**Sample Course Outline**

Children, Family and the Community

General Year 12

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# 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
* 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*](http://en.wikipedia.org/wiki/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
 |