**Government and Public Administration: Governance**  
**Career Pathway Plan of Study for Learners, Parents, Counselors, Teachers/Faculty**

This Career Pathway Plan of Study (based on the Governance Pathway of the Government and Public Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
<th>Other Required Courses</th>
<th><em>Career and Technical Courses and/or Degree Major Courses for Governance Pathway</em></th>
<th>SAMPLE Occupations Relating to This Pathway</th>
</tr>
</thead>
</table>
| SECONDARY        | 9     | English/Language Arts I | Algebra I | Earth or Life or Physical Science | State History Civics | All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. | World Concepts and Themes  
Geography  
Information Technology Applications  
American Government and Comparative Political Systems | Assistant, Deputy, or Chief of Staff  
Cabinet Level Secretary  
Commissioner (County, Parish, City)  
Commissioner (State Agency)  
Congressional Aide  
Governor  
Legislative Aide  
Legislative Assistant  
Lieutenant Governor |
|                  | 10    | English/Language Arts II | Geometry | Biology | U.S. History |                                      |                                                                       | Lobbyist  
Mayor  
Policy Advisor  
President  
Representative (Fed/State)  
Senator (Fed/State)  
Specialist  
Vice President |
|                  | 11    | English/Language Arts III  
Foreign Language I | Algebra II | Chemistry or Environmental Science | World History Psychology or Sociology | All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. | Principles of Governance and Public Administration  
Internship Experience Recommended | |
|                  | 12    | English IV  
Foreign Language II | Fundamentals of Statistics or other math course | Physics or Geospatial Information Systems | Economics Problems of Democracy | All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. | Policy Analysis  
Political Leadership  
Issues in Political Advocacy  
Principles in Management | |
| POSTSECONDARY    | Year 13 | English Composition  
Foreign Language I | Algebra or Calculus | Chemistry or Environmental Science | American Government | All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. | Continue Courses in the Area of Specialization  
Community Service or Foreign Experience Recommended | |
|                  | Year 14 | Speech/Oral Communication  
Foreign Language II | Statistics | Biological Science or Botany | American History Geography | All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. | Continue Courses in the Area of Specialization  
Community Service or Foreign Experience Recommended | |
|                  | Year 15 | | Political Science World Cultures | | | | |
|                  | Year 16 | | | | | | Complete Governance Major (4-Year Degree Program) |

Interest Inventory Administered and Plan of Study Initiated for all Learners

College Placement Assessments-Academic/Career Advisement Provided

Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.

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**Sample**的职业路径规划

**政府与公共行政：治理**

**学习者、家长、指导者、教师/教员的职业路径规划**

此职业路径规划（基于政府和公共行政职业群的政府与公共行政职业途径）可作为指南，与其他职业规划材料一起，为学习者继续职业生涯。列出的课程仅为推荐课程，应根据每位学习者的教育和职业目标进行个性化定制。*此规划，用于教育机构的学习者，应根据课程名称和适当的高中毕业要求以及大学入学要求进行个性化定制。*

<table>
<thead>
<tr>
<th>教育阶段</th>
<th>年级</th>
<th>英语/语言艺术</th>
<th>数学</th>
<th>科学</th>
<th>社会研究/科学</th>
<th>其他必修课程</th>
<th><em>职业和技职课程及学位主修课程（政府途径）</em></th>
<th>相关职业示例</th>
</tr>
</thead>
</table>
| 第二阶段 | 9    | 英语/语言艺术I | 阿拉伯语I | 自然/生活或物理科学 | 历史或政治科学 | 全部规划应满足当地和州立高中毕业要求及大学入学要求。某些当地学生组织活动也很重要，包括公开演讲、记录保存和工作为基础的体验。 | 世界概念和主题  
地理  
信息技术应用  
美国政府和比较政治制度 | 助理、副手或首席官员  
内阁级秘书 |  |
|          | 10   | 英语/语言艺术II | 几何 | 生物学 | 美国历史 |                                      |  | 柜委级秘书（郡、教、市）  
州机关委员  
国会助理  
州长  
立法助理  
州长助手  
州议员（联邦/州）  
州参议员（联邦/州）  
专家  
副总统  |
|          | 11   | 英语/语言艺术III  
外语语言I | 阿拉伯语II | 环境科学或环境科学 | 世界历史  
心理学或社会科学 | 全部规划应满足当地和州立高中毕业要求及大学入学要求。某些当地学生组织活动也很重要，包括公开演讲、记录保存和工作为基础的体验。 | 原则上的政府与公共行政  
实习经验推荐 |  |
|          | 12   | 英语IV  
外语语言II | 基础统计或其他数学课程 | 物理或空间信息技术系统 | 经济学  
民主问题 | 全部规划应满足当地和州立高中毕业要求及大学入学要求。某些当地学生组织活动也很重要，包括公开演讲、记录保存和工作为基础的体验。 | 政策分析  
政治领导力  
政治倡导问题  
管理原理 | 资顾问  
市长  
政策顾问  
总统  
联邦/州代表  
联邦/州参议员  
专家  
副总裁  |

兴趣调查表及规划启动为所有学习者

大学安置评估-学术/职业指导提供

艺术交流/双学分转录-大学课程可能在第二阶段转录/用于艺术交流/双学分目的。

| 学年 | 13 | 英语作文  
外语语言I | 阿拉伯语或微积分 | 化学或环境科学 | 美国政府 |  |  |  |
|------|----|----------------|----------------|---------|--------------|----------------|----------------|----------------|
|      | 14 | 演讲/口头沟通  
外语语言II | 统计学 | 生物科学或植物学 | 美国历史  
历史地理 |  |  |  |
|      | 15 | | 政治科学  
世界文化 | | | | |  |
|      | 16 | | 继续在专业领域学习。 | | | | |  |

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Creating Your Institution’s Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution’s plan of study.

1. Crosswalk the Cluster Foundation Knowledge and Skills (available at http://www.careerclusters.org/goto.cfm?id=88) to the content of your existing secondary and postsecondary programs/courses.

2. Crosswalk the Pathway Knowledge and Skills (available at http://www.careerclusters.org/goto.cfm?id=30) to the content of your existing secondary/postsecondary programs and courses.

3. Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.

4. Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.

5. Sequence the content and learner outcomes of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)

6. The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the Career and Technical Courses column on the Plan of Study on page 1 of this document.

7. Below is a sample result of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.

8. Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.
The following courses are based on the Cluster Foundation Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=88. These skills are reinforced through participation in student organization activities.

#1
World Concepts and Themes: This semester course will provide a foundation for all other social studies courses. Fundamental concepts and themes from various political, social and economic systems will be examined using specific historical events from the mid-18th century to the present. Emphasis will be on establishing the skills to critically analyze and interpret events from various time periods and regions and on how these events help shape the modern, global world in which we live.

#2
Geography: This semester course helps students develop broad geographic skills. In addition to learning the basics of world geography, students will learn how economics, culture, history, and political issues all influence geography and how geography influences other disciplines.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=30. These skills are reinforced through participation in student organization activities.

#3
Information Technology Applications: Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, GIS and Internet applications to communicate, search for and access information.

#4
American Government and Comparative Political Systems: This course is designed to give students an analytical description of government and politics in the United States and provide students with an understanding of working political systems different from that of the United States. This course involves the study of concepts used to interpret U.S. politics as well as exposure to concepts and theories used to explain comparative political phenomena. Students will be familiar with the institutions, groups, beliefs, cultures and ideas that comprise the U.S. political system.

#5
Principles of Governance and Public Administration: This course stresses important principles of governance including use of appropriate communication formats to facilitate the flow of ideas and information among various levels of government and the public being served, application of democratic principles in the process of governmental and administrative policy making to achieve the public will, and implementation of plans and policies to respond to public health, safety and environmental needs. Students will also learn what it takes to lead a government or public administration agency, learn to develop an organization vision and strategic plan, learn about practices necessary to meet legal and ethical requirements to meet the public's expectation for government and public administration, and learn how to administer human, financial, material and information resources in a manner that instills public trust. Students will develop a career plan to obtain employment and advance in government and public administration. An internship experience is recommended.

The following courses expose students to Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=30 and should include appropriate student activities.

#6
Policy Analysis: Students will use advanced research and organizational skills to identify factual information applicable to matters of public policy. Students will also develop and articulate reasoned, persuasive arguments to support public policy options or positions.

#7
Political Leadership: The focus of this class is on teaching students to use political insights and understanding of political processes to gain consensus for resolution of differing opinions and positions. Students will develop skills of civic engagement as well as the ability to recognize and address sources of conflict among constituents, constituent groups, and governing-body peers to maintain discussion as well as to promote respect for the need for ethical principles to encourage mutual regard.

#8
Issues in Political Advocacy: Students will study and develop skills to advocate new policies or policy changes to gain support for new laws, regulations, ordinances, programs or procedures, or reform or revocation of existing laws, regulations, ordinances, programs or procedures. Students will develop and practice strategies used to persuade individuals or groups to take desired actions or not to take undesired actions.

#9
Principles of Management: This course is designed to introduce the processes of planning, controlling, leading, staffing and motivating employees in order to accomplish organization goals. Emphasis is placed on principles of management, human relations and development, and how to make these principles work in the organization.