**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** |
| --- | --- |

|  |  |
| --- | --- |
| 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** |
| --- | --- |

|  |  |
| --- | --- |
| 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** |