

Child Development

Power Standards

1. Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.
2. Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.
3. Realizing the importance of brain development and knowing how to enhance it will produce a brighter, well-adjusted child.
4. Using responsible guidance and discipline techniques will help prevent child abuse and help a child grow up happy and well-adjusted.

Power Benchmarks

1. Summarize key responsibilities for child care providers.
2. Identify how pregnancy and childbirth are impacted by personal choices.
3. Identify patterns of development for the first year.
4. Identify patterns of development from ages one to three.
5. Identify patterns of development from ages four to six year.
6. Identify the realities of teen pregnancy.
7. Identify health and safety needs of children.
8. Summarize effective parenting skills and discipline techniques.
9. Recognize family planning options.
10. Identify community resources and career opportunities.

Child Development

Power Standards

Students will be able to:

1. Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.
 - Summarize key responsibilities for child care providers. (1)
 - Identify patterns of development for the first year. (3)
 - Identify patterns of development from ages one to three. (4)
 - Identify patterns of development from ages four to six year. (5)
 - Identify community resources and career opportunities. (10)
2. Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.
 - Identify how pregnancy and childbirth are impacted by personal choices. (2)
 - Identify the realities of teen pregnancy. (6)
 - Identify health and safety needs of children. (7)
 - Recognize family planning options. (9)
3. Realizing the importance of brain development and knowing how to enhance it will produce a brighter, well-adjusted child.
4. Using responsible guidance and discipline techniques will help prevent child abuse and help a child grow up happy and well-adjusted.
 - Summarize effective parenting skills and discipline techniques. (8)

Child Development

Stage 1 – Desired Results:

Power Standard 1: Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.

Power Benchmark/Competency 1:
Summarize key responsibilities for child care providers.

Estimated Timeline: 3 days

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand:

- Caring for a child requires essential skills.

Essential Questions:

- Who are child care providers?
- What qualities do they need?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Identify how to take care of a child’s health needs
- Summarize how to keep a child safe
- Describe how to provide a nurturing environment
- Explain an enriched learning environment
- Recognize the importance of being a good role model
- Know effective guidance/discipline techniques
- Vocabulary:
 - Nurturing
 - Guidance
 - Discipline
 - Self-discipline
 - Learning environment
 - Safety
 - Health
 - Role model

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Analyze age appropriate activities for children
- Analyze toys for safety.
- Analyze toys for age appropriate learning
- Demonstrate the responsibilities and skills of a child care provider
- Vocabulary:
 - Age appropriate
 - Safety
 - Child care provider
 - Preschool
 - Day care

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- **Create a brochure illustrating key responsibilities for a child care provider.**

Key Criteria: (Rubric)

- **Brochure Rubric**, attached at end of document.

Stage 3 – Learning Plan

Learning Activities:

- Parenting poster, define parenting, characteristics of a good parent, rewards and responsibility of parenting.
- Cartoon depicting parenting and/or family situations.
- Evaluation sheet on toys (includes age appropriate, learning skills, and safety).
- Song - *Cats in the Cradle* by Harry and Sandy Chapin, do quick write.
- Role-play examples of guidance/discipline situations (using the Iowa State Extension “Toddler Discipline”).
- Video: *The First Years Last Forever*

Child Development

Stage 1 – Desired Results:

Power Standard 2: Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.

Power Benchmark/Competency 2:
Identify how pregnancy and childbirth are impacted by personal choices

Estimated Timeline: 1 weeks

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	

Understandings :

Students will understand:

- Environmental and heredity factors during pregnancy can affect the quality of life.
- Each stage of pregnancy has certain characteristics.

Essential Questions:

- What responsibilities do prospective parents have in preparing for having a child?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Describe prenatal development during each stage of pregnancy
- List the possible genetic and environment defects to the unborn child
- Vocabulary:
 - Prenatal development
 - Environment hazard
 - Genetic Counseling

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Explain the development of the unborn child and the stages of pregnancy.
- Determine how personal choices during pregnancy could impact a baby's health
- Identify causes and treatment for birth defects
- Vocabulary:
 - Ultrasound
 - Amniocentesis
 - Chorionic villi sampling
 - Conception
 - Fetus
 - Uterus
 - Nutrition

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Unit 2 test

Key Criteria: (Rubric)

- Must have 60% to pass.

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Stage 3 – Learning Plan

Learning Activities:

- Videos: *National Teen Summit on Alcohol and Pregnancy*
 - Reducing Risk Factors*
 - SIDS*
 - Inside My Mom*
 - Journey to Birth*
 - Our Genetic Heritage*
 - Baby to Be*
 - Miracle of Birth* aea 319
- Chapter 5, 6, 7 Text
- Transparencies
- Flip charts
- Empathy Belly
- Pamphlets on the do's & don't of good prenatal care. Authentic Assessment Book, pp 31-32
- Fetal Alcohol Syndrome "Baby"
- Drug Affected "Baby"
- Worksheet identifying birth defect causes and treatment

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Stage 1 – Desired Results:

Power Standard 1: Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.

Power Benchmark/Competency 3:
Identify patterns of development for the first year.

Estimated Timeline: 1 1/2 weeks

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	X

Understandings :

Students will understand:

- The first year of life is a rapid period of growth in all developmental areas.
- Brain development during this period of growth needs an enriched environment.

Essential Questions:

- What changes do caregivers observe in first year of a child's life including physical, social, emotional, and intellectual development?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Describe physical development the first year.
- Explain how the brain becomes organized the first year.
- Explain the importance of attachment in emotional and social development.
- Vocabulary:
 - Motor skill
 - Shaken Baby Syndrome
 - Dendrite, Neurons, Myelin
 - Bonding/attachment
 - motor skill
 - Shaken Baby Syndrome
 - Dendrite, Neurons, Myelin
 - Bonding/attachment

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify growth patterns during the first year through observations.
- Develop activities that enhance brain development.
- Vocabulary:
 - Small motor skills
 - Large motor skills
 - Failure to thrive

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Create a diary from an infant's perspective during the first year with multiple entries that address the following areas of development: Physical, Social, Emotional, and Intellectual. (Source: Authentic Assessment booklet, p. 39-40)

Key Criteria: (Rubric)

- Rubrics (Alternate Project Part 2 from Infant Simulator)

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Stage 3 – Learning Plan

Learning Activities:

- Have guest children birth to one year old visit class. Complete an observation sheet.
- Videos: *The First Year Lasts Forever*
SIDS
Still Shiny, The First 28 Days
A Child Grows: First Year
Is Baby Ok? Assessing Development
The First Days Home
Shaping Youngest Minds
- Poster on “Build a Better Brain” (chapter 8 p. 265 -266, and supplemental materials).

Child Development

Stage 1 – Desired Results:

Power Standard 1: Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.

Power Benchmark/Competency 4:
Identify patterns of development from ages one to three.

Estimated Timeline: 2 weeks

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	X

Understandings:

Students will understand:

- There are important milestones in the 5 developmental areas during ages one to three years.

Essential Questions:

- How do you encourage learning and promote growth during the ages of one to three years?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Describe physical development for the toddler.
- Analyze how individual temperaments affect emotional and social developments.
- Describe how speech develops.
- Vocabulary:
 - Toddler
 - Self –concept
 - Temperament
 - Temper tantrum

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Demonstrate methods of guidance for a toddler.
- Choose safe, appropriate toys that promote mental, physical, and social skills.
- Vocabulary:
 - Self-discipline
 - Age appropriate
 - Concepts
 - Perception
 - Parallel play
 - Articulation

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Poster that summarizes the 5 developmental areas of a toddler.

Key Criteria: (Rubric)

- Rubrics Attached

Stage 3 – Learning Plan

Learning Activities:

- Have children of ages 1-3 years old visit the classroom. Complete an observation sheet on the five areas of development.
- *Little Critter Book* on Toilet Training
- Toilet Training Advice Column
- Select a toy and evaluate it for educational value, safety, and age appropriate.
- Role-play toddler situations and use appropriate methods of guidance.
- Videos: *Toddlers: 2nd Year of Life*
The Not So Terrible Twos: The Third Year of Life
Children Learning Language: How Adults Can Help

Child Development

Stage 1 – Desired Results:

Power Standard 1: Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.

Power Benchmark/Competency 5:
Identify patterns of development from ages four to six years.

Estimated Timeline: 2 weeks

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	X
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	X

Understandings :

Students will understand:

- Children ages four to six years old continue to change in the 5 developmental areas.

- Students will be able to:** (*i.e. know*)...(Include vocabulary)
- Give examples to foster self care and emotional and social independence.
 - Analyze the pro's and con's of competition on children.
 - Identify ways to meet the needs of children with learning disabilities and gifted children.
 - Describe the variety of different ways children learn.
 - Vocabulary :
 - Preoperational period
 - Multiple intelligences
 - Dyslexia
 - Attention deficit hyperactivity disorder
 - Intrapersonal
 - Interpersonal
 - Preschooler

Essential Questions:

- How do you encourage learning and promote growth during ages four to six years old?

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Compare average motor development of four, five, and six-year-olds.
- Develop ways to respond to anger, fear, and jealousy in the children ages four to six.
- Create strategies for helping children develop a sense of right and wrong.
- Use techniques to encourage children's interest in reading, art, and music.
- Vocabulary:
 - Finger plays
 - Phoneme
 - Kinesthetic
 - Verbal-linguistic
 - Cooperative play

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Create lesson plan activity cards for a preschool that enhances the 5 areas of development.

Key Criteria: (Rubric)

- Rubric attached at end

Child Development

Stage 3 – Learning Plan

Learning Activities:

- Run a mini-preschool.
- Have children ages four to six visit class.
- Posters on Gardner's Multiple Intelligences
- Dyslexia Workbook Page
- Visit a preschool.
- Create a learning concept project to use with a preschooler.
- Field trip to city library to evaluate children's storybooks.
- Storybooks appropriate and relating to developmental problems for this age group.
- Evaluate different types of children's books. 134
- Videos: *Preschool, How Three and Four Year Olds Develop*
Tip Top Tots, Nutrition
Kids and Food
Child's Play
Art and Music for Preschoolers
Children Learning Language: How Adults Can Help

Child Development

Stage 1 – Desired Results:

Power Standard 2: Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.

Power Benchmark/Competency 6:
Identify the realities of teen pregnancy.

Estimated Timeline: 3 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	X
Math	Science	Reading	Social Responsibility	Communication
			X	X

Understandings:

Students will understand:

- There are consequences of teen sexual activities.
- Values can help teens face issues of sexuality.

Essential Questions:

- What values guide you in making decisions?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Explain the difference between sexuality and sexual activity.
- Predict the consequences of sexual activity.
- Vocabulary:
 - Sexually transmitted diseases
 - Peer pressure
 - Teen pregnancy
 - Paternity
 - Hormones
 - Values

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Discuss responsible decisions about sexuality.
- Analyze the various options of a pregnant teen.
- Explain how you would handle possible problems arising from sexual activity.
- Vocabulary:
 - contraception
 - Abstinence
 - Closed adoption
 - Open adoption
 - Abortion
 - Single parenthood
 - Marriage

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Create a pamphlet relating to teen pregnancy that includes at least one of the following topics: abstinence, pregnancy options, birth control, health risk for mother and unborn child, financial problems, sexuality transmitted disease, or emotional and social stress and effect on education.

Key Criteria: (Rubric)

- Rubric attached

Stage 3 – Learning Plan

Learning Activities:

Videos: *Teen Pregnancy, Real Stories, Real Life*
Considering Your Options

Speaker on adoption

Speaker on “Baby Moses Law/Safe Haven”

Speaker on birth control and/or sexually transmitted diseases

Child Development

Stage 1 – Desired Results:

Power Standard 2: Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.

Power Benchmark/Competency 7:
Identify health and safety needs of children

Estimated Timeline: 1 day + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X		X	X

Understandings:
Students will understand:

- Safety and health of children is one of the caregiver's key responsibilities.

Essential Questions:

- What are common safety hazards for children of different ages?
- Why is it important to have health checkups and immunizations?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Identify safety hazards for children of different ages.
- Recognize the importance of good nutrition for all ages of children.
- Give basic guidelines for caring for children who are ill.
- Vocabulary:
 - Poison Control Center
 - Heimlich Maneuver
 - CPR

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Demonstrate appropriate first aid for common ailments
- Describe the sequence of health checkup and immunizations to help prevent illness.
- Vocabulary:
 - Vaccine
 - Contagious
 - Allergy

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Quiz on health and safety issues that effect children of different ages.

Key Criteria: (Rubric)

- 7 to 10 correct

Stage 3 – Learning Plan

Learning Activities:

- Videos: *Infant Health Care*
- *Childcare Safety*
- Plan and prepare a healthy snack for a child
- Class sharing of past experiences of their own illnesses and injuries
- Write a list of safety rules that should be posted at a park
- Write a plan for quiet activities for a sick child
- Create a poster illustrating child health and safety issues (car seat, high chair, childproof home safety, etc.)

Child Development

Stage 1 – Desired Results:

Power Standard 4: Using responsible guidance and discipline techniques will help prevent child abuse and help a child grow up happy and well-adjusted.

Power Benchmark/Competency 8:
Summarize effective parenting skills and discipline techniques

Estimated Timeline: 3 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand:

- Parenting abilities are acquired skills.
- There are different effective method of discipline and guidance.

Essential Questions:

- Why is providing guidance and consistency important for children?
- What are the different styles and skills in parenting?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Distinguish between different parent styles
- Describe how to nurture children.
- Explain the importance of setting limits
- Vocabulary:
 - Authoritarian style
 - Democratic style
 - Permissive style
 - Parenting
 - Nurturing

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Apply effective techniques for encouraging appropriate behavior
- Demonstrate effective ways of dealing with misbehavior
- Vocabulary
 - Conscience
 - Negative reinforcement
 - Positive reinforcement
 - Time-out

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Evaluation of hypothetical situations regarding behavior and discipline method

Key Criteria: (Rubric)

- Worksheets with points assigned in student workbook (examples from pages 108,109,126,127)

Stage 3 – Learning Plan

Learning Activities:

- Write a response to *Children need love just as much as they need food to eat and a bed to sleep in*
- Draw and label Maslow's Hierarchy of Needs
- Being Positive Page 33 Student workbook
- Videos: *Shaking, Hitting, and Spanking, What to Do Instead Yelling, Threatening and Putting Down Discipline, Teaching Limits with Love Disciplining Kids (without screaming and scolding)*

Child Development

Stage 1 – Desired Results:

Power Standard 2: Awareness of health and safety considerations during pregnancy and in raising a child will result in a happy, healthy child.

Power Benchmark/Competency 9:

Recognize family planning options

Estimated Timeline: 2 day

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	
Math	Science	Reading	Social Responsibility	Communication
	X	X	X	X

Understandings:

Students will understand:

- There are options for infertile couples.
- There are many birth control methods available.

Essential Questions:

- What is the importance of family planning?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Evaluate different possible solutions for infertility.
- Vocabulary:
 - Adoption
 - Artificial insemination
 - In vitro fertilization
 - Surrogate mother

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Outline the different methods of family planning
- Vocabulary:
 - Birth control
 - Over the Counter Methods
 - Prescription Methods

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Check their understanding of the family planning options by writing a short essay

Key Criteria: (Rubric)

Essay Test, (Source: Newspaper Article assessment from page 74, Authentic Assessment).

Stage 3 – Learning Plan

Learning Activities:

- Videos on birth control
- Guest speaker on birth control
- Guest speaker on adoption

Child Development

Stage 1 – Desired Results:

Power Standard 1: Knowledge of development of children from conception through age six will help caregivers do their child-rearing jobs with confidence.

Power Benchmark/Competency 10:
Identify community resources and career opportunities.

Estimated Timeline: 1 day + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings: *Students will understand:*

- There are agencies available in the community to help caregivers address child related problems.
- There are numerous options available in the child development career area.

Essential Questions:

- What career opportunities are available in the child development field?
- What agencies are available to assist in the areas of child development?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Discuss the wide range of child development career options.
- Identify child related community agencies.
- Vocabulary:
 - Speech pathologist
 - Department of Human Services
 - WIC

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Analyze child development careers as to their different benefits and requirements
- Vocabulary:
 - Job Shadow
 - Employment Benefits

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Research the career opportunities in the textbook and/or possible community agencies related to child development.

Key Criteria: (Rubric)

- **Rubric attached**

Stage 3 – Learning Plan

Learning Activities:

Guest Speakers

- Success by Six
- Iowa Department of Health
- Family Resources
- Lutheran Services
- Scott County Kids
- Parents as Teachers
- Edgerton Women's Health Center

Internet Search

Share Research

Child Development

PAMPHLET RUBRIC

Excellent (5)	Good (3)	Poor (1)
The work is outstanding- especially effective and well prepared.	The work is generally good but some elements are not excellent.	The quality of the work is very poor.
There is a clear, focused theme for the whole piece, and each component supports it.	The theme focus is missing some components.	The theme for the entire piece is not clear, and the components do not support the theme well.
Information is accurate and appropriate.	Some of the important information is lacking.	Information is inaccurate or not relevant.
Diagrams and pictures are eye catching and easy for the viewer to understand and add clarity and impact.	Diagrams and pictures are used in small amounts for clarity, impact, and understanding.	Diagrams and pictures are not used to catch the viewer's eyes or assist in viewer understanding.
Excellent grammar, punctuation, and capitalization.	The work contains a few errors in grammar, punctuation, or capitalization.	Work contains errors in grammar, punctuation, or capitalization.
The work is neat, creative and presentable.	The work lacks some neatness, creativity, and interest.	The work is not neat, creative, or presentable.
The student understands the content related to this project.	The student does not understand all aspects of the project.	It is not clear that the student understands the content related to this project.
Total		

Safety

Guidance/Discipline

Nutrition

Learning Environment (age appropriate toys)

Nurturing Environment

Child Development

A Day in the Life of an Infant Rubric

Name:

Date:.

Class:

	4 points	3 points	2 points	1 point
<p>Content</p> <p>The extent that the essay, shows understanding of issues that influence ability to Parent. Addressed physical, social, intellectual, and emotional developments.</p> <p>4x</p>	<p>Shows insightful comprehension for four developmental areas.</p> <p>16</p>	<p>Shows basic comprehension for at least three areas.</p> <p>12</p>	<p>Shows gaps in comprehension, covered only two areas well.</p> <p>8</p>	<p>Adequately covered only one developmental area.</p> <p>4</p>
<p>Personal Reflection</p> <p>The extent that the essay showed insight and thoughtfulness.</p> <p>2x</p>	<p>Shows insightful responses and meaningful thought processes Student makes insightful connections to own personal life</p> <p>8</p>	<p>Shows understanding of the topic student has given sufficient thought.</p> <p>6</p>	<p>Shows confused understanding of the topic or lack of appropriate thought</p> <p>4</p>	<p>Shows minimal evidence that student has thought about the topic</p> <p>2</p>
<p>Organization of ideas and design</p> <p>2x</p>	<p>Logical, coherent progression of ideas</p> <p>8</p>	<p>Generally focused with clear attempt at organization</p> <p>6</p>	<p>Some organization but disjointed ideas</p> <p>4</p>	<p>Little or no organization</p> <p>2</p>
<p>Use of language</p> <p>4</p>	<p>Use of language enhances reader's ability to understand through</p> <p>4</p>	<p>Use of language allows reader's understanding.</p> <p>3</p>	<p>Use of language is distracting but doesn't interfere with understanding</p> <p>2</p>	<p>Use of language interferes with understanding</p> <p>1</p>
<p>Total Points</p>				

Total Points

Child Development

Rubric for Career Assignment

Name _____

	4 points	3 points	2 points	1 point
Content The report shows an understanding of issues that influences child related careers. X3	Show insightful comprehension for the scope of skills, attitudes, or situational factors that influence career choices	Show basic comprehension for the scope of skills, attitudes, or situational factors that influence career choices.	Shows gaps in comprehension for the scope of skills, attitudes, or situational factors that influence career choices	Shows no relationship to the topic
Personal reflection The extent that the responses relate to their career choices and their personality and abilities X2	Shows insightful and meaningful thought processes. Student makes insightful connections to own personal life	Shows understanding of the careers; student has given them sufficient thought. Shows personalization	Shows confused understanding of the careers or lack of the appropriate thought. Show a developing ability to personalize.	Shows minimal evidence that student has thought about the careers. Makes few, if any, connections to own personal life.
Organization of ideas	Logical, coherent progression of ideas	Generally focused with clear attempt at organization	Some organization, but disjointed ideas	Little or no organization
Use of language	Use of language enhances reader's ability to understand the topic. No grammatical errors.	Use of language allows reader's understanding. Few grammatical errors.	Use of language is distracting but doesn't interfere with understanding. Some grammatical errors.	Use of language interferes with understanding. Many grammatical errors.
Total				

Grand total _____

Child Development

Rubric for Preschool Activity Cards

Names of group members _____

	5 points	3 points	1 point
Activity cards	All 5 categories	Only 3 -4 categories	Less than 3
Components	All 5 components	Only 3-4 components	Less than 3
Details of each component	All 5 have details	Only 3-4 have details	Less than 3 have details
Use of reference materials	Used on all 5 cards and references listed	Only 3-4 cards have references listed	Less than 3 cards have references
Participation	Active participation	Some participation	Little participation
Total			