Instructional Materia Title		a – Child Development Rubric ISBN#	
Established Track Record? YES NO If yes, please list research source(s):			
Meets National Standards? YES □ NO □			
Standard 20.0102-01: Students will evaluat	e parenting roles and res	ponsibilities.	
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
 20.0102-0101 Recognize the characteristics and responsibilities of parenting. Identify the importance of children in society. Evaluate the rights of children and parents. Recognize that early childhood experiences impact individuals as adults. Discuss qualities and considerations needed for parenting readiness. Evaluate factors to consider in determining personal preparedness for parenthood (i.e., biological, social, emotional, financial, educational). Discuss the nature of parenting responsibilities. Discuss how parenting/caregiver skills are learned. Evaluate the demands and rewards of parenting. 			

20.0102-01 <u>02</u> Explain the importance of		
nurture and nature.		
 Discuss nature (heredity) and its 		
implications.		
 Define bonding and discuss the bonding 		
process.		
 Analyze the importance of the bonding 		
process after delivery.		
 Define nurturing and identify ways of 		
nurturing.		
 Discuss the importance of nurturing and 		
its positive implications.		
Identify the potential consequences from		
a lack of bonding and/or nurturing.		
• Evaluate the impact of nurturing upon		
all aspects of development.		
20.0102-01 <u>03</u> Identify factors influencing the		
development of self-concept.		
 Define self-concept. 		
• List the four components of the self-		
concept cycle and describe the effects of		
each.		
• Identify the influences on the		
development of self-concept.		
Identify characteristic traits of low and		
high self-concepts.		
Discuss ways to promote positive self-		
concepts in children.		
	for anomath, development and developmental theories	I

Standard 20.0102.02: Students will identify growth, development and developmental theories.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0102-02 <u>01</u> Identify generalizations of human growth and development.			
Recognize the generalizations of human			

growth and development. • Describe the basic patterns of growth (simple to complex, head to foot, center to outside, etc.).	
 Define and identify physical, cognitive, social, emotional and moral development. 	
20.0102-02 <u>02</u> Identify the characteristics of	
selected developmental theories.	
 Identify and define the basic concepts of growth and development. 	
Describe the interrelationships between	
physical, social, emotional, moral, and	
cognitive aspects of development.	
Identify Erickson and Piaget's human	
developmental theories.	

Standard 20.0102-03: Students will identify characteristics of prenatal development and childbirth.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0102-03 <u>01</u> Explain correct facts concerning			
conception.			
 Review reproductive organs and the 			
functions of each.			
 Describe the reproductive process. 			
 Discuss appropriate ways to teach 			
young children about sexuality.			
20.0102-03 <u>02</u> Chart heredity and			
environmental factors influencing birth defects.			
 Analyze the influence and effects of 			
genetics and heredity.			
 Define recessive and dominant genes. 			
 Identify types and causes of birth 			
defects and their characteristics.			
Identify risks for genetic birth defects			

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and the benefits of genetic counseling.	
 Specify lifestyle factors that minimize 	
environmental birth defects (drugs,	
alcohol, and tobacco).	
 Identify the role of folic acid in the 	
prevention of neural tube defects.	
 Identify the role of appropriate 	
nutrition and weight gain on prenatal	
development.	
 Explain the role of prenatal testing in 	
the detection of birth defects	
(ultrasound and amniocentesis).	
 Identify causes and implications of birth 	
defects (Down's syndrome, PKU,	
muscular dystrophy, fetal alcohol	
syndrome, neural tub defects, cleft	
palate/cleft lip, club hand/foot).	
Discuss the importance of early prenatal	
and on-going prenatal care.	
20.0102-03 <u>03</u> Explain the characteristics of	
pregnancy.	
 Discuss the health risk of teen 	
pregnancy.	
• Identify the early signs and symptoms of	
pregnancy.	
Identify common discomforts occurring	
during pregnancy.	
Identify potential pregnancy	
complications (RH factor, toxemia/pre-	
eclampsia, miscarriage, stillbirth,	
premature, low birth weight).	
20.0102-03 <u>04</u> Explain the processes occurring	
during prenatal development.	
Outline the stages occurring during proposal development (gygota embyro	
prenatal development (zygote, embryo, fetus).	
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Define and discuss prenatal terminology (umbilical cord, placents, ampiotic (umbilical cord, placents, ampiotic)	
(umbilical cord, placenta, amniotic	

 fluid, amniotic sac, uterus, etc.). Identify the prenatal development occurring during each trimester. Discuss multiple births. 		
20.0102-03 <u>05</u> List the sequential events in the		
childbirth process.		
 Define childbirth terms (show, 		
crowning, episiotomy, etc.).		
 Describe the three stages of labor. 		
 Discuss delivery options. 		
 Describe possible complications that 		
may occur during childbirth.		

Standard 20.0102-04: Students will explain the growth and development of the neonate and infant.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0102-04 <u>01</u> Describe the growth and			
development of the neonate and infant.			
 Identify the physical characteristics and 			
needs of the neonate.			
 Identify the Apgar test and scale. 			
 Identify neonatal reflexes 			
(sucking/rooting, startle/moro, babinski,			
walk/step, tonic neck, Darwinian/grasp).			
20.0102-04 <u>02</u> Describe the growth and			
development of the infant.			
 Identify the sequence of physical 			
development of the infant.			
 Identify the height and weight gains 			
during the first year of life.			
 Describe the emotional and social 			
development of the infant.			

 Define and discuss stranger anxiety and 	
separation anxiety.	
 Describe Erickson's stage of trust vs. 	
mistrust.	
 Describe the ways infants learn. 	
 Discuss the importance of crawling, 	
creeping, and stimulation for language	
and reading development.	
 Define and discuss object permanence. 	
• Describe Piaget's sensory-motor stage.	
 Describe solitary and on-looker play. 	
Evaluate age-appropriate learning	
activities and materials for infants.	
• Examine the reasons for infant crying	
and how to meet those needs.	
 Examine shaken baby syndrome and its 	
ramifications.	
• Describe sudden infant death syndrome	
(SIDS) and prevention strategies.	
 Utilize observations and/or case studies 	
to examine the growth and development	
of infants.	
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Standard 20.0102.05: Students will explain the growth and development of toddlers and preschoolers.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0201-05 <u>01</u> Describe the growth and			
development of the toddler.			
 Describe the physical characteristics 			
and skills of toddlers.			
 Identify self-help skills of toddlers. 			
 Discuss readiness for appropriate 			
toileting practices.			
 Describe the social and emotional 			
characteristics.			

Discuss Erickson's stage of autonomy versus shame and doubt. Discuss Plaget's sensorimotor and preoperational stages. Describe language development during the toddler stage. Describe language development during the toddler stage. Describe toddler play, its role in development (solitary, parallel, and onlooker). Evaluate age-appropriate learning activities and materials for toddlers. Utilize observations and/or case studies to examine the growth and development of infants. 20.0201-0502 Describe the growth and development of the preschooler. Describe the physical characteristics and skills of the preschooler. Identify the gross and fine motor skills developed. List age-appropriate activities that promote physical development. Describe the social and emotional characteristics of the preschooler. Discuss the development of social skills learned during the preschool years. Discuss Erickson's stage of initiative vs. Guilt. List age-appropriate activities that promote social and emotional development. Discuss age-appropriate toys. Evaluate age-appropriate learning activities and materials for preschoolers. Describe the cognitive development of		
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activities and materials for preschoolers.	 Discuss age-appropriate toys. 	
	Evaluate age-appropriate learning	
Describe the cognitive development of	activities and materials for preschoolers.	
	Describe the cognitive development of	
the preschooler.		
Discuss Piaget's preoperational stage.	• Discuss Piaget's preoperational stage.	

 Define and give examples of a child's 	
ability to understand the terms	
conservation, sorting, classifying,	
seriation, transformation, reversal.	
Describe the development of	
understanding between reality and	
fantasy.	
 Discuss the types and role of play for 	
preschool age children.	
 Discuss the moral development of the 	
preschooler.	
 Utilize observations and/or case studies 	
to examine the growth and development	
of preschoolers.	

Standard 20.0102-06: Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
 20.0102-0601 Analyze appropriate positive discipline/guidance techniques. Define discipline, punishment and guidance. Compare the democratic, permissive and authoritative styles of parenting. Identify common needs and reasons for children's inappropriate behaviors. Create positive statements. Discuss reasons and guidelines for setting limits. Compare natural and logical consequences. Discuss guidelines for redirection, reverse attention and time out. Practice infant age-appropriate positive 			

guidance techniques.	
 Practice toddler age-appropriate 	
positive guidance techniques.	
 Practice preschool age-appropriate 	
positive guidance techniques.	
20.0102-06 <u>02</u> Describe challenging situations	
and skills needed to cope.	
 Discuss the common stresses of 	
childhood.	
 Identify and discuss challenging 	
situations for children.	
 Describe support needed by young 	
children to cope with challenges.	
 Discuss childhood fears and strategies to 	
deal with fears.	
 Describe childhood feelings dealing with 	
loss and coping strategies (divorce,	
death).	
 List and define the types of abuse 	
(emotional, physical, and sexual).	
 Discuss physical and emotional neglect. 	
 Discuss abuse and neglect reporting 	
procedures.	
 Identify local resources available for 	
parent and/or child assistance.	
 List appropriate strategies, coping skills 	
and resources for dealing with	
challenging issues affecting children	
(biting, crying, power struggles,	
handicaps, grief, divorce, illness, etc.)	

Standard 20.0102-07: Students will examine issues related to the health and wellness of children.

			Percentage
Objectives	Covered Yes/No	Comments on Coverage	of
		_	Coverage
20.0102-07 <u>01</u> Identify health and wellness			

considerations for infants through	
_	
preschoolers.	
List common childhood	
illnesses/diseases.	
 Identify signs and symptoms of 	
childhood disease.	
Identify signs and symptoms of childhood	
illnesses.	
Describe common childhood immunizations	
(MMR, DTP, HIB, hepatitis B, chicken pox,	
and polio).	
Identify common first aid practices for	
burns, convulsions, bleeding, bee stings,	
insect bites and poisons.	
20.0102-07 <u>02</u> Describe the criteria for quality	
childcare and caregivers.	
 Describe attributes and skills of quality 	
caregivers.	
Discuss safety and financial	
considerations.	
Describe an appropriate nurturing	
environment.	
 Identify appropriate activities. 	
Discuss location, flexibility and	
convenience issues.	

Standard 20.102-08: Students will participate in a preschool lab experience.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0102-08 <u>01</u> Identify purpose and goals of a			
preschool.			
20.0102-08 <u>02</u> Define and discuss the roles of the			
lead and support teachers.			
20.0102-08 <u>03</u> Identify an appropriate learning			
environment.			

Standard 20.0102-09: Students will explain the growth and development of school-age children and adolescents.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0102-09 <u>01</u> Identify the physical development			
of school-age children.			
20.0102-09 <u>02</u> Identify the social, emotional, and			
moral development of school-age children.			
20.0102-09 <u>03</u> Identify the cognitive			
development of school-age children.			
20.0102-09 <u>04</u> Identify the physical development			
of adolescents.			
20.0102-09 <u>05</u> Identify the social, emotional and			
moral development of adolescents.			
20.0102-09 <u>06</u> Identify the cognitive			
development of school-age adolescents.			

Curriculum Cov	crage				N/2
Content	Accurate information reflecting current knowledge.	Some inaccuracies found, however, information reflects current knowledge.	Many inaccuracies were found on concepts.	Major inaccuracies found in content or concepts.	
	No content bias.	No content bias.	Content bias created problems with concepts.		
Age Appropriate	A wide range of activities to accommodate various developmental levels at a	Some activities are adaptable to the appropriate age level.	Limited developmentally appropriate activities.	Age appropriate issues are not addressed.	
	reasonable pace and depth of coverage.	Some cross-curricular activities are given.	Prerequisite skills and prior knowledge are not sufficiently developed before more complex	Several activities are not based on appropriate levels.	
	Includes age appropriate cross- curricular references (e.g., literature, software, etc.)	Some attention given to prerequisite skills and knowledge.	concepts are introduced.		
	Content organized so prerequisite skills and knowledge are developed before more complex skills.				
Physical Qualitie	es				N/.
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
intended grade level	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	
	Clearly represents concepts within the text.	text.			

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access	3				N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	