



COURSE OUTLINE CHILDREN, FAMILY AND COMMUNITY – GENERAL: 2021 UNIT 3 AND UNIT 4



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	<p>Maslow’s Hierarchy of Needs</p> <ul style="list-style-type: none"> • the relationship between physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals • theories of development <ul style="list-style-type: none"> • the relationship between individuals and their needs in Maslow’s Hierarchy of Needs – the five stage model <p>Bronfenbrenner’s theory of ecological systems</p> <ul style="list-style-type: none"> • theories of development <ul style="list-style-type: none"> ○ Bronfenbrenner’s theory of ecological systems – the five environmental systems 	<p>Exploring human development</p> <ul style="list-style-type: none"> • Growth and development of individuals • Nature of growth and development • Human growth and ways people develop <p>Processes for meeting needs</p> <ul style="list-style-type: none"> • Growth and development, individuality and diversity is fundamental to meeting needs. 	
1	2 - 3	<p>Growth and development throughout life</p> <ul style="list-style-type: none"> • principles of development related to <ul style="list-style-type: none"> ○ heredity and environmental ○ 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 	<p>Exploring human development</p> <ul style="list-style-type: none"> • Growth and development of individuals • and factors that impact on growth and development <p>Nature of growth and development</p> <ul style="list-style-type: none"> • Human growth and ways people develop <p>Processes for meeting needs</p>	<p>Task 1: Test – Principles of development (Term 1, Week 3)</p>

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1	4 - 5	<p>Influences on individuals and families</p> <ul style="list-style-type: none"> • family types and structures in contemporary Australian society • impact of change in family types and structures on relationships, growth and development of individuals and families • influences on growth and development of individuals and families <ul style="list-style-type: none"> ○ social ○ cultural ○ environmental ○ economic ○ political ○ technological • the concepts of laws, sanctions and social cohesion • the social and environmental responsibilities of individuals and family groups 	<p>Society and support systems</p> <ul style="list-style-type: none"> • Relationship between beliefs and values and the management and use of resources and support systems <p>Factors affecting development</p> <ul style="list-style-type: none"> • Factors affect developmental needs during different stages of life 	
1	6 - 8	<p>Inequity and injustice issues</p> <ul style="list-style-type: none"> • locate, select, organise, present and evaluate information from primary and secondary sources • inequity or injustice issues experienced by individuals and/or families • the concept of advocating 	<p>Society and support systems</p> <ul style="list-style-type: none"> • Relationship between beliefs and values and the management and use of resources and support systems <p>Factors affecting development</p> <ul style="list-style-type: none"> • Factors affect developmental needs during different stages of life 	<p>Task 2: Inequity and injustice issues (Term 1, Week 8)</p>



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1	9	<p>Cultural diversity</p> <ul style="list-style-type: none"> • interpersonal skills for working collaboratively <ul style="list-style-type: none"> • teamwork • conflict resolution • assertiveness • effective communication • problem solving • impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems • influence of cultural diversity within communities <ul style="list-style-type: none"> • customs • social cohesion • social network • beliefs and values • inclusivity • evaluation of resources and support systems to address social issues and trends 	<p>Society and support systems</p> <ul style="list-style-type: none"> • relationship between beliefs and values and the management and use of resources and support systems <p>Self-management and interpersonal skills</p> <ul style="list-style-type: none"> • self-management skills to meet human needs <p>Social structures and systems</p> <ul style="list-style-type: none"> • Social structures shape social systems. <p>Social issues and trends</p> <ul style="list-style-type: none"> • Social issues are influenced by many factors. 	<p>Task 3: Cultural celebration (Term 2, Week 3)</p>
2	1			

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2	2 - 3	<p>Ethical and legal awareness</p> <ul style="list-style-type: none"> rights and responsibilities of individuals and groups when entering into contracts aim and purpose of <i>The United Nations Convention on the Rights of the Child 1989 (registered 1990) and its effect on wellbeing of children, families and communities</i> aim and purpose of the <i>Family Law Act 1975</i> and its effect on wellbeing of children, families and communities aim and purpose of the <i>Working with Children Act 2004</i> and its effect on the wellbeing of children, families and communities <p>Families in Australia</p> <ul style="list-style-type: none"> the functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs 	<p>Society and support systems</p> <ul style="list-style-type: none"> Beliefs and values and the management and use of resources and support systems <p>Social structures and systems</p> <ul style="list-style-type: none"> social structures shape social systems. <p>Social issues and trends</p> <ul style="list-style-type: none"> Social issues are influenced by many factors. <p>Ethical and legal awareness</p> <ul style="list-style-type: none"> Social structures, institutions and practices shape accepted ways of interacting. 	<p>Task 5: Externally set task (Term 2, Week 3-4)</p>
2	4 - 7	<p>Families in Australia</p> <ul style="list-style-type: none"> influences on the development of a product, service or system to meet the needs of individuals, families and communities self-management skills to effectively use resources the relationship between changes in family types and structures and community beliefs and values the impact of change in family types and structures on community services 	<p>Society and support systems</p> <ul style="list-style-type: none"> The relationship between beliefs and values and the management and use of resources and support systems <p>Self-management and interpersonal skills</p> <ul style="list-style-type: none"> Self-management skills to meet human needs <p>Caring for Others</p> <ul style="list-style-type: none"> Caring for infants and children. <p>Social issues and trends</p> <ul style="list-style-type: none"> Social issues are influenced by many factors. 	<p>Task 4: Families in Australia – a care package (Term 2, Week 7)</p>

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2	8	<p>Families in Australia continued...</p> <ul style="list-style-type: none"> • the functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs • influences on the development of a product, service or system to meet the needs of individuals, families and communities • self-management skills to effectively use resources • the relationship between changes in family types and structures and community beliefs and values • the impact of change in family types and structures on community services 	<p>Society and support systems</p> <ul style="list-style-type: none"> • Relationship between beliefs and values and the management and use of resources and support systems <p>Self-management and interpersonal skills</p> <ul style="list-style-type: none"> • Self-management skills to meet human needs and apply interpersonal skills to establish and maintain relationships <p>Social issues and trends</p> <ul style="list-style-type: none"> • Social issues are influenced by many factors. 	
2	9	<p>Impacts on growth and development</p> <ul style="list-style-type: none"> • factors impacting on the growth and development of individuals <ul style="list-style-type: none"> ○ biological ○ social ○ cultural ○ environmental ○ political 	<p>Exploring human development</p> <ul style="list-style-type: none"> • Growth and development of individuals <p>Factors affecting development</p> <ul style="list-style-type: none"> • Biological and environmental factors 	

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2 3	10 - 11 1	<p>The theorists</p> <ul style="list-style-type: none"> • the relationship between growth and development for individuals and groups with respect to the following theories: <ul style="list-style-type: none"> ○ Piaget’s theory of cognitive development – the four stages of cognitive development ○ Erikson’s theory of psychosocial development – the eight developmental stages ○ Vygotsky’s theory of sociocultural development <ul style="list-style-type: none"> ○ zone of proximal development ○ more knowledgeable other ○ scaffolding 	<p>Society and support systems</p> <ul style="list-style-type: none"> • The relationship between beliefs and values and the management and use of resources and support systems <p>Nature of growth and development</p> <ul style="list-style-type: none"> • An understanding of human growth and ways people develop 	<p>Task 6: Growth and development – the theorists (Term 3, Week 1)</p>
3	2 - 3	<p>Social cohesion</p> <ul style="list-style-type: none"> • the concept of social cohesion • factors impacting on social cohesion within communities <ul style="list-style-type: none"> ○ cultural ○ economic • the relationship between laws, sanctions and social cohesion • the concept of human rights • aim and purpose of <i>Australian Human Rights Commission Act 1986</i> 	<p>Exploring human development</p> <ul style="list-style-type: none"> • Growth and development of individuals. <p>Nature of growth and development</p> <ul style="list-style-type: none"> • Human growth and ways people develop 	<p>https://www.humanrights.gov.au/our-work/race-discrimination/publications/building-social-cohesion-our-communities</p>



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3	4 - 6	<p>Advocacy</p> <ul style="list-style-type: none"> • evaluation of information gathered from primary and secondary sources • the role of the advocate • types of advocacy <ul style="list-style-type: none"> ○ self ○ individual ○ group ○ systemic • advocacy skills <ul style="list-style-type: none"> ○ active listening ○ effective communication ○ assertiveness ○ resourcefulness ○ negotiation • advocacy of a local, state or national issue • aims of empowerment <ul style="list-style-type: none"> ○ awareness of the rights of people ○ ability to make decisions ○ development of autonomous behaviours • the interrelationship between advocacy and empowerment • decision-making process, such as De Bono’s Six Thinking Hats, and consequence and sequel (C&S) 	<p>Exploring human development</p> <ul style="list-style-type: none"> • Growth and development of individuals <p>Self-management and interpersonal skills</p> <ul style="list-style-type: none"> • Self-management skills to meet human needs <p>Nature of growth and development</p> <ul style="list-style-type: none"> • Growth and ways people develop. 	<p>Task 7: Advocacy project (Term 3, Week 6)</p>
3	7	<p>Social issues and trends</p> <ul style="list-style-type: none"> • the effect of changing work and living patterns on the provision of community services • evaluation of products, processes and systems that promote sustainable patterns of living • human and non-human resources for working collaboratively 	<p>Issues and trends</p> <ul style="list-style-type: none"> • Social issues are influenced by many factors. 	



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3	8 - 10	<p>Government and community strategies</p> <ul style="list-style-type: none">• impact of change in family types and structures on communities• influence of government and community strategies on the development of individuals, families and communities, with consideration of the following factors:<ul style="list-style-type: none">○ social○ cultural○ environmental○ economic○ political○ technological <p>Products, services and systems</p> <ul style="list-style-type: none">• ethical, environmental and technological features of products, services or systems developed for individuals, families and communities the application of ethical, economic and environmental factors when producing and evaluating a product, service or system <p>Equal Opportunity</p> <ul style="list-style-type: none">• aim and purpose of the <i>Equal Opportunity Act 1984</i>• the concepts of inequity and injustice impact of inequity and injustice experienced by individuals and families in communities	<p>Society and support systems</p> <ul style="list-style-type: none">• The relationship between beliefs and values and the management and use <p>Social issues and trends</p> <ul style="list-style-type: none">• Social issues are influenced by many factors.	<p>Task 8: Test – Family changes (Term 3, Week 9)</p>
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