



## COURSE OUTLINE

### CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

### UNIT 1 AND UNIT 2



This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1-4	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Complete “Families” worksheet using textbook and resources – Discuss as a class</li> <li>• Roles and Responsibilities of Family – Clickview video (answer questions)</li> </ul> <p><b>Resources and services for individuals and families</b></p> <ul style="list-style-type: none"> <li>• Introduce Task 1 (Monday, Week 3)</li> <li>• Students will have 2 weeks in class time to work on this</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• family types and structures               <ul style="list-style-type: none"> <li>• adoptive</li> <li>• blended</li> <li>• childless</li> <li>• communal</li> <li>• de facto</li> <li>• extended</li> <li>• foster</li> <li>• nuclear</li> <li>• same-sex couples</li> <li>• sole parent</li> </ul> </li> <li>• roles and responsibilities of family in the community</li> <li>• the function of the family for safety and security of individuals in the stages of the family life cycle</li> </ul> <p><b>Resources and services for individuals and families</b></p> <ul style="list-style-type: none"> <li>• investigate an individual or family issue or idea</li> <li>• resources and support services available for families to meet their needs and wants</li> <li>• community services available to individuals and families in Western Australia</li> <li>• strategies and tools for effective decision making</li> </ul>	



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1	5-7	<p><b>Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Development Milestones, read and complete chart</li> <li>• Complete Growth and Development worksheet – Chapter 2</li> <li>• Introduce Task 2 (Thursday, Week 6)</li> <li>• Students will have 4 weeks to complete this task</li> <li>• Involves students to use scrapbooking to create a portfolio</li> </ul>	<p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• the domains of development             <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• spiritual/moral</li> </ul> </li> <li>• differences in growth and development of individuals</li> <li>• the importance of meeting the developmental needs of an individual</li> <li>• influence of beliefs and values of family members on the growth and development of individuals</li> <li>• characteristics of existing products or community services available for individuals and families</li> <li>• use research skills to gather information from primary and secondary sources</li> </ul>	<p><b>Task 1: Resources and services for individuals and families – 2 weeks (Due week 5)</b></p>
1 2	8-9 1	<p><b>Social issues</b></p> <ul style="list-style-type: none"> <li>• <b>Helping out</b></li> </ul>	<p><b>Social issues</b></p> <ul style="list-style-type: none"> <li>• social issues and their influence on families and communities</li> <li>• values and ethical decision making for individuals, families and the community</li> <li>• use research skills to gather information from primary and secondary sources</li> <li>• effective communication strategies, such as verbal, non-verbal and visual</li> </ul> <p><b>Helping out</b></p> <ul style="list-style-type: none"> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• strategies and tools for self-management skills             <ul style="list-style-type: none"> <li>• goal setting</li> <li>• time management</li> <li>• reflection</li> <li>• human and non-human resources for working collaboratively</li> </ul> </li> </ul>	<p><b>Task 2: Growth and Development Portfolio – 4 weeks (Due Term 2 week 1)</b></p>



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2	2-4	<p><b>Helping out (continued)</b></p> <p><b>Stereotypes</b></p> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Test to be completed Thursday Week 3</li> </ul>	<p><b>Helping out (continued)</b></p> <ul style="list-style-type: none"> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• strategies and tools for self-management skills             <ul style="list-style-type: none"> <li>• goal setting</li> <li>• time management</li> <li>• reflection</li> <li>• human and non-human resources for working</li> </ul> </li> </ul> <p><b>Stereotypes</b></p> <ul style="list-style-type: none"> <li>• stereotypes and their influence on individuals, family and community life</li> <li>• strategies and tools for effective decision making</li> <li>• communicate ideas using appropriate formats considering purpose and audience</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• rights and responsibilities of individuals related to family challenges and daily life</li> <li>• features and relationship between rules, regulations and laws</li> <li>• resolution strategies using a decision-making process</li> </ul>	Task 3: Test (Week 4)
2	5	<p><b>Products and services</b></p>	<p><b>Products and services</b></p> <ul style="list-style-type: none"> <li>• features of existing products or services for individuals and families             <ul style="list-style-type: none"> <li>• aesthetic</li> <li>• functional</li> <li>• social</li> <li>• financial</li> <li>• environmental</li> </ul> </li> <li>• attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>• beliefs and values that influence development and use of products or services             <ul style="list-style-type: none"> <li>• developer</li> <li>• individual</li> </ul> </li> </ul>	



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2	6-8	<b>Products and Services</b> <ul style="list-style-type: none"> <li>Introduce Task 4: Helping out</li> <li>Students will have 4 weeks in class to complete this task</li> </ul>	<b>Products and services (continued)</b> <ul style="list-style-type: none"> <li>features of existing products or services for individuals and families               <ul style="list-style-type: none"> <li>aesthetic</li> <li>functional</li> <li>social</li> <li>financial</li> <li>environmental</li> </ul> </li> <li>attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>beliefs and values that influence development and use of products or services               <ul style="list-style-type: none"> <li>developer</li> <li>individual</li> </ul> </li> </ul>	
2	9-11	<b>Sustainable living</b> <ul style="list-style-type: none"> <li>Task cont. Due week 9</li> </ul>	<b>Sustainable living</b> <ul style="list-style-type: none"> <li>the concept of sustainable living</li> <li>influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need</li> <li>consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services</li> <li>relationships between individuals and families to create sustainable patterns of living</li> <li>use research skills to locate, select, organise and evaluate information from primary and secondary sources</li> </ul>	<b>Task 4: Helping Out – 4 weeks (Due week 9)</b>
3	1	<b>Sustainable living</b> <ul style="list-style-type: none"> <li>Complete worksheet on Triple Bottom line – using textbook to complete</li> <li>Watch “sustainable practices in childcare centre” – answer questions and discuss these answers with the class</li> </ul>	<b>Sustainable living (continued)</b> <ul style="list-style-type: none"> <li>the concept of sustainable living</li> <li>influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need</li> <li>consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services</li> <li>relationships between individuals and families to create sustainable patterns of living</li> <li>use research skills to locate, select, organise and evaluate information from primary and secondary sources</li> </ul>	



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3	2	<b>Individuals and their needs</b> <ul style="list-style-type: none"> <li>Introduce Task 5 to students</li> <li>Due at different stages of the term</li> </ul>	<b>Individuals and their needs</b> <ul style="list-style-type: none"> <li>the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five-stage model</li> <li>relationship between growth and development for individuals, such as toddlers, teenagers and adults</li> </ul>	
3	3-4	<b>Influences on individual growth and development</b> <ul style="list-style-type: none"> <li>Introduce Task 6 to students</li> <li>Students will have 3 weeks in class time to complete this assignment</li> </ul>	<b>Influences on individual growth and development</b> <ul style="list-style-type: none"> <li>biological and environmental influences on the growth and development of individuals</li> <li>the impact of biological and environmental influences on the growth and development of individuals               <ul style="list-style-type: none"> <li>genetics and nutrition</li> </ul> </li> </ul>	
3	5-6	<b>Well-being</b> <ul style="list-style-type: none"> <li>Cont. on with Task 6</li> <li>Submit Task Week 6 Thursday</li> </ul>	<b>Well-being</b> <ul style="list-style-type: none"> <li>lifestyle behaviours that promote optimal growth, development and well-being</li> <li>influence and impact of lifestyle behaviours on the growth and development of individuals</li> <li>strategies and tools for self-management skills               <ul style="list-style-type: none"> <li>resource management</li> <li>budgeting</li> <li>effective communication strategies, such as verbal, non-verbal and visual</li> </ul> </li> </ul>	<b>Task 6: Individual Growth and Development – 3 weeks (Due Week 6)</b>



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3	7-9	<p><b>Taking action</b></p> <ul style="list-style-type: none"> <li>• Introduce Task 7 to students</li> <li>• Students will have 3 weeks in class time to submit this</li> </ul>	<p><b>Taking action</b></p> <ul style="list-style-type: none"> <li>• lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups and the community</li> <li>• influence of protective and preventative strategies on the growth and development of individuals</li> <li>• collate and present information using appropriate formats and consider purpose and audience</li> <li>• influences on decision making and goal setting               <ul style="list-style-type: none"> <li>• attitudes</li> <li>• beliefs</li> <li>• values</li> <li>• conflict resolution strategies, such as 'win, win', compromise and negotiation</li> </ul> </li> </ul>	<p><b>Task 7: Taking Action – 3 weeks (Due Week 10)</b></p> <p><b>Task 5: Virtual baby parenting program and journal</b> - submit according to class roster</p>
3	10	<p><b>support services</b></p>	<p><b>Support services</b></p> <ul style="list-style-type: none"> <li>• examine a community issue that relates to families</li> <li>• individual well-being and community health issues and their implications on the community</li> <li>• roles and responsibilities of networks or services to promote and support the well-being of individuals and groups</li> <li>• influence of community attitudes, beliefs and values on the development of resources and support services</li> </ul>	
4	1-2	<p><b>support services</b></p> <ul style="list-style-type: none"> <li>• Introduce Task 8 to students</li> <li>• Students will have 3 weeks in-class to complete this</li> </ul>	<p><b>Support services</b></p> <ul style="list-style-type: none"> <li>• examine a community issue that relates to families</li> <li>• individual well-being and community health issues and their implications on the community</li> <li>• roles and responsibilities of networks or services to promote and support the well-being of individuals and groups</li> <li>• influence of community attitudes, beliefs and values on the development of resources and support services</li> </ul>	



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4	3-4	<p><b>Ethical responsibilities</b></p> <ul style="list-style-type: none"> <li>• Complete Ethical Decision making worksheet – use textbook to complete answers</li> <li>• Laws protecting children complete worksheet – use textbook to complete answers</li> <li>• Use class time to complete Task 8 – Due week 4</li> </ul>	<p><b>Ethical responsibilities</b></p> <ul style="list-style-type: none"> <li>• rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed</li> <li>• ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions</li> <li>• conflict resolution strategies, such as ‘win, win’, compromise and negotiation</li> </ul>	<p><b>Task 8: Support Services – 3 weeks (Due Week 4)</b></p>
4	5-6	<p><b>Taking action</b></p> <ul style="list-style-type: none"> <li>• Prepare for year 12</li> </ul>	<p><b>Communicating and advocating</b></p> <ul style="list-style-type: none"> <li>• use research skills to gather information from primary and secondary sources</li> <li>• communicate ideas using appropriate formats considering purpose and audience</li> <li>• investigate an individual or family issue or idea</li> </ul> <p><b>Processes for meeting needs</b></p> <ul style="list-style-type: none"> <li>• characteristics of existing products or community services available for individuals and families</li> <li>• attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>• consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services</li> </ul> <p><b>Managing and collaborating</b></p> <ul style="list-style-type: none"> <li>• strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and SWOT (strengths, weaknesses, opportunities and threats)</li> <li>• resolution strategies using a decision-making process, such as PMI (plus, minus, interesting), APC (alternatives, possibilities and choices) and OPV (other people’s views)</li> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• human and non-human resources for working collaboratively</li> </ul>	<p>Prepare for Year 12</p>