

How *Community Works* Meets the National Standards of Learning

Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
Session 1	Creating a Community Vision		
Students identify what makes a safe community and practice effective communication skills. Students learn about <i>Community Works</i> and program expectations.	<ul style="list-style-type: none"> * The place of law in American Society (NSCG III.D. 1) *Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4) 	<ul style="list-style-type: none"> * Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> * Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 2	What is Crime?		
Students learn how crimes are categorized and identify which type of crimes most affects their community.	<ul style="list-style-type: none"> * Judicial protection of the rights of individuals (NSCG III.D.2) *The rule of law (NSCG I.B.2) 	None	None
Session 3	Victims of Crime		
Students analyze how crimes affect victims and what they can do to help crime victims.	<ul style="list-style-type: none"> * Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2) 	<ul style="list-style-type: none"> * Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> * Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 4	Safe and Secure Communities		
Students identify specific ways they can increase the safety of their communities	<ul style="list-style-type: none"> * The role of Organized groups in political life (NSCG II.B.3) *Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4) 	None	<ul style="list-style-type: none"> * Demonstrate the ability to advocate for personal, family and community health. (NHES 7)

Session 5	Where Are We Safe and Unsafe?		
Students use crime reports to map areas of low and high crime to identify safe and unsafe area in their community.	* Knowledge and participation (NSCG V.E.5)	* Read a wide range of print and nonprint texts...to acquire new information; to respond to the needs and demand a of society...(ELA 2) * Conduct research on issues and interests by generating ideas and questions, and by posing problems. (ELA7)	None
Session 6	Our Community's Resources		
Students learn what resources are available within their community that promote crime prevention and provide assistance to crime victims.	* The role of Organized groups in political life (NSCG II.B.3)	* Use a variety of technological and information resources... to gather and synthesize information to create and communicate knowledge (ELA 8)	* Demonstrate the ability to access valid health information and health-promoting products and services. (NHES 2)
Session 7	Your Conflict Choices		
Students identify conflict styles and analyze different ways to manage anger and conflict	*Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	* Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	* Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)
Session 8	Conflict, Communicating, and Working Together		
Students learn strategies for engaging and negotiation to find solutions to conflicts between groups and individuals.	* Judicial protection of the rights of individuals (NSCG III.D.2) *Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	* Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	* Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)

Session 9	Planning a Project		
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	* Forming and carrying out public policy (NSCG III.E.6)	* Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) * Use a variety of technological and information resources... to gather and synthesize information to create and communicate knowledge. (ELA 8)	* Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) * Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 10	Designing a Project		
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	* Forming and carrying out public policy (NSCG III.E.6)	* Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) * Use a variety of technological and information resources... to gather and synthesize information to create and communicate knowledge. (ELA 8)	* Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) * Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 11	Doing a project		
Students plan, design, lead, complete, and reflect upon a service-learning project of their choosing.	* Forming and carrying out public policy (NSCG III.E.6)	* Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) * Use a variety of technological and information resources... to gather and synthesize information to create and communicate knowledge. (ELA 8)	* Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6) * Demonstrate the ability to advocate for personal, family and community health. (NHES 7)

Session 12			
Robbery and Assault: What You Can Do			
Students learn how to protect themselves from robbery and assault.	* The place of law in American Society (NSCG III.D.1)	None	* Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. (NHES 3) *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 13			
Bullying and Teens: How to Protect Yourself			
Students learn that bullying is a crime and practice strategies for stopping intimidation toward themselves and others.	*Civic responsibilities (NSCG V.C.2)	* Use spoken, written, and visual language to accomplish their own purposes. (ELA 12)	*Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 14			
Dating Violence: Recognize and Prevent			
Students Examine the facts and stereotypes of dating violence. They learn signs and actual and potential dating violence and develop appropriate rights and responsibilities for dating relationships	* Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2)	None	* Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. (NHES 3) *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 15			
Sexual Assault: Date Rape and Acquaintance Rape			
Students address criminal and emotional issues of sexual assault. They learn how to prevent it and what resources are available to help assault victims.	* Civic responsibilities (NSCG V.C.2)	* Use spoken, written, and visual language to accomplish their own purposes. (ELA 12)	* Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. (NHES 3) *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)

Session 16		Handguns and Violence: Myth, Facts, and Prevention	
Students confront myths and stereotypes about handguns and learn how guns contribute to rising violence among youth.	* Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)	* Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	*Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 17		Gangs: Define the Problem	
Students analyze the costs and benefits of membership in a gang and identify signs of gang participation among their peers and in their community.	None	None	* Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHES 6)
Session 18		Gangs: Consider the Alternatives	
Students examine strategies to reduce gang activity in their community	* Organization of state and local governments (NSCG III.C.2) *Forming and carrying out public policy (NSCG III.E.6)	None	*Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 19		Underage Drinking: Recognize and Prevent	
Students learn the dangers of underage drinking and consider strategies used in other communities that have reduced this activity among youth.	* Personal responsibilities (NSCG V.C.1)	None	* Comprehend concepts related to health promotion and disease prevention. (NHES 1) * Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. (NHES 3) * Demonstrate the influence of culture, media, technology and other factors on health. (NHES 4)

Session 20		Drug Abuse: Recognize and Prevention	
Students examine the effects of drug use on teens and practice refusal skills to turn down drugs.	None	* Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7)	* Comprehend concepts related to health promotion and disease prevention. (NHES 1) *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 21		Drug Dealing: Consider the Impact	
Students analyze why individuals deal drugs and how it affects communities. They practice persuading other teens to avoid drug dealing.	* Civic responsibilities (NSCG V.C.2) * The role of organized groups in political life (NSCG II.B.3)	* Use spoken, written, and visual language to accomplish their own purposes. (ELA 12) * Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	*Demonstrate the ability to advocate for personal, family and community health. (NHES 7) * Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. (NHES 3)
Session 22		Property Crimes: What You Can Do	
Students learn what property crimes are and how they can be prevented.	* The place of law in American Society (NSCG III.D.1)	None	*Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 23		Vandalism: What You Can Do	
Students assess vandalism in their community, examine its personal and financial cost, and consider ways to reduce this crime.	* Civic responsibilities (NSCG V.C.2) * The role of organized groups in political life (NSCG II.B.3) *Forming and carrying out public policy (NSCG III.E.6)	* Use a variety of technological and information resources... to gather and synthesize information to create and communicate knowledge. (ELA 8)	None

Session 24	Shoplifting: What's Wrong With It?		
Students examine the costs of shoplifting to teens, shop owners, and their community.	<ul style="list-style-type: none"> * The place of law in American Society (NSCG III.D.1) * Economic rights (NSCG V.B.3) 	<ul style="list-style-type: none"> * Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) 	None
Session 25	Suspicious, Stereotypes, and Solutions: A Negotiation Between Teens and Store Owners		
Students learn and practice negotiation skills as they examine how the relationship between store owners and teens is affected by shoplifting.	<ul style="list-style-type: none"> * Scope and limits of rights (NSCG V.B.5) * Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4) 	<ul style="list-style-type: none"> * Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5) *Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 26	Diversity and Bias Awareness: A Look at Stereotypes		
Students examine the effects of stereotyping and prejudice and rehearse ways to object to the practice.	<ul style="list-style-type: none"> * Diversity in American society (NSCG II.B.4) * Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2) 	<ul style="list-style-type: none"> * Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 27	Hate Crime: What It Is and What You Can Do About it		
Through statistics and vignettes, students learn about hate crimes and the many forms hate crimes take in the United States and the World. Students discuss ways they can help reduce racism and hate crimes in their community.	<ul style="list-style-type: none"> * Diversity in American society (NSCG II.B.4) * Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2) 	<ul style="list-style-type: none"> * Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7) 	<ul style="list-style-type: none"> *Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5) *Demonstrate the ability to advocate for personal, family and community health. (NHES 7)

Session 28	Witnessing and Reporting Crime		
Students learn about the many roles that police officers play in a community and how individuals can assist them by being effective witnesses and reporting crimes.	*Civic responsibilities (NSCG V.C.2.)	None	*Demonstrate the ability to advocate for personal, family and community health. (NHES 7)
Session 29	Cops on Call		
Students learn the training skills required of police officers to increase their empathy for the demands of community policing.	* Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2)	* Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)	*Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 30	What Happens During an Arrest? Or "Hey, Can They Do That?"		
Students learn arrests procedures for juveniles and discuss best responses when questioned by the police	* Judicial protection of the rights of individuals (NSCG III.D.2) * Scope and limits of rights (NSCG V.B.5)	None	*Demonstrate the ability to use interpersonal communication skills to enhance health (NHES 5)
Session 31	Homeland Security		
Students learn how homeland security is the responsibility of both the government and citizens.	* Major responsibilities of the national government in domestic and foreign policy (NSCG III.B.2) *Major responsibilities of state and local governments (NSCG III.C.3)	* Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7)	* Demonstrate the ability to access valid health information and health-promoting products and services. (NHES 2) *Demonstrate the ability to advocate for personal, family and community health. (NHES 7)