**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 |