

**TASK 3: ASSESSMENT PLAN**

<b>STUDENT OBJECTIVE (from Task 2C)</b>	<b>ASSESSMENTS</b> (Methods matched to outcome types and content area)		<b>LEVEL OF MASTERY</b> (e.g., 75%, 9 out of 10)	<b>RATIONALE FOR ASSESSMENTS</b>
<p>HE.HS.7.04 Identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.</p>	Pre-Assessment	Kahoot/Ch. 1 quiz	71% of the overall total of correct answers	This is diagnostic assessment to help me plan or teach the unit.
	Formative	<p>Bell Ringer What is the first step when coping with your emotions?</p> <p><b>Myth or Fact (Think Aloud)</b></p> <p><b>guided instruction, teacher modeling/demonstration/</b></p>	Done as a large group	I check answers periodically, but everyone has the correct answers by the end of class.
	Post-Assessment	Graphic Organizer/Note Taking Guide	Individual  6/8	Diagnostic assessment for me to know if I need to change my lesson or spend more time on the topic.
<p>HE.8.4.03 Develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies).</p>	Pre-Assessment	<p>Writing prompt</p> <p>independent/group practice</p>		This is a diagnostic test so that I can plan for how much detail I need to cover on coping mechanisms. Will the students think about themselves as an individual or what they have been told.
	Formative	Note taking guide/Graphic Organizer continued	6/8	

		<b>guided instruction, teacher modeling/demonstration/</b>		
	Post- Assessment	<b>independent/group practice</b> Check List 1. What's the actual cause of the persons stress? 2. Explain to the person short term and long term effects of stress if not handled. 3. List several positive coping mechanisms for stress etc...	Six out of eight checks	
HE.HS.1.09- Analyze how personal health practices affect function of body systems in preventing premature death.	Pre- Assessment	Section 2 pop quiz		
	Formative	BR		
	Post- Assessment	<b>Students created stress flyers</b> Students draw, label, color etc... The human body and explain what happens to each body part during the three stages of stress. <b>Example: Stomach- nausea</b>	# of students 33/35  A couple of students just didn't do it.	
HE.HS.4.02-  Identify factors in the community that influence health.	Pre- Assessment	Writing Prompt BR-What warning signs of stress do you routinely experience?	End of the week for BR 25/25	
	Formative	<b>Discussion Note taking guide/Graphic organizer</b>  <b>independent/group practice</b>	Notes 10/10 Graphic Organizer 6/8	

	Post-Assessment	<b>Kahoot</b> for section 2	73% overall of correct answers	
HE.HS.8.01 Use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).	Pre-Assessment	Bell Ringer Question	25/25 By the end of the week	
	Formative	Watching and helping students do research on stress using their tablets.  <b>Discovery learning Checklist</b>	5/5  5/5	Some students didn't have a clue of where to even start researching. I explained how you should only use reliable resources and gave a list of internet sites to use. Example: CDC.gov
	Post-Assessment	Students created pamphlets and stress flyers Independent/group practice  <b>Rubrics/check list</b>		Students presented their flyers to the class and also had a family member to read and sign their stress pamphlets.
HE.HS.3.03 Locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, and yellow pages)	Pre-Assessment	Pop Quiz <b>Multiple Choice</b>	8/10	I did this to show and explain how stress effects individuals different, and why it is important to change negative thinking to positive thinking.
	Formative	<b>Think Aloud</b> about current and locally places for health care services.  <b>independent/group practice</b>		Students need to help understanding where to get help locally. Some students do not know where to go or when to go.

		<b>guided instruction, teacher modeling/demonstration/</b>		
	Post-Assessment	Informational pamphlets about stress, how to cope, and where to get help <b>Independent/group practice,  Rubric</b>	25 points  92%	This was to help students understand the importance of spreading the awareness about stress.
HE.HS.4.03 Demonstrate a variety of communication skills (e.g., verbal, nonverbal, listening, writing, technology, workplace).	Pre-Assessment	Section 3 quiz	76%	
	Formative	Watching and listening to students work in groups and present their stress e-mail responses.  <b>Rubric student/group presentations</b>	98%  50pts	The stress e-mail assignment was to get a summative report on all students. Could they work in groups to solve problems of others stress? Could they handle presenting in front of their classmates what they had learned?
	Post-Assessment	Stress e-mail responses and participation of each student in the groups. <b>student/group presentations</b>	98%	To make sure they could apply different answers and help others with stress. Could they take what they have learned apply to their lives and others by working together.

### Assessment Plan Narrative

### Alignment with learning Objectives

Section 1 of the unit is, “what causes stress.” I thought this was an interesting lesson considering most students only thought of bad stress “distress” instead of good stress “eustress.” When I taught section one using a Prezi presentation that I created <https://prezi.com/4qbjecr8g6fz/what-is-stress/> I included pictures, statistics, and an informational video about the fight and flight response. The quiz I gave as a pre-assessment was a teacher made assessment on Kahoot. I gave the quiz one week prior to the unit.

1. Large group discussions and answers for the BR/WOD and graphic organizer.
2. Myth and fact (Think Aloud) in text and Prezi.
3. **Video clips in Prezi (Large group discussions)**  
Note taking guide with **graphic organizer**.

*See attachments at the bottom of the page.*

### **Variety of Assessments**

I planned multiple assessments during this unit including diagnostic, formative, and summative. The very first assessment was a diagnostic assessment which was a quiz I made using the game Kahoot. Some of the examples I used for formative assessments were writing prompts, bell ringer questions, myth or fact questions, Bell Ringer questions for example, “what is the first step when coping with your emotions?” graphic organizers, note taking guides, helping/watching students research information about stress on their iPad, and watching/listening to students create and present their flyers, pamphlets, and group project called the stress mail handout.

I used graphic organizers and note taking guides during all lessons and presentations. I did this for those students who were ESL, had IEPs or who learned best through note taking and hands on. I also translated all the information from English to Arabic for one of my students. I formatively assessed student’s everyday on bell ringers and large/small group discussions.

### **Alignment with Learning Objectives**

Section 2 of the unit was about how stress effects the body. I went into detail about it because I thought the students really needed to understand not only the short term effects but the long term effects of stress on the body on as well. I used a power point presentation for section 2. For a formative assessment I had students to create flyers on stress and the body. I hung them up

along the walls outside the classroom. The flyers were very fun, informative and creative. (See attachment for examples)

Section 3 of the chapter was about stress and individuals. I started out with a pop quiz in the class. Then after the quiz I asked the students what were their reactions to the pop quiz. Some of their reactions were quite clear before taking the quiz. Then I told them that everyone's response to stress is different. Whether it be distress or eustress it depends on the individual and how they react. I went into detail explaining and elaborating on what they had learned in chapter two, which was personality, and self-esteem and why it related to a person's response to stress. We had large and small group discussions as we read through the section about "recognizing the signs of stress."

Next, I had students to create informational pamphlets on stress, and I also did a **group project** for summative assessments. Students worked on their informational pamphlets using their textbook, internet sites, and the help of teachers, parents, guardians. Before the students could get full credit on the pamphlets they had to get someone at home to sign the pamphlet and then they brought it back to me. **The purpose of this was to spread awareness of stress and to involve parents/guardians in the class.** The stress mail handout **project** assessment was very fun and different for the

At the end of the unit I did give the students a 35 question test with one bonus question. You will find all this information in task 6, the pre and posttest results and all charts.

## Technical Soundness

If students are not successful completing assessments/assignments then I will take into consideration of the individual student first. What is going on in their life, how many days of school have they missed, and ask if they need me to reteach the information in a different way. I will give all students the chance to make up assignments and tests. I always tell all students that I am available for help during first period and during the entire hour of cougar hour. Cougar hour is when the whole school goes on lunch. I am in my room the entire hour because I have lunch D-hall the first half hour.

I put all scoring rubrics on schoology for students and parents to see a week ahead of time at home, at school, or anywhere they have internet access. The students/guardians can message me during or out of school time on schoology or Engarde for questions. I try not give students homework unless it is a project. I always give students plenty of class time to work on their assignment, so that I can be there answer any questions and provide assistance.

During quizzes and tests students are always quiet and I never have any problems. Students take quizzes and tests on their iPads through Engrade. When I give quizzes through Kahoot students do get a little rowdy, but nothing that I can't handle. They love playing Kahoot and get very competitive with it. The only problem I do have is the noise coming from across the hall. The classroom across the hall from my class is ISS. Also our room does not have windows or air conditioning. It's very hot in the room, but we have fans going. It makes it even hotter when we have 36 students in the room that's only big enough for 15-20 students.

**Write the letter of the correct answer in the space provided. Chapter 3 Section 1**

- \_\_\_\_\_ 1. What is stress?
- a. the response of the body and mind to being challenged or threatened
  - b. an event that threatens lives and property
  - c. an everyday problem
  - d. any upsetting experience
- \_\_\_\_\_ 2. When stress helps you accomplish your goals, it can be called
- a. negative stress.
  - b. distress.
  - c. eustress.
  - d. goal-related stress.
- \_\_\_\_\_ 3. What is another term for negative stress?
- a. distress
  - b. eustress
  - c. stressor
  - d. catastrophe
- \_\_\_\_\_ 4. Which choice is an example of a major life change?
- a. failing a quiz
  - b. losing your keys
  - c. failing a grade
  - d. experiencing an unusually cold winter
- \_\_\_\_\_ 5. What type of stressor is a tornado?

- a. major life change
- b. catastrophe
- c. everyday problem
- d. environmental problem

*Decide whether each statement is true or false. Write true or false in the space provided.*

- \_\_\_\_\_ 6. Stress is always negative.
- \_\_\_\_\_ 7. Moderate levels of stress can increase concentration.
- \_\_\_\_\_ 8. Everyday problems are too minor to cause stress.
- \_\_\_\_\_ 9. Moving to a new school district is an example of an environmental stressor.
- \_\_\_\_\_ 10. The more major life changes you experience, the less stress you feel

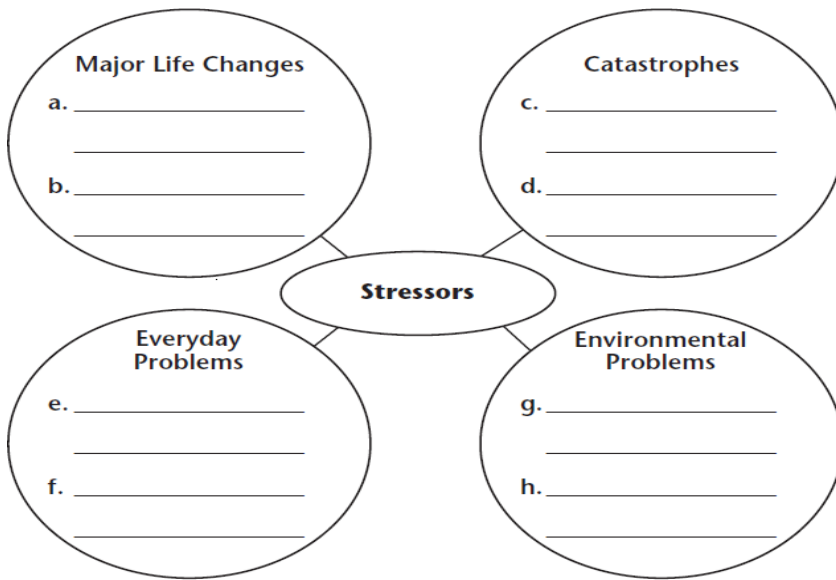
**What Is Stress?**

- 1. Give two examples of positive stress.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
- 2. Give two examples of negative stress.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**The Many Causes of Stress**

- 1. Complete the concept map with examples of the different types of stressors.





Concept Check: **Classifying Stressors**

Stress is how your mind and body respond to a threat or challenge. Something that causes stress is called a *stressor*. Stressors can cause positive stress, or *eustress*, and negative stress, or *distress*.

*Read the story, and underline situations and events that might be stressors.*

At 7:30 on a snowy evening, Vince and the other members of his band are setting up for their first big performance. They are the opening band at a concert to raise money for hurricane relief. The hurricane destroyed hundreds of homes.

Vince feels good about helping the relief effort, but so far nothing has gone right. Before he could leave for the concert hall, he had to spend 20 minutes shoveling his car out of the snow. Kenji couldn't find his favorite drumsticks, and Vince is worried that the hall is too cold for him to keep his guitar in tune. Rashinda is distracted because she just found out that her sister is getting married.

After tuning his guitar, Vince looks up and sees the first members of the audience arriving. Rashinda gives him a thumbs-up sign, and he starts to grin. It's time to go to work.

*Answer the following questions in the spaces provided.*

1. Identify one example of each general type of stressor.

Major life change: \_\_\_\_\_

Catastrophe: \_\_\_\_\_

Everyday problem: \_\_\_\_\_

Environmental problem: \_\_\_\_\_

2. Select a stressor you underlined that you think might cause distress, and explain why.

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3. Select a stressor you underlined that you think might cause eustress, and explain why.

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*Write the letter of the correct answer in the space provided.*

- |          |   |                     |
|----------|---|---------------------|
| _____ 1. | first stage of stress                   | a. alarm stage      |
| _____ 2. | increases when adrenaline is released   | b. overeating       |
| _____ 3. | second stage of stress                  | c. ulcer            |
| _____ 4. | behavioral warning sign of stress       | d. asthma           |
| _____ 5. | respiratory illness triggered by stress | e. heart rate       |
|          |   | f. resistance stage |

*Decide whether each statement is true or false. Write true or false in the space provided.*

- \_\_\_\_\_ 6. The fight-or-flight response occurs during the resistance stage of stress.
- \_\_\_\_\_ 7. The exhaustion stage occurs with every stress response.
- \_\_\_\_\_ 8. Stress can cause problems with concentration.
- \_\_\_\_\_ 9. Some headaches are triggered by stress.
- \_\_\_\_\_ 10. Prolonged stress weakens the digestive system.

**Write the letter of the correct answer in the space provided.**

- \_\_\_\_\_ 1. Why are major life changes stressful?
- a. They are unexpected.
  - b. They are always negative.
  - c. They are everyday events.
  - d. They threaten a person's feelings of security.
- \_\_\_\_\_ 2. What is one way that adrenaline prepares the body for fight or flight?
- a. It increases blood flow to the brain.
  - b. It decreases the rate of breathing.
  - c. It increases the rate of digestion.
  - d. It decreases blood pressure.
- \_\_\_\_\_ 3. One way that prolonged stress can increase the risk of heart disease is by
- a. causing muscles to tense.
  - b. lowering the heart rate.

- c. lowering blood pressure.
  - d. damaging blood vessels.
- \_\_\_\_\_ 4. Which choice reflects pessimism?
- a. I think I can win this race.
  - b. I trained very hard for this race.
  - c. I know I will not win this race.
  - d. I will try my best to win this race.
- \_\_\_\_\_ 5. What can you learn from resilience?
- a. how to control physical responses to stress
  - b. how to use time efficiently
  - c. how to think positively
  - d. how to build a support system

*Decide whether each statement is true or false. Write true or false in the space provided.*

- \_\_\_\_\_ 6. Moderate stress can improve your ability to perform well.
- \_\_\_\_\_ 7. Stress can cause increased crying.
- \_\_\_\_\_ 8. Everyone responds to a particular stressor in the same way.
- \_\_\_\_\_ 9. The key factor in resilience is having the support of family and friends.



**I placed all the students flyers/collages on the walls of the school classroom and wallss on the outside of the class. Students from other classes stopped and read/looked and asked questions about what my classes were doing. They were interested and I loved every minute of it.**

