

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Career and Technical Education (CTE)—Government and Public Administration

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Government and Public Administration Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§130.182. Principles of Government and Public Administration (One-Half to One Credit). (One Credit) TEA request

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-11.	
(b)	Introduction: Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States. Students will examine governmental documents such as the United States Constitution, and the Bill of Rights	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the United States Constitution, Current Supreme Court and Federal Court Decisions, and the Bill of Rights</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(1)	The student explores major political ideas and forms of government in history. The student is expected to:	
(A)	explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory;	
(B)	identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism;	
(C)	explore aspects of public service and related careers at <u>International, Federal</u> , state, and local levels.	CCRS Career exploration areas
(2)	The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	
(A)	analyze the principles and ideas that underlie the Declaration of Independence and the United States Constitution;	

(B)	explain the importance of a written constitution and how the federal government serves the purposes set forth in the Preamble to the United States Constitution;	Delete words to allow Constitutional discussions on entire document.
(C)	explore how the Federalist Papers explain the principles of the American constitutional system of government;	
(D)	evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	
(E)	analyze the constitutional processes by which the United States Constitution can be amended;	Delete to combine it with G.
(F)	analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	
(G)	evaluate the limits on the national and state governments in the United States federal system of government <u>and how the United States Constitution can be amended;</u>	Combine with deletion of E.
(H)	Categorize, <u>diagram, or create a descriptive representation of</u> the government powers as national, state, or shared government;	CCRS 4 and 6, Communication and Demonstrate Innovation
(I)	analyze historical conflicts over the respective roles of national and state governments in the United States; and	
(J)	identify significant individuals and their careers in the field of government and politics <u>including Ambassadors, Elected Officials, and Appointed Officials and their processes;</u>	CCRS Career Exploration.
(3)	The student compares the similarities and differences that exist among the United States system of government and other political systems. The student is expected to:	
(A)	compare <u>and contrast</u> the United States system of government with other political systems	CCRS skills
(B)	contrast advantages and disadvantages of federal, confederate, and unitary systems of government;	Delete, repetitive of A.
(C)	analyze advantages and disadvantages of presidential and parliamentary systems of government; and	
(D)	identify the responsibilities of ambassadors as they relate to the country where they serve.	Delete, used in 2J.
(4)	The student explores rights guaranteed by the United States Constitution. The student is expected to:	
(A)	identify the rights guaranteed by the Bill of Rights;	
(B)	evaluate the role of limited government and the rule of law for the protection of individual rights;	
(C)	recognize <u>identify and explain the</u> issues addressed in selected critical cases that involve Supreme Court interpretations of rights guaranteed by the United States Constitution;	CCRS allows for project based work.
(D)	define <u>in a project based style</u> the roles of each branch of government in protecting the rights of individuals;	CCRS allows for project based work.

(E)	explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government;	
(F)	recognize the impact of the Incorporation Doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule; and	
(G)	describe explore the roles of immigration personnel workers and as they provide services they provide to immigrants.	CCRS career exploration.
(5)	The student recognizes the difference between personal and civic responsibilities. The student is expected to:	
(A)	explain the difference between personal and civic responsibilities <u>of citizens versus non-citizens</u> ;	
(B)	evaluate when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	Delete, Covered in opening sections.
(C)	evaluate <u>project based presentation on how, why, and</u> when the rights of individuals are inviolable even against claims for the public good;	CCRS skills
(D)	analyze the consequences of political decisions and actions on society; and	
(E)	investigate the role of municipal management in serving public and personal good.	
(6)	The student recognizes the importance of voluntary individual participation in the United States democratic society. The student is expected to:	
(A)	<u>Presentation or project based presentation showing how to</u> measure the effectiveness of participation in the political process at local, state, and national levels;	CCRS skills
(B)	Review, <u>document, and explain how</u> historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;	CCRS skills
(C)	evaluate different leadership styles and their impact on participation;	
(D)	state the factors that influence an individual's political attitudes and actions;	
(E)	compare effectiveness of leadership characteristics of state and national leaders; and	
(F)	define the importance of volunteer public service as a way to bring about political change and maintain continuity.	
(7)	The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	
(A)	identify a political policy or decision in the United States that was a result of changes in American culture;	
(B)	Discuss <u>how</u> changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration;	

(C)	<u>Present or create a project that describes</u> describe an example of a government policy that has affected a particular racial, ethnic, or religious group; and	CCRS skills
(D)	explain the influence of individuals and/or groups that have affected change in society.	
(8)	The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	
(A)	draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East; using maps and GPS locations	
(B)	review maps to locate places and regions;	Combines to A
(C)	interpret geographical influences on requirements for international, national, state, and local governments;	
(D)	predict how geographical considerations impact regional change over time;	
(E)	interpret the importance of cultural symbols in the planning of government activities;	
(F)	explore how Geographic Information Systems assist in gathering information; and	
(G)	connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region.	
(9)	The student will interpret and apply concepts of governance to assess functions of government and public administration in society. The student is expected to:	
(A)	recall historical debates and recognize the compromises necessary to reach landmark political decisions;	
(B)	give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;	
(C)	explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;	
(D)	recognize how the American beliefs and principles reflected in the United States Constitution contribute to our national identity;	
(E)	evaluate the alignment of institutions of government and public administration with the principles of United States and international law to guide policy development; and	
(F)	Analyze <u>how the</u> United States' foreign policy <u>is able to</u> to determine its affect on other countries.	CCRS skills
(10)	The student will select an appropriate <u>work with different forms and</u> methods of communication to used <u>to manage and</u> facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	CCRS skills

(A)	analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	
(B)	analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments;	
(C)	analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;	
(D)	analyze the functions of selected independent executive and regulatory agencies;	
(E)	explain how certain provisions of the United States Constitution provide for checks and balances among the three branches of government;	
(F)	analyze selected issues raised by judicial activism and judicial restraint;	
(G)	Compare <u>and contrast how the structures</u> the structure and functions of the Texas state government to the federal system;	
(H)	analyze the structure and functions of local government;	
(I)	<u>Create a project that shows the student ability to</u> accurately document, report, and record information to conform to legal requirements;	CCRS skills
(J)	research safety standards and practices ensuring public safety and environmental protection;	
(K)	<u>Investigate how to</u> comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee;	CCRS skills
(L)	Exercise <u>compare and contrast the concepts of</u> ethical conduct to comply with all laws and regulations affecting governmental agencies; and	CCRS skills
(M)	Apply <u>create a project based element that describes the</u> accepted principles of financial management to administer budgets, programs, and human resources.	CCRS skills
(11)	The student uses technologies to research common objectives of government and public administration. The student is expected to:	
(A)	access appropriate information technologies to accomplish tasks;	
(B)	integrate appropriate information technologies to accomplish tasks;	
(C)	identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies;	
(D)	analyze how United States government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations;	
(E)	analyze the potential impact on society of recent scientific discoveries and technological innovations;	

(B)	develop expansive professional networks internally and with other organizations to broaden communication;	
(C)	<u>Practice and participate in the process of how to</u> recruit a diverse workforce in an equitable manner;	CCRS updates
(D)	seek a variety of input from all stakeholders;	Delete to meet credit change.
(E)	apply people skills to grasp opportunities and manage conflicts in a positive and constructive manner;	
(F)	emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities;	
(G)	evaluate employees' ability to adapt behavior and work methods in response to new information, changing conditions, or unexpected obstacles;	Delete to meet credit change.
(H)	delegate responsibility of power and authority;	Delete to meet credit change.
(I)	analyze the concept of risk management;	
(J)	legally publicize all meetings at which budget and allocation decisions are to be discussed; and	
(K)	obtain outside expertise as needed.	Delete to meet credit change.
(3)	The student <u>will have opportunity to practice the process of facilitating</u> facilitates the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	CCRS updates
(A)	<u>Work on projects reflective of</u> reluctance of employees to share work product and intellectual property;	PBL and CCRS alignment
(B)	restate complex technical information or issues into language the general public can understand;	
(C)	implement verbal skills effectively to explain, justify, or discuss public issues;	
(D)	<u>Work within the classroom to</u> present techniques effectively to handle difficult interviews and situations; and	CCRS alignment
(E)	afford the public equal opportunity of access to all open records.	
(4)	The student uses agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives. The student is expected to:	
(A)	obtain relevant data <u>relating to Public Management and Non-Public Management</u> from reliable sources;	CCRS Alignment
(B)	apply pertinent research and analytical methodologies; and	
(C)	<u>Be able to present a form of assessment</u> the impact of probable changes on the public.	CCRS Alignment
(5)	The student uses planning and fiscal services to fund agency priorities. The student is expected to:	
(A)	estimate costs according to standards for government accounting;	
(B)	propose options over a range of cost requirements;	

(C)	analyze government resources to find possibilities for new or increased funding of programs;	
(D)	prepare and administer budgets;	
(E)	operate accounting systems in compliance with standards for government agency accounting; and	Delete for credit change.
(F)	disburse monies, prepare financial reports, and arrange for audits.	Delete for credit change.
(6)	The student develops and manages plans and systems to meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	
(A)	assist departmental staff to fulfill procurement requirements;	
(B)	develop event schedules for the public announcement of procurement requirements;	Delete for Credit Change
(C)	allocate resources to fulfill plans and meet customer requirements;	
(D)	recommend process changes to improve vendor reliability and performance;	
(E)	supervise the preparation and preservation of reports and other procurement documents required by law or policy or desired by management;	Delete to meet credit change.
(F)	determine means of public announcements to elicit vendor interest and bids from qualified sources;	
(G)	identify and assist sources that match approved vendor criteria;	
(H)	manage an evaluation process to ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria;	
(I)	safeguard proprietary information of bidders; <u>rights of Procurement; and need for outside consults.</u>	CCRS skills
(J)	safeguard rights of the procuring entity; and	Delete used in I as CCRS skill.
(K)	determine the need for outside consultation.	Delete used in I as CCRS skill.
(7)	The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:	
(A)	maintain thorough familiarity with public information requirements; records maintenance and retention requirements such as the Public Information Act, Texas Government Code, Chapter 552; and the records retention requirements of Texas Government Code, Chapter 441, and Texas Local Government Code, Chapters 201-205;	
(B)	explain policy background and rationale to persons denied access to certain public information;	
(C)	establish <u>compare and contrast</u> the reliable controls to prevent unauthorized access to or release of privileged information; and	CCRS skills
(D)	maintain integrity of secure records environment.	Delete to meet credit change.

§130.187. Planning and Governance (One ~~to Two~~ Credits). TEA recommended

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration.	
(b)	Introduction. Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	
(B)	relate physical design to functioning of environment <u>in a class role play or activity</u> ;	CCRS skills
(C)	analyze data <u>relative to project</u> on present and future needs;	CCRS skills
(D)	assess legal aspects of regulatory compliance in planning <u>in a class role play or activity</u> ;	CCRS skills
(E)	evaluate the drafting, analysis, and refinement <u>presentation of class activity in regards to</u> regulations and procedures;	CCRS skills
(F)	prepare special planning studies;	Delete to meet credit change.
(G)	perform mapping and graphic functions <u>skills in a class activity or role play</u> ;	CCRS skills
(H)	predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future <u>of activity or project</u> ; and	CCRS skills

(I)	make <u>record or document</u> observations about local, state, and federal programs in order to provide future planning recommendations.	CCRS wording
(2)	The student develops comprehensive <u>a workplace or activity based project</u> plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	Workplace skills
(B)	identify emerging trends and <u>barrier</u> issues;	
(C)	identify barriers to plan implementation;	Combined to A.
(D)	perform <u>practice or role play the</u> problem-solving techniques to overcome barriers to plan implementation; and	CCRS skills
(3)	Evaluate <u>the style of</u> strategies available <u>and necessary</u> for achieving goals.	CCRS skills
(A)	The student creates a coherent plan for project management. The student is expected to:	
(B)	Secure <u>class or Instructor</u> approval of integrated plans;	CCRS skills in classroom
(C)	monitor plan progress;	Delete to meet credit change.
(D)	<u>Create a format to</u> monitor plan budgets;	CCRS skills
(E)	respond to citizen and official classroom, student, or Instructor requests for information;	CCRS skills
(F)	demonstrate <u>through role play an</u> effective, cogent presentation skills at public meetings; and	CCRS skills
(4)	maintain professionalism <u>in group and one on one</u> in challenging situations.	CCRS workplace skills
(A)	The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	
(B)	extract and evaluate ideas from research library resources <u>and online materials</u> ;	CCRS skills
(C)	organize, structure, and conduct interviews with experts ; <u>students in role play format</u>	CCRS skills
(D)	compile original data and reliable source information into an <u>student designed</u> objective database; and	
(5)	apply systematic thinking to identify and contain the scope of the issue or problem at hand.	Delete to meet credit change.
(A)	The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	
(B)	analyze and implement classical and modern patterns of rhetoric;	
(C)	analyze differing political, social, ideological, philosophical, and other perspectives;	
(D)	critique facts and statistical claims for accuracy and relevance;	
(E)	ensure materials meet ethical standards; and	

(6)	omit irrelevant, distracting, or digressive material.	Delete to meet credit change.
(A)	The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	
(B)	compare and contrast interests of various individuals, groups, and their representatives;	
(C)	<u>Explore options for using</u> assess tolerance of towards individuals and groups for consideration of compromise;	CCRS skills
(D)	employ mediation techniques <u>with role play in class;</u>	CCRS skills
(E)	suggest alternative proposals that keep discussion from collapsing; and	
(7)	<u>Discuss in classroom the methods of</u> maximize openness of decision-making or problem-solving processes.	CCRS skills
(A)	The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:	
(B)	deliver compelling arguments regarding issues or proposals <u>in classroom role play;</u>	CCRS skills
(C)	Create <u>student designed</u> effective media presentations <u>and projects for class use;</u>	CCRS skills
(D)	employ kinesthetic sensitivity and emotional intelligence to <u>workplace skills to show the</u> process reactions and responses and adjust appeals accordingly;	CCRS skills
(E)	adapt constituent expectations to coincide with desired timeliness without losing support;	Delete to meet credit change.
(F)	evaluate and employ techniques <u>in role play or class activity</u> for motivating staff; and	CCRS skills
	create procedures <u>project steps and activities</u> for avoiding ethical pitfalls.	CCRS skills

§130.188. National Security (~~Two to Three Credits~~): (One Credit) TEA recommendation

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Government and Public Administration and Public Management and Administration <u>or Principles of Law, Public Safety, and Security</u> or <u>JR ROTC Coursework</u> .	Allows course to be taught in both clusters.
(b)	Introduction. National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events.	Updating materials used to current levels.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events using Homeland Security Programs and NIMS management programs.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(1)	The student identifies <u>explore and examine</u> the personnel and organizational structure within a security agency. The student is expected to:	CCRS skills
(A)	<u>Explore</u> , develop, <u>plan</u> and implement goals and objectives of an organization <u>within a project or classroom activity</u> ;	CCRS skills
(B)	<u>Create</u> , align, <u>and assign</u> personnel assignments with job demands;	CCRS skills
(C)	assess the demands of assigned tasks and responsibilities on personnel;	Delete to meet credit change.
(D)	<u>Explore the processes used to</u> implement evaluation systems and standards of the organization; and	CCRS skills
(E)	access <u>explore and review the usage</u> of available counseling and training resources <u>using online or written materials in a class activity or project</u> .	CCRS skills

(2)	The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	
(A)	identify rules of engagement for state, local, international and federal based agencies;	Updating language
(B)	evaluate United States and international laws, treaties, and conventions applicable to military or other security agency conduct;	
(C)	Employ <u>and evaluate the usage of</u> effective training materials;	CCRS skills
(D)	Facilitate <u>and participate in classroom or group designed</u> discussions of ethical issues raised by current events;	CCRS skills
(E)	investigate compliance procedures such as United States military, international military, maritime, criminal, and civil law;	
(F)	Apply <u>current rulings and regulatory</u> laws, rules, or standards to appropriate situations; and	Updating language
(G)	evaluate and recognize actions in violation of laws, rules, and standards.	
(3)	The student analyzes intelligence information from within and outside the United States through simulated exercises <u>in classroom and in computer modules</u> . The student is expected to:	CCRS skills
(A)	<u>Explore and practice a project work</u> within the scope and limits of the assigned mission in the simulated exercise;	CCRS skills
(B)	evaluate physical, psychological, cultural, and military threats <u>of the class exercise</u> ;	CCRS skills
(C)	define the specific goals and intentions of foreign entities relevant to mission;	
(D)	analyze physical characteristics of areas that could become battlegrounds in time of war;	
(E)	analyze foreign troop and equipment movement;	Delete to meet credit change
(F)	evaluate aerial and satellite information;	Delete to meet credit change
(G)	<u>Explore and review methods of used to</u> direct ground and sea surveillance;	CCRS skills
(H)	prepare intelligence reports, maps, and charts;	Delete to meet credit change.
(I)	innovate methods to test for security leaks;	Delete to meet credit change.
(J)	<u>Explore and review methods used to</u> intercept foreign military communications; and	CCRS skills
(K)	<u>Explore and review methods used to</u> coordinate information with other national security agencies.	CCRS skills
(4)	The student <u>will participate in a classroom or student project that allows them to practice methods that</u> translates and analyzes signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals through simulated exercises. The student is expected to:	CCRS skills

(A)	organize evidence to facilitate discovery of a potentially hostile nature; and	
(B)	interpret <u>evaluate and practice agency and national</u> actions of a potentially hostile nature.	CCRS skills
(5)	The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:	
(A)	create and implement plans for response to both hostile and unintended events;	
(B)	secure <u>explore and evaluate what form of safety</u> equipment and supplies needed for protection against chemical, biological, or nuclear effects;	CCRS skills
(C)	<u>Explore and</u> evaluate <u>the available</u> intelligence information for determination of response plan implementation;	CCRS skills
(D)	<u>Create a student made device or project for being able to</u> monitor local and global intelligence such as information about weather and geophysical events;	CCRS skills
(E)	<u>Explore and discuss what methods are needed to</u> maintain communications with federal, state, and local agencies; and	CCRS skills
(F)	evaluate <u>identify and review issues that exist within the</u> security and safety of network cyber-based systems.	CCRS skills
(6)	The student develops and implements strategies to train persons potentially performing national security tasks. The student is expected to:	
(A)	<u>Explore methods and materials used to</u> analyze missions for which training is to be provided;	CCRS skills
(B)	<u>plan and evaluate current and past training</u> teaching methods;	Update language
(C)	<u>Explore and review how agencies</u> devise means of evaluating student progress; and	
(D)	prepare units of instruction that recognize mission priorities.	Delete to meet credit change.

§130.189. Foreign Service and Diplomacy (~~Two to Three Credits~~). (One Credit) TEA Recommendation

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Principles of Government and Public Administration <u>or Principles of Law, Public Safety, and Security.</u>	Allows for cross teaching in clusters.
(b)	Introduction. Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(1)	The student integrates knowledge and presentation skills related to diplomacy when representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	
(A)	demonstrate the ability to provide host-country officials with information on United States government and culture;	
(B)	organize exchange programs to enable future host-country decision makers to acquire familiarity with the United States institutions, customs, and culture;	
(C)	analyze the effectiveness of foreign support programs and other efforts of United States economic, intelligence, and affiliate agencies;	
(D)	arrange for United States experts to speak to selected audiences;	Delete to meet credit change.

(E)	provide routine information services by electronic and other means;	Delete to meet credit change.
(F)	address and respond to media personnel on matters of United States policy raised in conjunction with visits of United States officials; and	
(G)	address and respond to media personnel on matters of United States policy in reaction to unanticipated events.	
(2)	The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:	
(A)	describe responses of host-country personnel to United States programs and official visits;	
(B)	analyze and report on impact of American travelers and popular culture on host country;	
(C)	analyze and report on expressions of opinion arising from host-country events, official statements, and political actions;	Delete to meet credit change.
(D)	assess impact of host-country responses to catastrophic events; and	
(E)	forecast and formulate risk management solutions regarding catastrophic events of host countries.	Delete to meet credit change.
(3)	The student applies United States and host-country laws, regulations, policies, and procedures to manage administrative matters. The student is expected to:	
(A)	apply United States immigration laws and regulations to determine eligibility of individuals;	
(B)	explain grounds for refusal of visas to applicants, lawyers, congresspersons, and other interested parties;	
(C)	research documents and databases;	
(D)	apply identification and documentation procedures;	
(E)	develop or analyze an existing network of key host-country contacts; and	Delete to meet Credit change.
(F)	exchange information with other agencies.	Delete to meet Credit change.
(4)	The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:	
(A)	<u>Role play an actual practice trying to</u> negotiate with the host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission; and	CCRS skills
(B)	<u>Role play an actual program that buys and sells</u> procure goods and services for diplomatic operations.	CCRS skills

§130.190. Practicum in Local, State, and Federal Government (Two to Three Credits). (One Credit) TEA recommendation		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in <u>Grades 11- 12</u> . The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration cluster.	Opens the course to advanced students in Jr and Sr year of cluster.
(b)	Introduction. Students concurrently learn advanced concepts of political science and Government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>Students concurrently learn advanced concepts of political science and Government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.</u>	CCRS skills
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	(c)
	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(1)	The student analyzes classic and modern political theories. The student is expected to:	(1)
(A)	review <u>the published works</u> of philosophers <u>theorists</u> such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx; and	Establishes location of review with Technology access in classroom.
(B)	analyze contributions to modern political science from complex classical theorists such as Polybius, St. Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes.	(B)

(2)	The student analyzes the United States Constitution and constitutional law. The student is expected to:	(2)
(A)	review basic information about the United States Constitution such as the framers, Articles of Confederation, Constitutional Conventions, separation of powers, checks and balances, ratification, and the amendment process;	(A)
(B)	create and implement a Classroom Constitution and Bill of Rights simulating the United States Constitution;	Delete to meet the reduced credit.
(C)	enforce the Classroom Constitution and Bill of Rights; and	Delete to meet the reduced credit.
(D)	research and role play a current event <u>activity being used in real life</u> in constitutional law.	CCRS skills
(3)	The student explores government ethics. The student is expected to:	(3)
(A)	examine local, state, national, and international ethic issues;	(A)
(B)	hypothesize the origins of ethics violations; and	Delete to meet the reduced credit.
(C)	formulate a plan for avoiding ethical problems in the future.	(C)
(4)	The student conducts a project using analytical problem-solving techniques. The student is expected to:	(4)
(A)	research a problem during student mentorship such as a government and public administration issue, a feasibility study, or a product evaluation;	(A)
(B)	investigate the issues associated with the problem;	(B)
(C)	collect primary data such as interviews, surveys, and observations;	(C)
(D)	collect secondary data such as printed materials and Internet information;	Delete to meet reduced Credit.
(E)	evaluate alternative solutions;	Delete to meet reduced Credit.
(F)	determine the most appropriate solution;	Delete to meet reduced Credit.
(G)	express thoughts logically and sequentially in preparing a formal report;	(G)
(H)	interpret and present quantitative data in graph format within the report;	(H)
(I)	prepare visuals and handouts to support the presentation; and	(I)
(J)	make a final presentation of the study to the appropriate stakeholders, including teachers, mentors, and business and industry representatives. <u>Advisory Board Members.</u>	Update wording for class.
(5)	The student documents knowledge and skills attained in the practicum. The student is expected to:	(5)
(A)	update a professional portfolio to include:	(A)
(i)	recognitions, awards, and scholarships;	(i)
(ii)	extended learning experiences such as community service and active participation in career and	Delete to meet reduced Credit.

	technical organizations and professional organizations;	
(iii)	an abstract of the practicum;	Delete to meet reduced Credit.
(iv)	resumé;	(iv)
(v)	samples of work; and	(v)
(vi)	an evaluation from the practicum supervisor; and	(vi)
(B)	present the portfolio to all interested stakeholders.	(B)

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