The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government & Civics/Introduction to Government & Public Administration Integrated Course.

### SS/CTAE Embedded Pathway Course 1
#### Unit 1 - Serving the Public Interest

<table>
<thead>
<tr>
<th>Elaborated Unit Focus</th>
<th>Connecting Themes/Enduring Understandings in American Government &amp; Civics:</th>
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<tr>
<td></td>
<td>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.</td>
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<td>Distribution of Power: The student will understand that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs.</td>
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<td>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.</td>
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<td>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</td>
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<td>Location: The student will understand that location affects a society’s economy, culture, and development.</td>
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<td>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.</td>
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| GSE for Social Studies and/or GPS for CTAE | GPA-IGPA-1 Demonstrate employability skills required by business and industry.  
1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities  
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.  
1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations  
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  
1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. |
|---|---|
| Reading Standards for Literacy in History/Social Studies | L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole  
L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10) |
| Writing Standards for Literacy in History/Social Studies | L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.  
L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| Information Processing Skills | IPS 1 compare similarities and differences  
IPS 9 construct charts and tables  
IPS 10 analyze artifacts  
IPS 11 draw conclusions and make generalizations  
IPS 15 determine adequacy and/or relevancy of information |
## Essential Questions and Related Supporting/Guiding Questions

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>1. Why are we here?</th>
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<tbody>
<tr>
<td></td>
<td>a. Why did you select this course/pathway?</td>
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<td>b. What are the big ideas (connecting themes/enduring understanding) of civics, government, and public administration?</td>
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<tr>
<th>Enduring Understanding 2</th>
<th>2. What is “the public interest”?</th>
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<tbody>
<tr>
<td></td>
<td>a. How do we serve the public interest through government and public administration?</td>
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</table>

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<tr>
<th>Enduring Understanding 3</th>
<th>3. What does it mean to me to be a public servant?</th>
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<tbody>
<tr>
<td></td>
<td>a. What is public administration? Why be a public servant?</td>
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<tr>
<td></td>
<td>b. What can I do with a career in public administration? What roles appeal to me?</td>
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<tr>
<td></td>
<td>c. What makes a good leader/public servant? What skills would I need?</td>
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<td></td>
<td>d. What values are important to me?</td>
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<td></td>
<td>e. What is my personal mission in this pathway?</td>
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### Sample Instructional Activities/Assessments

#### Why are We Here?

The two activities in this section help students reflect on why they chose this course/pathway and the big ideas (connecting themes and enduring understandings) in civics, government, and public administration.

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<th>GPA-IGPA-1 Demonstrate employability skills required by business and industry.</th>
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**GSE for Social Studies and/or GPS for CTAE**

**Writing Standards for Literacy in History/Social Studies**

11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Information Processing Skills**

1. Compare similarities and differences
2. Construct charts and tables

**Enduring Understandings**

- **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 laws and documents combined with contemporary values and beliefs.
- **Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of government also increases.
- **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- **Location:** The student will understand that location affects a society’s economy, culture, and development.
- **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.
- **Time, Change, and Continuity:** The student will understand that while change occurs over time, there is continuity to the basic structure of that society.
Activity 1: Why Are We Here? (Individuals, Groups, & Institutions; GPA-IGPA-1.1, 1.3)  
Activity 1 Timeframe: 30 minutes  
Activity 1 Materials Needed:  
✓ Sticky notes (3 per student)  
✓ Pencils  
✓ Whiteboard/markers or interactive whiteboard/projector  
✓ Unit 1 Why Are We Here PPT

Directions:  
• Goal: The purpose of this activity is to introduce students to the course through the connecting theme of Individuals, Groups, and Institutions and to connect students’ lives with relevant examples of each (i.e. individuals, groups, and institutions).  
• Opening: After introducing yourself, the course, and why you are excited to teach this course, take the time to introduce this pathway to students – what courses are involved and what people in public administration do. See the pathway chart on slide 2, career video on slide 3, and career examples on slides 4-5 of the Unit 1 Why Are We Here PPT.  
  o Next, you will use the connecting theme of Individuals, Groups, and Institutions to illustrate to students how people and groups of people influence the decisions we make, including why they are taking the course/pathway.  
• Work Session: Why are we/you here?  
  o Give each student three sticky notes. Ask them to use each note to write one reason that they chose to follow the Government/Public Affairs pathway or what they think they will learn/gain from being in this pathway (see slide 6 of Unit 1 Why Are We Here PPT). Stress that they can be honest – if their parent/guardian “made them do it,” for example, then they should write that down.  
  o Model how to complete the sticky notes by using your own experience as an example. Reiterate the three reasons you chose to teach this course and write them on three separate sticky notes.  
  o Circulate among students and get a sense of the sorts of answers they are recording. It may be helpful to give a fairly short time limit (3 minutes) so students keep their answers succinct.  
  o Once students have recorded their answers, create a simple three-part chart on the whiteboard or use slide 8 of Unit 1 Why Are We Here PPT:  

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Groups</th>
<th>Institutions</th>
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  o Briefly explain each component of the chart in terms of the individuals and organizations with which students might be familiar: schools, sports teams, musical groups, etc. (see 7 of Unit 1 Why Are We Here PPT). For example, the people in your classroom exist individually as students and teachers. They come together in different groups depending upon the situation – students form classes, clubs, and teams, while teachers form faculty and advisory groups. All of these people work together within the school, as an institution, both to deliver and receive instruction, as well as to perform other functions that schools provide.
After using one common example to explain individuals, groups, and institutions, have students think through another example as a class. Guide their conversation, and help them think through any overlap, especially in distinguishing between groups and institutions. Tell them outright, if necessary, that this distinction is less important in any given situation than the overall concept.

It may be helpful to record each of these examples on the whiteboard or slide 8 of Unit 1 Why Are We Here PPT. If you do so, either create another screen with the same chart or erase the board before continuing.

Once the class has a handle on the theme, ask a few students at a time to come to the board and stick their notes in the correct columns on the chart. Do their reasons reflect more about them as individuals, members of a group, or part of an institution? Some students may require a little nudge, while others will be confident with where their notes belong.

When all the notes have been added, ask volunteers to share one of their reasons for selecting the pathway, and where they placed it on the chart. As much as possible, link their reasons back to the connecting theme. Some reasons will have a clear placement, while others can fit in more than one category. This is completely reasonable, and if time permits, you can discuss alternate choices that students could have made.

Closing: Conclude the lesson by sharing the working definition of the theme that your class will use and tell students that this is but one of several organizing ideas that they will explore during the course.

(Slide 9) Suggested definition: Individuals, Groups, & Institutions - The actions of individuals, groups, and/or institutions affect society through intended (planned) and unintended (unplanned) consequences.

Discuss the difference between intended and unintended consequences. For example, what might be some intended consequences of changing the voting age from 18 to 14 years old? Have students turn and talk with a partner, then share out potential answers as a whole group.

- Possible answers could include:
  - Intended consequences – more people would be eligible to vote; more people would participate in democracy; more people would take an interest in state and national politics
  - Unintended consequences – younger people might not have as much knowledge as older voters; younger voters might elect representatives who only do things that benefit younger people

Exit ticket: To wrap up the lesson’s discussion and reflect on the importance of this course, have students answer the following question as an exit ticket:

(Slide 8) What might be some intended consequences of participating in this course/path as an individual, as a group, or as an institution?

You could begin the next day’s lesson by anonymously sharing answers that stood out to you.

Activity 2: Introduction to the Connecting Themes (GPA-IGPA-1.1, 1.2)
Activity 2 Timeframe: 30 minutes
Activity 2 Materials Needed:
✓ Pencils
✓ Whiteboard/markers or interactive whiteboard/projector
✓ Unit 1 PPT Connecting Themes.pptx
✓ Unit 1 Hexagonal Thinking Words.docx (cut apart)

Directions:
Goal: The goal of this activity is to introduce students to the Social Studies Connecting Themes and Enduring Understandings that anchor the course. The connecting themes/enduring understandings are the big ideas around which the course is organized. They help students to see patterns and trends in the world, recognize cause and effect relationships, consider change in the world over time, etc.

Opening: Use the slides 1-3 of the Unit 1 PPT Connecting Themes.pptx to introduce the ideas of Connecting Themes and Enduring Understandings to students. *Do not show the whole PPT yet as students will do an activity below before you reveal the answers. Discuss slides 2 and 3 with students to set the stage:

- Slide 2 - Why do you think they are called connecting themes?
  - Break apart the phrase into two separate words - “connecting” and “themes” - and talk about what each word means separately. Then put the words back together and ask what they could mean as a phrase.

- Slide 3 - What do you think an “enduring understanding” is?
  - Break apart the phrase into two separate words - “enduring” and “understanding” - and talk about what each word means separately. Then put the words back together and ask what they could mean as a phrase and why they might be important for students to know. For example, enduring understandings provide essential ways of thinking about and organizing the world, they can be used in any Social Studies class and in trying to make sense of the world around us.

- *Before showing the rest of the slides*, allow students to try to match the connecting theme with the enduring understanding in the Hexagonal Thinking activity below.

Work Session: Hexagonal Thinking

- Hexagonal thinking is a method for considering the connections between ideas, finding the nuances in those connections, and then discussing those findings using critical thinking skills. This activity is meant to introduce students to all the connecting themes and enduring understandings for the course and get them thinking in more thematic, rigorous ways about events and concepts. Use slide 4 Unit 1 PPT Connecting Themes.pptx to introduce students to the activity and the remaining slides to check students thinking in the rounds below:

  - Round 1 First cut up and pass out the Connecting Themes (orange font) and Enduring Understandings (red font) hexagon cards on page 1 only of the Unit 1 Hexagonal Thinking Words.docx.
    - Give students 3-5 minutes to read through the hexagon cards and match the connecting themes with their enduring understandings. Tell them they will be exploring the connecting themes and enduring understandings for this course to get them thinking in new and different ways. They should make their best educated guess at a match using context clues.
    - Once students have finished matching, use slides 5-25 of the Unit 1 PPT Connecting Themes.pptx to check their thinking and discuss the enduring understandings. Allow students to talk in partners or small groups using the Turn & Talk questions after checking each connecting theme/enduring understanding with the corresponding slide. Students can pick 1-2 Turn & Talk questions from each slide they would like to talk about in their groups. After a couple minutes of discussion with the Turn & Talk questions, call randomly on 2-3 different groups to share their thinking with the whole class. Continue with the rest of the slides, checking student hexagon card matches and allowing time for Turn & Talk question/answers. Make sure each group has a chance to share with the whole class at least once throughout the connecting themes turn and talk class discussion.
Round 2 Cut up and pass out the government and public administration concept hexagon cards (blue font) and pictures on page 2 of the Unit 1 Hexagonal Thinking Words.docx. *Note: feel free to add more concepts or pictures or have students write/draw their own concepts/pictures on the blank hexagon cards on page 3.

- Next challenge students to match their connecting themes and enduring understandings with the concepts and pictures provided from page 2 (and to add or draw their own on blank cards from page 3).
- Use slides 26-32 from the Unit 1 PPT Connecting Themes.pptx to blow up or zoom in on any of the pictures.
- Students can use the various sides of the hexagons to make matches between connecting themes, enduring understanding, concepts, and pictures that are related. They could create different “hives” of cards or see if they can somehow connect all of the cards in one large “hive”. There is no “right” answer or configuration as long as students can explain their thinking. See some of these sites for hexagonal thinking examples:
  - https://www.cultofpedagogy.com/hexagonal-thinking/
  - https://www.weareteachers.com/hexagonal-thinking/

- Clarifying Thinking To encourage students to clarify their thinking, have them write 3-5 sentences to explain why they grouped their cards the way they did. They could focus on just a few cards and explain deeply, or they could think big and summarize their whole card configuration.

- Closing: Exit Ticket
  - Ask students to choose one connecting theme and give an example of how this theme has applied to their life (see slide 33). To infuse a little humor and technology into the task, students could create a meme to summarize their answer.
  - Also, to encourage community building and model an example for students, try giving them an example from your life first.
  - Students could share out their answers in pairs or whole group if they feel comfortable.
  - Collect the exit tickets at the end of class and share out answers anonymously the next day, choosing one answer from each theme as a way to review from the previous day. See if students can guess what connecting theme the example applies to.
# Serving the Public Interest

This activity uses primary sources from US and Georgia history to establish the goal of this pathway – to serve the public interest. Through analyzing artifacts from our history, students will also observe Time, Change, and Continuity as the ideal of serving the public interest has been a part of our state and national governance since their founding, though how best to serve that public interest may evolve over time.

| GSE for Social Studies and/or GPS for CTAE | GPA-IGPA-1 Demonstrate employability skills required by business and industry.  
 | | 1. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.  
 | | 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  
 | Literacy Standards Social Studies Matrices Enduring Understanding(s) | Reading Standards for Literacy in History/Social Studies  
 | | L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
 | | L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
 | | L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  
 | Information Processing Skills | IPS 10 analyze artifacts  
 | | IPS 11 draw conclusions and make generalizations.  
 | Enduring Understandings | Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.  

**Activity 3: Serving the Public Interest (Time, Change, & Continuity; GPA-IGPA-1.4)**  
**Activity 3 Timeframe:** 50 minutes  
**Activity 3 Materials Needed:**  
✓ White board  
✓ Projector  
✓ Unit 1 Public Interest Source Set  
✓ Unit 1 Public Interest.pptx  
✓ source analysis sheet  

**Directions:**  
- **Goal:** Throughout this pathway, and especially in this first course, students will learn how people employed within government and public administration work in support of the public interest. Before we use this term extensively, students need to have a deeper understanding of its meaning. Through the primary source
activity, students will also be able to see the connecting theme, Time, Change, and Continuity, as the ideal of serving the public interest has been a part of Georgia and United States governance since their founding, though how best to serve that public interest may evolve over time.

- **Think-Pair-Share:** Write the words “public” and “interest” in separate sections of the board. For each word, have the class list the words and phrases that come to mind. This may seem abstract to students at first, in which case, you may need to add some starter words and phrases to kick off the discussion. Ask students to think individually about these words for about 1 minute, then share their answers with a partner for 1 minute. Lastly, have each pair share out their answers to the whole class. Record students’ responses, or have students write on sticky notes and stick them to the board.

- **Turn and Talk:** Once students have discussed the words individually, have a class discussion about “public interest” as a phrase. Students can turn to partner and discuss the following questions for 3-5 minutes:
  - What does “the public interest” mean (when you put the two words together)?
  - What does it mean to serve the public interest? What are some examples?
  - How do we serve the public interest through government?

Students may not have much background knowledge about this topic and may not have many answers at first. That’s ok. You are laying the foundation for future learning by pointing out the importance of the concept. Tell them they will be exploring answers to these questions throughout this course and the Social Studies and Public Administration Pathway.

- **Primary Source Sets:** Using the class-generated definition of public interest, students will read the documents in the primary source set and reflect on how those sources demonstrate the importance of the public interest in American governance.
  - **Introduction:** Tell students they are about to engage with a set of primary sources dating all the way back to the founding of Georgia through the modern Civil Rights movement and the service of the first and only U.S. President from Georgia. These sources reflect the importance of the public interest to some of the leaders who have served our state and country. Pass out the source analysis sheet and give students a minute to read over the instructions. Tell them you will complete the first source analysis together so they know what to do.
  - **I Do**
    - Display the first primary source (Seal of the Georgia Trustees, slide 3) from the Unit 1 Public Interest.pptx. Only show the image and text on the left side of the slide as you will model the image on the right side in the We Do step below. You may also want to pass out copies of the source to each student so they can more easily see it as you model on the board.
    - Model how you would complete the first two sections of the source analysis sheet for the image on the left – (1) Document Title, Year, Author, Context (e.g. What was going on at the time this source was made?) and (2) the See, Think, Wonder. The purpose of the See, Think, Wonder routine is to encourage students to make careful observations and thoughtful
interpretations. It helps to stimulate curiosity and set the stage for inquiry. Follow these steps:

- **See:** Make an observation about the object and/or words. “I see ….”
- **Think:** Follow up with what you think might be going on or what you think this observation might be. Try to back your interpretations with reasons/evidence from the object/source. “I think …”
- **Wonder:** Consider what this makes you wonder about the object or topic. “I wonder …”
- **Repeat the See, Think, Wonder process,** using the three sentence stems together at the same time, “I see…, I think …, I wonder…”, for various objects or words in the source.

### We Do

- **Next,** complete the See, Think, Wonder discussion as a whole class using the image on the right of slide 3 (the other side of the Seal of the Georgia Trustees). Guide and prompt student thinking as you explore the image together, making sure students follow the order of the steps – see, think, wonder.

- **After completing** the See, Think, Wonder for the Seal of the Georgia Trustees on slide 3, complete the three remaining questions under the Write section of the Source Analysis Sheet together.
  - What does this document say that makes you think the author cared about the public interest? Write down any words or images you see.
  - How do you think the author served the public interest? What would be important to them?
  - Why do you think serving the public interest in the way they did was important to them and/or the citizens they served? Why would their service matter?

- **Tell students** they will repeat this same process of source analysis (either as individuals or with pairs/groups). Ask students if they have any questions before dismissing them to their pair, group, or station.

### You Do

- **Allow students** to analyze the remaining sources. You can choose to do this in multiple ways. Some options would be:
  - **Pairs or Groups:** Pair students up or create small groups to analyze as many sources as they can in the time allowed (at least 15-20 minutes).
• Stations: Tape the sources up in various places around the room. Assign students to each station in groups of 3-4. Allow them to rotate through each station with their group every 5-7 minutes.

• As students analyze the sources, circulate the room to formatively assess their conversations, offer guidance, and answer any questions.
  ○ Debrief – If time permits, save about 5-10 minutes for groups of students to share out their thinking on each source, particularly the last two questions – How do you think the author served the public interest? And Why would their service matter?

• Closing
  ○ THINK PAIR SHARE - Have students choose one of the following questions to answer as an exit ticket.
    1. What does serving the public interest mean to you?
    2. In what ways could you serve the public interest?
    3. Of the sources you read today, which one spoke to you the most and why?
    4. How do you think the ideal of serving the public interest has changed over time? How has it stayed the same?
  ○ Allow 3 minutes to pick a question and answer it, and then 2 minutes to turn and talk with a partner.
  ○ Students can turn in their exit tickets at the end of class. Read through their answers and share any that stood out at the start of class the next day.
## Public Administration Careers & Mission

The following activities introduce students to the variety of public service careers they could pursue and show them how this course is relevant to these career goals. They will explore what public administration is and what skills make for a good public servant, then create their own mission statement reflecting on how their personal values inform their purpose in this pathway and their future lives/careers.

| GSE for Social Studies and/or GPS for CTAE | GPA-IGPA-1 Demonstrate employability skills required by business and industry.  
1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations  
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  
1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. |
| Writing Standards for Literacy in History/Social Studies | L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research. |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | Information Processing Skills  
IPS 15 determine adequacy and/or relevancy of information |

**Enduring Understandings**

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.

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Activity 4: Careers in Government and Public Administration (Beliefs & Ideals; GPA-IGPA-1.3, 1.5)

Activity 4: Timeframe: 30 minutes

Activity 4: Materials Needed:
- ✓ computers/tablets for students
- ✓ internet
- ✓ whiteboard
- ✓ [Public Administration Career Options Graphic Organizer](#)
- ✓ [Unit 1 Employability Skills.docx](#)
Directions:

- **Goal:** The purpose of this activity is to introduce students to the variety of public service careers they could pursue and to show how this course is relevant to these career goals.

- **Opening:**
  - Begin by posing the questions –
    - What kind of jobs do you enjoy? What kinds of tasks do you like to do?
    - What kind of skills do have that could be useful in the job market? If students need help identifying skills, hand out the [Unit 1 Employability Skills.docx](#).
    - How might you use those skills to help our government or country?
  - Allow students to turn and talk with a partner about these questions, then after a minute or two ask students to share things they discussed with their partner. Let them know that if they are interested in shaping or protecting the future of their city, state and country, then they are in the right course/pathway - Government and Public Administration. Though there are some areas that are unique to military service, virtually every occupation can be found within government and being a public servant can be a rewarding and important job in ensuring the health and success of our country and democracy. Today they will explore various careers within public administration and what it means to be a public servant.

- **Work Session**
  - Pass out the [Public Administration Career Options Graphic Organizer](#). Review the questions with students, clarifying the meaning of any words and the purpose of each question by connecting it to the course/pathway standards.
    - What is public administration?
    - Why be a public/civil servant?
    - What can I do with a career in public administration? What roles appeal to me?
    - What makes a good leader/public servant? What skills would I need?
  - Allow students to research the answers to these questions using various professional and government websites. Below is a sample of sites that students could use. You can add to or remove sites as they are appropriate for your students. Consider also talking with your school media specialist for help with appropriate sources for the topic. As with any project, make sure you have vetted the sites and that they are suitable for your students. If you do not have internet, or if you do not want to take the chance of students getting off track on the internet, consider printing out selected articles for students to choose from. Of course, students can also use their research skills to find sources to answer the questions as well.

  **Sample Research Sites**
  - What is Public Administration? [https://onlinempa.unc.edu/academics/what-is-public-administration/](https://onlinempa.unc.edu/academics/what-is-public-administration/)
  - What Is a Civil Servant? [https://www.indeed.com/career-advice=finding-a-job/what-is-a-civil-servant](https://www.indeed.com/career-advice=finding-a-job/what-is-a-civil-servant)
  - Data USA: Public Administration [https://datausa.io/profile/naics/public-administration](https://datausa.io/profile/naics/public-administration)
  - Georgia Organizational Chart [https://cviog.uga.edu/_resources/documents/services-and-research/georgia-organizational-chart.pdf](https://cviog.uga.edu/_resources/documents/services-and-research/georgia-organizational-chart.pdf)
  - Team Georgia Careers [https://careers.georgia.gov/](https://careers.georgia.gov/)
• Closing: Career Web *this activity works best in an open area like a hallway, commons area, media center, outside, etc.
  o To summarize student research and see how students’ career interests are related, tell them they will create a class career web forming groups based on similarities. The goal is to create a human web showing how their career interests are related. They can create any shape or size of web as needed.
  o The first step is for each person to find someone else in the class who is interested in the same career as they are. Then they will go around adding people to their group if those people share the same career interest, forming larger and larger groups as they go.
  o If they think the other person/group shares a similar career interest (or is in some way connected to or impacted their career) but is not similar enough, then their groups can stand next to each other, using the space between the groups to show how similar or different they think their career interests are – close together if they are very similar/related and farther apart if they are somewhat similar/related.
  o Give students 5 minutes to form their groups and position themselves around the space in a web based on similarities in career interests.
  o **Alternate activity option – If you do not have space to do the steps above, pass out one sticky note to each student. Have each student write down the career they were most interested in after their research. Have students come up group by group or row by row to put their sticky notes on the board. Tell them to group their sticky notes next to a career that is the same or similar to theirs, using physical distance to represent their relationship – close together for careers that are the same/very similar or farther apart if they are not similar. As more students add to the sticky note career web, it may become necessary for them to rearrange the sticky notes from previous groups/rows if they think a different organization is appropriate now that they have more careers to consider.
  o Next, have each group or node in the web decide on the top 3 skills or traits they would need to be successful in their career of interest. Give them 3 minutes to decide as a group, then have each group share out their top 3 skills/trait. Record the skills/trait on the board as groups report out. If a skill/trait is mentioned by more than one group, put a check mark next to skills/trait each time it is mentioned. Once every group has shared, tell them they will find opportunities to work many of these skills/trait in this class throughout the term.
  o Finally, have them turn and talk with a partner for 2 minutes about the following questions. Then take turns having students share out their answers to questions 2 and 3 to the whole group as time allows.
    1. Why did you select the career that you did? What attracted you to it?
    2. How could your beliefs and ideals about the world have impacted your choice?
    3. Why do you feel your career is important to our community (state, country, world)?
  o Tell them that the next activity they will do has them exploring more about their beliefs and ideals - how their beliefs and ideals impacts their career and how that career impacts our world.

Activity 5: Personal Mission Statement (Beliefs & Ideals; GPA-IGPA-1.3,1.4)
Activity 5: Timeframe: 50 minutes
Activity 5: Materials Needed:
✓ Unit 1 Personal Values List.docx
✓ Public Interest Primary Source Set
✓ Mission statement writing instructions

Directions:
• Goal: The goal of this activity is for students to reflect on how their own personal values inform their purpose in this pathway and for their future lives and careers.
• Introduction: Distribute a Unit 1 Personal Values List.docx to each student. *Note: You may choose to alter the values or shorten the list depending on your students. The handout provided is simply a guide. Feel free to modify as needed.
  ○ Tell students this is a list, though an incomplete one, of possible personal values individuals may hold. Ask them to read through the list silently or call on a student to read them.
  ○ Next, put one of the sources from the Public Interest Primary Source Set (see Unit 1 Public Interest.pptx) on the board.
  ○ Read one of the sources and asks students which values from the list might have been important to the authors and why. Make sure to use evidence from the source or about the source to justify your thinking. For example, the preamble of the Constitution mentions the importance of promoting “the general Welfare”, which one might infer means that the writers valued things like helping others and/or society.
• Personal values checklist
  ○ After modeling the values list with a historical figure/document, tell students they will have a chance to reflect on what values are most important to them personally. Tell them this is an individual exercise they will not be graded on and there is no right or wrong answer.
  ○ Give them 3-4 minutes to read through the values and circle the 10 values from the list that are most important to them as individuals. They can also add values to the “Other” list if they feel like an important value is missing.
  ○ Next, have them cross off 5 values so they have their top five values circled.
  ○ Finally, have them cross off 2 more values so only 3 remain circled.
  ○ Have students find a partner and share their top three selected values and explain their choices to their partner. Clarify that the purpose of this activity is personal value clarification. They do not need to convince their partner that their values are right or wrong. This is simply a community building activity to get to know our classmates. Remind students to listen to understand. Allow for some brief discussion in the pairs.
  ○ Lead a whole class discussion using the following prompts:
    ▪ How did it feel to cross off values? Was it hard? Why or why not? Were there obvious choices?
    ▪ Why did you choose the values you chose?
    ▪ How do you live your values? What actions do you take show what is important to you?
• Mission Statement
  • Remind students of the purpose of this course, e.g. serving the public interest and preparing students for service in government/public administration.
  • Have them generate key words or phrases to summarize what they’ve learned so far from things like the connecting themes/enduring understandings, public interest source sets, and public administration activity. Record students thinking on the board to serve as an inspiration for the writing on their personal mission statement.
• Next, tell students they will create their own personal mission statement to inspire them throughout this course and pathway. Ease any worries by assuring them that again, there is not right or wrong answer and it is not for a grade, but an activity to bring personal meaning to their time in this course. It is also likely that as they learn more throughout the course and pathway that their mission may adapt or grow. Think of it like planting a seed that they will nurture and grow throughout their time in the pathway and hopefully see bloom at then end, if not sooner.
• Begin by showing students some inspiring examples before sharing the writing instructions with them. Some potential examples could include:
  • To create innovative technology solutions that will improve the health and well-being of people in our state.
  • I will uphold the rule of law with integrity and transparency to ensure the health of our democracy.
  • To protect and defend our country with courage and compassion so our economy and people can flourish.
    ▪ Ask them what stands out about these examples? What do they think these people value? What makes their mission statements moving/inspirational?
• Students will use the key words/phrases from the second bullet point above along with their personal values list to write a mission statement for this course/pathway. There are many ways one could write a personal mission statement, but Indeed.com has some concise Instructions at [https://www.indeed.com/career-advice/career-development/personal-mission-statement-examples](https://www.indeed.com/career-advice/career-development/personal-mission-statement-examples). Share the mission statement writing directions. Allow students 5-10 minutes to create their mission statement. Circulate the room to answer any questions or clarify directions.

• Closing
  • Have students share their mission statements with a partner. As they share, have them focus on the following: What is one thing our mission statements share in common?
  • Next have each pair join another pair so there are 4 people in a group. Have them read their mission statements and answer the same question: What is one thing our mission statements share in common?
  • Wrap up the closing by having one person from each group of 4 share what their mission statements had in common. Record their answers on the board. As the class listens to each group and reflects on the list on the board, see if they can decide what all groups shared in common.

*Community Building Opportunity - Collect the mission statements from the students in each class and type them into a word cloud generator (like [https://monkeylearn.com/word-cloud](https://monkeylearn.com/word-cloud)), or have students type them into an online platform (like Mentimeter [https://www.mentimeter.com/features/word-cloud](https://www.mentimeter.com/features/word-cloud) that offers a basic plan for free, no need to buy the upgraded version for this activity). Share the completed class word cloud with students and use it as an anchor chart to post up in the room to remind students why they are in your class and to build classroom community.
Culminating Unit Performance Task

Developing a Professional Profile

In this unit performance task, students will start developing their professional profiles using the format of a popular career development social networking site. Students can add to this profile throughout the course/pathway so that it becomes not only a portfolio and reflection tool but also builds students employability skills.

<table>
<thead>
<tr>
<th>GPA-IGPA-1 Demonstrate employability skills required by business and industry.</th>
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</thead>
<tbody>
<tr>
<td>1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities</td>
</tr>
<tr>
<td>2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.</td>
</tr>
<tr>
<td>3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations</td>
</tr>
<tr>
<td>4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</td>
</tr>
<tr>
<td>5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.</td>
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</tbody>
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Literacy Standards
Social Studies Matrices
Enduring Understanding(s)

Writing Standards for Literacy in History/Social Studies

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials Needed:

- Computers/tablets for students
- Word processing software or access to the internet (if using professional social media sites)
- Unit-1-LinkedIn-Profile-Checklist-Students.pdf
- Unit-1-LinkedIn-Profile-Template.docx
- Unit-1-Developing-Professional-Profile-Unit-Task-Criteria.docx

Performance Task Directions:

- Explain to students the importance of developing a professional profile and portfolio to demonstrate your strengths and attract potential employers. Social networking can help you: discover new ideas and trends, connect with existing and new audiences in deeper way, bring attention to your work, and build, craft and enhance your “brand”. Moreover, social media is now a critical part of the way people in most walks of life communicate and a key part of how work gets done — from corporations to government (Sreenivasan, Sree. How to Use Social Media in Your Career. Retrieved August 5, 2022 from https://www.nytimes.com/guides/business/social-media-for-career-and-business).
- Next, tell students they will begin developing their own professional profile using the format of a popular career development social networking site like LinkedIn. If you using LinkedIn, you could introduce the site...
using What is LinkedIn? video *Note - Though this performance task uses LinkedIn’s profile format, feel free to adapt it or use other similar sites as appropriate, such as Xing, Opportunity, Bark, Jobcase, etc..

- Review the Unit-1-LinkedIn-Profile-Checklist-Students.pdf with students, pointing out the different sections and importance of each. You may even choose to show current examples of professional profiles that you have vetted first.

- Then handout the Unit-1-Developing-Professional-Profile-Unit-Task-Criteria.docx and review the criteria for students to create their own profiles. Clarify that this is their chance to apply what they have learned so far in the course (via the Unit 1 activities), so they should make sure to highlight the following in their profile:
  - Their commitment to serving the public interest
  - Their personal mission statement
  - The type of government or public administration career they are interested in
  - Their employability skills (see Unit 1 Employability Skills.docx)

Reassure students that these items are just a beginning and will likely to change throughout the school year and their school career. They can easily update them as they reflect and grow. None of this is permanent (though inappropriate use of social media can have a lasting impact on a person’s life so reviewing school rules/policies on this topic may serve as a timely reminder).

- Students can submit their final product in various ways:
  - Microsoft Word - Complete the Unit-1-LinkedIn-Profile-Template.docx
  - LinkedIn - If students are the appropriate age/maturity and school policy allows, students could create their professional social media account via LinkedIn or a site of your/their choosing. Consult your administration before engaging in this route and also to determine whether parent permission is needed. Student safety is important to consider here.
  - Website – If students have access to a blog platform like Word Press, Wix, etc, they could recreate a professional profile using the Unit-1-LinkedIn-Profile-Template.docx. As with the social media site option above, consult your administration before engaging in this route and also to determine whether parent permission is needed. Student safety is important to consider here.

- For more information and considerations for establishing a professional social media account, explore the tips in the articles below:
  - LinkedIn for Students and Future Graduates https://www.linkedin.com/pulse/linkedin-students-future-graduates-sue-ellson
  - 8 Things Teenagers (and Their Parents) Need to Know about LinkedIn https://www.linkedin.com/pulse/8-things-teenagers-parents-need-know-linkedin-william-arruda