The Teen Years Project

Task Description: Sign up with the teacher for one of the following topics:
- Biological development
- Cognitive development
- Emotional development
- Social development
- Familial influences
- Societal influences
- Guidance techniques

Create an online presentation at goanimate.com that includes the following elements:
- 1 to 2 minutes in length
- Targeted toward adolescents aged 11 – 19 years old
- Content of comic explains topic
- Explain why the chosen topic is useful in teaching adolescents aged 11 – 19 years old

Online beginner’s tutorials may be found at http://goanimate.com/video-maker-tips/topic/tutorials/goanimate-tutorials/. Assignment may be prepared individually or with a partner.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Exemplary</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Attempted</th>
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</thead>
<tbody>
<tr>
<td>Research of Topic</td>
<td>20%</td>
<td>□ Use of three or more sources, including at least two Internet and one print source; use of two search engines □ Variety of domain name suffix (.com, .edu, .net) □ Factual information is accurate □ Narrow focus of topic</td>
<td>□ Use of two sources, including, including at least one Internet source; use of one search engine □ Most information can be confirmed □ Topic could be more narrowly focused</td>
<td>□ Use of one Internet source □ Some errors in information □ Topic somewhat broad</td>
<td>□ Use of only one source □ Numerous errors in information □ Topic too general</td>
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<tr>
<td>Organization</td>
<td>15%</td>
<td>□ Logical sequencing □ Menus and paths are clear □ Original; inventive; creative</td>
<td>□ Somewhat logical sequencing □ Menus and paths are mostly clear □ Original</td>
<td>□ Sequencing is poorly planned □ Menus and paths are sometimes confusing □ Little originality</td>
<td>□ Sequencing is confusing □ Menus and paths are confusing □ Inconsistent □ Rehash of other people’s ideas</td>
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<tr>
<td>Section</td>
<td>Percentage</td>
<td>Criteria</td>
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| Content          | 20%        | □ Covers topic completely and in depth  
                              □ Content is readily understandable  
                              □ Media used contributes to understanding of topic  
                              □ Covers topic  
                              □ Content is mostly understandable  
                              □ Media used mostly contributes to understanding of topic  
                              □ Barely covers topic  
                              □ Content is somewhat understandable  
                              □ Media used somewhat contributes to understanding of topic  
                              □ Does not adequately cover topic  
                              □ Content is confusing  
                              □ Media used does not contributing to understanding of topic |
| Graphic Design   | 25%        | □ Effective combination of multimedia and persuasive design elements  
                              □ Excellent use of navigational tools and buttons  
                              □ Graphics effectively entice audience; accurately conveys message  
                              □ Good combination of multimedia and design elements  
                              □ Adequate navigational tools and buttons  
                              □ Visually and images are attractive; adequately conveys message  
                              □ Some use of multimedia and design elements  
                              □ Some buttons and navigational tools work properly  
                              □ Use of visuals and images is limited; message is conveyed  
                              □ 0-1 media used  
                              □ Buttons and navigational tools are absent or confusing  
                              □ Use of visuals and images is confusing or absent; message is confusing |
| Mechanics        | 10%        | □ Correct grammar, usage, mechanics, and spelling  
                              □ All sources are correctly cited  
                              □ Few grammar, usage, mechanics, or spelling errors  
                              □ Most sources are correctly cited  
                              □ Several grammar, usage, mechanics, or spelling errors  
                              □ Some sources are incorrectly cited  
                              □ Obvious grammar, usage, mechanics, or spelling errors  
                              □ Sources are not cited |
| Teamwork (optional) | 10%  | □ Work load is divided and shared equally  
                              □ Some members contribute  
                              □ Few members contribute  
                              □ One or two people do all of the work |

Assignment Score _______ + Beyonder/Bonus _______ = Final Score _______