

IMPACT OF TECHNOLOGY ON WELLNESS

Performance Standards (18B/18C).J

Show how advancements in technology have both hurt and helped individuals accordingly:

- *Knowledge:* describe the key ideas and concepts that are associated with the positive and negative affects of technology.
- *Reasoning:* analyze the impact of the technology in a logical and reasoned manner.
- *Communication:* write an essay that is well organized, well focused and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand the roles and interactions of individuals and groups in society (18B) and understand how social systems form and develop over time (18C)***, provide students with sufficient learning opportunities to develop the following skills:
 - Assess the effect of technology on the status and role of individuals.
 - Analyze the positive and negative impact of modernization on cultural and physical environments.

A health care worker must be aware of technology and new treatments available for the client and the effect these have on health care. Knowledge of illness prevention and the range of services offered is essential. A health care worker must also be sensitive to multicultural needs and the acceptance of modern practices.
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Facilitated by the teacher, students should brainstorm a few examples of positive and negative technological influences. For example: The discovery and emergence of a variety of antibiotics cured bacteria-caused illnesses that once maimed or killed. Overuse and misuse of the antibiotics have produced ‘super’ bacteria that are resistant to therapy, forcing scientists to look for new generations of antibiotics.
4. After selecting a teacher approved topic, students should individually conduct research on the impacts of their topic.
5. Write a summary (five paragraphs) of how a particular technology both positively and negatively impacted individuals.
6. Evaluate each student’s work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge:* The description and definition of key concepts and facts associated with positive and negative impacts of technology are complete and accurate.
 - *Reasoning:* The analysis of the impact of the technology was logical and well reasoned.
 - *Communication:* The writing was well focused, well organized and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two, 45-minute periods
- One period for brainstorming and starting research, the other to complete the research
- The summary should be composed outside of class time

Resources

- Primary and secondary resources that define and give examples of a particular technology and its influence on individuals
- Notebook paper
- Pen or pencil
- Nursing Cluster Occupational Skill Standards
- Clinical Laboratory Occupational Skill Standards
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12)
 Meets standard (total points 8 - 10)

- Approaches standard (total points 5 - 7)
 Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. • Significant facts/ supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/ themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/ themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			