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IMPACT OF THEORIES ON CHILD REARING

Performance Standard 18B.J

Write a summary describing the theory of a prominent child psychologist and its impact on child rearing practices today. The writing will be evaluated accordingly:

- *Knowledge*: describe the key ideas and concepts that are associated with the theories of the psychologist.
- *Reasoning*: analyze the impact of the psychologist on today's child rearing practices in a logical and reasoned manner.
- *Communication*: write an essay that is well organized, well focused and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand the roles and interactions of individuals and groups in society (18B)***, provide students with sufficient learning opportunities to develop the following skill:
 - Explain a theory of a prominent sociologist or psychologist.
Those employed in child development settings such as day care facilities must understand the theory behind child rearing practices. This assessment aligns with the Family and Consumer Sciences Education National Standards 12.3 (Analyze strategies that promote growth and development across the life span).
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Facilitated by the teacher, students should discuss a few examples of positive and negative child rearing techniques and the impact on the total well being of the child.
4. Students select a well known child psychologist such as T. Barry Brazelton or Dr. Benjamin Spock and individually conduct research on the psychologist's view on a topic related to child rearing (i.e., toilet training).
5. Write a summary (five paragraphs) on the theory of a particular child psychologist. Have students assess the point of view by agreeing or disagreeing with the theory. Students should also include how this theory has impacted child-rearing practices today.
6. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The descriptions, key concepts and the student's assessment of the psychologist's theory and child rearing practices are complete and accurate.
 - *Reasoning*: The analysis of the theory and its impact was logical and well reasoned.
 - *Communication*: The writing was well focused, well organized and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two, 45-minute periods
- One period for discussion and starting research, the other to complete the research
- The summary should be composed outside of class time

Resources

- Child development text
- Child development web sites
- Notebook paper
- Pen or pencil
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. • Significant facts/ supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/ themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/ themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			