



COURSE OUTLINE CHILDREN, FAMILY AND COMMUNITY – GENERAL: 2022 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. **Black = Unit 3 Content / Blue = Unit 4 Content / Red = EST**

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessment
1	1	Growth and development <ul style="list-style-type: none"> • Nature of growth and development • Maslow's Hierarchy of Needs 	Maslow's Hierarchy of Needs <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 	
1	2 - 3	Growth and development <ul style="list-style-type: none"> • Nature of growth and development • Growth and development throughout life 	Nature of growth and development <ul style="list-style-type: none"> • principles of development related to <ul style="list-style-type: none"> • heredity and environmental <ul style="list-style-type: none"> • 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 physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals • the relationship between the principles and domains of development 	Task 1: Test – Principles of development (Term 1, Week 3)

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1	4 - 5	<p>Growth and development</p> <ul style="list-style-type: none"> • Factors affecting development • Influences on individuals and families <p>Influences and Impact</p> <ul style="list-style-type: none"> • Ethical and legal awareness 	<p>Factors affecting development</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 <p>Ethical and legal awareness</p> <ul style="list-style-type: none"> • the concepts of laws, sanctions and social cohesion • the social and environmental responsibilities of individuals and family groups 	
1	6	<p>Growth and development</p> <ul style="list-style-type: none"> • Nature of growth and development • Bronfenbrenner's theory of ecological systems 	<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 	
1	7 - 8	<p>Taking action</p> <ul style="list-style-type: none"> • Communicating and advocating • Inequity and injustice issues 	<p>Communicating and advocating</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>Task 2: Inequity and injustice issues (Term 1, Week 8)</p>



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1	9 - 10	Taking action <ul style="list-style-type: none"> • Managing and collaborating • Cultural diversity Influences and impacts <ul style="list-style-type: none"> • Social structures and systems • Social issues and trends 	Managing and collaborating <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 Social structures and systems <ul style="list-style-type: none"> • impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems Social issues and trends <ul style="list-style-type: none"> • 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 	Task 3: Cultural celebration (Term 2, Week 3)
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Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessment
2	2 - 5	<p>Taking action</p> <ul style="list-style-type: none"> Processes for meeting needs Managing and collaborating Families in Australia <p>Influences and impacts</p> <ul style="list-style-type: none"> Social structures and systems Social issues and trends Families in Australia 	<p>Processes for meeting needs</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 <p>Managing and collaborating</p> <ul style="list-style-type: none"> self-management skills to effectively use resources <p>Social structures and systems</p> <ul style="list-style-type: none"> the relationship between changes in family types and structures and community beliefs and values <p>Social issues and trends</p> <ul style="list-style-type: none"> the impact of change in family types and structures on community services 	<p>Task 3: Cultural celebration (Term 2, Week 3)</p> <p>Task 4: Families in Australia – a care package (Term 2, Week 7)</p> <p>Task 5: Externally set task (Term 2, Week 3-5)</p>
2	6 - 7	<p>Influences and impacts</p> <ul style="list-style-type: none"> Ethical and legal awareness 	<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</i> (registered 1990) and its effect on wellbeing of children, families and communities 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>Task 4: Families in Australia – a care package (Term 2, Week 7)</p>

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2	8	Growth and development <ul style="list-style-type: none"> • Nature of growth and development • Impacts on growth and development 	Nature of growth and development <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 	
2 3	9-10 1	Growth and development <ul style="list-style-type: none"> • Nature of growth and development • The theorists 	Nature of growth and development - the theorists <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 	Task 6: Growth and development – the theorists (Term 3, Week 1)
3	2 - 3	Influences and impacts <ul style="list-style-type: none"> • Social structures and systems • Ethical and legal awareness • Social cohesion 	Social structures and systems <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 Ethical and legal awareness <ul style="list-style-type: none"> • 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> 	



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3	4 - 6	<p>Taking action</p> <ul style="list-style-type: none"> • Communication and advocating • Managing and collaborating 	<p>Communication and advocating</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 <p>Managing and collaborating</p> <ul style="list-style-type: none"> • decision-making process, such as De Bono’s Six Thinking Hats, and consequence and sequel (C&S) 	<p>Task 7: Advocacy project (Term 3, Week 6)</p>



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3	7	Influences and impacts <ul style="list-style-type: none"> • Social issues and trends Taking action <ul style="list-style-type: none"> • Managing and collaborating 	Social issues and trends <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 Managing and collaborating <ul style="list-style-type: none"> • human and non-human resources for working collaboratively 	
3	8 - 10	Growth and development <ul style="list-style-type: none"> • Factors affecting development • Government and community strategies Taking action <ul style="list-style-type: none"> • Processes for meeting needs • Products, services and systems Influences and impacts <ul style="list-style-type: none"> • Ethical and legal awareness • Equal Opportunity 	Factors affecting development <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 Processing for meeting needs <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 Ethical and legal awareness <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 	Task 8: Test – Family changes (Term 3, Week 9)