# Scope & Sequence

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| Course Name: Practicum in Local, State, and Federal Government **TSDS PEIMS Code:** 13019000 (First Time Taken)  13019010 (Second Time Taken) | | **Course Credit:** 2.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None. |
| **Course Description:** Students in the 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. | |