Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE COURSE OUTLINE

CHILDREN, FAMILY AND THE COMMUNITY
GENERAL YEAR 12

Sample course outline

Children, Family and the Community – General Year 12

Unit 3 and Unit 4

Semester 1 – Unit 3 – Building on relationships

Week	Syllabus content
1	**Maslow's Hierarchy of Needs** • the relationship between physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals • theories of development ▪ the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five stage model

2–3	**Growth and development throughout life**
	• principles of development related to
	  ▪ heredity and environmental
	  ▪ cephalocaudal and proximodistal
	  ▪ simple to complex
	  ▪ rate of growth and development varies
	  ▪ critical periods
	  ▪ predictable sequence
	  ▪ laying foundations with each stage and area of development
	• the relationship between the principles and domains of development
	Task 1: Test – Principles of development

4–5	**Influences on individuals and families**
	• family types and structures in contemporary Australian society
	• influences on growth and development of individuals and families
	  ▪ social
	  ▪ cultural
	  ▪ environmental
	  ▪ economic
	  ▪ political
	  ▪ technological
	• the concepts of laws, sanctions and social cohesion
	• the social and environmental responsibilities of individuals and family groups

6–7	**Inequity and injustice issues** • locate, select, organise, present and evaluate information from primary and secondary sources • inequity or injustice issues experienced by individuals and/or families • the concept of advocating **Task 2: Inequity and injustice issues**
8	**Bronfenbrenner's theory of ecological systems** • theories of development ▪ Bronfenbrenner's theory of ecological systems – the five environmental systems • impact of change in family types and structures on relationships, growth and development of individuals and families

9–11	**Cultural diversity**
	• interpersonal skills for working collaboratively
	  ▪ teamwork
	  ▪ conflict resolution
	  ▪ assertiveness
	  ▪ effective communication
	  ▪ problem solving

Week	Syllabus content
	• impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems • influence of cultural diversity within communities ▪ customs ▪ social cohesion ▪ social network ▪ beliefs and values ▪ inclusivity • evaluation of resources and support systems to address social issues and trends **Task 3: Cultural celebration**
12–14	**Families in Australia** • the functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs • influences on the development of a product, service or system to meet the needs of individuals, families and communities • self-management skills to effectively use resources • the relationship between changes in family types and structures and community beliefs and values • the impact of change in family types and structures on community services **Task 4: Families in Australia – a care package**
14	**Task 5: Externally set task**
15–16	**Ethical and legal awareness** • rights and responsibilities of individuals and groups when entering into contracts • aim and purpose of *The United Nations Convention on the Rights of the Child 1989* (registered 1990) and its effect on wellbeing of children, families and communities • aim and purpose of the *Family Law Act 1975* and its effect on wellbeing of children, families and communities • aim and purpose of the *Working with Children Act 2004* and its effect on the wellbeing of children, families and communities

Semester 2 – Unit 4 – My place in the community

Week	Syllabus content

1	**Impacts on growth and development**
	• factors impacting on the growth and development of individuals
	  ▪ biological
	  ▪ social
	  ▪ cultural
	  ▪ environmental
	  ▪ political

2–5	**The theorists**
	• the relationship between growth and development for individuals and groups with respect to the following theories:
	  ▪ Piaget's theory of cognitive development – the four stages of cognitive development
	  ▪ Erikson's theory of psychosocial development – the eight developmental stages
	  ▪ Vygotsky's theory of sociocultural development
	    ○ zone of proximal development
	    ○ more knowledgeable other
	    ○ scaffolding
	Task 6: Growth and development – the theorists

6–7	**Social cohesion**
	• the concept of social cohesion
	• factors impacting on social cohesion within communities
	  ▪ cultural
	  ▪ economic
	• the relationship between laws, sanctions and social cohesion
	• the concept of human rights
	• aim and purpose of *Australian Human Rights Commission Act 1986*

8–10	**Advocacy**
	• evaluation of information gathered from primary and secondary sources
	• the role of the advocate
	• types of advocacy
	  ▪ self
	  ▪ individual
	  ▪ group
	  ▪ systemic
	• advocacy skills
	  ▪ active listening
	  ▪ effective communication
	  ▪ assertiveness
	  ▪ resourcefulness
	  ▪ negotiation
	• advocacy of a local, state or national issue
	• aims of empowerment
	  ▪ awareness of the rights of people
	  ▪ ability to make decisions
	  ▪ development of autonomous behaviours
	• the interrelationship between advocacy and empowerment
	• decision-making process, such as De Bono's Six Thinking Hats, and consequence and sequel (C&S)
	Task 7: Advocacy project

Week	Syllabus content
11	**Social issues and trends** • the effect of changing work and living patterns on the provision of community services • evaluation of products, processes and systems that promote sustainable patterns of living • human and non-human resources for working collaboratively

12–13	**Government and community strategies**
	• impact of change in family types and structures on communities
	• influence of government and community strategies on the development of individuals, families and communities, with consideration of the following factors:
	  ▪ social
	  ▪ cultural
	  ▪ environmental
	  ▪ economic
	  ▪ political
	  ▪ technological
	Task 8: Test – Family changes

14	**Products, services and systems** • ethical, environmental and technological features of products, services or systems developed for individuals, families and communities • the application of ethical, economic and environmental factors when producing and evaluating a product, service or system
15	**Equal Opportunity** • aim and purpose of the *Equal Opportunity Act 1984* • the concepts of inequity and injustice • impact of inequity and injustice experienced by individuals and families in communities