**Sample Course Outline**

Children, Family and the Community

General Year 11

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# 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)** |
| 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)** |
| 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
 |