

PROJECT OVERVIEW

Name of Project:	Drug Talk Show					Duration: 5 weeks	
Subject/Course: Health		Teacher(s): Higgins			Grade Level: High School		
Other subject areas to be included, if any:	Science						
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students will work in teams to identify the differences between drug use, misuse, and abuse/addiction, dependence, & withdrawal, & how it affects personal health & wellness. Students will create a drug talk show that informs and encourages prevention of use. Completed projects will be posted on district webpage for future use at school's Health Fair.						
Driving Question	Quality vs. quantity of life, does drug use affect both?						
Content and Skills Standards to be addressed:	Health Ed. #1: Students will develop, demonstrate, and practice positive health behaviors, skills, and choicemaking						
		T+A	E			T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	x		Other: Peer leading, group work		x	
	Presentation	x		Communication			x
	Critical Thinking:		x	Work Ethic		x	x
						Presentation Audience:	
Culminating Products and Performances	Group:	<ul style="list-style-type: none"> -research drug topic -role play 3 drug-involved situations (peer pressure) -organization of talk show materials to be presented -presentation -discussion 				Class:	x
						School:	x
						Community:	x
	Individual:	<ul style="list-style-type: none"> -independent research responsibility -note taking -quizzes 				Experts:	
						Web:	x
						Other: middle school health classes	

PROJECT OVERVIEW

Entry event to launch inquiry, engage students:	Students will watch the movie 28 Days, about a woman who is forced to attend a court-appointed rehabilitation program for drug and alcohol abusers.				
Assessments	Formative Assessments (During Project)	Quizzes/Tests	x	Practice Presentations	
		Journal/Learning Log		Notes	x
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____	
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other: video/skit/work ethic	x
	Resources Needed	On-site people, facilities:	librarian		
Equipment:		video camera, computer			
Materials:		costumes, props, set design, research materials, skits			
Community resources:					
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	x	Focus Group	
		Whole-Class Discussion	x	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project: Drug Talk Show	Course/Semester: Health
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Content: alcohol, tobacco, prescription, OTC drugs, illegal drugs	→ Textbook, packet materials, notes, research-based worksheets, weekly quizzes on each topic, video's
Online research skills (reputable websites)	→ Evaluating websites, effective techniques for searching
Video camera skills	→ Instruction and/or use by teacher and/or student
Computer/moviemaking skills (iMovie)	→ Installation of video completed by student with teacher assistance, creation of movie by team
Presentation skills	→ Video review by peers/teachers, mock presentation by teacher, assessment (teacher provided rubric at beginning of project on clear expectations), team practice
Organization skills	→ Folders & worksheets provided and explained, team contract on roles and responsibilities discussed, planned, and signed
	→

PROJECT CALENDAR

Project: Drug Talk Show

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Drug Unit: Tobacco
-lesson:what it is, vocabulary, effects on the body, why people use it

Tobacco
-video:*Smokeless Tobacco*
-lesson:what it is, effects on the body, why people use it

Tobacco
-lesson:addiction, dependence, withdrawal, the decision to quit

Tobacco
-video:*Smoking Truth or Dare*
-quiz review

Tobacco
-quiz

PROJECT WEEK TWO

Drug Unit: Alcohol
-video:*Binge Drinking*
-what do you already know?
-what do you want to know?
-Reality Check Speaker visit

Alcohol
-lesson:why people use it, effects on the mind/body
-video:*Fetal Alcohol Syndrome*

Alcohol
-lesson: alcoholism/progression, effects on driving, signs of abuse, community resources
-quiz review

Alcohol
-quiz

Alcohol
-entry event, video 28
DAYS
-independent wksht

PROJECT WEEK THREE

Alcohol
-entry event, video 28
DAYS
-independent wksht

Alcohol
-entry event, video 28
DAYS
-Drug Talk Show intro.
-materials given: folder w/ directions, rubrics, team contract
-team identification

Drug Unit: Drugs
-lesson:drug types
-video:Drugs of Abuse Vol.I
-team meeting/plan sheet
-drug topic selection
-know/need to know chart
-daily team assessment

Drug Unit: Drugs
-lesson:drug types
-video:Drugs of Abuse Vol.II
-team meeting/plan sheet
-drug topic selection
-know/need to know chart
-daily team assessment

Drug Unit: Drugs
-team meeting/plan sheet
-team task list/skit creation
-final drug topic selection for talk show
-know/need to know chart
-daily team assessment

PROJECT CALENDAR

Project: Drug Talk Show			Start Date:	
PROJECT WEEK FOUR				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Drug Unit: Drugs -lesson: addiction/recovery process -team meeting/plan sheet -team task list/skit creation -daily team assessment	Drug Unit: Drugs -lesson: effects on health & wellness triangle, community resources -team meeting/plan sheet -team task list/skit creation -daily team assessment	Drug Unit: Drugs -team meeting/collect plan sheet -team meet w/ other teams to critique rough skit/discuss/incorporate feedback -daily team assessment	Drug Unit: Drugs -lesson: peer pressure -team meeting, talk show creation -review/revise know, need to know -daily team assessment	Drug Unit: Drugs -quiz -rubric review -team meeting, talk show creation -daily team assessment -teacher meets w/ team leaders
PROJECT WEEK FIVE				
Drug Unit: Talk Show -team meet w/ other teams to critique rough skit/discuss/incorporate feedback -team meeting, talk show creation -daily team assessment	Drug Unit: Talk Show -team meeting, finalize talk show -submit research hard copy to teacher -daily team assessment	Drug Unit: Talk Show -lesson: presentation skills -team meeting, practice presentation -submit electronic copy to teacher -daily team assessment	Drug Unit: Talk Show -presentation day	Drug Unit: Talk Show -self/peer assessment -reflection -project debrief -suggestions for improvement -celebrate –Good Job!!

South Glens Falls High School – Health

Video/Skit Rubric: Drug Talk Show

PRESENTERS: _____

PROJECT: _____

EVALUATOR: _____ DATE: _____

CRITERIA	Weight	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Content Drug category Street name Drug associations Effects Addiction/Recovery Peer pressure	25%	<ul style="list-style-type: none"> Inaccurate or confusing description of drug category, forms, street names, & drug type associations Inaccurate/Incomplete discussion of short & long-terms effects on the body, addiction & recovery process Unable to effectively present 3 positive peer pressure role-plays 0 -----9 ----- 19	<ul style="list-style-type: none"> Addressed category & forms of the drug, & how it is taken Includes street or common names of the drug Lists other drugs within the same category Has discussed short & long-term effects on the body Explains addiction & the recovery process Presented 3 positive peer pressure role-plays 20 ----- 21 ----- 22	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Groups answer to the driving question is clearly presented and contributes valuable information to the community Goes beyond expectations of the project task list Demonstrates an expertise of the subject matter Responses to questions demonstrate depth of insight 23 ----- 24 ----- 25
Structure & Organization or Narrative Introduction Main ideas Conclusion Length requirement	25%	<ul style="list-style-type: none"> Opening scene or speech does not establish mood and setting. Narrative doesn't follow logical progression Narrative/plot has no clear structure Time requirement not met Skit/video/film does not include all required curricular components 0 -----9 ----- 19	<ul style="list-style-type: none"> Opening scene or speech establishes mood and setting. Narrative follows logical progression with rising action leading to climactic moment. Narrative/plot has clearly defined structure Time requirement met Skit/video/film includes all required curricular components Must have a title and credits 20 ----- 21 ----- 22	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Clever, attention getting introduction Dialogue/events/scenes make reference to earlier scenes or dialogue, or make reference to other works Conclusion clearly delivers the message of author(s) and performer(s) 23 ----- 24 ----- 25
Dialogue Rate & Volume of Speech Pitch, Articulation & Pronunciation	20%	<ul style="list-style-type: none"> Performer(s) is hard to hear or understand Voice or tone distracts from purpose Excessive use of verbal fillers No memorization of lines Accent or dialect is inappropriate 0 -----6 ----- 12	<ul style="list-style-type: none"> Performer(s) is easy to hear and understand Tone matches intent Voice sounds natural, neither patterned nor monotone Performer(s) pronounces words clearly, correctly and without verbal fillers Performer(s) memorize majority of lines 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Performer(s) is enjoyable to hear; uses expression and emphasis or accent/dialect Performer(s) use voice to create an emotional response in audience Performer(s) memorize all lines 18 ----- 19 ----- 20
Physical Characteristics Eye Contact, Posture, Gestures, Movement	10%	<ul style="list-style-type: none"> Little eye contact with audience (or camera, as required) or with other performers Posture uncharacteristic Movements aren't natural to character 0 -----5 ----- 8	<ul style="list-style-type: none"> Strong eye contact with entire audience (or camera, as required) and with other performers Posture conveys character Gestures and movements are natural 9 ----- 11 ----- 12	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Posture is commanding and purposeful Physical expression is used effectively Action, characters framed effectively 13 ----- 14 ----- 15
Audience Response Provokes laughter (where appropriate), discussion, emotion, &/or conversation	10%	<ul style="list-style-type: none"> Audience appears bored Audience shows little or no engagement or enthusiasm Audience doesn't ask questions or make comments 0 -----6 ----- 12	<ul style="list-style-type: none"> Audience demonstrates engagement by appropriate applause, laughter, and vocalization Audience indicates through questions and comments that it understood intent and purpose of film/video/skit Audience demonstrates through questions and comments that the film/video/skit provoked thoughtful reaction 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Skit/video/film provokes class-wide discussion Skit/video/film causes students to express change of opinion or a deeper understanding Video/film is entered in contest or used for promotional purposes 18 ----- 19 ----- 20
Technical Features Audio, Credits, Captions, Focus, Lighting, Editing, Camerawork, etc.	10%	<ul style="list-style-type: none"> Sound levels (including music) do not allow audience to clearly hear dialogue Sound or visual effects distract audience Editing transitions aren't smooth Titles/scrolls/credits overlays are illegible Lighting is too dark, too bright or inconsistent Camerawork is not steady and/or out of focus Sets/costumes/props are inappropriate or missing 0 -----6 ----- 12	<ul style="list-style-type: none"> Sound levels allow audience to clearly hear dialogue Sound, lighting and special effects enhance purpose of film/video/skit Editing transitions are smooth Titles/scrolls/credits overlays are easy to read Camerawork is steady and in focus Sets/costumes/props match theme, content and topic of video/skit/movie 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Includes technically advanced transitions (fade in, fade out, wipes, etc.) or effects Sound is edited to synchronize with each scene Multiple camera angles or multiple cameras Edits enhance meaning and intent Location(s) enhance purpose Sets/costumes/props show careful design Compressed and Web-enabled 18 ----- 19 ----- 20

Note: Production must contain appropriate gestures, costumes, images or language as defined by district and state standards

South Glens Falls High School – Health

Work Ethic Rubric: Drug Talk Show

PRESENTERS: _____

PROJECT: _____

EVALUATOR: _____ DATE: _____

CRITERIA	Weight	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p align="center">Work Ethic</p>	<p align="center">100%</p>	<ul style="list-style-type: none"> • FREQUENTLY late to class • FREQUENTLY comes to class WITHOUT required materials • LESS THAN 70% of work turned in on time. • ABSENT two or more days per week. • RARELY works in class and distracts learning of other students. • SHOWS no or little initiative in helping other students achieve. • SHOWS little ability to work in team. • REGULARLY requests hall pass during class. • RARELY does any work outside of class. <p align="center">0-----50-----69</p>	<ul style="list-style-type: none"> • SOMETIMES LATE to class • USUALLY comes to class with the required materials. • URNS in 80% of their work on time. • USUALLY attends class. • FOCUSED on work during class roughly 80% of the time. • REGULARLY assists other students. • ABLE to work in team when necessary. • OCCASIONALLY requests hall pass. • WILLING to do work outside of class. <p align="center">70-----80-----89</p>	<ul style="list-style-type: none"> • NEVER late to class. • ALWAYS comes to class with the required materials. • URNS in ALL work on time • ALWAYS attends class, except when sick. • FOCUSED throughout class at least 90% of the time. • ALWAYS assists other students. • WORKS WELL in team. • RARELY requests hall pass during class. • ALWAYS willing to do work outside of class to meet goals. <p align="center">90-----95-----100</p>