using MLA style. Along the way, you will also learn about master magician Harry Houdini. This tutorial is Part Two of a two-part series on research writing.

[Research Writing: It's Not Magic:](#)

Learn about paraphrasing and the use of direct quotes in this interactive tutorial about research writing. Along the way, you'll also learn about master magician Harry Houdini. This tutorial is part one of a two-part series, so be sure to complete both parts.

Check out part two—*Avoiding Plagiarism: It's Not Magic* [here](#).

#### [Plagiarism: What Is It? How Can I Avoid It?:](#)

Learn more about that dreaded word--*plagiarism*--in this interactive tutorial that's all about citing your sources and avoiding academic dishonesty!

#### [Cyberwar! Citing Evidence and Making Inferences:](#)

Learn how to cite evidence and draw inferences in this interactive tutorial. Using an informational text about cyber attacks, you'll practice identifying text evidence and making inferences based on the text.

#### [Go For the Gold: Writing Claims & Using Evidence:](#)

Learn how to define and identify claims being made within a text. This tutorial will also show you how evidence can be used effectively to support the claim being made. Lastly, this tutorial will help you write strong, convincing claims of your own.

#### [Set Sail: Analyzing the Central Idea:](#)

Learn to identify and analyze the central idea of an informational text. In this interactive tutorial, you'll read several informational passages about the history of pirates. First, you'll learn the four-step process for pinpointing the central idea. Then you'll analyze each passage to see how the central idea is developed throughout the text.

#### [We the People: How Speakers Achieve Their Purpose:](#)

	<p>Learn how speakers achieve their purpose when delivering a public speech. In this interactive tutorial, you'll learn the difference between the general and specific purpose of a speech. You'll analyze three different choices that speakers make to help achieve their purpose. This includes their choice of hook, or introduction, as well as their use of juxtaposition and allusions. We'll examine the use of these techniques using excerpts from Barack Obama's campaign speech titled "A More Perfect Union."</p> <p><a href="#">Remembering Selma: Analyzing the Use of Rhetorical Devices:</a></p> <p>Learn to analyze the use of rhetorical devices in a nonfiction text. In this interactive tutorial, you'll examine excerpts from President Barack Obama's speech on the 50th Anniversary of the March on Selma and analyze his use of three specific rhetorical devices: antithesis, rhetorical questions, and anaphora. You'll also analyze how he uses these rhetorical devices to help achieve his specific purpose. Along the way, you'll brush up on some important American history.</p>
Lesson Foci	<p>The Debate I “General Course Information and Notes”, presented below, serve as the lesson foci for Public Service Communication-Unit 4.</p> <p>This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>● delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> <li>○ extemporaneous</li> </ul> </li> <li>● delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>● demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion</li> </ul>

	<ul style="list-style-type: none"> <li>o eye contact and body movements</li> <li>o voice register and choices of language</li> <li>o use of standard English</li> <li>● using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>o across a range of disciplines</li> <li>o using a range of sources, including digital</li> </ul> </li> <li>● assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>o determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)</li> <li>o determining reliable print and digital sources</li> </ul> </li> <li>● demonstrating use of techniques for timing and judging debates and other forensic activities</li> <li>● collaboration amongst peers, especially during the drafting and practicing stages</li> </ul>
Sample Instructional Strategies	<p>Direct instruction/lecture  Targeted feedback  Homework and practice  Structured academic controversy  Cooperative learning  Peer teaching/peer review</p>
Suggested Formative Assessments	<p>Empty outlines  Memory matrix  Categorizing grid  Punctuated lectures  Feedback forms</p>
Suggested Summative Assessments	<p>Text analysis of a written argument, identifying the claims, evidence and reasoning (e.g., U.S. Declaration of Independence, Brutus #1, Federalist Papers).</p> <p>Oral presentation of an argument, identifying claims, evidence and reasoning (possible extension: present an alternate or opposing perspective, identifying claims, evidence and reasoning)</p> <p>Annotated bibliography of debate resources</p> <p>Opening statement outline/opening statement draft/opening statement final draft</p>

	<p>Peer review-based feedback of debate components (opening statement outline, opening statement draft, opening statement final draft)</p> <p>Peer review-based feedback of in-class debate</p> <p>Analysis of televised presidential debate (written report, oral report)</p>
Suggested Materials/ Reading List	<div data-bbox="499 451 1885 782" style="border: 1px solid black; padding: 5px;"> <p>Common Course Resource List:</p> <p>U.S. Constitution  Florida Constitution  The Florida Channel online  Openstax American Government (freely available online textbook)  Florida Joint Center for Citizenship (freely available civic education website)  Civics360.org (freely available middle school civics review website)</p> </div> <div data-bbox="499 821 1885 1399" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Unit Resource List:</p> <p>Classroom debates, Center for Innovative Teaching and Learning, Northern Illinois University</p> <p><i>American Rhetoric: The Power of Oratory in the United States</i> (speech website that includes text, audio, or both text and audio of historical and contemporary speeches)</p> <p>Commission on Presidential Debates</p> <p>Presidential Debates (C-SPAN videos)</p> <p>National Speech and Debate Association website (includes High School Unified Manual)</p> <p>“Debating in the High School”, Bertha Lee Gardner, <i>The School Review</i>, October 1911, Volume 19, No. 8, pp. 534-545.</p> </div>

	<p>“The Power of Speech and Debate Education”, Stanford National Forensic Institute</p>
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	<p>“Ketanji Brown Jackson’s historic nomination is changing how Palmetto High students see themselves”, WLRN, March 22, 2022</p>
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