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

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</thead>
</table>
| 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  
• locate, analyse, select, organise, present and evaluate information from primary and secondary sources  |
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<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>7–8</td>
<td><strong>Family Law Act</strong></td>
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<tr>
<td></td>
<td>• the concepts of laws, sanctions and social cohesion</td>
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<tr>
<td></td>
<td>• the relationships between laws, sanctions and social cohesion</td>
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<td></td>
<td>• aim and purpose of <em>the Family Law Act 1975</em> and its effect on the wellbeing of children, families and communities</td>
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<td></td>
<td>• locate, analyse, select, organise, present and evaluate information from primary and secondary sources</td>
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<td></td>
<td><strong>Task 2: Family Law Act</strong></td>
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<td>9</td>
<td><strong>Rights of children</strong></td>
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<td></td>
<td>• aim and purpose of <em>The United Nations Convention on the Rights of the Child 1989</em> (registered 1990) and its effect on the wellbeing of children, families and communities</td>
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<td></td>
<td>• aim and purpose of <em>Working with Children Act 2004</em> and its effect on the wellbeing of children, families and communities</td>
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<td>10–12</td>
<td><strong>Cultural activity</strong></td>
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<td></td>
<td>• the functional, social, cultural and economic features of products, services or systems developed for individuals and families to meet their needs</td>
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<td>• self-management skills to effectively use resources</td>
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<td>▪ self-set goals</td>
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<td>▪ time management</td>
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<td>▪ reflection and evaluation</td>
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<td>• the impact of cultural diversity on the community</td>
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<td>• the development, management and use of resources and support systems to address social issues and trends</td>
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<td><strong>Task 3: Cultural activity</strong></td>
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<tr>
<td>13–14</td>
<td><strong>Inequity and injustice</strong></td>
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<td>• inequity or injustice issues experienced by individuals and families</td>
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<td>• identify the role of the advocate</td>
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<td>• apply interpersonal skills when working collaboratively</td>
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<td></td>
<td>▪ conflict resolution</td>
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<td>▪ assertiveness</td>
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<td>▪ effective communication</td>
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<td>15</td>
<td><strong>Growth and development</strong></td>
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<td></td>
<td>• theories of development</td>
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<td></td>
<td>▪ Vygotsky’s theory of sociocultural development</td>
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<td>▪ zone of proximal development</td>
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<td>▪ scaffolding</td>
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<td>▪ more knowledgeable other</td>
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<td>▪ language development</td>
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<td>16</td>
<td><strong>Task 4: Semester 1 examination</strong></td>
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### Semester 2

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| 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**  
• locate, analyse, select, organise, present and evaluate information from primary and secondary sources  
• 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  
• the relationship between social, environmental and economic components of sustainable living and the concept of the Triple Bottom Line |
| 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**  
• 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)  
• the concept of social cohesion  
• factors impacting on social cohesion within communities  
  **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 |
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| 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  
  **Task 9: Semester 2 examination** |