# Principles of Community Service

PEIMS Code: N1302542
Abbreviation: COMMSERV
Grade Level(s): 9–10
Award of Credit: 1.0

## Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

## Course Description:

The purpose of this course is to introduce high school students to the field of non-profits/community service, as well as explore career options that assist individuals and families in need. The students will work to understand policies, design community service plans, and develop a portfolio of different community and state resources. Students will also be encouraged to job shadow, volunteer for community service-based experiences, and participate in service-learning opportunities.

## Essential Knowledge and Skills:

(a) General requirements. This course is recommended for students in Grades 9-10. Students shall be awarded one credit for the successful completion of this course.

(b) Introduction.

   (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

   (2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, dietetics and nutrition.

   (3) Principles of Community Service is a laboratory course designed to introduce high school students to the field of non-profits/community service, as well as explore career options that assist individuals and families in need. The students will work to understand policies, design community service plans, and develop a portfolio of different community and state resources. Students will also be encouraged to job shadow, volunteer for community service-based experiences and participate in service-learning opportunities.

  (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

  (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

 (1) The student demonstrates professional standards/employability skills as required by non-profit/community service organizations. The student is expected to:

  (A) apply interpersonal communication skills in non-profit/community service organization settings;

  (B) explain and recognize the value of collaboration within the workplace;

  (C) examine the importance of time management to succeed in the workforce;

  (D) identify work ethics/professionalism in a community service job setting; and

  (E) develop problem-solving and critical-thinking skills.

 (2) The student demonstrates professional standards expected in non-profit/community service occupations. The student is expected to:

  (A) describe ethics and boundaries related to nonprofit organization and operation;

  (B) apply rules for client confidentiality and protection;

  (C) apply proper documentation required in the legislative arena; and

  (D) demonstrate the appropriate dress and grooming required in various situations related to non-profit and community service work.

 (3) The student demonstrates academic skills necessary for occupations within the non-profit/community service settings. The student is expected to:

  (A) demonstrate non-profit/community service knowledge by reviewing current literature and conducting social research;

  (B) apply mathematical skills in determining effectiveness of the services provided;

  (C) apply effective writing skills in preparing non-profit/community service-related documents;

  (D) collect and analyze data to direct the activity of a non-profit/community service organization; and

  (E) develop and deliver presentations.

 (4) The student can describe the evolution of the American non-profit/community service sector. The student is expected to:

  (A) describe the historical roots of non-profits and community service;

  (B) explain historical and current legislation affecting services delivery; and

(C)     describe how public and private attitudes influence legislation and the interpretation of polices related to community services.

(5)    The student investigates the organizational structures of communities. The student is expected to:

    (A)     define the meaning of community and social justice;

    (B)     explain how to become a community organizer;

    (C)     describe the roles included in community organization;

    (D)     discuss examples of community organization; and

    (E)     create a plan for community organization.

(6)    The student demonstrates knowledge of local non-profit and community service organizations that provide resources for the community. The student is expected to:

    (A)     recommend needed community resources to individuals in need such as job placement, debt counseling, legal aid, housing, medical treatment, and financial assistance;

    (B)     recommend support services to individuals in need, such as childcare, homemaker services, prenatal care, substance abuse treatment, and parenting classes;

    (C)     assist clients in identifying and obtaining available resources, including financial resources, clothing, food, counseling, housing, healthcare, and other resources;

    (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;

    (E)     explain how to partner with emergency medical services (EMS) professionals and police officers in crisis situations; and

    (F)     recommend prevention programs to target widespread local community issues, such as drug abuse, homelessness, hunger, or crime.

(7)    The student applies effective mental health strategies. The student is expected to:

    (A)     design a plan for healthy behaviors;

    (B)     describe the importance of self-care;

    (C)     demonstrate knowledge of how recreational substance abuse affects the community;

    (D)     explain societal determinants of health, such as poverty and addiction; and

    (E)     demonstrate knowledge of mental health disorders and how they affect the community.

(8)    The student distinguishes case management models and theories. The student is expected to:

    (A)     describe the history of case management;

    (B)     explain case management models and theories;

(C)     identify the processes included in case management, such as gathering and analyzing information and drawing conclusions; and

(D)     demonstrate case management planning theories and elements in creating treatment plans.

(9)    The student demonstrates knowledge of non-profit organization and management. The student is expected to:

(A)     describe essential features of non-profit organizations such as 501(c)(3) organizations and 501(c)(4) organizations;

(B)     explain how non-profit organizations are eligible for tax-exempt status;

(C)     describe the non-profit hierarchy, including roles of the board of directors, chief executive officer, and managers and supervisors;

(D)     summarize the steps required in creating a nonprofit organization; and

(E)     explain the insurance requirements for nonprofit organizations.

(10)    The student demonstrates fundraising strategies for non-profit/community services activities. The student is expected to:

(A)     describe different sources of funding, such as grants, corporate sponsorships, entrepreneurial endeavors, and private donations;

(B)     explain various fundraising strategies;

(C)     develop and manage a fundraising strategy;

(D)     identify and demonstrate methods for recruiting fundraising volunteers; and

(E)     discuss the grant writing process.

(11)    The student demonstrates the elements necessary for creating, monitoring, and utilizing a volunteer program effectively. The student is expected to:

(A)     create a volunteer program;

(B)     supervise volunteers;

(C)     manage diversity in the volunteer organization; and

(D)     plan and facilitate volunteer activity.

(12)    The student applies the advocacy process to support non-profit/community service work. The student is expected to:

(A)     describe the history of American advocacy;

(B)     apply the process of persuasion;

(C)     apply advocacy for a non-profit community service organization;

(D)     use advocacy for client services; and

(E)     describe advocacy in the legislative arena.

(13)    The student evaluates the role of lobbying in the political arena. The student is expected to:

(A)     explain the history of the Bill of Rights;

(B)     evaluate how the bill of rights impacts lobbyist activity;

(C)      describe the role of organized interest groups;

(D)      explain the roles of lobbyists related to non-profit/community service organizations;

(E)      identify and describe laws governing lobbyists; and

(F)      explain how lobbyist activity affects government.

## Recommended Resources and Materials:

Herzberg, J. T. (2014). Foundations in human services practice: a generalist perspective on individual agency, and community. New York, NY: Pearson.

Miller, J. S. (2011). Acting out culture: readings for critical inquiry. 4th edition. Boston, MA: Bedford/Saint Martin's.

Shriver, M. (2014). The Shriver report: a women's nation pushes back from the brink. In Morgan, O. & Skelton, K. (Eds.). New York, NY: Palgrave-Macmillan.

Wade, R. C. (1997). Community service - learning: a guide to including service in the public-school curriculum. Albany, NY: State University of New York Press.

## Recommended Course Activities:

- Design and implement a community service project
- Develop a portfolio focusing on community and state resources for individuals in need
- Create opportunities for students to participate in job shadowing in a community organization
- Invite guest speakers: Lobbyist, Non-Profit CEO, local legislator
- Review grant applications
- Submit a grant application
- Give oral presentations
- Participate in local advocacy events

## Suggested methods for evaluating student outcomes:

- Tests/quizzes
- Rubrics used for all projects and applicable assignments.
- Portfolio of community and state resources
- Results of community service participation

## Teacher qualifications:

An assignment for Principles of Community Service is allowed with one of the following certificates.
- Any home economics or homemaking certificate.
- Family and Consumer Sciences, Composite: Grades 6-12.
- Human Development and Family Studies: Grades 8-12.

Additionally, the following certifications are recommended.
- Mental Health First Aid Training
- Community Health Worker Trainer Certification

## Additional information: