

Project/Process page. You must also discover another of each that relate to your SuperSkill and/or Risk Factor. Describe your source and evaluate its usefulness, language, message and presentation from your perspective as health student. How would the "Average Adolescent" respond to this resource? Would you recommend it? For what group do you feel it most relevant/appropriate? Responses should be at least one paragraph long for each resource. You must also research and provide demographic information about your neighborhood, including but not limited to: median household income, %rental/%home ownership, crime statistic and 2010 Census data. Research on group topic and the potential benefits of developing their SuperSkill during Adolescence is the prime point. * Neighborhood information and one discovered resource will be donated to Sections 2 and 4 of the Group Paper. Due date: Resource reports must be submitted in class or via email to dwckelly@gmail.com on or before Monday of Week 3 Part 3 - Group Presentation and Paper (20% individual grade; 25% of group grade) The Plan: Each of you will take responsibility to coordinate one section of the group paper. Group consensus (coming to an agreement amongst yourselves) will dictate how the sections are divided. (20% of individual grade, 25% of group grade) & * Group Paper breakdown in attached document The Product: Each group must create a 10-minute presentation to teach the class about their SuperSkill using visual and/or multimedia. This project must be geared to the Average Adolescent, & appropriate/engaging enough to display for your class Teen Health Summit. (20% of individual, 30% group grade) Part 4 - Self-Management: Self-evaluation, Deadlines and Task Requirements (20% individual grade, 15 % of group grade) The Reality: You are being graded on your ability to manage your time, be proactive with yourself and as a contributing member of a team. These are requirements that people are graded on in every area of their lives, whether they are aware of it or not. ***Questions for Student Self-reflection will be distributed to each group at the conclusion of group presentation. & Due Date: After Teen Health Summit (Presentations) Concludes

Evaluation

Hard Work Pays Off! This project is designed to enable each student to use his or her unique skills, cultural perspective, experiences, and prior knowledge to their full potential. There are several elements to achieve success, and several milestones toward this end. Group Contribution and Participation Individual Research and Resource Report Group Paper and Presentation Self-management, Evaluation and Meeting Milestones Due dates for each SuperSeven Project Elements are listed on the Process Page. You are encouraged to take full advantage of the planning and learning tools provided on the Tasks and Tools page. BE ON TIME!!!! Since this project is about real-life, failing to reach milestones will have real penalties.

Category and Score	Subpar	Safe	Standout	Stellar	Score
Research and Resource Report	Did not submit or more than three days late.	Demographic information missing or lacking. Narrative too short to show connections or understanding. Resource report poorly done or incomplete	Demographics presented with table or chart. Narrative incomplete or poorly done. Resource report complete, mostly surface interpretation or analysis.	Demographics given with chart/table and well-developed narrative paragraph. Resource report shows clarity, focus and thoughtful evaluation. Connections and application are many	35% of Individual Grade
Group Participation and Presentation	Group did not display unity and/or teamwork. Work product did not meet full task requirements. Poor attendance. Student progress reports poorly done or missing.	Informative presentation, may be lacking in energy or depth. Group members struggled to work together, leadership and/or unity lacking. Inconsistent attendance or contribution of group members.	Group worked well together in class work sessions. Member attendance exceeded 75% Full participation of each member. Presentation was entertaining and engaging.	Full participation and engagement of every group member. Task division enabled success of each group member. Teamwork, mutual support and progress evident in each work session observation. Weekly project updates submitted on time.	30% Individual Grade, 40% of Group Grade
Group Research Paper	Sections of paper are incomplete or lacking in relevance, application and/or connections to real-life situations of the Average Adolescent	Each section shows effort, but may lack continuity or presence of either relevance, application, connection or diversity.	Wide range of perspectives presented through demographics and online research. Significant elements present with well-constructed narratives. Visuals provided whenever appropriate.	Well-crafted paper. Very few formatting errors, if any. Information presented with insight, connections and fluidity of ideas and writing. Colorful, bold graphic design elements.	20% Individual Grade, 40% Group Grade
Self-Management: Self-evaluation, Deadlines and Task Requirements	Task elements missing. Met less than TWO deadlines.	Met every task element. Late on most deadlines.	Met or exceeded safe standards on two or more elements. Met most deadlines on time.	Met or exceed Standout performance on most every element. Met every deadline.	20% of Group and 15% of Individual grades
				Total Score	

Conclusion

Congratulations Super Teens! This is the PERFECT time to ask yourself a few questions: What have I learned about myself? What have I learned about my health? How can I share my new understanding with my friends and those I care about? In the course of this WebQuest, you served as teammate, student, resource person and teacher, roles that will continue throughout your lifetime. Each group challenged themselves to explore and explain a Risk Factor that takes the lives of Teens just like yourselves everyday all over the United States. Regardless of economics, race, gender, every Teen has Super Skills to develop that have the ability to protect, enhance and potentially save their lives or of the life of someone they care about. THIS is the Knowledge implied in the phrase "Knowledge is power". In your self-evaluation, be sure to share how your experience shaped the ideas, beliefs and behaviors that define who you are and how you live. In what ways do you plan to take action on the knowledge you have acquired and the wisdom you have cultivated in your journey. Your honesty about your experience during the Super 7 Project will help us improve it for the future. Email any feedback, photos and links to Ms. Kelly at dwckelly@gmail.com Thank you for your courageous efforts! Your SuperSkills will follow and assist you for the rest of your life. Enjoy and Live Well!!!

Teacher Page

Hello Health Educators!!!! Welcome to the Super Seven! This project is designed to allow students to explore the Seven Target Health Skills that we have to teach them about within the Health Education curriculum. Unlike many other subjects, Health is directly relevant and applicable to each student without exception. Regardless of SES, grade level, academic strengths and weaknesses, each student is able to use his or her own culture and experiences as the guide to understand the core concepts and key ideas presented. This project mixes Student choice and Teacher direction as the means to explore and explain how developing the Super Seven can reduce the impact of the risk factors for Adult Chronic Illness in the lives of Adolescents. THE SUPER SEVEN ARE: Seven Target Skills for Health and Wellness Planning and Goal Setting Decision Making Stress Management Self Management Relationship Management Communication Advocacy The various elements of the final work products allow for differentiation and incorporation of the diversity of any student population. Healthy People 2020 lists the Top Risk Factors for Adult Chronic Illness as: Homicide Suicide Motor vehicle crashes - including drunk driving Substance use and abuse Smoking Sexually Transmitted Infections including HIV Teen and unplanned pregnancies Homelessness Assessment for Content Mastery: Part 1 - Group interaction/contribution for 5-7 in class sessions. Students will keep a running log of class meeting progress. Teachers will support as facilitators and provide guidance, counsel and suggestions as prompted by students. In the case of deadlock or tied vote, the teacher may serve as moderator in the group's effort to resolve the situation and proceed. (25% Individual Grade; 35% Group Grade) Part 2 - Individual Resource Report - Students will research two required print and video resources and discover their own of each. Students will each provide the demographic information for their own respective neighborhoods including but not limited to median household income, %rental/%home ownership, crime statistic and 2010 Census data. Research on group topic and the potential benefits of developing their SuperSkill during Adolescence is the prime point. (25% individual grade) Part 3 - Group Presentation and Paper - Each student will take responsibility to coordinate one section of the group paper. Group consensus (under the Chairman's supervision) is the basis for designation of responsibility and choice of paper section. (20% of individual grade, 25% of group grade) Each group must create a 10-minute presentation to teach the class about their SuperSkill using visual and/or multimedia. This project must be geared to Teens and appropriate for presentation to the larger student body. (20% of individual, 30% group grade) Part 4 - Student Self and Group Evaluation - 10% Grouping: Know your students... grouping must be designed to enable student engagement, challenge and participation to the fullest degree possible. Consider classroom culture carefully and respond accordingly. Modifications to address diversity within the classroom: Students with Disabilities: Distribute IEP students into the various groups first. Balance their strengths, weakness, personalities, and interests to enable each student to give full play to his or her abilities. Build groups around them, considering next the class members who have shown leadership qualities throughout the course of the semester. Gifted and Talented: Challenge these students to take on the leadership role and/or choosing the task that forces them to develop a lesser skill. Most important to keep in mind: This project is about students teaching each other. Your role as a teacher is to be the most valuable resource person your students could possibly have at their fingertips. Encourage questions and help them research those you are unable to answer. Model the curiosity required to make wise decisions, the humility to seek support, and be the exemplar of teamwork and cooperation. HAVE FUN LEARNING FROM AND TOGETHER WITH YOUR STUDENTS STANDARDS ADDRESSED IN THIS PROJECT: Based on College and Career Readiness Standards for Reading, Writing, Listening and Speaking for NYS Common Core Learning Standards for grades 6-12 Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. * 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. * Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused

questions, demonstrating understanding of the subject under investigation.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Responding to Literature11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Standards

Credits

Other