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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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
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| 1    | **Maslow’s Hierarchy of Needs**  
- Review the relationship between physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals  
- theories of development  
  - the relationship between individuals and their needs in Maslow’s Hierarchy of Needs – the five stage model |
| 2–3  | **Growth and development throughout life**  
- principles of development related to  
  - 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  
**Task 1: Test – Principles of development** |
| 4–5  | **Influences on individuals and families**  
- family types and structures in contemporary Australian society  
- influences on growth and development of individuals and families  
  - social  
  - cultural  
  - environmental  
  - economic  
  - technological  
- the concepts of laws, sanctions and social cohesion  
- the social and environmental responsibilities of individuals and family groups |
| 6–7  | **Inequity and injustice issues**  
- 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  
**Task 2: Inequity and injustice issues** |
| 8    | **Bronfenbrenner’s theory of ecological systems**  
- theories of development  
  - 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 | **Cultural diversity**  
- interpersonal skills for working collaboratively  
  - teamwork  
  - conflict resolution  
  - assertiveness  
  - effective communication  
  - problem solving |
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|      | • impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems  
      | • influence of cultural diversity within communities  
      |   - 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** |
| 12–14 | **Families in Australia**  
      | • 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  
      | **Task 4: Families in Australia – a care package** |
| 14   | **Task 5: Externally set task** |
| 15–16 | **Ethical and legal awareness**  
      | • rights and responsibilities of individuals and groups when entering into contracts  
      | • aim and purpose of *The United Nations Convention on the Rights of the Child 1989* (registered 1990) and its effect on wellbeing of children, families and communities  
      | • aim and purpose of the *Family Law Act 1975* and its effect on wellbeing of children, families and communities  
<pre><code>  | • aim and purpose of the *Working with Children Act 2004* and its effect on the wellbeing of children, families and communities |
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| 1    | **Impacts on growth and development**  
- factors impacting on the growth and development of individuals  
  - biological  
  - social  
  - cultural  
  - environmental  
  - political  

The theorists  
- the relationship between growth and development for individuals and groups with respect to the following theories:  
  - 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  
    - zone of proximal development  
    - more knowledgeable other  
    - scaffolding  

**Task 6: Growth and development – the theorists**  

| 2–5  | **Social cohesion**  
- the concept of social cohesion  
- factors impacting on social cohesion within communities  
  - cultural  
  - economic  
- the relationship between laws, sanctions and social cohesion  
- the concept of human rights  
- aim and purpose of *Australian Human Rights Commission Act 1986*  

| 6–7  | **Advocacy**  
- evaluation of information gathered from primary and secondary sources  
- the role of the advocate  
- types of advocacy  
  - self  
  - individual  
  - group  
  - systemic  
- advocacy skills  
  - active listening  
  - effective communication  
  - assertiveness  
  - resourcefulness  
  - negotiation  
- advocacy of a local, state or national issue  
- aims of empowerment  
  - 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)  

**Task 7: Advocacy project**
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| 11   | **Social issues and trends**  
      - 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| **Government and community strategies**  
      - 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:  
        - social  
        - cultural  
        - environmental  
        - economic  
        - political  
        - technological  
      **Task 8: Presentation – Family changes** |
| 14   | **Products, services and systems**  
      - 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   | **Equal Opportunity**  
      - aim and purpose of the *Equal Opportunity Act 1984*  
      - the concepts of inequity and injustice  
      - impact of inequity and injustice experienced by individuals and families in communities |