
This curriculum map is designed to provide guidance for teachers who desire to teach both 45.060 Introduction to U.S. Intelligence and National Security Studies and 29.411 Government Public Administration: State and Federal Issues as a single integrated course.

Benefits to the Student and the Teacher:

- Students will save time by taking the embedded course.
- Students will learn about the interconnected roles of governments, agencies, and public administrators in supporting various public services and resources.
- Students will learn about various career opportunities within the government and public administration career pathway, to include:
  - Governance
  - National security
  - Foreign service
  - Planning
  - Revenue and taxation
  - Regulation
  - Public management and administration
- Teachers can receive additional support and training for this course through CTAE and the CTAE Resource Network (CTAERN). Contact your district CTAE director for more details.

General Guidelines for This Integrated Course:

- As the content for both courses complement each other, they should be embedded so students are learning the content simultaneously and earning credit for both courses during the same class period.
- Students can earn a full credit for 45.060 Introduction to U.S. Intelligence and National Security Studies AND will earn a full credit for 29.411 Government Public Administration: State and Federal Issues.
- Taking this integrated course will fulfill credit for BOTH a Social Studies elective AND the Government Public Administration: State and Federal Issues requirement for the Public Management and Administration Pathway.
- Regarding integration of the standards for the courses described in the curriculum map:
  - GPA-GPAF-1 should be taught as appropriate throughout the course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.
  - Each unit incorporates standards for both courses.
**Integrated Course Description**

This course provides a broad overview of the field of U.S. intelligence and the intelligence community within the context of the “whole of nation” approach to government, public administration, and national security. Students will explore the impacts of U.S. Intelligence on national and homeland security. Students will also examine the collaboration, coordination, and information sharing that is necessary between the federal, state, and local levels of government to serve and safeguard U.S. citizens. Students will also analyze the complexity of U.S. governance in an ever-changing and interconnected world through the examination of real-world events. This course will enable students to explore the various professions and technical skills involved in public policy, public administration, and national security. As the next generation of leaders, students will identify methods to foster a positive and safe work environment and facilitate proper ethical behavior in the workplace. Students will have the opportunity to explore the many ways they could positively impact this world as they ponder the question “where could I see myself?”

**Connecting Themes/Enduring Understandings in Intelligence & National Security Studies:**

Students should be able to demonstrate understanding of selected themes using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

**Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

**Gain from Trade:** The student will understand that parties trade voluntarily when they expect to gain.

**Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

**Human Environmental Interaction:** The student will understand that humans, their society, and the environment affect each other.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Incentives:** The student will understand that parties respond predictably to positive and negative incentives.
Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.

Location: The student will understand that location affects a society’s economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.
<table>
<thead>
<tr>
<th>Unit #/Title</th>
<th>Unit 1: Purpose and Function of Government and Public Policy</th>
<th>Unit 2: The Role of Citizens in Government and Public Administration</th>
<th>Unit 3: Careers in Government and Public Administration</th>
<th>Unit 4: The Convergence of Technology in Governance and Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSE for American Government/Civics</td>
<td>SSINSS1a, b, &amp; c</td>
<td>SSINSS1b &amp; c; SSINSS6b &amp; d: SSINSS7c</td>
<td>SSINSS2b &amp;C; SSINSS3a &amp; b; SSINSS5d &amp; e; SSINSS7a</td>
<td>SSINSS3b; SSINSS5d &amp; e</td>
</tr>
<tr>
<td>GPS for Introduction to Government Public Administration</td>
<td>GPA-GPAF-2 (2.1-2.6)</td>
<td>GPA-GPAF-2 (2.7-2.8)</td>
<td>GPA-GPAF-2 (2.1); GPA-GPAF-7 (7.2 &amp; 7.5); GPA-GPAF-8 (8.2 &amp; 8.5); GPA-GPAF-9 (9.5)</td>
<td>GPA-GPAF-4 (4.2-4.3); GPA-GPAF-7 (7.1); GPA-GPAF-8 (8.1)</td>
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<tr>
<td>Key Concepts Connections</td>
<td>How public policy impacts our daily lives. The relationships between public policy, intelligence, and national security.</td>
<td>The various ways that Americans can participate in their democracy. The relationship between citizens and government officials. Examples of how illegal activity within the intelligence community and federal government led to the establishment of legislation.</td>
<td>The multiple career options within the Government and Public Administration field and the role of collaboration and coordination.</td>
<td>The impacts of technology in daily life and in governance. Real-world examples of how Georgia uses technology in governance.</td>
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<tr>
<td>Unit #/Title</td>
<td>Unit 5: Cybersecurity in Public Administration</td>
<td>Unit 6: Mitigating Threats to Physical and Personnel Security</td>
<td>Unit 7: Collecting, Analyzing, and Sharing Information across the GPA Enterprise</td>
<td>Unit 8: Mindset Challenges</td>
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<tr>
<td><strong>GSE for Social Studies</strong></td>
<td>SSINSS3b; SSINSS5e</td>
<td>SSINSS1d; SSINSS2a &amp; e; SSINSS3b</td>
<td>SSINSS3b; SSINSS5d &amp; e</td>
<td>SSINSS5a &amp; b</td>
</tr>
<tr>
<td><strong>GPS for Introduction to Government Public Administration</strong></td>
<td>GPA-GPAF-4 (4.3 &amp; 4.7); GPA-GPAF-7 (7.2); GPA-GPAF-8 (8.2)</td>
<td>GPA-GPAF-4 (4.1-4.3)</td>
<td>GPA-GPAF-2 (2.3); GPA-GPAF-4 (4.7); GPA-GPAF-5 (5.2); GPA-GPAF-6 (6.1)</td>
<td>GPA-GPAF-6 (6.2); GPA-GPAF-12 (12.1)</td>
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</tbody>
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**Key Concepts Connections**

- **How career fields in government and public administration facilitate maintenance and operations of critical infrastructure. The secondary and tertiary impacts of the May 2021 Colonial Pipeline hack on governance and national security.**
- **Best practices to maintain good cybersecurity and good physical and personnel security. Protecting personal information from exploitation.**
- **Identify the different process for collecting, analyzing, and sharing information based on the goal or the project. Evaluate best practices for sharing information within the government and public administration enterprise.**
- **The human tendency to take mental shortcuts and the importance of being aware of those mental shortcuts when interpreting data and developing trends. The utility of applying intellectual standards to the analysis and interpretation of data.**
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<tr>
<th>Unit #/Title</th>
<th>Unit 9: Methods to Foster a Positive Work Environment</th>
<th>Unit 10: Leadership and Workplace Safety</th>
<th>Unit 11: Finances and Budget in Government and Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSE for Social Studies</td>
<td>SSINSS6a</td>
<td>None</td>
<td>None</td>
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<tr>
<td>GPS for Introduction to Government Public Administration</td>
<td>GPA-GPAF-5 (5.3); GPA-GPAF-10 (10.4); GPA-GPAF-11 (11.2); GPA-GPAF-12 (12.3)</td>
<td>GPA-GPAF-2 (2.4); GPA-GPAF-11 (11.2-11.3)</td>
<td>GPA-GPAF-3 (3.1)</td>
</tr>
<tr>
<td>Key Concepts Connections</td>
<td>Optimal workplace conditions that contribute to the safety and welfare of employees in government and public administration. Responsibility of employees to understand the impact and priority for maintaining appropriate ethics in their workplace.</td>
<td>Leadership styles and approaches that help to establish and maintain positive work environments. The responsibility of all employees to follow the organizational procedures that mitigate hazards in the workplace.</td>
<td>The interrelated nature of national, state, and local governmental funding streams and available fund sources.</td>
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