**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** |