

Public Service Leadership Curriculum Map

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.

Public service leadership includes both appointed and elected leadership, and leadership within the non-profit community. The course is divided into five 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

Agency	Demographic characteristics	Public good
Agenda	Due process of law	Public servant
Bureaucracy	Federalism	Public service leadership
Checks and balances	Individual rights	Public trust
Civic engagement	Interest groups	Representative government
Conflict	Limited government	Republicanism
Consent of the governed	Non-profit leadership	Rule of law
Constitutional republic	Non-profit sector	Servant leadership
Democracy	Political parties	Social groups

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

Unit 1: Introduction to Public Service Leadership		
Suggested Pacing		
Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
20%	36	18

This unit introduces students to public service leadership. Students will learn the roles and responsibilities of public leaders and how public service leadership is experienced within government institutions and non-profit organizations.

Essential Questions	What is public service leadership? Why is public service leadership an important element of a constitutional republic?													
Standards and Benchmarks	Civics Standards: <table border="1" data-bbox="499 495 1900 1055"> <tr> <td colspan="2" data-bbox="499 495 1900 636">SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.</td> </tr> <tr> <th data-bbox="499 636 718 701">Benchmarks</th> <th data-bbox="718 636 1900 701">Description</th> </tr> <tr> <td data-bbox="499 701 718 842">SS.912.CG.1. 4</td> <td data-bbox="718 701 1900 842">Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td> </tr> <tr> <td data-bbox="499 842 718 1055">SS.912.CG.1. 5</td> <td data-bbox="718 842 1900 1055">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.</td> </tr> </table> <table border="1" data-bbox="499 1128 1900 1323"> <tr> <td colspan="2" data-bbox="499 1128 1900 1263">SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.</td> </tr> <tr> <th data-bbox="499 1263 751 1323">Benchmarks</th> <th data-bbox="751 1263 1900 1323">Description</th> </tr> </table>		SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.		Benchmarks	Description	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.	SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.		Benchmarks	Description
SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.														
Benchmarks	Description													
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.													
SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.														
Benchmarks	Description													

	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.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.		
	Benchmarks	Description
	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.3.1 2	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.3.1 3	Explain how issues between Florida, other states and the national government are resolved.

	SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	<p>Compare/contrast public service leadership within elected, appointed, and non-profit contexts.</p> <p>Demonstrate how public service leadership supports a well-functioning government.</p> <p>Demonstrate how non-profit organizations interact with government to support their goals and objectives.</p> <p>Analyze how political principles (e.g., checks and balances, consent of the governed, democracy, federalism, limited government, representative government, republicanism, rule of law, separation of powers) are reflected by public service leaders within government institutions and non-profit entities.</p> <p>Describe the evolution, roles and functions of the bureaucracy and non-profit sector in a constitutional republic.</p>	
Sample Instructional Strategies	<p>Lecture</p> <p>Case studies</p> <p>Document/source analysis</p> <p>Gallery walks</p>	
Suggested Formative Assessments	<p>Focused listing</p> <p>Misconception/preconception check</p> <p>Think-pair-share</p>	
Suggested Summative Assessments	<p>Public leadership case study/biography (written and/or presented)</p> <p>Report on the history/evolution of a state government agency, including policy foci</p> <p>Report on the history/evolution of a non-profit organization, including policy foci</p> <p>Comparing government meeting agendas and outcomes with and without public participation</p>	
Suggested Materials/ Reading List	<p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p>	

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)

Unit Resource List:

Florida executive branch organizational chart
 Non-profit organization websites including national and Florida-based organizations and chapters/subdivisions within national organizations (e.g., Child Welfare League of America, Second Harvest Food Bank)
 Websites about public leadership (e.g., Partnership for Public Service, University of Maryland College Park Scholars Public Leadership, National Council of Non-Profits, International City/County Management Association)
 Readings such as “The Seven Leadership Qualities for Times of Civic Disruption” available on the International City/County Management Association website

Unit 2: What are the Traits and Qualities of an Effective Public Servant?

Suggested Pacing

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

This unit introduces students to the traits and qualities of an effective public servant including a focus on how public servants perceive their roles and responsibilities within government agencies and non-profit organizations. The unit emphasizes the concept of “servant-leadership”, the notion that one leads by serving others.

Essential Questions	What is an effective public servant?
---------------------	--------------------------------------

	<p>What is an effective non-profit leader? What are the traits and qualities of an effective public servant and non-profit leader? How do public servants best use their skills and talents to serve the public?</p>	
Standards and Benchmarks	Leadership Standard:	
	G.K12.5.2: Identify leadership traits and qualities as they appear in different individuals and situations	
	Benchmarks	Description
	G.K12.5.2.1 a	Identify characteristics that empower an individual to be a proficient, creative problem solver.
	G.K12.5.2.1 b	Recognize and emulate effective implementation of creative problem solving skills.
	G.K12.5.2.1 c	Simulate a creative problem solving encounter with a diverse group of individuals.
	G.K12.5.2.1 d	Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
	G.K12.5.2.2 a	Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
	G.K12.5.2.2 b	Promote diversity in talents and intellectual abilities of each member of the group.
	G.K12.5.2.2 c	Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2 d	Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.	

Civics Standards:

SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

Benchmarks	Description
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.

SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.

Benchmarks	Description
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.2.7	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.2.1 1	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	SS.912.CG.2.1 2	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.		
	Benchmarks	Description
	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.3.1 2	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.3.1 3	Explain how issues between Florida, other states and the national government are resolved.
	SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	<p>Identify and describe the traits and qualities of an effective public servant (e.g., demonstrating creative problem solving, empathy and sensitivity to others, promoting multiple perspectives, displaying flexibility, celebrating self-advocacy, recognizing the role that weaknesses present an opportunity for change).</p> <p>Analyze how the concept of “servant-leadership” functions within government and non-profit leadership settings.</p> <p>Explain how individual traits and qualities of public and non-profit leaders affects interactions between citizens and government in a constitutional republic.</p> <p>Explain how public servants’ traits and characteristics play a role in establishing and maintaining public trust, whether as individuals or through organizations such as interest groups and political parties, affect the relationship between the public and government.</p> <p>Describe how the traits and qualities of an effective public servant reflect political principles (e.g., checks and balances, consent of the governed, democracy, federalism, limited government, representative government, republicanism, rule of law, separation of powers) and shape the relationship between the public and government in a constitutional republic.</p>	

	Describe the traits and characteristics needed for non-profit leaders to engage with government and the public.
Sample Instructional Strategies	Activating and connecting prior knowledge and/or student experiences Self-reflection Jigsaw Storytelling
Suggested Formative Assessments	Memory matrix Empty outlines Minute paper
Suggested Summative Assessments	Essay exam focusing on the characteristics of servant-leaders Matching quiz focusing on the traits and characteristics of servant-leaders including definitions or scenarios in a public service context Written/oral report of a case study of a current or past public service leader whose traits and/or characteristics demonstrate(d) effective or ineffective (e.g., corrupt practices) public service leadership.
Materials/Reading List	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <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 style="border: 1px solid black; padding: 5px;"> <p>Unit Resource List:</p> <p>Readings about servant-leadership (e.g., Robert Greenleaf Center for Servant Leadership) Case studies about the traits and characteristics of a public service leader (e.g., websites focusing on the traits and characteristics of a servant-leader and public service leader (e.g., Robert Greenleaf Center for Servant Leadership, Investopedia website article “Servant Leadership: Characteristics, Pros & Cons,</p> </div>

	<p>Example”, Thomas Edison University article “5 Critical Skills Every Leader in Public Service Should Have”)</p> <p>Videos and articles focusing on effective public service leaders (e.g., FDA employee Frances Oldham Kelsey who used her position to keep Thalidomide out of the United States) and less-effective public service leaders, such as bureaucrats who abused their power and committed ethics violations (e.g., Rita Crundwell, the subject of <i>All the Queen’s Horses</i> documentary).</p>
--	---

<p>Unit 3: The Impact of Social Groups on Individual and Group Behavior in a Public Service Context</p> <p>Suggested Pacing</p>							
<table border="1"> <thead> <tr> <th>Course Percentage</th> <th># of suggested days (full year)</th> <th># of suggested days (half-year/semester)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">20%</td> <td style="text-align: center;">36</td> <td style="text-align: center;">18</td> </tr> </tbody> </table>		Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)	20%	36	18
Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)					
20%	36	18					
<p>This unit introduces students to the factors that impact the relationship between public service leaders and the public that they serve. Both individuals and groups interact with public service and non-profit leaders. Groups that are most likely to interact with public service and non-profit leaders include political parties and interest groups. How the public perceives government and non-government agencies is affected by its interactions with public service and non-profit leaders as well.</p>							
Essential Questions	<p>What are the ways that political parties and interest groups interact with public service leaders?</p> <p>What are the direct and indirect ways that the public interacts with public service and non-profit leaders?</p> <p>How do political parties and interest groups impact the actions taken by public service and non-profit leaders?</p>						
Standards and Benchmarks	<p>Leadership Standard:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>SS.912.S.4: Explore the impacts of social groups on individual and group behavior</td> </tr> </table>	SS.912.S.4: Explore the impacts of social groups on individual and group behavior					
SS.912.S.4: Explore the impacts of social groups on individual and group behavior							

Benchmarks	Description
SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.
SS.912.S.4.1 3	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
Civics Standards:	
SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
Benchmarks	Description
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.2.7	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.2.1 1	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	SS.912.CG.2.1 2	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.	
	Benchmarks	Description
	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.3.1 2	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.3.1 3	Explain how issues between Florida, other states and the national government are resolved.
	SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	Describe the purpose and role of interest groups and political parties in their engagement with public service and non-profit leaders.	
	Outline the rights, responsibilities and privileges experienced by individuals as they experience their direct and indirect interaction with public service and non-profit leaders.	

	<p>Analyze how public perceptions about government affect and are affected by interactions between the public and public service leaders in an individual and group context.</p> <p>Explain how public service leaders impact elections, and how election outcomes affect the role that bureaucracies play in public life.</p> <p>Illustrate how constitutional provisions, such as federalism and states' rights, affect the relationship between the public and government.</p>
Sample Instructional Strategies	<p>Collaborative group activities</p> <p>Guest speakers</p> <p>Effective questioning</p> <p>Jigsaw</p>
Suggested Formative Assessments	<p>Categorizing grid</p> <p>Content form and function outlines</p> <p>Annotated portfolios</p>
Suggested Summative Assessments	<p>Summary report of interview with public service leader, non-profit leader, interest group leader or political party leader</p> <p>Data analysis of public opinion focusing on perceptions of the bureaucracy</p> <p>Case study outlining the role of a political party or interest group interacting with the bureaucracy, including elections officials, in its efforts to pursue a political or policy outcome</p> <p>Case study of a non-profit executive interacting with the bureaucracy to pursue a programmatic (e.g., grant) or policy outcome.</p>
Materials/Reading List	<div style="border: 1px solid black; padding: 5px;"> <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> </div>

	<p>Unit Resource List:</p> <p>Readings and videos about the process of selecting/appointing regulatory agency personnel, and the role that the public, media, political parties and interest groups play in their efforts to affect the outcomes of these selections/appointments</p> <p>Websites of state and local regulatory agencies and divisions, interest groups, political parties</p> <p>Websites of media organizations</p> <p>Reports generated by non-profit agencies focusing on their interaction between that agency and one or more regulatory agencies (e.g., grants, policy decisions affecting non-profit agencies)</p> <p>Elections-related websites (e.g., Florida State Association of Supervisors of Elections, Florida Department of State, county-level supervisors of elections)</p> <p>National Governors Association website (“Powers and Authority” section)</p>
--	---

<p>Unit 4: How Do Public Leadership Skills Achieve Project Goals to bring about Positive Change?</p> <p>Suggested Pacing</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Course Percentage</th> <th># of suggested days (full year)</th> <th># of suggested days (half-year/semester)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">20%</td> <td style="text-align: center;">36</td> <td style="text-align: center;">18</td> </tr> </tbody> </table> <p>This unit introduces students to the skills that public leaders should possess to achieve their project goals and to bring about positive change. To accomplish this goal, students will focus on decision making approaches emphasizing effective communication and presentation skills. The unit will also include a focus on conflict management.</p>		Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)	20%	36	18
Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)					
20%	36	18					
Essential Questions	<p>Why is respect for multiple viewpoints an important component of effective public leadership?</p> <p>How do effective public leaders recognize individual strengths to bring about positive change and achieve project goals?</p> <p>How do effective public leaders manage and resolve conflict?</p>						

	How do effective public and non-profit leaders use information gathering techniques to achieve project goals?																					
Standards and Benchmarks	<p>Leadership Standards:</p> <table border="1" data-bbox="499 415 1892 1369"> <tr> <td colspan="2" data-bbox="499 415 1892 483">G.K12.5.3: Manifest significant leadership skills and organize group(s) to achieve project goals.</td> </tr> <tr> <th data-bbox="499 483 699 586">Benchmarks</th> <th data-bbox="699 483 1892 586">Description</th> </tr> <tr> <td data-bbox="499 586 699 651">G.K12.5.3.1</td> <td data-bbox="699 586 1892 651">Demonstrate the ability to convey to group members good decision making skills.</td> </tr> <tr> <td data-bbox="499 651 699 753">G.K12.5.3.1 c</td> <td data-bbox="699 651 1892 753">Stimulate group discussion and decision making by asking appropriate questions.</td> </tr> <tr> <td data-bbox="499 753 699 855">G.K12.5.3.1 d</td> <td data-bbox="699 753 1892 855">Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.</td> </tr> <tr> <td data-bbox="499 855 699 958">G.K12.5.3.2 a</td> <td data-bbox="699 855 1892 958">Convey information, concepts, and ideas using appropriate and advanced techniques.</td> </tr> <tr> <td data-bbox="499 958 699 1060">G.K12.5.3.2 b</td> <td data-bbox="699 958 1892 1060">Show an awareness of the experiences, needs, and concerns of others in the communication process.</td> </tr> <tr> <td data-bbox="499 1060 699 1162">G.K12.5.3.2 d</td> <td data-bbox="699 1060 1892 1162">Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.</td> </tr> <tr> <td data-bbox="499 1162 699 1265">G.K12.5.3.3 c</td> <td data-bbox="699 1162 1892 1265">Integrate information systems in the problem solving process.</td> </tr> <tr> <td data-bbox="499 1265 699 1369">G.K12.5.3.3 d</td> <td data-bbox="699 1265 1892 1369">Use information systems to identify and analyze trends and events in order to forecast future implications.</td> </tr> </table>		G.K12.5.3: Manifest significant leadership skills and organize group(s) to achieve project goals.		Benchmarks	Description	G.K12.5.3.1	Demonstrate the ability to convey to group members good decision making skills.	G.K12.5.3.1 c	Stimulate group discussion and decision making by asking appropriate questions.	G.K12.5.3.1 d	Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.	G.K12.5.3.2 a	Convey information, concepts, and ideas using appropriate and advanced techniques.	G.K12.5.3.2 b	Show an awareness of the experiences, needs, and concerns of others in the communication process.	G.K12.5.3.2 d	Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.	G.K12.5.3.3 c	Integrate information systems in the problem solving process.	G.K12.5.3.3 d	Use information systems to identify and analyze trends and events in order to forecast future implications.
G.K12.5.3: Manifest significant leadership skills and organize group(s) to achieve project goals.																						
Benchmarks	Description																					
G.K12.5.3.1	Demonstrate the ability to convey to group members good decision making skills.																					
G.K12.5.3.1 c	Stimulate group discussion and decision making by asking appropriate questions.																					
G.K12.5.3.1 d	Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.																					
G.K12.5.3.2 a	Convey information, concepts, and ideas using appropriate and advanced techniques.																					
G.K12.5.3.2 b	Show an awareness of the experiences, needs, and concerns of others in the communication process.																					
G.K12.5.3.2 d	Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.																					
G.K12.5.3.3 c	Integrate information systems in the problem solving process.																					
G.K12.5.3.3 d	Use information systems to identify and analyze trends and events in order to forecast future implications.																					

	G.K12.5.3.4 a	Recognize positive interdependence as a basic tenet.
	G.K12.5.3.4 c	Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
	G.K12.5.3.4 d	Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
G.K12.5.1: Accept divergent views to positively effect change.		
	Benchmark s	Description
	G.K12.5.1.1 a	Recognize the essential need to respect the ideas, feelings, and abilities of others.
	G.K12.5.1.2 b	Recognize leadership patterns and behaviors that positively affect change in a group.
	G.K12.5.1.2 c	Improve group performances through individual strengths and collaborative rules of courtesy and order.
	G.K12.5.1.2 d	Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
	G.K12.5.1.2f	Compare and contrast the personal and academic goals of self and others in order to build cohesion.
	G.K12.5.1.2 g	Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.

G.K12.5.1.3 c	Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3 d	Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.

Project Management Standard:

06.0 Apply problem solving techniques used by public leaders	
Benchmarks	Description
06.01	Identify the tools of public leadership information gathering.
06.02	Outline techniques of public leadership information gathering

Information Technology Standard:

05.0 Demonstrate proficiency with information technology and communication tools.	
Benchmark	Standard
05.01	Utilize word processing to develop written artifacts
05.02	Develop reports and/or exhibits using presentation slides
05.03	Create information and data reports focusing using spreadsheets

Civics Standard:

	SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
	Benchmarks	Description
	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.2.7	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.2.1 1	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	SS.912.CG.2.1 2	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
Lesson Foci	Describe how public service leaders work with members or their own organizations, and with interest groups and political parties, to manage decision making in environments of conflict. Identify ways to incorporate multiple perspectives in group decision making affecting the public.	

	<p>Analyze how public service leaders achieve project goals in decision-making environments.</p> <p>Explain why public service and non-profit leaders benefit when they respect and incorporate multiple perspectives when managing decision making within government and non-profit organizations, and when interacting with political parties, interest groups, individuals, and the media.</p> <p>Illustrate ways that public service and non-profit leaders manage conflict.</p> <p>Explore the tools and techniques of public leadership information gathering and reporting.</p>
Sample Instructional Strategies	<p>Collaborative group activities</p> <p>Guest speakers</p> <p>Accountable talk</p> <p>Simulated problem solving</p> <p>Modeling</p>
Suggested Formative Assessments	<p>Discussions</p> <p>Problem recognition tasks</p> <p>Documented problem solutions</p>
Suggested Summative Assessments	<p>Presentations of decision-making case studies in public service contexts</p> <p>Presentations of decision-making case studies in non-profit contexts</p> <p>Reports of decision-making observations based on data gathering techniques and presentations using spreadsheets or presentation slides</p> <p>Essay outlining the role that multiple perspectives play in public service and non-profit organizations and decision-making</p>
Materials/Reading List	<div style="border: 1px solid black; padding: 5px;"> <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> </div>

Unit Resource List:

Readings and videos about local-level decision making focusing on multiple perspectives and resolving conflict.

“Everything I know about public service I learned hitchhiking”, former Mayor John Manchester, TEDx Lewisburg (TEDx)

Websites of local government and non-profit agencies, accessing reports about decisions addressing local issues. Examples include the National League of Cities (NLC) and the International City/County Management Association (ICMA).

The National League of Cities report “Cities of Opportunities: Turning Crisis into Pathways for Equity and Resilience” includes a focus on public service decision-making and the accomplishments of various cities that may be used as case studies for instructional and student research purposes.

The Bridgespan Group report, “Five Ways that Nonprofits Can Make Decision Making More Inclusive--and More Effective”, January 13, 2022, includes non-profit leadership case studies focusing on incorporating multiple perspectives. The articles and case studies may be used for instructional and student research purposes.

The Partnership for Public Service website includes a “Research” tab that provides access to publications and short blog posts.

Unit 5: What is the Role of Individuals within Communities and in Collective Situations?

This unit introduces students to how public service and non-profit leaders establish and follow formal and informal norms. To accomplish this goal, students will focus on 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.

Suggested Pacing

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

Essential Questions

How do ideas about citizenship and cultural participation of social groups impact public and non-profit leadership?

Why does social group membership affect leadership and participation in public and non-profit decision-making?

How do formal organizations influence the behavior of their members in public leadership and non-profit contexts?

Standards and Benchmarks

Leadership Standard:

SS.912.S.4: Social Groups/Explore the impacts of social groups on individual and group behavior.

Benchmarks

Description

SS.912.S.4.1

Describe how individuals are affected by the different social groups to which they belong.

SS.912.S.4.2:

Identify major characteristics of social groups familiar to the students.

SS.912.S.4.3

Examine the ways that groups function, such as roles, interactions and leadership.

SS.912.S.4.5

Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.

SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.
SS.912.S.4.1 3	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

Project Management Standard:

06.0 Apply problem solving techniques used by public leaders	
Benchmarks	Description
06.03	Identify the required elements of an effective meeting.
06.04	Describe how meeting elements are used to engage in public leadership.

Civics Standards:

SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.	
Benchmarks	Description
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.

SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.

Benchmarks	Description
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.2.1 1	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
SS.912.CG.2.1 2	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

	SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.	
	Benchmarks	Description
	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.3.1 2	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.3.1 3	Explain how issues between Florida, other states and the national government are resolved.
	SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	Describe how public service and non-profit leaders engage with the public in a manner that recognizes individuals' social group membership.	

	<p>Analyze how Florida’s cultural and demographic characteristics affect citizen engagement and participation and public leaders’ response to that engagement.</p> <p>Illustrate various ways that public and non-profit leaders manage individual and collective behavior with consideration for various political principles including consent of the governed, republicanism, democracy, individual rights, and limited government.</p> <p>Outline how public and non-profit leaders address situations when rules are broken and unacceptable behavior arises.</p> <p>Explain how civic engagement focusing on issues that cause the government to balance the interests of individuals with the public good is affected by public and non-profit leadership within formal organizations.</p> <p>Identify the core elements of effective meetings to support public and non-profit leadership.</p>
Sample Instructional Strategies	<p>Decision-making simulations</p> <p>Field experience/field study</p> <p>Structured academic controversy</p> <p>Flexible/strategic grouping</p> <p>Project-based learning</p>
Suggested Formative Assessments	<p>Paper or project prospectus</p> <p>Application cards</p> <p>Everyday ethical dilemmas</p> <p>Think-pair-share</p>
Suggested Summative Assessments	<p>Reports/memoranda</p> <p>Essays</p> <p>Presentations</p> <p>Content analysis of Internet websites</p>
Materials/Reading List	<p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p>

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)

Unit Resource List:

Readings and videos about formal organizations, both public/government organizations, and non-profit organizations, engaging with the public, focusing on the role and impact of citizenship and cultural participation of social groups engaging with government.

Websites of public agencies and non-profit organizations that engage with the public, focusing on how those organizations present political principles and how those principles shape the relationship between the organization leaders and the public.

Engaging Local Government Leaders website

“To Win You Must Lose: How to Argue Better”, Dr. David (Dave) Sumner, TEDxMcMinnville (TEDx)

“Florida’s Children at a Glance”, Child Welfare League of America

“The 8 Steps to Running Productive Public Sector Meetings”, Westwood-Harris Burns (website article)

Meeting agendas available on executive branch websites (e.g., Florida Public Service Commission)

“Public Participation Guide: Public Meetings”, available on the federal Environmental Protection Agency website