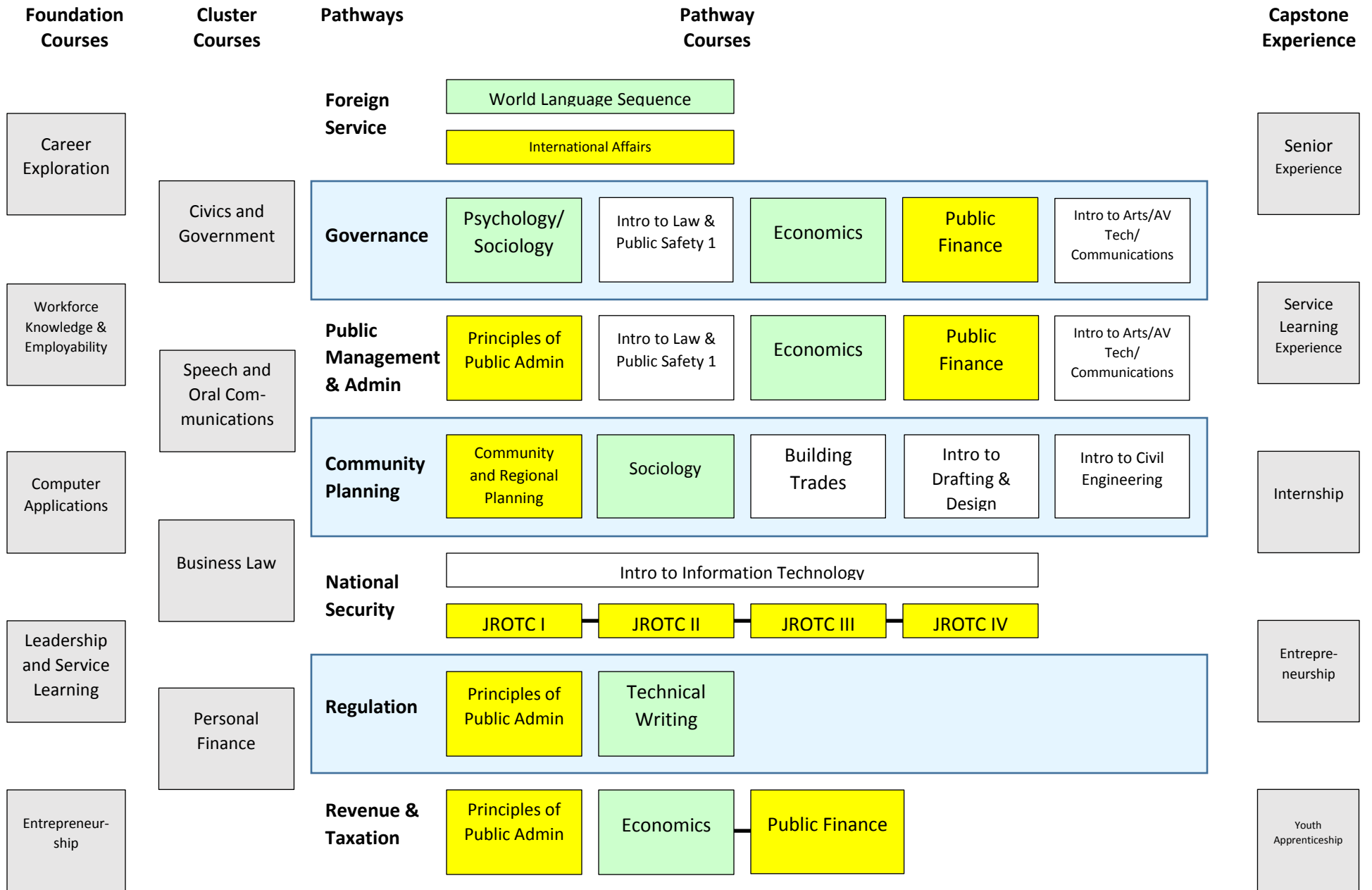


Government and Public Administration Programs of Study





Principles of Public Management & Administration

Career Cluster	Government and Public Management and Administration
Course Code	15201
Prerequisite(s)	Civics (04161) and/or US Government Comprehensive (04151) prerequisite or co-requisite
Credit	0.5
Program of Study and Sequence	Civics (04161) and/or US Government Comprehensive (04151)— Principles of Public Management & Administration —pathway course in Public Management & Administration, Regulation, or Revenue & Taxation pathway
Student Organization	Student Government, Leagues of Cities, 4H
Coordinating Work-Based Learning	Youth Internship or Senior Experience
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Government & Public Administration Cluster Endorsement
Resources	

Course Description:

Principles of Public Management & Administration introduces students to the knowledge and technical skills of working in public service and serving the general public in a government or public administration career.

Program of Study Application:

Principles of Public Management & Administration is a first-level pathway course in the Government & Public Administration career cluster, Public Management and Administration, Regulation, and Revenue & Taxation pathways.

Course Standards

PPMA 1 Students will examine the management and administration of public resources.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3- Strategic Thinking	PPMA 1.1 Differentiate theories of public management and administration.	
Level 1 - Recall	PPMA 1.2 Define and differentiate between public goods and services (e.g., national resources, national defense, and other public goods) and private goods and services (clothing, cars, and similar goods typically considered to be private in nature).	
Level 3- Strategic Thinking	PPMA 1.3 Investigate theories as to why the government or the private sector is better suited to provide specific goods or services.	
Level 4 – Extended Thinking	PPMA 1.4 Determine cause and effect of privatization of goods and services. <ul style="list-style-type: none"> • Use supporting evidence to compose an argument for or against privatization of government goods or services with regard to efficiency, ethics, and economics. 	

Notes:

PPMA 2 Students will analyze and summarize systemic relationships among government and the service of public administration in achieving the public will.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 – Skill/ Concept	PPMA 2.1 Research and outline philosophies of government stewardship in public management and administration.	
Level 3- Strategic Thinking	PPMA 2.2 Defend an argument that public administration systems/agencies of government are designed to administer laws and policies developed through the legislative or executive branches of government.	
Level 2 – Skill/ Concept	PPMA 2.3 Compare and contrast organizational similarities and differences among national, state, and local governmental and public administrative systems/agencies and private sector providers.	

Notes:

PPMA 3 Students will defend how basic rights of American citizens have influenced policy making in United States government.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 – Skill/ Concept	PPMA 3.1 Compare and contrast the rights and duties of citizens at the local, state, and national levels by consulting specific government legislation and related texts.	
Level 2 – Skill/ Concept	PPMA 3.2 Differentiate the terms: laws, policy, governance, regulation, domestic policy, and foreign policy.	
Level 3- Strategic Thinking	PPMA 3.3 Cite examples of how civil disobedience has influenced policy making in the U.S.	
Level 2 – Skill/ Concept	PPMA 3.4 Identify assumptions, purpose, outcomes/solutions, and communication techniques from government agencies in relation to both historical and contemporary issues.	

Notes:

PPMA 4 Students will investigate a variety of roles and occupations in the field of Public Management and Administration.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	PPMA 4.1 Design a postsecondary career plan in a field of public management and administration.	
Level 4 – Extended Thinking	PPMA 4.2 Using data from a career exploration assessment, analyze personal results to a field in public management and administration.	
Level 4 – Extended Thinking	PPMA 4.3 Demonstrate the application of professional practices and skills specific to government and public administration workplaces.	
Level 1 - Recall	PPMA 4.4 Identify and consider the common elements of a strategic plan such as mission statement, vision statement, goals, objectives, strategies, performance measures, and timeline.	

Notes:

- I. Interview an individual who works in the field of public management and administration.
- II. Prepare a career profile for at least one occupation in each of the four career areas, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations.

PPMA 5 Students will review legal and ethical requirements to meet the public’s expectations for government and public administration for your state.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 – Recall	PPMA 5.1 Examine the roles, contributions, and involvement in public administration for the development and maintenance of public infrastructure (i.e., education, taxation, etc.).	
Level 1 - Recall	PPMA 5.2 Compose a list of services typically provided by local, state, and federal governments	
Level 1 - Recall	PPMA 5.3 Identify the role of nonprofit organizations in providing services not available through government agencies.	
Level 3- Strategic Thinking	PPMA 5.4 Develop a logical argument that supports the legal and ethical requirements of limited government and personal privacy.	
Level 2 – Skill/Concept	PPMA 5.5 Evaluate public disclosure laws as they relate to complying with open records requests.	

Notes:

International Affairs

Career Cluster	Government and Public Administration
Course Code	15205
Prerequisite(s)	US Government
Credit	0.5
Program of Study and Sequence	Civics & US Government – Cluster Course – International Affairs – Capstone Experience
Student Organization	NA
Coordinating Work-Based Learning	Job Shadow
Industry Certifications	NA
Dual Credit or Dual Enrollment	International Relations
Teacher Certification	Government & Public Administration Cluster Endorsement
Resources	

Course Description: International Affairs provides an introduction to various forms of government and economic systems. Learners will understand various factors (natural resources, war, culture, environment, etc.) that impact countries and their interrelationships.

Program of Study Application

International Affairs is a pathway course in the Government and Public Administration career cluster, Foreign Service pathway.

Course Standards

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 – Strategic Thinking	IA 1.1 Explain how democracies (both presidential and parliamentary) operate.	
Level 3 – Strategic Thinking	IA 1.2 Explain how different types of autocracies operate.	

Notes:

IA 2 Learners will assess different economic systems (e.g., capitalism, socialism and communism) and their impact on societies.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 – Strategic Thinking	IA 2.1 Explain the theoretical principles and practices of capitalism.	
Level 3 – Strategic Thinking	IA 2.2 Explain the theoretical principles and practices of socialism.	
Level 3 – Strategic Thinking	IA 2.3 Explain the theoretical principles and practices of communism.	

Notes:

IA 3 Learners will determine cause and effect of how different factors influence countries and regions and their relationships.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 – Skill/ Concept	IA 3.1 Summarize how historical, geographic, religious, and ethnic factors have shaped the major regions of the world (Middle East, Asia, Africa, Russia and former Soviet Republics, Latin America and Europe, North America.	
Level 2 – Skill/ Concept	IA 3.2 Evaluate how various factors (economic, political, and social) impact cultures.	
Level 2 – Skill/ Concept	IA 3.3 Assess how access to natural resources influences global economic development.	
Level 2 – Skill/ Concept	IA 3.4 Explain how population density, famine, war, and immigration influence world stability.	

Notes: The assumption is that the student has an understanding of the US government prior to learning about the operation of, and influences on, other world governments and their interrelationships.

IA 4 Students will examine the important differences in cultural interactions and how those differences impact communication.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 – Recall	IA 4.1 Define culture	
Level 4 – Extended Thinking	IA 4.2 Evaluate and distinguish inter-cultural and intra-cultural interactions	
Level 4 – Extended Thinking	IA 4.3 Analyze the dynamics of interactions between varying cultures (i.e. norms, religious beliefs, mores, etc.)	
Level 3 – Strategic Thinking	IA 4.4 Examine frameworks and barriers that impact intercultural communication.	

Notes:

IA 5 Students will explore and evaluate career options in Foreign and National Service

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 – Recall	IA 5.1 Identify government and non-government international agencies.	
Level 4 – Extended Thinking	IA 5.2 Evaluate career options in international agencies.	

Notes:

Community and Regional Planning

Career Cluster	Government and Public Administration
Course Code	15203
Prerequisite(s)	Geography
Credit	0.5
Program of Study and Sequence	Geography – cluster course – Community and Regional Planning – Senior Experience
Student Organization	NA
Coordinating Work-Based Learning	Job Shadows
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Government & Public Administration Cluster Endorsement
Resources	

Course Description:

Community and Regional Planning introduces students to the knowledge and skills of using the techniques and political process of designing and shaping counties and cities. Students will develop an understanding of the historical rationale for urban planning, gain knowledge about contemporary planning practice and current issues faced by planners. Students will also engage firsthand with urban planning issues and phenomena in relation to their local context.

Program of Study Application

Community and Regional Planning is the first pathway course in the Government and Public Administration cluster, Community Planning pathway.

Course Standards

CRP 1 Learners will develop an understanding of the history of urban planning.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	CRP 1.1 Identify contributions of civilizations to modern urban planning	
Level 1: Recall	CRP 1.2 Name key inventors and contributors to modern urban planning	

Notes:

CRP 2 Learners will explore planning theories

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	CRP 2.1 Identify planning theories	
Level 4: Extended Thinking	CRP 2.2 Synthesize theories to develop your own urban plan	

Notes:

CRP 3 Learners will understand the components of urban planning

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	CRP 3.1 Define and explain the sub-disciplines of urban planning	
Level 2: Skill/ Concept	CRP 3.2 Compare the interrelationships among sub-disciplines	
Level 1: Recall	CRP 3.3 Identify techniques used in urban planning	

Notes:

Design of the urban environment, infrastructure, and transportation.

Sub-disciplines: land-use planning, zoning, economic development, environmental planning, and infrastructure planning

Techniques: Predicting population growth, zoning, geographic mapping and analysis, analyzing park space, surveying the water supply, identifying transportation patterns, recognizing food supply demands, allocating healthcare and social services, and analyzing the impact of land use.

CRP 4 Learners will learn and practice the uses of Geographic Information Systems (GIS)

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	CRP 4.1 Define GIS and list its capabilities	
Level 1: Recall	CRP 4.2 Explain the uses GIS	
Level 4: Extended Thinking	CRP 4.3 Demonstrate uses of GIS	

Notes:

Public Finance

Career Cluster	Government and Public Administration
Course Code	15204
Prerequisite(s)	Recommended Economics and/or Accounting I
Credit	0.5
Graduation Requirement	
Program of Study and Sequence	cluster course – Introduction to Public Administration – Public Finance – capstone experience
Student Organization	Student Council or Student Government opportunities
Coordinating Work-Based Learning	NA
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Government & Public Administration Cluster Endorsement; Business Management & Administration Cluster Endorsement; Finance Cluster Endorsement
Resources	

Course Description:

In Public Finance, political, economic, legal, and administrative aspects of public finance are examined. This course covers various aspects of public finance including careers and professionalism. Additionally government funding sources and implementation of funding will be researched. The authoritative sources, principles and practices of accounting in public finance are reviewed. Final topics include public administration decision-making and issues with taxation

Program of Study Application

Public Finance is a pathway course in the Government and Public Administration career cluster, Governance, Public Management & Administration, and Revenue & Taxation pathways.

Course Standards

PF 1 Learners will understand the basic concepts and portray the skills necessary to be successful in public finance.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	PF 1.1 Recognize career opportunities in public finance. <ul style="list-style-type: none"> Identify various opportunities and interest in personal finance. 	
Level 2: Skill/ Concept	PF 1.2 Explore leadership skills needed in government and administration, such as collaboration and negotiation. <ul style="list-style-type: none"> Demonstrate appropriate standards of conduct for the organization, participation, and supervision of meetings, both in class and at appropriate community events 	
Level 2: Skill/ Concept	PF 1.3 Display professional communication skills in the context of government and public administration workplaces. <ul style="list-style-type: none"> Include internal and external business correspondence, public speaking, and the crafting and delivering of multimedia presentations. 	

Notes: Hands-on experience: conduct interview with a public finance professional to gain an understanding of their career, education, and experience in the field. Students should be responsible for setting up the interview and conducting follow up to the conversation.

PF 2 Differentiate among various government funding sources.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	PF 2.1 Define and describe how taxes, fees, grants, and bonds are used to fund government.	
Level 1: Recall	PF 2.2 Describe the implementation of, and revenue stream provided by, specific taxes (e.g. property taxes, sales taxes, and vehicle taxes). <ul style="list-style-type: none"> Illustrate the process of local taxation from implementation of tax, collection of monies, to allocation of funds for specific government services or activities. 	
Level 1: Recall	PF 2.3 Describe the implementation and revenue stream provided by fees levied by the local government (i.e., permit fees, liquor fees, licensure fees, motor vehicle fees, etc.). <ul style="list-style-type: none"> Analyze how factors such as geographic location and demographics can affect the application of certain fees and their effectiveness for generating revenue. 	
Level 4: Extended Thinking	PF 2.4 Investigate financial service providers, such as those who provide business credit and financing to government entities, and describe common credit and financing terms provided for local government operations. <ul style="list-style-type: none"> Compose a summary of funding options available to organizations in the local area. 	

Notes: Hands-on experience should include creating a flowchart of the various revenue streams. Students may also research diverse streams of revenue that differ from geographic region.

PF 3: Identify the knowledge and skills needed to prepare, adopt, and administer a budget.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/ Concept	PF 3.1 Differentiate among types of budgets (i.e., revenue, expenditure, etc.) and explain when they are used. <ul style="list-style-type: none"> • Research and describe basic budget elements, common budget issues and resolutions. 	
Level 2: Skill/ Concept	PF 3.2 Research and analyze budget processes for local, state, or federal governments. <ul style="list-style-type: none"> • Using case studies or current media sources, examine government - specific situations in which systems for monitoring and evaluating budgets failed and articulate implications of failures. 	
Level 4: Extended Thinking	PF 3.3 Create a sample budget for a government entity. <ul style="list-style-type: none"> • Include revenue, expenses, overhead or production, totals and services. 	

Notes: Hands-on experience: students will be expected to create a mock ‘balanced’ budget. Attend a school board/city council/county commission meeting to analyze a budget.

PF 4: Recognize and utilize generally accepted accounting principles (GAAP) and the general application of accounting processes.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	PF 4.1 Define accounting processes and systems for planning, monitoring, and controlling financial activities. <ul style="list-style-type: none"> Conduct research by examining authoritative sources to identify accounting system standards specific to public agencies regarding the production, retention, and disposal of financial records and statements. 	Federal Accounting Advisory Board (FASAB) Handbook, Governmental Accounting Standards Board (GASB), GAAP
Level 4: Extended Thinking	PF 4.2 Evaluate accounting control procedures such as expense control, tracking, billing, expenses, payroll, auditing, record keeping, purchase requisitions, and inventory control. <ul style="list-style-type: none"> Examine government entities annual audit processes. 	

Notes: Hands-on experience: students can communicate with a public finance professional at the municipal, county, or school board level to gain an understanding the audit process.

PF 5: Develop an understanding of basic tax concepts and their application to typical government services.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level1: Recall	PF 5.1 Define basic tax issues for taxpayers including individuals and businesses. <ul style="list-style-type: none"> Examine how taxes influence basic decision-making in government. 	
Level 1: Recall	PF 5.2 Review income taxation. <ul style="list-style-type: none"> Examine the impacts of state and federal income tax. 	Joint Committee on Taxation
Level 4: Extended Thinking	PF 5.3 Examine the use of property tax revenue. <ul style="list-style-type: none"> Analyze the impact of property tax on local and state services. 	

Notes: Discuss current controversies related to taxation and government spending. Describe the US taxation and budgeting system and list the most important areas of spending.

JROTC I

Career Cluster	Government and Public Administration
Course Code	09051
Prerequisite(s)	None
Credit	1.0
Program of Study and Sequence	Cluster Course – JROTC I – JROTC II - JROTC III – JROTC IV
Student Organization	JROTC
Coordinating Work-Based Learning	NA
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Junior ROTC Instructor
Resources	

Course Description:

The first year of Junior Reserve Officer Training Corps introduces unique military concepts such as heritage and tradition; organization; leadership and followership; drill and ceremonies; military history; and core values; as well as the value of basic wellness and positive personal behavior.

Program of Study Application

JROTC I is a first-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Course Standards

JROTC I 1 – Students will identify and apply military customs and traditions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/ Concept	JROTC I 1.1 Analyze the heritage, organization, tradition, and national security role of military services.	
Level 1: Recall	JROTC I 1.2 Know when and how to salute.	

Notes:

JROTC I 2 – Students will analyze aspects of a healthy lifestyle (nutrition, fitness and drug-free), and will analyze rights and responsibilities of citizenship.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/ Concept	JROTC I 2.1 Analyze the benefits of positive personal behavior.	
Level 2: Skill/ Concept	JROTC I 2.2 Analyze the importance of citizenship in the United States.	
Level 2: Skill/ Concept	JROTC I 2.3 Evaluate healthy living through physical activity and good nutrition.	
Level 2: Skill/ Concept	JROTC I 2.4 Apply safe, drug-free decisions.	
Level 2: Skill/ Concept	JROTC I 2.5 Engage in organizational service learning projects.	

Notes:

JROTC I 3 – Students will develop teamwork and followership through drill.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall	JROTC I 3.1 Know the importance of drill and ceremonies.	
Level 1: Recall	JROTC I 3.2 Know basic commands and characteristics of the command voice.	
Level 2: Skill/ Concept	JROTC I 3.3 Apply and execute the concepts and principles of basic drill positions and movements.	
Level 1: Recall	JROTC I 3.4 Know the purpose and definition of ceremonies and parades.	

Notes: JROTC I - IV are designed as a sequence of courses to prepare the student to be a better citizen of the US and for service in national security. Two or more successful years of JROTC will qualify an individual for advanced enlisted placement in any US military service branch.

JROTC II

Career Cluster	Government and Public Administration
Course Code	09052
Prerequisite(s)	JROTC I
Credit	1.0
Program of Study and Sequence	JROTC I – JROTC II – JROTC III - JROTC IV
Student Organization	JROTC
Coordinating Work-Based Learning	NA
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Junior ROTC Instructor
Resources	

Course Description:

Students in JROTC II will demonstrate the leadership traits of an effective and responsible leader; demonstrate understanding of evolution of US citizenship and freedoms stated in the Bill of Rights; describe the importance of career planning, goal setting, and time management; demonstrate effective communication skills; develop appreciation of physical fitness in maintaining good health and appearance; demonstrate proficiency in first-aid techniques and map reading; and develop a higher level of self-confidence.

Program of Study Application

JROTC II is a second-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Course Standards

JROTC II 1 Students will evaluate and improve their personal lifestyle plan in the areas of fitness, nutrition, and first aid.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 – Strategic Thinking	JROTC II 1.1 Develop a healthy lifestyle through proper nutrition, first aid knowledge, and drug awareness.	

Notes:

JROTC II 2 Students will interpret data derived from maps and use their conclusions to assess impact of terrain on travel and operations.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2 – Skill/ Concept	JROTC II 2.1 Demonstrate use of map skills in navigation and social geography.	

Notes:

JROTC II 3 Students will identify key parts of the development of the principles of the US political system and draw conclusions on how these impact society today.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1 – Recall	JROTC II 3.1 Identify key citizenship skills through foundational knowledge of the American political system, the US Constitution, the Bill of Rights, and citizen roles in American democracy	
Level 3 – Strategic Thinking	JROTC III 3.2 Develop a logical argument as to the relevance and impact of founding principles in today’s society.	

Notes:

JROTC II 4 Students will recognize the need for civic involvement and develop a plan using citizenship and leadership skill to accomplish a service learning project.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	JROTC II 4.1 Apply citizenship skills to service learning projects.	

Notes:

JROTC III

Career Cluster	Government and Public Administration
Course Code	09053
Prerequisite(s)	JROTC II
Credit	1.0
Program of Study and Sequence	JROTC I – JROTC II - JROTC III – JROTC IV
Student Organization	JROTC
Coordinating Work-Based Learning	NA
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Junior ROTC Instructor
Resources	

Course Description:

Students in JROTC III continue to advance in leadership and management areas through hands on experience in planning and managing groups to accomplish service learning projects. Students also begin career planning by exploring options, preparing a portfolio and learning the basics of financial planning.

Program of Study Application

JROTC III is a third-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Course Standards

JROTC III 1 While in leadership positions, students will select, plan, organize and control a team to accomplish a task in a service-learning project.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	JROTC III 1.1 Create a team, develop and implement a plan for service learning projects.	

Notes:

JROTC III 2 Students will prepare a plan for the future by evaluating career options, personal goals and strengths.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3 – Strategic Thinking	JROTC III 2.1 Assess personal goals and strengths.	
Level 4 – Extended Thinking	JROTC III 2.2 Create a career portfolio by evaluating potential careers.	

Notes:

JROTC III 3 Create a personal financial plan using basic financial planning principles.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	JROTC III 3.1 Create a personal financial plan using basic financial principles.	

Notes:

JROTC IV

Career Cluster	Government and Public Administration
Course Code	09053
Prerequisite(s)	JROTC III
Credit	1.0
Program of Study and Sequence	JROTC I – JROTC II – JROTC III – JROTC IV – Capstone Experience
Student Organization	JROTC
Coordinating Work-Based Learning	NA
Industry Certifications	NA
Dual Credit or Dual Enrollment	NA
Teacher Certification	Junior ROTC Instructor
Resources	

Course Description:

In JROTC IV, students continue to advance in leadership and management areas with hands on experience in planning and managing groups to run the cadet organization and accomplish service learning projects. Students will learn advanced leadership and management techniques and skills. Students will prepare for and instruct a class using appropriate teaching methods.

Program of Study Application

JROTC IV is a fourth-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Course Standards

JROTC IV 1 While in leadership positions, select, plan, organize and control a team to accomplish a service-learning project and run administrative functions of the cadet organization.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	JROTC IV 1.1 Create a team, develop and implement a plan for service learning project(s).	
Level 4 – Extended Thinking	JROTC IV 1.2 Create a team to manage the routine activities of the cadet organizations.	
Level 4 – Extended Thinking	JROTC IV 1.3 Create and present a class using a lesson plan and an appropriate method of delivery.	
Level 4 – Extended Thinking	JROTC IV 1.4 Create working teams by using appropriate leadership principles and styles.	

Notes:

JROTC IV 2 The student will examine different choices of service and job skills available and assess what would be optimal options for them.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4 – Extended Thinking	JROTC IV 2.1 Create a career portfolio by evaluating potential military branches and skill specialties.	
Level 2 – Skill/Concept	JROTC IV 2.2 Categorize different roles and missions of the Department of Defense in US National Security	

Notes: