

Homework #2

Name: _____ Due: _____ Pts: _____

Directions: Choose and option. Circle which option you are choosing to complete:

Option #1- Health Hints from the Expert

Option #2- They Tell Me I'm Going Through Puberty

Health Hints from the Expert

Option #1

You are a student columnist for your middle school newspaper. Your column is titled, "Health Hints from the Expert," and you are best known for your honest approach to factual information.

You have received a letter from a middle school student in your school who has expressed concern about some of the changes teens go through during puberty. The following letter is signed, "Anonymous":

Dear Health Expert,

My twin brother and sister are one year older than me and their bodies and minds are changing. It is very confusing to me because they are acting weird and each of them look different. Can you explain what is happening and how I can find out more about their changes?

Sincerely,

Anonymous

Your task is to write a letter to "Anonymous" describing:

1. At least two physical, two social, and two emotional changes that are typical (Normal) when going through puberty.
2. At least three reliable resources that teens could use to learn more about the changes during puberty. Include information about why these resources are reliable.

Your Letter will be scored on the following:

1. How thoroughly you explain the physical, social, and emotional changes of puberty; and
2. Your ability to identify and justify reliable resources for teenagers.
3. Rubrics for National Health Education Standards #1- Concepts, and #2- Accessing information will be used to score your letter.

You may use this organizer to help you plan your letter.

Physical changes of Puberty (at least two)	Social changes of Puberty (at least two)	Emotional changes of Puberty (at least two)
Reliable Resources on Puberty and Why?		

LESSON 2: PERFORMANCE ASSESSMENT

Write your letter here:

Dear Anonymous,

Sincerely,
Health Expert

Scoring Rubric for Concepts

NHES #1: Students will comprehend concepts related to health promotion and disease prevention.

	Connections	Comprehensiveness
4	Completely and accurately describes relationships between behavior and health. Draws a logical conclusion(s) about the connection between behavior and health.	Thoroughly covers the health topic, showing both breadth (<i>wide range</i> of facts and ideas) and depth (<i>details</i> about facts and ideas). Response is completely accurate.
3	Describes relationships between behavior and health with some minor inaccuracies or omissions. Draws a plausible conclusion(s) about the connections between behavior and health.	Mostly covers the health topic, showing breadth and depth, but one or both less fully. Response is mostly accurate, but may have minor inaccuracies.
2	Description of the relationship(s) between behavior and health is incomplete and/or contains significant inaccuracies. Attempts to draw a conclusion about the connection between behavior and health, but the conclusion is incomplete or flawed.	Minimal coverage of the health topic, showing some breadth but little or no depth. Response may show some inaccuracies.
1	Inaccurate or no description of relationship(s) between behavior and health. Inaccurate OR no conclusion drawn about the connection between behavior and health.	No coverage of health topic information. Little or no accurate information.

Scoring Rubric for Accessing Information

NHES #2: Students will demonstrate the ability to access valid health information and health-promoting products and services

	Source Identification	Source Validity
4	Identifies a specific source(s) of health information, products or services. Provides accurate and complete citations for the specific source(s).	Thoroughly evaluates each source to determine its validity and appropriateness (e.g., accessibility, affordability) to the given health situation. Clearly and accurately explains why the sources are valid and appropriate.
3	Identifies source(s) of health information, products or services. Citations for the source(s) are mostly accurate and complete.	Adequately evaluates source validity and appropriateness. Provides a general explanation of why the sources are valid and appropriate.
2	Identifies general source(s) of health information, products or services. Citations for the source(s) are inaccurate and/or incomplete.	Attempts to evaluate sources to determine their validity and appropriateness, but the evaluation is incomplete or flawed. Does not provide an effective explanation.
1	No source identified or cited.	Evaluation of source(s) is flawed. Cannot determine whether the source is valid—OR—does not attempt to evaluate sources to determine validity or appropriateness to the given health situation.