

How *Community Works* Meets the Standards of Learning

Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
Session 12 Robbery and Assault: What You Can Do			
Students learn how to protect themselves from robbery and assault.	<ul style="list-style-type: none"> • The place of law in American society (NSCG III.D.1) • Political Communication: television, radio, the press, and political persuasion (NSCG III.E.3) 	None	<ul style="list-style-type: none"> • Demonstrate the ability to practice health-enhancing behaviors and 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.	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) 	<ul style="list-style-type: none"> • Use spoken, written, and visual language to accomplish their own purposes. (ELA 12) 	<ul style="list-style-type: none"> • 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 of actual and potential dating violence and develop appropriate rights and responsibilities for dating relationships.	<ul style="list-style-type: none"> • Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2) 	None	<ul style="list-style-type: none"> • Demonstrate the ability to practice health-enhancing behaviors and 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 both criminal and emotional issues of sexual assault. They learn how to prevent it and what resources are available to help assault victims.	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) 	<ul style="list-style-type: none"> • Use spoken, written, and visual language to accomplish their own purposes. (ELA 12) 	<ul style="list-style-type: none"> • Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (NHES 3) • Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)

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How *Community Works* Meets the Standards of Learning *(Continued)*

Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
Session 16 Handguns and Violence: Myths, Facts, and Prevention			
Students confront myths and stereotypes about handguns to learn how guns contribute to rising violence among youth.	<ul style="list-style-type: none"> 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 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 Alternatives			
Students examine strategies for reducing gang activity in their community.	<ul style="list-style-type: none"> Organization of state and local governments (NSCG III.C.2) Forming and carrying out public policy (NSCG III.E.6) 	None	<ul style="list-style-type: 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	<ul style="list-style-type: none"> Comprehend concepts related to health promotion and disease prevention. (NHES 1) Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (NHES 3) Demonstrate the influence of culture, media, technology, and other factors on health. (NHES 4)

How *Community Works* Meets the Standards of Learning *(Continued)*

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Session 20 Drug Abuse: Recognize and Prevent			
Students examine the effects of drug use on teens and practice refusal skills to turn down drugs.	None	<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"> • 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.	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) • The role of organized groups in political life (NSCG II.B.3) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Demonstrate the ability to advocate for personal, family, and community health. (NHES 7) • Demonstrate the ability to practice health-enhancing behaviors and 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.	<ul style="list-style-type: none"> • The place of law in American society (NSCG III.D.1) • Economic rights (NSCG V.B.3) 	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.	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Use a variety of technological and information resources . . . to gather and synthesize information and to create and communicate knowledge. (ELA 8) 	None

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Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
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) 	Conduct research on issues and interests by generating ideas and questions and by posing problems. (ELA 7)	None
Session 25 Suspicions, 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)

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Overview of Lessons	National Standards for Civics and Government	National Standards for English	National Standards for Health
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.	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) 	None	<ul style="list-style-type: none"> • Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)
Session 29 Cops on Call			
Students learn the training and skills required of police officers to increase their empathy for the demands of community policing.	<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 30 What Happens During an Arrest? Or “Hey, Can They Do That?”			
Students learn arrest procedures for juveniles and discuss best responses when questioned by police.	<ul style="list-style-type: none"> • Judicial protection of the rights of individuals (NSCG III.D.2) • Scope and limits of rights (NSCG V.B.5) 	None	<ul style="list-style-type: 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 government and citizens.	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Conduct research on issues and interests by generating ideas and questions and by posing questions. (ELA 7) 	<ul style="list-style-type: none"> • 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)