

English Language Arts: Science/Technical Subjects
Reading and Writing Standards
Department: Family & Consumer Science
Course: Child Development

| Standard | Application of Standard | Unit | Level | Resources |
|--|--|-------------------------|----------|--|
| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Students will read the article “Rewarding Good Behavior” and highlight key terms and their definition. | Disciplinary Techniques | 11-12 | Text book, unit study guide, text book enrichment articles |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Students will respond in unified paragraphs to questions related to the article “Rewarding Good Behavior”. | Disciplinary Techniques | 1.Family | Prompt, exemplar and rubric. |

Name _____

Scoring Rubric

| Standard | 6 | 5 | 4 | 3 | 2 | 1 |
|--|--|--|---|---|--|--|
| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Exemplary determination of the meaning of positive reinforcement and structured reward systems | Excellent determination of the meaning of positive reinforcement and structured reward systems | Moderate determination of the meaning of positive reinforcement and structured reward systems | Acceptable determination of the meaning of positive reinforcement and structured reward systems | Limited determination of the meaning of positive reinforcement and structured reward systems | Lacks determination of the meaning of positive reinforcement and structured reward systems |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Exemplary production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting | Excellent production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting | Moderate production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting | Acceptable production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting | Limited production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting | Lacks production of clear and coherent writing that reflects upon executing a structured reward system in a child care setting |
| Percentages | 100 | 90 | 80 | 70 | 60 | 50 |

Score _____

Comments: _____

Prompt for Self-Assessment and Reflection

After reading the article-“Rewarding Good Behavior,” answer the questions in unified paragraph form; refer to the rubric to see how you will be scored:

- Describe and discuss three types of rewards providing specific examples of each, benefits and negatives, and why it is important to link the reward to desired behavior.
- Describe one system of structured rewards? Why are structured systems of rewards effective when inappropriate behavior becomes the norm? Explain how you would put one of the structured systems of reward described in the article into place in a preschool setting. What behaviors would gain positive reinforcement? What behaviors would you try to discourage? What rewards would you give and how often?

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| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Students will read the article “Building Resilient Families” and highlight key terms and their definition | Family | 11-12 | Text book, unit study guide, text book enrichment articles |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Students will respond in unified paragraphs to questions related to the article “Building Resilient Families”. | Family | 11-12 | Prompt, exemplar and rubric. |

Name _____

Scoring Rubric

| Standard | 6 | 5 | 4 | 3 | 2 | 1 |
|--|--|--|---|--|--|--|
| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Exemplary determination of the meaning of family resiliency characteristics | Excellent determination of the meaning of family resiliency characteristics | Moderate determination of the meaning of family resiliency characteristics | Acceptable determination of the meaning of family resiliency characteristics | Limited determination of the meaning of family resiliency characteristics | Lacks determination of the meaning of family resiliency characteristics. |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Exemplary production of clear and coherent writing that reflects upon executing a family resiliency plan | Excellent production of clear and coherent writing that reflects upon executing a family resiliency plan | Moderate production of clear and coherent writing that reflects upon executing a family resiliency plan | Acceptable production of clear and coherent writing that reflects upon executing a | Limited production of clear and coherent writing that reflects upon executing a family resiliency plan | Lacks production of clear and coherent writing that reflects upon executing a family resiliency plan |
| Percentages | 100 | 90 | 80 | 70 | 60 | 50 |

Score _____

Comments _____

Prompt for Self-Assessment and Reflection

After reading the article-“Building Resilient Families,” answer the questions in unified paragraph form; refer to the rubric to see how you will be scored:

- Describe four characteristics of a resilient family.
- Write a description of a situation in which a family faces a crisis such as the serious illness of one member, a parent’s job loss, or the need to move.
- Explain how the family meets the crisis and maintains good family health.
- Identify the resiliency factors that helped or could have helped the family.

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| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Students will read the article “What Makes a Baby’s Environment Stimulating?” and highlight key terms and their definitions. | Infancy | 11-12 | Text book, unit study guide, text book enrichment articles |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Students will respond in unified paragraphs to questions related to the article “What Makes a Baby’s Environment Stimulating?”. | Infancy | 11-12 | Prompt, exemplar and rubric. |

Name _____

Scoring Rubric

| Standard | 6 | 5 | 4 | 3 | 2 | 1 |
|--|--|--|---|---|--|--|
| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Exemplary determination of the meaning of a stimulating environment for an infant | Excellent determination of the meaning of a stimulating environment for an infant | Moderate determination of the meaning of a stimulating environment for an infant | Acceptable determination of the meaning of a stimulating environment for an infant | Limited determination of the meaning of a stimulating environment for an infant | Lacks determination of the meaning of a stimulating environment for an infant. |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Exemplary production of clear and coherent writing that reflects upon developing a stimulating environment for an infant | Excellent production of clear and coherent writing that reflects upon developing a stimulating environment for an infant | Moderate production of clear and coherent writing that reflects upon developing a stimulating environment for an infant | Acceptable production of clear and coherent writing that reflects upon developing a stimulating environment for an infant | Limited production of clear and coherent writing that reflects upon developing a stimulating environment for an infant | Lacks production of clear and coherent writing that reflects upon developing a stimulating environment for an infant |
| Percentages | 100 | 90 | 80 | 70 | 60 | 50 |

Score _____

Comments: _____

Prompt for Self-Assessment and Reflection

After reading the article-“What Makes a Baby’s Environment Stimulating?”, answer the questions in unified paragraph form; refer to the rubric to see how you will be scored:

- Describe and discuss three things that can make a baby’s environment stimulating.
- Imagine that your family will be caring for a foster child-a four-month-old baby boy. The room that will become his nursery is a small bedroom that currently has white walls. Describe your plan for making the nursery an environment that will be stimulating for the growing baby. Discuss possible décor, furnishings, and toys you could include.

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| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Students will read the article “Choosing Versatile Toys” and highlight key terms and their definitions | Toddler- Preschool Age | 11-12 | Text book, unit study guide, text book enrichment articles |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Students will respond in unified paragraphs to questions related to the article” Choosing Versatile Toys.” | Toddler- Preschool Age | 11-12 | Prompt, exemplar and rubric. |

Name _____

Scoring Rubric

| Standard | 6 | 5 | 4 | 3 | 2 | 1 |
|--|---|---|--|--|---|---|
| CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. | Exemplary determination of the meaning of age appropriate toys | Excellent determination of the meaning of age appropriate toys | Moderate determination of the meaning of age appropriate toys | Acceptable determination of the meaning of age appropriate toys | Limited determination of the meaning of age appropriate toys | Lacks determination of the meaning of age appropriate toys. |
| CCSS.ELA-Literacy.WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Exemplary production of clear and coherent writing that reflects upon the selection of age appropriate toys | Excellent production of clear and coherent writing that reflects upon the selection of age appropriate toys | Moderate production of clear and coherent writing that reflects upon the selection of age appropriate toys | Acceptable production of clear and coherent writing that reflects upon the selection of age appropriate toys | Limited production of clear and coherent writing that reflects upon the selection of age appropriate toys | Lacks production of clear and coherent writing that reflects upon the selection of age appropriate toys |
| Percentages | 100 | 90 | 80 | 70 | 60 | 50 |

Score _____

Comments _____

Prompt for Self-Assessment and Reflection

After reading the article-“Choosing Versatile Toys”, answer the questions in unified paragraph form; refer to the rubric to see how you will be scored:

- Select one toy that would be age appropriate and specifically designed for an infant, toddler or pre-schooler. Describe the toy and why you selected it.
- What makes this toy safe or unsafe for this age group? (see attached safety handout)
- What senses does the toy stimulate? Does the toy stimulate problem solving, imagination and creativity or interaction with others?
- What physical, intellectual, social and emotional milestones will this toy help achieve? (see attached developmental stages handout).