



**North Kingstown High School  
Anchor Assignment Assessment Plan**

**Department**      **Careers**

**Name of Course** Child Development

**“Title” of Anchor Assignment** “Building a Healthy Family”

**What are students asked to do/create/write/present to complete this assignment?**

Students will write a five paragraph essay called *Building a Healthy Family*

**1. Introductory paragraph:**

In your own words, what characteristics make a family healthy? Think of what the word healthy means to you and imagine those characteristics in a family.

**2. Paragraph 2 & 3 defends your definition of a healthy family.**

- a. If you were a parent, what would you do to ensure your children are healthy in both mind and body?
- b. How does your definition of a healthy family relate to what you understand about the developing child? Referring to the five areas of development, moral, social, physical, emotional and intellectual, give specific examples of how you would provide an enriched environment for your child.

For example, if you said that healthy families need to spend time together, give examples of how spending time together helps a child develop Morally, Physically, Intellectually, Emotionally, and/or Socially.

More specifically, “when a family spends time together, the children feel loved and wanted which affects them emotionally. They feel worthwhile which helps build their self-esteem.”

**Paragraph 4:** Give 5 specific examples of the positive aspects of your own family. These examples should represent things that you would like to carry on in your future family.

**Paragraph 5:** When you have your own family, what three things will you do differently from your parents? Give a brief explanation of why you chose each of these things.

**Reflection Paragraph:** How did writing this essay help you to better understand yourself, your family, and your place in that family? In other words, what did you personally get out of writing this anchor assignment?

**GSE(s) Covered by this Assignment:**

**Habit of Writing: Writing Process (W-10)**

W-10-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)

W-10-11.2 Sharing thoughts, observations, or impressions (Local)

NKHS Expectation(s) for Student Learning Covered by this Assignment: #4 Written communication

### Problem Solving

#### Depth of Knowledge (Check one)

\_\_\_\_\_ **Level 1-** Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

✓ **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? No ✓**

**How will this anchor assignment be graded and weighed in the overall grading?**

This anchor assignment is graded using the written communication rubric and is counted as one test grade for the quarter.

**Outline the opportunities for students to revise their work.**

Careers department will follow the revision policy set forth and agreed upon by the faculty and administration.