



KSHS

COURSE OUTLINE

CHILDREN, FAMILY AND THE COMMUNITY
GENERAL YEAR 12

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KSHS course outline (based on SCASA sample doc)
 Children, Family and the Community – General Year 12
 Unit 3 and Unit 4

Semester 1 – Unit 3 – Building on relationships

Week	Syllabus content
1	<p>Maslow's Hierarchy of Needs</p> <ul style="list-style-type: none"> • Review 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
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>Task 1: Test – Principles of development</p>
4–5	<p>Influences on individuals and families</p> <ul style="list-style-type: none"> • family types and structures in contemporary Australian society • 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
6–7	<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>Task 2: Inequity and injustice issues</p>
8	<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 • impact of change in family types and structures on relationships, growth and development of individuals and families
9–11	<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

Week	Syllabus content
	<ul style="list-style-type: none"> • 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>Task 3: Cultural celebration</p>
12–14	<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 • 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>Task 4: Families in Australia – a care package</p>
14	<p>Task 5: Externally set task</p>
15–16	<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

Semester 2 – Unit 4 – My place in the community

Week	Syllabus content
1	<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
2–5	<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>Task 6: Growth and development – the theorists</p>
6–7	<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>
8–10	<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>Task 7: Advocacy project</p>

Week	Syllabus content
11	<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
12–13	<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>Task 8: Presentation – Family changes</p>
14	<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
15	<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