

Performance Task Blueprint: Developmental Scrapbook Assignment

Course: Child Growth and Development (CD 01)

Topic Area: Human Development **Time Frame:** 1-2 weeks (out of class)

Goal	Students will create a scrapbook that highlights multiple areas (ex: physical, cognitive) of their personal development. Students will connect their childhood and teenage years with psychological theories and key concepts.
Role	Students can act as developmental psychologists who are attempting to understand their own personal development
Audience	Classmates/teacher
Situation	Students will create a timeline of their developmental stages from their birth to present day
Product or Performance	A completed scrapbook that includes 5 developmental sections (general info., language, cognition, physical, socio-emotional) and pictures from their childhood through emerging adulthood
Standards	See attached rubric

My Developmental Scrapbook



You will create a developmental scrapbook documenting your development from birth to your current age. The scrapbook (which can be digital or hard copy) will be comprised of photos and description of your developmental level in those photos. You will make connections with the classroom material by making specific references to cognitive, biosocial, and psychosocial development as depicted throughout the scrapbook. The scrapbook should be comprised of at least 10 images, and will be shared with classmates in small groups and/or brief presentation to the class. If you do not have pictures from your past, another person may be used. A rubric will be provided.

DUE: _____

Section 1: General Information - Provide a brief introduction to your scrapbook. 1.

When and where were you born?

2. How would you describe your childhood and upbringing? If you can, ask your parents/family to reflect on you as a child.

3. What major obstacles (good or bad) have you faced in your life that you feel have greatly impacted your personal development, if any?

4. What characteristics of your personal development would you say is the result of *nature* (heredity) and which are the results of *nurture* (environment) (**use textbook as a reference**)?

5. What are your general views of getting older (age wise) and maturing into a young adult (graduation, college, work, career, family)? Don't worry, it's not that bad!

*include at least 2 pictures

Section 2: The First Two Years (pg. 125)

1. What was your birth weight and length?

2. Describe the ways in which you met your developmental milestones.

3. If you can find out: when did you begin to walk? When did you begin to talk? Go to day care?

4. Did you face any physical development problems/dilemmas during this stage? If so, do they affect you today?

For each section, include at least one example each of biosocial development, cognitive development, and psychosocial development, and site theories/research from the text.

*include at least 2 pictures

Section 3: Early Childhood (ages 2-6) (pg. 223)

1. What early schooling experiences did you have?
2. What was your language development like?
3. How did you interact with siblings and other peers?
4. In explaining your development in this stage, be sure to reference Piaget and Vygotsky and how their theories were reflected in your development.

For each section, include at least one example each of biosocial development, cognitive development, and psychosocial development, and site theories/research from the text.

*include at least 2 pictures

Section 4: Middle Childhood (ages 6-11) (pg. 321)

1. What memories stand out for you in your elementary years?
2. Describe the relationships you had at this time (friends, family, etc.) and how they impacted your development at this stage?
3. In what recreational activities did you engage?
4. Did you have any trust issues as a child? Were you an independent or dependent child?
5. **Define “temperament”.** Would you say that you were an “easy child”, “difficult child”, or “slow-to-warm-up child?” Do you feel that this temperament has stuck with you today?
6. What ideas were developing about your sense of self (self-esteem, self-efficacy, etc.)?

For each section, include at least one example each of biosocial development, cognitive development, and psychosocial development, and site theories/research from the text.

*include at least 2 pictures

Section 5: Adolescence (ages 11-18) (pg. 409)

1. What memories stand out for you in your secondary school years?
2. Describe the relationships you had at this time (friends, family, etc.) and how they impacted your development at this stage?
3. In what recreational activities did you engage?
4. What ideas were manifested related your sense of self (self-esteem, self-efficacy, etc.)?
5. Where ideas were developing related to your sexual identify?
6. According to theorist Erik Erikson, adolescence is a turbulent time and teenagers often ask themselves, “Who am I?” What do you think this means? Were you personally grappling with the concepts of “identity” and “self?” Provide examples.

For each section, include at least one example each of biosocial development, cognitive development, and psychosocial development, and site theories/research from the text.

*include at least 2 pictures

Section 6: Emerging Adulthood (ages 18-25) (pg. 505)

1. How did your personality traits and emotional needs change between childhood and adulthood?
2. How prepared have you felt for the responsibilities that come with this stage?

For each section, include at least one example each of biosocial development, cognitive development, and psychosocial development, and site theories/research from the text.

*include at least 2 pictures

Section 7: Legacy Letter

You will type a one-page “legacy letter” for yourself. Who were the people who played the largest roles in your life? How do you want people to remember you? What will you be most proud of in your life? What was your biggest regret? Are you happy with your life thus far? The last few sentences should be a dedication to someone who has most impacted your life thus far. In the end, you may present this gift to that person (even if they are no longer living).

Grading Rubric

Section 1: General Information

- Personal Information _____ / 3 pts
- Pictures (minimum of 2) _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 2: The First Two Years

- Personal Information _____ / 3 pts
- Biosocial Development Example _____ / 2 pts
- Cognitive Development Example _____ / 2 pts
- Psychosocial Development Example _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 3: Early Childhood

- Personal Information _____ / 3 pts
- Biosocial Development Example _____ / 2 pts
- Cognitive Development Example _____ / 2 pts
- Psychosocial Development Example _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 4: Middle Childhood

- Personal Information _____ / 3 pts
- Biosocial Development Example _____ / 2 pts
- Cognitive Development Example _____ / 2 pts
- Psychosocial Development Example _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 5: Adolescence

- Personal Information _____ / 3 pts
- Biosocial Development Example _____ / 2 pts
- Cognitive Development Example _____ / 2 pts
- Psychosocial Development Example _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 6: Emerging Adulthood

- Personal Information _____ / 3 pts
- Biosocial Development Example _____ / 2 pts
- Cognitive Development Example _____ / 2 pts
- Psychosocial Development Example _____ / 2 pts
- Creativity/organization _____ / 2 pts

Section 7: Legacy Letter

- Personal Information _____ / 3 pts
- Creativity/organization _____ / 2 pts

Developmental Scrapbook Project: Overall effort and quality of work _____ / 8 pts

TOTAL _____ / 75 pts