# Scope & Sequence

|  |  |  |
| --- | --- | --- |
| Course Name: Practicum in Local, State, and Federal Government/Extended Practicum in Local, State, and Federal Government **TSDS PEIMS Code:** 13019005 (First Time Taken)  13019015 (Second Time Taken) | | **Course Credit:** 3.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None.  **Corequisites:** Practicum in Local, State, and Federal Government. |
| **Course Description:** Students in the Extended Practicum in Local, State, and Federal Government will 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. | | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Government & Public Administration Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | | |
| **Practicum Plan** | **TEKS Covered**  **130.210. (c) Knowledge and skills.** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, to demonstrate positive work attitudes and behaviors, including effective planning and time management, to make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Section 2: TEKS Checklist Components: Practicum in Local, State, and Federal Government**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Section 3: Practicum: Check-In 1**  Students will discuss and demonstrate effective communication, critical-thinking, and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences.  As part of their practicum experiences, students will analyze classical and modern political theories as well as review and analyze the works and contributions to modern political science from classical theorists. Students will discuss their reviews and analysis with supervising instructors.  Students will also analyze the U.S. Constitution and constitutional law and explore government ethics. Students are expected to formulate and discuss a plan for avoiding ethical problems in the future and to create a classroom Constitution and Bill of Rights simulating the U.S. Constitution. | (2) The student analyzes classical and modern political theories. The student is expected to:  (A) review the works of theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx; and  (B) analyze contributions to modern political science from classical theorists such as Polybius, St. Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes.  (3) The student analyzes the U.S. Constitution and constitutional law. The student is expected to:  (A) review basic information related to the U.S. Constitution such as the Articles of Confederation, framers of the Constitution, constitutional conventions, separation of powers, checks and balances, ratification, and the amendment process; and  (B) create a classroom Constitution and Bill of Rights simulating the U.S. Constitution.  (4) The student explores government ethics. The student is expected to formulate a plan for avoiding ethical problems in the future. | |
| **Section 4: Check List Progress and Practicum Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as communicate effectively regarding any questions they have or problems they may have encountered.  As part of their practicum experience, students will conduct a project using analytical problem-solving techniques to research a problem such as a government and public administration issue, a feasibility study, or a product evaluation. As part of this project, students will investigate the issues associated with the problem, collect primary data, such as interviews, surveys, and observations as well as interpret and present quantitative data. Students will also prepare visuals and handouts to support the presentation. To complete this project and the formal report as part of their practicum experience, students will be required to employ effective planning and time-management skills.  Students will discuss their project report and presentation progress with their supervising instructor during check-ins. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) research a problem such as a government and public administration issue, a feasibility study, or a product evaluation;  (B) investigate the issues associated with the problem;  (C) collect primary data such as interviews, surveys, and observations;  (D) express thoughts logically and sequentially in preparing a formal report;  (E) interpret and present quantitative data in graph format within the report; and  (F) prepare visuals and handouts to support the presentation. | |
| **Section 5: Practicum Culminating Activities**  During their practicum experience, students will have conducted a project using analytical problem-solving techniques. As a culminating activity for the practicum, students will demonstrate professionalism and effective communications skills as they present their formal report, projects, portfolio, and representative work samples. Projects and portfolios will include all required components. | (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) research a problem such as a government and public administration issue, a feasibility study, or a product evaluation;  (B) investigate the issues associated with the problem;  (C) collect primary data such as interviews, surveys, and observations;  (D) express thoughts logically and sequentially in preparing a formal report;  (E) interpret and present quantitative data in graph format within the report;  (F) prepare visuals and handouts to support the presentation; and  (G) make a final presentation of the study to the appropriate stakeholders.  (6) The student documents knowledge and skills attained in the practicum. The student is expected to:  (A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor; and  (B) present the portfolio to interested stakeholders. | |
| **Extended Practicum Plan** | **TEKS Covered**  **130.211. (c) Knowledge and skills.** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, to demonstrate positive work attitudes and behaviors, including effective planning and time management, to make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to government or public administration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency; and  (E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) show integrity by choosing the ethical course of action when making decisions; and  (C) comply with all applicable rules, laws, and regulations in a consistent manner.  (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised government or public administration experience. | |
| **Section 2: TEKS Checklist Components: Extended Practicum in Local, State, and Federal Government**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to government or public administration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency; and  (E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations;  (C) create and deliver formal and informal presentations in an effective manner; and  (D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; and  (B) analyze elements of a problem to develop creative and innovative solutions.  (4) The student understands the professional, ethical, and legal responsibilities in government and public administration. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) show integrity by choosing the ethical course of action when making decisions; and  (C) comply with all applicable rules, laws, and regulations in a consistent manner.  (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised government or public administration experience. | |
| **Section 3: Critical Thinking and Problem-Solving: Practicum Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other skills will be necessary for a successful practicum experience as well as a successful career in a related field.  As part of their practicum experience, students will conduct a project using analytical problem-solving techniques to research a problem, complete a feasibility study, or complete a product evaluation related to a government and public administration issue. As part of this project, students will collect primary data, such as interviews, surveys, and observations as well as interpret and present quantitative data. To complete this project as part of their practicum experience, students will be required to employ effective planning and time-management skills.  Students will prepare and present a brief presentation describing their findings, and discuss their presentation with their supervising instructor. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency; and  (E) employ effective planning and time-management skills with increased fluency by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student implements advanced professional communications strategies. The student is expected to:  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations in an effective manner.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised government or public administration experience;  (B) research a problem, complete a feasibility study, or complete a product evaluation related to a government and public administration issue;  (C) collect primary data such as interviews, surveys, and observations; and  (D) interpret and present quantitative data. | |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter, and analyze creative and innovative alternative solutions.  Students will also use appropriate technology to research and identify professional standards and personal qualities needed to be employable, such as leadership, teamwork, appreciation for diversity, and conflict management. Students will then research leadership and teamwork opportunities and other benefits offered by CTSO and/or other extracurricular student activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency;  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency; and  (2) The student implements advanced professional communications strategies. The student is expected to:  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations in an effective manner.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; and  (B) analyze elements of a problem to develop creative and innovative solutions. | |
| **Section 5: Career Skills and Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to document and evaluate practicum learning activities. Students will demonstrate effective communications skills as they present their documentation, project, and representative work samples.  As a culminating activity for the practicum, students will use appropriate technology and/or assigned materials to self-evaluate and discuss their own personal qualities in terms of employability as well as their strengths and weaknesses in technical skill proficiency. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (C) demonstrate professional standards and personal qualities needed to be employable such as leadership, teamwork, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency; and  (D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases to enhance work products with increased fluency.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations; and  (C) create and deliver formal and informal presentations in an effective manner.  (5) The student conducts a project using analytical problem-solving techniques. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised government or public administration experience;  (B) research a problem, complete a feasibility study, or complete a product evaluation related to a government and public administration issue;  (C) collect primary data such as interviews, surveys, and observations;  (D) interpret and present quantitative data;  (E) evaluate strengths and weaknesses in technical skill proficiency; and  (F) collect representative work samples. | |