SAMPLE COURSE OUTLINE

CHILDREN, FAMILY AND THE COMMUNITY
GENERAL YEAR 11

Sample course outline

Children, Family and the Community – General Year 11

Unit 1 – Families and relationships and Unit 2 – Our community

Semester 1

Week	Syllabus content
1–2	**Factors affecting development** • family types and structures ▪ adoptive ▪ blended ▪ childless ▪ communal ▪ de facto ▪ extended ▪ foster ▪ nuclear ▪ same-sex couples ▪ sole parent • roles and responsibilities of family in the community **Social structures and systems** • the function of the family for safety and security of individuals in the stages of the family life cycle
3–4	**Communicating and advocating** • investigate an individual or family issue or idea **Social structures and systems** • resources and support services available for families to meet their needs and wants **Factors affecting development** • community services available to individuals and families in Western Australia **Managing and collaborating** • strategies and tools for effective decision making, such as PMI (plus, minus, interesting), and SWOT (strengths, weaknesses, opportunities and threats) **Task 1: Resources and services for individuals and families (Week 4)**
5–7	**Nature of growth and development** • the domains of development ▪ physical ▪ social ▪ emotional ▪ cognitive ▪ spiritual/moral • differences in growth and development of individuals • the importance of meeting the developmental needs of an individual • biological and environmental influences on the growth and development of individuals **Factors affecting development** • influence of beliefs and values of family members on the growth and development of individuals **Processes for meeting needs** • characteristics of existing products or community services available for individuals and families **Task 2: Growth and development portfolio (Week 7)**

Week	Syllabus content
8–9	**Social issues and trends** • social issues and their influence on families and communities **Ethical and legal awareness** • values and ethical decision making for individuals, families and the community **Communicating and advocating** • use research skills to gather information from primary and secondary sources • communicate ideas using appropriate formats considering purpose and audience
10–12	**Managing and collaborating** • use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs • strategies and tools for self-management skills ▪ goal setting ▪ resource management ▪ time management ▪ budgeting ▪ reflection • human and non-human resources for working collaboratively **Task 3: Helping out (Week 12)**
13	**Social issues and trends** • stereotypes and their influence on individuals, family and community life **Managing and collaborating** • strategies and tools for effective decision making, such as PMI (plus, minus, interesting), and SWOT (strengths, weaknesses, opportunities and threats) **Communicating and advocating** • communicate ideas using appropriate formats considering purpose and audience
14	**Ethical and legal awareness** • rights and responsibilities of individuals related to family challenges and daily life • features and relationship between rules, regulations and laws **Managing and collaborating** • resolution strategies using a decision-making process, such as PMI (plus, minus, interesting) and APC (alternatives, possibilities and choices) and OPV (other people's views) **Task 4: Test (Week 14)**
15–16	**Social structure and systems** • resources and support services available for families to meet their needs and wants **Processes for meeting needs** • features of existing products or services for individuals and families ▪ aesthetic ▪ functional ▪ social ▪ financial ▪ environmental • attitudes, beliefs and values of developers and their influence on products or services for a target market • beliefs and values that influence development and use of products or services ▪ developer ▪ individual • consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services

Semester 2

Week	Syllabus content
1–3	**Social issues and trends** • the concept of sustainable living • influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need • relationships between individuals and families to create sustainable patterns of living **Processes for meeting needs** • consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services **Communicating and advocating** • use research skills to locate, select, organise and evaluate information from primary and secondary sources **Task 5: Virtual baby parenting program and journal –** submit according to class roster **OR Reflective journal OR Test (Week 3)**
4	**Nature of growth and development** • the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five-stage model • relationship between growth and development for individuals, such as toddlers, teenagers and adults

5–6	**Nature of growth and development**
	• biological and environmental influences on the growth and development of individuals
	• the impact of biological and environmental influences on the growth and development of individuals
	  ▪ genetics
	  ▪ nutrition
	Task 6: Individual growth and development (Week 6)

7–8	**Factors affecting development**
	• lifestyle behaviours that promote optimal growth, development and wellbeing
	• influence and impact of lifestyle behaviours on the growth and development of individuals
	Managing and collaborating
	• strategies and tools for self-management skills
	  ▪ resource management
	  ▪ budgeting
	• effective communication strategies, such as verbal, non-verbal and visual

9–11	**Factors affecting development**
	• lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups and the community
	• influence of protective and preventative strategies on the growth and development of individuals
	Communicating and advocating
	• collate and present information using appropriate formats and consider purpose and audience
	Managing and collaborating
	• influences on decision making and goal setting
	  ▪ attitudes
	  ▪ beliefs
	  ▪ values
	• conflict resolution strategies, such as 'win, win', compromise and negotiation
	Task 7: Taking action (Week 11)

Week	Syllabus content
12–14	**Communicating and advocating** • examine a community issue that relates to families **Social issues and trends** • individual wellbeing and community health issues and their implications for the community **Social structure and systems** • roles and responsibilities of networks or services to promote and support the wellbeing of individuals and groups • influence of community attitudes, beliefs and values on the development of resources and support services **Task 8: Support services (Week 14)**
15–16	**Ethical and legal awareness** • rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed • ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions **Managing and collaborating** • conflict resolution strategies, such as 'win, win', compromise and negotiation