Cluster: Human Services  
Course Name: §130.249 Family and Community Services (One-Half to One Credit)  
Course Description: (1) This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

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

Course Requirements: This course is recommended for students in grades 11-12. Recommended prerequisite: Principles of Human Services.

Recommended Equipment: Students must have access to transportation and access to computers and the Internet.
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources (key on last page)</th>
</tr>
</thead>
</table>
| I. Leadership and Interpersonal Communication | (2) The student demonstrates organizational and leadership skills using a community service environment. | (A) demonstrate management practices facilitating individuals assuming multiple family, community, and wage-earner roles | • FCSCG  
• 4H www.4-h.org  
• Congressional Youth Leadership Council www.cylc.org  
• Family, Career, and Community Leaders of America www.fcclainc.org  
• National Youth Leadership Council www.nylc.org  
• Family, Career, and Community Leaders of America - Texas www.texasfccla.org |
<p>| A. Skills           |                                                                                      | (B) evaluate personal leadership characteristics                                     |                                                                                              |
| B. Applications     |                                                                                      | (C) develop a plan for positively enhancing personal leadership characteristics       |                                                                                              |
|                     |                                                                                      | (D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership |                                                                                              |
|                     |                                                                                      | (E) evaluate and identify effective strategies and skills necessary to establish a collaborative relationship with others in community service settings |                                                                                              |</p>
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<tbody>
<tr>
<td>A. Volunteerism</td>
<td>(3) The student develops and implements community service activities.</td>
<td>(A) identify service projects applicable to a community</td>
<td>• FCSCG</td>
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<td>B. Reflection</td>
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<td>(B) integrate student interest, abilities, and skills with appropriate community service projects</td>
<td>• SOARB</td>
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<td>(C) plan, develop, and implement volunteer activities that will benefit individuals, families, or the community</td>
<td>• Corporation for National Service Learning <a href="http://www.nationalservice.gov">www.nationalservice.gov</a></td>
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<td>• National Crime Prevention Council <a href="http://www.ncpc.org">www.ncpc.org</a></td>
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<td>• National Service-Learning Clearinghouse <a href="http://www.servicelearning.org">www.servicelearning.org</a></td>
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<td>(D) generate ideas and gather information relevant to a family and community services project keeping careful records of outside sources</td>
<td>• National Service Resource Center <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a></td>
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<td>(E) demonstrate proficient use of volunteer skills</td>
<td>• Operation Respect: Don't Laugh At Me <a href="http://www.dontlaugh.org">www.dontlaugh.org</a></td>
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<td>(F) demonstrate safety practices related to community service or volunteer activities</td>
<td>• Senior Corps <a href="http://www.seniorkorps.org">www.seniorkorps.org</a></td>
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<td>(G) demonstrate increasing ability to perform higher-order thinking skills through organizing and performing community service</td>
<td>• Volunteers of America <a href="http://www.voa.org">www.voa.org</a></td>
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<td>(H) practice techniques to ensure completion of a community service project</td>
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<td>(I) cite evidence of personal development through performing community service activities</td>
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<td>(J) evaluate the effectiveness of implemented activities</td>
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<td>III. Academic Applications</td>
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<td>A. Communication skills</td>
<td>(5) The student applies rigorous academic standards in implementing community service activities.</td>
<td>(A) use effective reading strategies to evaluate topics from professional publications in family and community services</td>
<td>• FCSCG</td>
</tr>
<tr>
<td>B. Socialization</td>
<td></td>
<td>(B) listen actively and effectively in all communication situations</td>
<td>• Family, Career, and Community Leaders of America <a href="http://www.fcclainc.org">www.fcclainc.org</a></td>
</tr>
<tr>
<td>C. Presentation skills</td>
<td></td>
<td>(C) define the concept of socialization and analyze the role socialization plays in human development and behavior</td>
<td>• Family, Career, and Community Leaders of America - Texas <a href="http://www.texasfccla.org">www.texasfccla.org</a></td>
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<td>(2) The student demonstrates organizational and leadership skills using a community service environment.</td>
<td>(F) plan and deliver focused and coherent presentations that convey clear and distinct perspective and demonstrate solid reasoning</td>
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### Units of Study Knowledge and Skills Student Expectations Resources (key on last page)

#### IV. Careers in Family Service

<table>
<thead>
<tr>
<th>A. Needs</th>
<th>(1) The student explores careers in family services.</th>
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<tr>
<td>B. Applications</td>
<td>(A) identify family services</td>
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<td>(B) investigate career options available that focus on families</td>
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<td>(C) research to find agencies, organizations, and churches offering family services in the student’s area</td>
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<td>(D) analyze demographic and community needs</td>
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<td>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></td>
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<tr>
<td>• Corporation for National Service Learning <a href="http://www.nationalservice.gov">www.nationalservice.gov</a></td>
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<td>• National Service-Learning Clearinghouse <a href="http://www.servicelearning.org">www.servicelearning.org</a></td>
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<td>• O*Net Online <a href="http://www.online.onetcenter.org">www.online.onetcenter.org</a></td>
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<td>• Texas Department of Family and Protective Services <a href="http://www.dfps.state.tx.us">www.dfps.state.tx.us</a></td>
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<tr>
<td>• Texas - Occupation and Skill Computer Assisted Researcher <a href="http://www.ioscarr.org/tx">www.ioscarr.org/tx</a></td>
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<tr>
<td>A. Interpersonal skills</td>
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<td>B. Management practices</td>
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<td>C. Problem solving</td>
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<td>Career Key</td>
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<td>Job Star</td>
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<td>Kids Health – Volunteering</td>
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<td>Labor Market and Career Information</td>
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<td>National Crime Prevention Council</td>
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