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

SAMPLE COURSE OUTLINE

CHILDREN, FAMILY AND THE COMMUNITY
ATAR YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Children, Family and the Community – ATAR Year 11

Unit 1 – Building on relationships and Unit 2 – My place in the world

Semester 1

Week	Syllabus content
1–2	**Families** • family types and structures in contemporary Australian society • the impact of change in family types and structures on the growth and the development of individuals and families • factors impacting on growth and development of individuals and families ▪ social ▪ cultural ▪ environmental ▪ economic ▪ political ▪ technological
3	**Families and the community** • roles and responsibilities of formal community networks and support services • roles and responsibilities of informal community networks and support services • the relationship between changes in family types and structures, and community beliefs and values • the impact of change in family types and structures on individuals, families and the community **Task 1: Families and the community**
4–6	**How children develop and learn** • domains of development ▪ physical ▪ social ▪ emotional ▪ cognitive ▪ spiritual/moral • principles of development related to ▪ heredity and environment ▪ 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 • theories of development ▪ the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five stage model ▪ Piaget's theory of cognitive development – the four stages of cognitive development, including sub-stages ▪ Erikson's theory of psychosocial development – the eight developmental stages

Week	Syllabus content
7–8	**Family Law Act** • the concepts of laws, sanctions and social cohesion • the relationships between laws, sanctions and social cohesion • aim and purpose of *the Family Law Act 1975* and its effect on the wellbeing of children, families and communities • locate, analyse, select, organise, present and evaluate information from primary and secondary sources **Task 2: Family Law Act**
9	**Rights of children** • aim and purpose of *The United Nations Convention on the Rights of the Child 1989* (registered 1990) and its effect on the 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 • identify influences on the development of a product, service or system to meet the needs of individuals and families
10–12	**Cultural activity** • the functional, social, cultural and economic features of products, services or systems developed for individuals and families to meet their needs • self-management skills to effectively use resources ▪ self-set goals ▪ time management ▪ reflection and evaluation • the impact of cultural diversity on the community • the development, management and use of resources and support systems to address social issues and trends **Task 3: Cultural activity**
13–14	**Inequity and injustice** • inequity or injustice issues experienced by individuals and families • identify the role of the advocate • apply interpersonal skills when working collaboratively ▪ teamwork ▪ conflict resolution ▪ assertiveness ▪ effective communication ▪ problem solving
15	**Growth and development** • theories of development ▪ Vygotsky's theory of sociocultural development ○ zone of proximal development ○ scaffolding ○ more knowledgeable other ○ language development
16	**Task 4: Semester 1 examination**

Semester 2

Week	Syllabus content

1–2	**Growth and development (continued)**
	• factors impacting on the growth and development of individuals
	  ▪ biological
	  ▪ social
	  ▪ cultural
	  ▪ environmental
	  ▪ political
	• theories of development
	  ▪ Bronfenbrenner's ecological systems theory – the five environmental systems
	• compare, evaluate and analyse information from primary and secondary sources
	Task 5: Growth and development

3–4	**Triple Bottom Line**
	• the relationship between social, environmental and economic components of sustainable living and the concept of the Triple Bottom Line
	• identify influences on the development of a product, service or system to meet the needs of individuals and families
	• apply interpersonal skills when working collaboratively
	  ▪ teamwork
	  ▪ problem solving
	• compare, evaluate and analyse information from primary and secondary sources

5–6	**Sustainable living** • apply decision-making tools, including ▪ PMI (plus, minus, interesting) • the concept of sustainable living • products, processes and systems that promote sustainable patterns of living • the social and environmental responsibilities of individuals and family groups **Task 6: Sustainable living**

7	**Government strategies**
	• the impact of local, state and federal government strategies on the development of individuals, families and communities, with consideration of the following factors:
	  ▪ social
	  ▪ cultural
	  ▪ environmental
	  ▪ economic
	  ▪ political
	  ▪ technological
	• the effect of changing work and living patterns on the provision of community services

8–9	**Social cohesion** • the concept of social cohesion • factors impacting on social cohesion within communities • in the production and evaluation of a product, service or system, include the consideration of ethical, economic and environmental factors • apply decision-making tools, including ▪ SWOT (strengths, weaknesses, opportunities and threats) **Task 7: Social cohesion**
10–11	**Human rights** • the concept of human rights • aim and purpose of the *Australian Human Rights Commission Act 1986* • aim and purpose of the *Equal Opportunity Act 1984* • the concepts of inequity and injustice

Week	Syllabus content
12–13	**Community issues** • consideration of ethical, environmental and technological aspects in the development of products, services and systems for individuals, families and communities • apply decision-making tools, including ▪ De Bono's Six Thinking Hats • select and use human and non-human resources when working with others • impact of inequity and injustice experienced by individuals and families in communities **Task 8: Community issues**

14–15	**Advocacy**
	• the process for advocating
	• types of advocacy
	  ▪ self
	  ▪ individual
	  ▪ group
	  ▪ systemic
	• advocacy skills
	  ▪ active listening
	  ▪ effective communication
	  ▪ assertiveness
	  ▪ resourcefulness
	  ▪ negotiation
	• advocate on a local or state issue
	• aims of empowerment
	  ▪ awareness of the rights of people
	  ▪ ability to make decisions
	  ▪ development of autonomous behaviour
	• the interrelationship between advocacy and empowerment

16	**Task 9: Semester 2 examination**