



COURSE OUTLINE CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021 UNIT 1 AND UNIT 2



This course will run the two units, 1 and 2, 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>Growth and Development</p> <ul style="list-style-type: none"> • Factors affecting development <p>Influences and impacts</p> <ul style="list-style-type: none"> • Social structures and systems <p>Taking action</p> <ul style="list-style-type: none"> • Communicating and advocating • Managing and collaborating 	<p>Factors affecting development</p> <ul style="list-style-type: none"> • family types and structures <ul style="list-style-type: none"> • adoptive • blended • childless • communal • de facto • extended • foster • nuclear • same-sex couples • sole parent • roles and responsibilities of family in the community • community services available to individuals and families in Western Australia <p>Social Structures and systems</p> <ul style="list-style-type: none"> • the function of the family for safety and security of individuals in the stages of the family life cycle • resource and support services available for families to meet their needs and wants <p>Communicating and advocating</p> <ul style="list-style-type: none"> • investigate an individual or family issue or idea <p>Managing and collaborating</p> <ul style="list-style-type: none"> • strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and SWOT (strengths, weaknesses, opportunities and threats) 	<p>Task 1: Resources and services for individuals and families – 2 weeks (Handed out week 3 and due week 5)</p>



COURSE OUTLINE

CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

UNIT 1 AND UNIT 2



1	5-7	<p>Growth and Development</p> <ul style="list-style-type: none"> nature of growth and development processes for meeting needs <p>Taking action</p> <ul style="list-style-type: none"> communicating and advocating 	<p>Nature of growth and development</p> <ul style="list-style-type: none"> the domains of development <ul style="list-style-type: none"> physical social emotional cognitive spiritual/moral differences in growth and development of individuals the importance of meeting the developmental needs of an individual <p>Factors Affecting Development</p> <ul style="list-style-type: none"> influence of beliefs and values of family members on the growth and development of individuals <p>Processes for meeting needs</p> <ul style="list-style-type: none"> characteristics of existing products or community services available for individuals and families <p>Communicating and advocating</p> <ul style="list-style-type: none"> use research skills to gather information from primary and secondary sources 	
1 2	8-10 1	<p>Influences and Impacts</p> <ul style="list-style-type: none"> Social Issues and Trends Ethical and Legal Awareness <p>Taking Action</p> <ul style="list-style-type: none"> Communicating and Advocating Managing and collaborating 	<p>Social issues and trends</p> <ul style="list-style-type: none"> social issues and their influence on families and communities <p>Ethical and Legal Awareness</p> <ul style="list-style-type: none"> values and ethical decision making for individuals, families, and the community <p>Communicating and Advocating</p> <ul style="list-style-type: none"> use research skills to gather information from primary and secondary sources Communicate ideas using appropriate formats considering purpose and audience. <p>Managing and Collaborating</p> <ul style="list-style-type: none"> use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs strategies and tools for self-management skills <ul style="list-style-type: none"> goal setting time management reflection human and non-human resources for working collaboratively 	<p>Task 2: Growth and Development Portfolio – 4 weeks (Handed out week 8 and due term 2 week 1)</p>



COURSE OUTLINE

CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

UNIT 1 AND UNIT 2



2	1-3	<p>Taking Action</p> <ul style="list-style-type: none"> Managing and Collaborating <p>Influences and Impacts</p> <ul style="list-style-type: none"> Social Issues and Trends Ethical and Legal Awareness <p>Taking Action</p> <ul style="list-style-type: none"> Communicating and Advocating Managing and Collaborating 	<p>Managing and Collaborating</p> <ul style="list-style-type: none"> use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs strategies and tools for self-management skills <ul style="list-style-type: none"> goal setting time management reflection resource management budgeting human and non-human resources for working Strategies and tools for effective decision making, such as PMI (plus, minus, and interesting) and SWOT (strengths, weaknesses, opportunities, and threats) resolution strategies using a decision-making process, such as PMI (plus, minus, and interesting), APC (alternatives, possibilities and choices) and OPV (other people's views) <p>Social Issues and Trends</p> <ul style="list-style-type: none"> stereotypes and their influence on individuals, family, and community life <p>Ethical and Legal Awareness</p> <ul style="list-style-type: none"> rights and responsibilities of individuals related to family challenges and daily life features and relationship between rules, regulations, and laws <p>Communicating and Advocating</p> <ul style="list-style-type: none"> communicate ideas using appropriate formats considering purpose and audience 	Task 4: Test (end of week 3)
2	4	<p>Taking Action</p> <ul style="list-style-type: none"> Processes for meeting needs 	<p>Processes for meeting needs</p> <ul style="list-style-type: none"> attitudes, beliefs and values of developers and their influence on products or services for a target market features of existing products or services for individuals and families <ul style="list-style-type: none"> aesthetic functional social financial environmental beliefs and values that influence development and use of products or services <ul style="list-style-type: none"> developer individual 	



COURSE OUTLINE

CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

UNIT 1 AND UNIT 2



			Social Structure and Systems <ul style="list-style-type: none"> Resources and support services available for families to meet their needs and wants 	
2	5-8	Taking Action <ul style="list-style-type: none"> Processes for Meeting Needs 	Processes for Meeting Needs <ul style="list-style-type: none"> attitudes, beliefs and values of developers and their influence on products or services for a target market features of existing products or services for individuals and families <ul style="list-style-type: none"> aesthetic functional social financial environmental beliefs and values that influence development and use of products or services <ul style="list-style-type: none"> developer individual Consider social, environmental, and economic factors 	Task 3: Helping Out – 4 weeks (Handed out week 5 and due week 8)
2	9-10	Influences and Impacts <ul style="list-style-type: none"> Social Issues and Trends Taking Action <ul style="list-style-type: none"> Communicating and Advocating Processes for Meeting Needs 	Social Issues and trends <ul style="list-style-type: none"> the concept of sustainable living influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need relationships between individuals and families to create sustainable patterns of living Communicating and Advocating <ul style="list-style-type: none"> use research skills to gather information from primary and secondary sources use research skills to locate, select, organise and evaluate information from primary and secondary sources Processes for Meeting Needs <ul style="list-style-type: none"> consider social, environmental, and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services 	
3	1	Growth and Development <ul style="list-style-type: none"> Nature of Growth and Development 	Nature of Growth and Development <ul style="list-style-type: none"> the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five-stage model relationship between growth and development for individuals, such as toddlers, teenagers and adults 	Individuals and their needs <ul style="list-style-type: none"> Introduce Task 5 to students Due at different stages of the term



COURSE OUTLINE

CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

UNIT 1 AND UNIT 2



3	2-6	<p>Growth and Development</p> <ul style="list-style-type: none"> • Nature of Growth and Development 	<p>Nature of Growth and Development</p> <ul style="list-style-type: none"> • biological and environmental influences on the growth and development of individuals • the impact of biological and environmental influences on the growth and development of individuals <ul style="list-style-type: none"> • genetics • nutrition <p>Factors Affecting Development</p> <ul style="list-style-type: none"> • lifestyle behaviours that promote optimal growth, development and well-being • influence and impact of lifestyle behaviours on the growth and development of individuals <p>Managing and Collaborating</p> <ul style="list-style-type: none"> • strategies and tools for self-management skills <ul style="list-style-type: none"> • goal setting • resource management • time management • budgeting • reflection • effective communication strategies, such as verbal, non-verbal and visual 	<p>Task 6: Individual Growth and Development – 3 weeks (handed out week 4 and due week 6)</p>
3	7-10	<p>Growth and Development</p> <ul style="list-style-type: none"> • Factors Affecting Development <p>Taking Action</p> <ul style="list-style-type: none"> • Communicating and Advocating • Managing and Collaborating 	<p>Factors Affecting Development</p> <ul style="list-style-type: none"> • lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups, and the community • influence of protective and preventative strategies on the growth and development of individuals <p>Communicating and Advocating</p> <ul style="list-style-type: none"> • collate and present information using appropriate formats and consider purpose and audience <p>Managing and Collaborating</p> <ul style="list-style-type: none"> • influences on decision making and goal setting <ul style="list-style-type: none"> • attitudes • beliefs • values • conflict resolution strategies, such as 'win, win', compromise and negotiation 	<p>Task 7: Taking Action – 2 ½ weeks (Handed out week 8 and due week 10)</p> <p>Task 5: Virtual baby parenting program and journal - submit according to class roster</p>



COURSE OUTLINE

CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021

UNIT 1 AND UNIT 2



4	1-2	<p>Taking Action</p> <ul style="list-style-type: none"> Communicating and Advocating <p>Influences and Impacts</p> <ul style="list-style-type: none"> Social Issues and Trends Social Structure and Systems 	<p>Communicating and Advocating</p> <ul style="list-style-type: none"> examine a community issue that relates to families <p>Social Issues and Trends</p> <ul style="list-style-type: none"> individual well-being and community health issues and their implications on the community <p>Social Structures and Systems</p> <ul style="list-style-type: none"> roles and responsibilities of networks or services to promote and support the well-being of individuals and groups influence of community attitudes, beliefs and values on the development of resources and support services 	
4	3-5	<p>Influences and Impacts</p> <ul style="list-style-type: none"> Ethical and Legal Awareness <p>Taking Action</p> <ul style="list-style-type: none"> Communicating and Advocating Processes for Meeting Needs Managing and Collaborating 	<p>Ethical and Legal Awareness</p> <ul style="list-style-type: none"> rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions <p>Communicating and advocating</p> <ul style="list-style-type: none"> use research skills to gather information from primary and secondary sources communicate ideas using appropriate formats considering purpose and audience investigate an individual or family issue or idea <p>Processes for meeting needs</p> <ul style="list-style-type: none"> characteristics of existing products or community services available for individuals and families attitudes, beliefs and values of developers and their influence on products or services for a target market consider social, environmental, and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services <p>Managing and Collaborating</p> <ul style="list-style-type: none"> conflict resolution strategies, such as 'win, win', compromise and negotiation strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and SWOT (strengths, weaknesses, opportunities and threats) resolution strategies using a decision-making process, such as PMI (plus, minus, interesting), APC (alternatives, possibilities, and choices) and OPV (other people's views) 	<p>Task 8: Support Services – 3 weeks (Handed out week 2 and due week 4)</p>



COURSE OUTLINE
CHILDREN, FAMILY AND COMMUNITY – GENERAL YEAR 11: 2021
UNIT 1 AND UNIT 2



			<ul style="list-style-type: none">• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs• human and non-human resources for working collaboratively	
--	--	--	--	--