

DAY CARE CENTERS AND SOCIAL NEEDS

Performance Standard 18B.I

Evaluate effectiveness of day care centers to meet a social need in our society today by means of an oral or written presentation accordingly:

- *Knowledge:* identify the functions of a day care center as a social institution.
- *Reasoning:* analyze the degree of effectiveness of the day care center on meeting parenting goals.
- *Communication:* prepare a visual and presentation (written or oral) 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:
 - Analyze the effectiveness of different types of institutions (e.g., educational, governmental, charitable) in meeting similar social needs.

Many families today find both parents employed outside of the home creating the need for child care. Understanding the role of such day care settings and using this information to aid in the process of selecting a day care setting is very important to each family unit. Therefore, childcare/parenting students need to study the family as a social unit and look at the day care setting as an important institution in today's society for providing child-rearing assistance to families. This assessment addresses National Standards for Family and Consumer Science Education 15.2 (Evaluate parenting practices that maximize human growth and potential) and 15.3 (Evaluate external support systems that provide services for parents).
2. Have childcare/parenting students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student evaluate the functioning of day care centers and how they meet the social needs of society today.
4. Have students research the methods that day care centers use to align with the parenting goals of the family.
5. Interview individuals from day care centers to determine the effectiveness of meeting the parenting goals. Students should keep record of what information is gathered in the interviews.
6. Interview questions should be approved by the teacher before research is conducted. These questions should be open ended, yet should also allow the student to gather the needed information.
7. Have students develop a visual aid (graph, chart, etc.) to support their findings.
8. Have students write an essay summarizing their findings from the interview and their research.
9. (Optional) Have students organize and present their findings to the class in a five-minute speech.
10. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge:* The description and the visual of the day care setting as a social institution identify reasons for its effectiveness or ineffectiveness and are complete and accurate.
 - *Reasoning:* The analysis in the presentation supports the reasons for the degree of effectiveness in meeting the social need.
 - *Communication:* The visual aid and the writing (speech) are well organized, well focused and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

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

Time Requirements

- One class period to explain the project and brainstorm ideas
- One week (outside of class) to conduct research with periodic in-class teacher checkpoints
- Two class periods to write a summary and make a visual aid
- Optional – A second, 45-minute period for speech preparation with 2-3 more periods for the actual speeches

Resources

- Access to day care centers
- Internet access for research
- Poster board
- Optional: Speeches need a projector for audio-visual aids and 3x5 note cards to be used during the speech
- Video tape the speeches
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

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|---|--|
| <input type="checkbox"/> Exceeds standard (total points 11 - 12)
<input type="checkbox"/> Meets standard (total points 8 - 10) | <input type="checkbox"/> Approaches standard (total points 5 - 7)
<input type="checkbox"/> 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			