



Scope & Sequence

Course Name: Family and Community Services PEIMS Code: 13024900		Course Credit: 1.0 Credit Course Requirements: None Prerequisites: Principles of Human Services
Course Description: Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with 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.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.279. (c) Knowledge and skills
Unit 1: Meeting Employer Expectations in Human Service Careers This unit is designed to inform future Human Service professionals about industry expectations for employability skills and professional standards. Those	15 Periods 675 Minutes	(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: <ul style="list-style-type: none"> (A) apply interpersonal communication skills in business and industry settings; (B) explain and recognize the value of collaboration within the workplace;



<p>expectations include communication skills, workplace collaboration, ethics and critical thinking skills.</p>		<ul style="list-style-type: none"> (C) examine the importance of time management to succeed in the workforce; (D) identify work ethics/professionalism in a job setting; and (E) develop problem-solving and critical-thinking skills.
<p>Unit 2: Careers in Family and Community Services</p> <p>Employment opportunities in family and community services are found in local and state agencies, community-based organizations and faith-based services. Students in this unit will explore assorted options for employment and how those options are tied to demographics, economics, and regional and state labor market information.</p>	<p>50 Periods 2,250 Minutes</p>	<p>(2) The student explores careers in family and community services. The student is expected to:</p> <ul style="list-style-type: none"> (A) research family and community services such as agencies, organizations, and faith-based services; (B) investigate career options available that focus on families and communities; (C) analyze demographics that may affect community needs; (D) analyze future trends in family and community services; and (E) analyze the role socialization plays in human development and behavior.
<p>Unit 3: Organizational and Leadership Skills</p> <p>Leadership skills are important when working in community services. In this unit, students will have the opportunity to learn about and demonstrate leadership skills</p>	<p>50 Periods 2,250 Minutes</p>	<p>(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles; (B) identify personal leadership characteristics;



<p>after identifying his/her own leadership strengths and style.</p>		<ul style="list-style-type: none">(C) develop a plan for enhancing personal leadership characteristics;(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings;(F) plan and deliver family and community services presentations; and(G) practice leadership skills such as participation in career and technical student organizations.
<p>Unit 4: Coordinating Service-Learning Activities</p> <p>At the completion of this unit, students will have the knowledge and skills needed to select, plan, and develop service-learning projects aligned with the needs of individuals, families, or the community.</p>	<p>60 Periods 2,700 Minutes</p>	<p>(4) The student develops and implements community and service-learning activities. The student is expected to:</p> <ul style="list-style-type: none">(A) identify service projects that benefit a community;(B) integrate student interests, abilities, and skills into community and service-learning projects;(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community;(D) demonstrate safety practices when participating in community service and service-learning activities;(E) document personal development through participation in community and service-learning activities;



		<ul style="list-style-type: none">(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities;(G) demonstrate ethical practices when participating in community service and service-learning activities; and(H) design a public relations campaign promoting community and service-learning activities.
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