

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

Government & Public Administration Career Cluster© (GV)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.	X		X	Use the basic government lesson on the website Learning to Give, to discuss the types of governments and the levels of governments; the handouts can be modified to accommodate different language used for the levels of government in different areas of the world. An alternative assignment would be to have students investigate different countries/regions and identify the types and levels of government in place. The "Types of Government" lesson plan from Study.com provides an alternative approach to discussion of the types and levels of government.	http://www.learningtogive.org/units/philanthropy%E2%80%94essential-democratic-society/what-government#lesson-overview http://study.com/academy/popular/types-of-government-lesson-plan.html
2	Analyze the systemic relationships of government and public administration agencies.	X			Have students jigsaw Chapter 1, "Rethinking Public Administration: An Overview." Have students discuss how the key points they read are reflected or missing from a country/regions of the world that they are studying. Alternative article for jigsaw: World Public Sector Report 2015: Responsive and Accountable Public Government, Chapters 1–3.	http://www.unpan.org/Portals/0/60yrhistory/documents/Publications/Rethinking%20public%20administration.PDF https://publicadministration.un.org/publications/content/PDFs/World%20Public%20Sector%20Report2015.pdf
3	Describe health, safety, and environmental management systems, as well as policies and procedures in government and public administration agencies.	X			Have students use the World Health Organization website to investigate the health, safety, and environmental systems in place in a given country. Prepare a short presentation on what students learned. Have a discussion comparing and contrasting the systems in different countries.	http://www.who.int/countries/en/
4	Describe the implementation of plans and policies to respond to public health, safety, and environmental needs in government and public administration agencies.	X			Have students use the World Health Organization website to investigate the implementation of health, safety, and environmental systems in place in a given country. Prepare a short presentation on what students learned. Have a discussion comparing and contrasting the systems in different countries.	http://www.who.int/countries/en/ http://www.ilo.org/safework/events/safeday/lang--en/index.htm

5	Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.	X				Have students review the CareerWise website, select a career field, and research the entry-level requirements for the selected career field in two different countries/regions of the world.	https://www.careerwise.mnscu.edu/careers/government.html
6	Explain the administration of human, financial, material, and information resources in government and public administration agencies.	X					



Foreign Service Career Pathway (GV-FOR)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy, and culture to perform diplomatic functions.	X	X	X	Read about the history of diplomacy. Students write a short paper comparing current diplomatic functions to the historical account and how this has changed globally.	http://www.ediplomat.com/nd/history.htm
2	Describe the laws, customs, and current administrative practices of the United States and host countries used to manage administrative, social, and policy matters.	X				http://www.fao.org/docrep/w5973e/w5973e08.htm
3	Describe the application of United States and host country laws, regulations, policies, and procedures used to manage consular administrative matters.	X			This lesson reviews international law, human rights, and dispute resolution. Students are introduced to international courts and tribunals. (Case studies are included.)	http://www.lawlessons.ca/lesson-plans/3.4.international-law-snapshot
4	Describe the application of host country laws, customs, and effective administrative practices used to manage the conduct of diplomatic operations.			X		
Governance Career Pathway (GV-GOV)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Employ research skills to gather and document factual information, analyze data, and interpret statistics applicable to matters of public policy.	X			Lessons on information gathering and problem solving; process from the lessons can be used with a current issue in global/international policy.	https://www.cia.gov/kids-page/parents-teachers/teacher-resources/index.html#lesson-plan-b-gathering
2	Develop and articulate reasoned, persuasive arguments to support public policy options or positions.		X			
3	Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.			X	The lesson on consensus building from ReadWriteThink can be used to introduce and practice consensus building skills. To give the process an international focus, use an international issue or circumstances as the basis for the discussion instead of one of the pieces of literature referenced in the lesson plan.	http://www.readwritethink.org/professional-development/strategy-guides/consensus-decision-making-31070.html
4	Advocate to gain support for new laws, regulations, ordinances, programs, or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs, or procedures.		X	X		https://www.icivics.org/

National Security Career Pathway (GV-SEC)							
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources	
1	Instruct persons who will perform tasks relating to national homeland security.		X	X			
2	Describe the appropriate duties, responsibilities, and authority of a national security agency's personnel at all levels.	X	X	X	Create a webquest based on the National Security Agency website. Focus on the Careers, Resources, and About Us sections of the website. The Homeland Security website can also be used for a webquest.	https://www.nsa.gov/about/ https://www.dhs.gov/topic/homeland-security-jobs	
3	Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.	X	X	X	X	Read Leaders in Compliance document, and create a skills/characteristics list for a leader in a national security role. Would this list vary from country to country and government to government? Discuss why or why not.	http://www.heidrick.com/~media/Publications%20and%20Reports/Leaders-in-Compliance-The-Next-Generation-2.pdf
4	Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security.	X					
5	Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN), or other emergent events.				X		
Planning Career Pathway (GV-PLN)							
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources	
1	Explain the planning process used to support the development and implementation of new and updated plans, programs, and regulations for government and public administration agencies.						
2	Develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change.			X			
3	Formulate plans and policies that meet the social, economic, and physical needs of the public.			X			

Public Management & Administration Career Pathway (GV-MGT)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the organization of a government or public administration department or agency.	X		X		https://www.teachervision.com/powerpoint/lesson-plan/57025.html
2	Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission, and goals.	X			Use the lessons "The Global You" and "Students Engage" to develop a global mindset and begin developing strategies for engagement on issues.	https://www.icivics.org/
3	Utilize fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission, and goals.					
4	Facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations.				icivics.org has several lessons on communication issues, including "Conflict and Cooperation" and "International Influence" in the "International Affairs" lesson plans. Teacher resources in the Kid Zone of the CIA website include a lesson on the importance of accurate communication (Lesson F), which can be tailored to an international focus by analyzing the public information around a current international issue after completing the jumbled communication activity.	https://www.icivics.org/ https://www.cia.gov/kids-page/parents-teachers/teacher-resources/index.html#lesson-plan-f-the
5	Create plans that utilize department or agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.					
6	Use analysis, planning, and fiscal services to fund department or agency priorities.					
7	Describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs.					
8	Prepare procurement requirements, procedures, and solicitations for bids or proposals.					
9	Evaluate bids and proposals consistent with the requirements of the procurement process.					
10	Describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds.					
11	Describe laws and policies that are used to protect or disclose information.					
12	Develop strategies that encourage a creative and innovative environment in a government or public administration department or agency.	X	X	X	X	Have students study another country's governmental structure - what can the US learn that would make us more innovative? Have students present their findings.

Regulation Career Pathway (GV-REG)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe enforcement of compliance with legal requirements and regulatory standards.					
Revenue & Taxation Career Pathway (GV-REV)						
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles, and following relevant procedures.	X			X	Lesson plans from the IRS on "The Whys of Taxes" (Themes 1, 3, 5) provide a basis for looking at taxing as a system of revenue generation, and can be given an international focus by looking at the concepts presented through the lens of a country/government structure previously studied. For example, the lesson on fairness in taxes could focus on whether the same concept of fairness applies and how that looks in other taxation systems around the world.
2	Acquire, analyze, and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders.			X		Lesson plans from the IRS on "The Whys of Taxes" (Theme 5) provide lessons discussing the politics of taxes, as well as how taxes influence behavior. These can be given an international focus by looking at the concepts presented through the lens of a country/government structure previously studied. For example, the lesson on politics of taxation could focus on how information on taxes is shared or not shared in different countries/regions of the world.
3	Design, develop, operate, and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.				X	

<https://apps.irs.gov/app/understandingTaxes/teacher/downloads.jsp>
<https://apps.irs.gov/app/understandingTaxes/>
<https://www.moneyinstructor.com/taxes.asp> (an alternative lesson plan on understanding taxes)