**Sample Course Outline**

Children, Family and the Community

ATAR Year 11

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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** |
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| --- | --- |
| 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** |
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| 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*](http://en.wikipedia.org/wiki/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 |
| 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** |