**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 |