



Principles of Community Service

LESSON/ WEEK #	TIME	TITLE		
1	6 HRS	Employability Skills	COMPETENCY AREA:	COMMUNICATION, INTERPERSONAL, ORGANIZATION, CAPACITY
			STUDENT CENTERED LEARNING OBJECTIVE	The students will obtain an understanding of the employability skills required by professional organizations by demonstrating effective communication, time management, collaboration, ethics, and problem solving skills.
			TEK(S)	1(A) apply interpersonal communication skills in non-profit/community service organization settings; 1(B) explain and recognize the value of collaboration within the workplace; 1(C) examine the importance of time management to succeed in the workforce; 1(D) identify work ethics/professionalism in a community service job setting; and 1(E) develop problem-solving and critical-thinking skills.
2	6 HRS	Professional Standards	COMPETENCY AREA:	COMMUNICATION, INTERPERSONAL
			STUDENT CENTERED LEARNING OBJECTIVE	The students will obtain an understanding of the professional standards expected by applying the rules for client confidentiality, client protection, and proper documentation.
			TEK(S)	2(A) describe ethics and boundaries related to nonprofit organization and operation; 2(B) apply rules for client confidentiality and protection; 2(C) apply proper documentation required in the legislative arena; and 2(D) demonstrate the appropriate dress and grooming required in various situations related to non-profit and community service work.

LESSON/ WEEK #	TIME	UNIT TITLE		
3	6 HRS	Social Research	COMPETENCY AREA:	SERVICE COORDINATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their knowledge of non-profit community service by reviewing current literature and conduction social research to assist in planning future events.
			TEK(S)	3(A) demonstrate non-profit/community service knowledge by reviewing current literature and conducting social research;
4	6 HRS	Coordination Skills	COMPETENCY AREA:	COMMUNICATION SKILLS, SERVICE COORDINATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students demonstrate their understanding of service coordination skills by practicing effective writing, data collection, data analysis, and other mathematical skills related to community service.
			TEK(S)	3(B) apply mathematical skills in determining effectiveness of the services provided; 3(C) apply effective writing skills in preparing non-profit/community service-related documents; 3(D) collect and analyze data to direct the activity of a non-profit/community service organization; and
5	6 HRS	Presentation Prep & Delivery	COMPETENCY AREA:	SERVICE COORDINATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will develop and deliver their own community outreach presentation over the topic of their choice.
			TEK(S)	3(E) develop and deliver presentations.

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6	6 HRS	History of Non-profits & Community Service	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will obtain an understanding of the historical roots of non-profits and community service by completing their research topic over their assigned area.
			TEK(S)	4(A) describe the historical roots of non-profits and community service;
7	6 HRS	Influences	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will describe how public and private attitudes influence legislation and interpretation of policies by completing a paired skit activity.
			TEK(S)	4(B) describe how public and private attitudes influence legislation and the interpretation of policies related to community services.
8	6 HRS	Community & Social Justice	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will begin to obtain an understanding of community and social justice by researching the meaning and importance in relation to community service.
			TEK(S)	5(A) define the meaning of community and social justice;

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9	6 HRS	Community Organizer	COMPETENCY AREA:	ORGANIZATIONAL SKILLS, CAPACITY BUILDING SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will explain how to become a community organizer by describing the role, discussing examples, and creating their own plan for community organization.
			TEK(S)	5(B) explain how to become a community organizer; 5(C) describe the roles included in community organization; 5(D) discuss examples of community organization; and 5(E) create a plan for community organization.
10	6 HRS	Support Recommendations	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES, ADVOCACY SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their advocacy skills by recommending support for different individuals.
			TEK(S)	6(A) recommend needed community resources to individuals in need such as job placement, debt counseling, legal aid, housing, medical treatment, and financial assistance; 6(B) recommend support services to individuals in need, such as childcare, homemaker services, prenatal care, substance abuse treatment, and parenting classes;
11	6 HRS	Community Partners	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES, ADVOCACY SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their knowledge of their surrounding community by describing agencies that provide social services and explaining how to partner with them.
			TEK(S)	6(D) describe agencies that provide social services, such as the Social Security Administration, the Texas Workforce Commission, Child Protective Services, and Health and Human Services; 6(E) explain how to partner with emergency medical services (EMS) professionals and police officers in crisis situations;

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12	6 HRS	Prevention Programs	COMPETENCY AREA:	ADVOCACY SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will further their knowledge of advocacy skills by recommending prevention programs for the clients of their choice.
			TEK(S)	6(F) recommend prevention programs to target widespread local community issues, such as drug abuse, homelessness, hunger, or crime.
13	6 HRS	Self Care & Healthy Behaviors	COMPETENCY AREA:	INTERPERSONAL SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will begin to obtain an understanding of the importance of mental health by describing the importance of self-care and creating a plan for healthy behaviors.
			TEK(S)	7(A) design a plan for healthy behaviors; 7(B) describe the importance of self-care;
14	6 HRS	Substance Abuse in the Community	COMPETENCY AREA:	INTERPERSONAL SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their knowledge of how recreational substance abuse affects the community by presenting examples researched by their group.
			TEK(S)	7(C) demonstrate knowledge of how recreational substance abuse affects the community;

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15	6 HRS	Disorders & Social Determinants	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their knowledge of different disorders and societal determinants by explaining how they affect the community.
			TEK(S)	7(D) explain societal determinants of health, such as poverty and addiction; and 7(E) demonstrate knowledge of mental health disorders and how they affect the community.
16	6 HRS	Case Management	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will expand their knowledge by researching and describing the history of case management.
			TEK(S)	8(A) describe the history of case management;
17	6 HRS	Case Management Pt 2	COMPETENCY AREA:	COMMUNICATION SKILLS, CAPACITY BUILDING SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their understanding of the history of case management by explaining the different models, theories, processes, and planning involved in case management.
			TEK(S)	8(B) explain case management models and theories; 8(C) identify the processes included in case management, such as gathering and analyzing information and drawing conclusions; and 8(D) demonstrate case management planning theories and elements in creating treatment plans.

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18	6 HRS	Non-profit Organizations	COMPETENCY AREA:	SERVICE COORDINATION SKILLS, ORGANIZATIONAL SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will begin to obtain an understanding of non-profit organizations by describing essential features of these types of organizations.
			TEK(S)	9(A) describe essential features of non-profit organizations such as 501(c)(3) organizations and 501(c)(4) organizations; 9(B) explain how non-profit organizations are eligible for tax-exempt status;
19	6 HRS	Non-profit Hierarchy	COMPETENCY AREA:	INTERPERSONAL SKILLS, ORGANIZATIONAL SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will further their understanding of the non-profit hierarchy by evaluating the roles of each member and steps required to be completed within nonprofit organizations.
			TEK(S)	9(C) describe the non-profit hierarchy, including roles of the board of directors, chief executive officer, and managers and supervisors; 9(D) summarize the steps required in creating a nonprofit organization; and
20	6 HRS	Funding	COMPETENCY AREA:	TEACHING SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will describe the different sources of funding by researching their source and presenting their findings to the class.
			TEK(S)	10(A) describe different sources of funding, such as grants, corporate sponsorships, entrepreneurial endeavors, and private donations;

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21	6 HRS	Fundraising	COMPETENCY AREA:	TEACHING SKILLS, ORGANIZATIONAL SKILLS, SERVICE COORDINATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will explain the various fundraising strategies by identifying and demonstrating the methods for conducting a fundraiser.
			TEK(S)	10(B) explain various fundraising strategies; 10(C) develop and manage a fundraising strategy; 10(D) identify and demonstrate methods for recruiting fundraising volunteers;
22	6 HRS	Grant Writing	COMPETENCY AREA:	COMMUNICATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will obtain an understanding of the grant writing process by identifying the key components needed.
			TEK(S)	10(E) discuss the grant writing process.
23	6 HRS	Creating Volunteer Programs	COMPETENCY AREA:	SERVICE COORDINATION SKILLS, ORGANIZATIONAL SKILLS, COMMUNICATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their understanding of volunteer programs by creating an outline of their own.
			TEK(S)	11(A) create a volunteer program; 11(B) supervise volunteers; 11(C) manage diversity in the volunteer organization; and

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24	6 HRS	American History Advocacy	COMPETENCY AREA:	COMMUNICATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will obtain an understanding of American advocacy by describing the history of advocacy.
			TEK(S)	12(A) describe the history of American advocacy;
25	6 HRS	Persuasion & Advocacy	COMPETENCY AREA:	COMMUNICATION SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will demonstrate their understanding of advocacy by applying the process of persuasion.
			TEK(S)	12(B) apply the process of persuasion; 12(C) apply advocacy for a non-profit community service organization;
26	6 HRS	Bill of Rights History	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will being to research the Bill of Rights by explaining the history and evaluating how the Bill of Rights impact lobbyist activity.
			TEK(S)	13(A) explain the history of the Bill of Rights; 13(B) evaluate how the bill of rights impacts lobbyist activity;

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27	6 HRS	Interest Groups & Lobbyists	COMPETENCY AREA:	SERVICE COORDINATION SKILLS, ORGANIZATIONAL SKILLS
			STUDENT CENTERED LEARNING OBJECTIVE	The students will further their understanding of the Bill of Right by describing the role of organized interest groups and lobbyists.
			TEK(S)	13(C) describe the role of organized interest groups; 13(D) explain the roles of lobbyists related to non-profit/community service organizations;
28	6 HRS	Laws & Lobbyists	COMPETENCY AREA:	KNOWLEDGE BASE ON HEALTH ISSUES
			STUDENT CENTERED LEARNING OBJECTIVE	The students will explain how lobbyists' activity affects the government by describing the laws governing lobbyists.
			TEK(S)	13(E) identify and describe laws governing lobbyists; and 13(F) explain how lobbyist activity affects government.
		TOTAL HOURS	168 HOURS	

