**Sample Course Outline**

Children, Family and the Community

ATAR Year 12

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# Sample course outline

# Children, Family and the Community – ATAR Year 12

## Unit 3 – The change factor and Unit 4 – Shaping the world

#### Semester 1

| **Week** | **Syllabus content** |
| --- | --- |
| 1–5 | **Developmental theories*** developmental theories in terms of the interrelationship between social, cultural, biological and environmental factors
* Piaget’s theory of cognitive development – the four stages of cognitive development, including sub-stages
* Bronfenbrenner’s theory of ecological systems – the five environmental systems
* Vygotsky’s theory of sociocultural development
* zone of proximal development
* scaffolding
* more knowledgeable other
* language development
* Erikson’s theory of psychosocial development – the eight developmental stages
 |
| 6–7 | **Nature of growth and development*** Piaget’s theory of cognitive development and Erikson’s theory of psychosocial development and the relationship between biological and environmental aspects of growth and development
* the interrelationship of the five environmental systems in Bronfenbrenner’s ecological systems theory and their impact on the development of individuals

**Task 1: Test – Developmental theories** |
| 8–9 | **Community development*** principles of community development
* sustainability
* diversity
* human rights
* social justice
* addressing disadvantage
* valuing local knowledge, culture, skills and resources
* the relevance of functional, social and cultural factors when developing and evaluating either a product, service or system
* consider the relevance of cultural, environmental and economic factors when developing and evaluating either a product, service or system
 |
| 10–12 | **Community support systems*** influence of changing societal attitudes and values on the development, management and use of community support systems
* impact of government policy on the provision of community support systems
* impact of federal government policy on social, cultural, environmental and economic factors affecting growth and development of individuals and families in an identified community
* roles and responsibilities of individuals, families, communities and government in the formation of community partnerships
* the application of the Triple Bottom Line theory to the provision of a community service or system

**Task 2: Community support systems** |
| 13–15 | **Sustainable communities*** influence of individual and group actions to create and maintain sustainable patterns of living
* current national or global issues or trends that influence people's actions to create sustainable patterns of living
* analyse ethical, technological and sustainable features of existing products, services and systems designed for individuals and families
* apply self-management skills and strategies to support the sustainable use of resources that contribute to individual, group and population goals
* apply self-management skills and strategies to enhance interactions in relationships with others
* the application of the Five Capitals Model of sustainable development (natural, human, social, manufactured and financial resources) to improve community wellbeing

**Task 3: Sustainable community project** |
| 16 | **Task 4: Semester 1 Examination** |

#### Semester 2

| **Week** | **Syllabus content** |
| --- | --- |
| 1–3 | **Community structures*** analyse social, ethical, environmental, economic and political features evident in existing products, services and systems developed for individuals, families and communities
* factors that influence social cohesion within different community structures in Australia and overseas
* the relationship between social cohesion, social systems and a sustainable society

**Task 5: Test – Community structures** |
| 4–6 | **Human rights*** role and responsibility of state and federal governments when considering the human rights of individuals, families and communities
* key legislation influencing human rights in Australia
* *Australian Human Rights Commission Act 1986*
* *Equal Opportunity Act 1984*
* role of the Australian Human Rights Commission and the Equal Opportunity Commission of Western Australia
* relationship between social justice, and political and legal issues relating to individuals, families and communities

**Task 6: Human rights** |
| 7–9 | **Advocacy*** use the technology process to develop and implement a model for advocacy
* investigate
* devise
* produce/implement
* evaluate
* advocate on a national or global issue
* select and apply communication skills and strategies for advocacy
* select and apply advocacy skills to empower others on a national or global issue
* develop and communicate a plan to advocate for equal opportunity, social justice or change
* select and adapt advocacy skills to promote change in community beliefs and attitudes on national or global issues
* apply conflict resolution skills when working with others

**Task 7: Advocate for change** |
| 10–12 | **Millennium Development Goals*** compare, analyse and apply information from primary and secondary sources
* the protection of the rights of children in Australia and globally
* impact of the United Nations 2000 – 2015 Millennium Development Goals
* eradicating [extreme poverty and hunger](http://en.wikipedia.org/wiki/Extreme_poverty)
* achieving [universal primary education](http://en.wikipedia.org/wiki/Universal_primary_education)
* promoting [gender equality](http://en.wikipedia.org/wiki/Gender_equality) and [empowering](http://en.wikipedia.org/wiki/Empowerment) women
* reducing [child mortality](http://en.wikipedia.org/wiki/Child_mortality) rates
* improving [maternal health](http://en.wikipedia.org/wiki/Maternal_health)
* combatting [HIV/AIDS](http://en.wikipedia.org/wiki/HIV/AIDS), [malaria](http://en.wikipedia.org/wiki/Malaria), and other diseases
* ensuring environmental [sustainability](http://en.wikipedia.org/wiki/Sustainability)
* developing a global partnership for development

**Task 8: Test – Millennium Development Goals** |
| 13–15 | **Principles of equity*** social, cultural, environmental, economic and political factors impacting on the growth and development of population groups in Australian and overseas communities
* principles of equity, diversity and human rights
* principles of *Australia's* *Human Rights Framework 2010*
* purpose of the *Universal Declaration of Human Rights 1948*
 |
| 16 | **Task 9: Semester 2 Examination** |