

Name: _____

Project Proposal

I. Introduction

What is your project? Briefly describe what you will do.

We Are What We Eat

- Students will track their daily consumption in a journal that logs what they eat and drink, how many calories they consume, and how much fat, sugar and sodium is in that food.
- Students will poll their peers on their knowledge about the food they eat and the types of food they eat the most of.
- Students will research the current health problems associated with high levels of fat, sugar and sodium consumption and investigate alternative food and drink choices.
- Students will research food consumption in other cultures and other eras.
- Students will compare their self-study with their polling and their research, analyzing connections and differences.
- Students will present their findings to their parents at Open House.

Describe the product you will create.

An informational newsletter that details the results of their self-study and research.

What do you hope to learn through this work?

Students will learn what they put in their bodies, how it impacts their health, and how they can make better dietary choices.

Students will learn about dietary habits in other cultures, both today and at other eras in history.

Students will learn how their food consumption compares with that of their peers.

II. Authenticity

Why you are interested in this? Why have you chosen this project?

Teens love their food, and they exercise autonomy in many of their food choices.

How will your project or product be used by someone?

Students will present their findings and share the informational newsletter with their parents at our school's Open House or Back-to-School Night. Newsletter will also be posted on the school website.

Will this project/product benefit your Internship site? How will it be used?

LMU? Farmer's Market? School garden/greenhouse? From the Garden to the Kitchen?

III. Academic Rigor

How does your project challenge you as a learner; what new knowledge will you gain? (This is where you can get specific with Standards, critical thinking skills, etc.)

CTE Standards -

10.1 Students will understand the principles of nutrition and their relationship to good health through the life cycle.

A5.0 Students will understand the correlation of food and fitness to wellness:

A5.1 Students will know how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness.

B10.2 Students will interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.

Reading 2.5 (ELA 9-10)

Students will extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Writing 1.5 (ELA 9-10)

Students will use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Writing 1.8 (ELA 9-10)

Students will design and publish documents by using advanced publishing software and graphic programs.

Writing 2.3 (ELA 9-10)

Students will convey information and ideas from primary and secondary sources accurately and coherently.

Students will make distinctions between the relative value and significance of specific data, facts, and ideas.

Students will include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

What guiding/framing/essential (whichever word your staff uses) question do you have around this work?

How do people's dietary choices contribute to their overall health?

What sub-questions will help you answer this guiding/framing/essential question (10-15 sub-questions)?

What foods and drinks do I consume the most of? (Culinary Arts and Health)
What foods and drinks can be most damaging to my health? (Culinary Arts and Health)
How does too much sodium impact my health? (Culinary Arts, Science, and Health)
How does too much sugar impact my health? (Culinary Arts, Science and Health)
How does too much fat impact my health? (Culinary Arts, Science and Health)
How does my individual diet compare with that of other students at WESM? (Culinary Arts and Health, ELA)
How does my individual diet compare with that of other teens in the U.S.? (Culinary Arts and Health, ELA, SS)
How does my individual diet compare with that of other teens in the world? (Culinary Arts and Health, ELA, SS)
What alternative foods might I choose to replace those that can damage my health? (Culinary Arts, ELA, Science, and Health)
What foods can be grown in a garden that reduce the levels of fat/sugar/sodium? (Culinary Arts, Science, and Health)
What foods are whole or complete? (Culinary Arts and Health)
What are antioxidants? Where can they be found? How do they impact health? (Culinary Arts, Science, and Health)
How have food staples changed throughout history in different cultures? (Culinary Arts, SS, ELA and Health)
What is the difference between Old World and New World foods? (Culinary Arts, SS, ELA, and Health)

What resources will you use to answer these sub questions (books, journals, pod casts, documentaries, expert interviews, etc.)?

Food Journal, polls, library and internet research, health videos, Nurse, Harvest of the Month, case studies, dietary experts, nutritionists, Google Docs

IV. Active Learning

How is your project hands-on?

The project asks students to reflect on their own habits in the food journal and then analyze and synthesize their findings with the data they gather from their peers and their research.

Students will use technology to research the effects of food on their body as well as keeping track of their daily consumption.

How will you document your hands-on learning?

Food Journal, Poll results tabulated/graphed, newsletter

What models will you use to help create your project?

Previous food journal assignments, polls from nutritional magazines/resources, newsletters from on-line.

Describe the steps you will take to complete this project. (Your Process)

Week 1 -

In their Culinary Arts class, students will begin their food journals. Students will watch video that prompts students to think about the relationships between food and health. Students are asked to begin thinking about their own food consumption. Students will track and log all the food and drink in their diets for one week in a template provided by their Culinary Arts teacher. In their science class, students will study the BMI index.

Week 2-

In their Culinary Arts class, students will develop a series of questions for a Internet poll. Students will poll peers during their lunch or on their own time. Students will turn in their poll results by Wed. In math class, students will disaggregate and interpret the data. Results given to English teacher by Friday.

Weeks 3-5

In their ELA class, students bring the results of their food journal, BMI investigation and poll and begin to write reflective and expository pieces. Students will research on-line and in the library for information that can be added to their expository pieces. Students will begin drafting newsletter and synthesize their primary and secondary research. Students will add in art and graphic pieces. Newsletter will be completed by the Friday of the fifth week.

V. Adult Relationships

Who will be your mentor for this project?

A nutritionist. LMU?

What other adults can assist you with this project, and what will each of them assist you with?

LMU graduate students studying health and nutrition.

How often will you meet with each of these adults?

Once a week, over the course of the five-week project.

VI. Assessment

How will we determine if your work is complete?

How should your work be evaluated? What are the criteria? (As students get more practice, you can help them develop their own language and rubrics to describe excellence.)

Who should evaluate your work? (mentor? Adult experts, teacher, other teachers, etc.)

How will you reflect on your work? (Journal, narrative, product paper)

What will you show at your exhibition?

VII. Timeline

See guide for creating a project timeline and attach it to your proposal.

- **Remember to look at your process list to assist you in your planning.**
- **Always start from your due date and work backwards.**
- **Use a calendar to plan backwards from your final due date.**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Culinary Arts: Begin Food Journal</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>
<p>Culinary Arts: Turn in Food Journal and Reflective Essay Begin campus survey</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>	<p>Culinary Arts: Turn in campus survey results Math: Begin converting survey results into graphs/charts</p> <p>English:</p>	<p>Culinary Arts:</p> <p>English:</p>	<p>Culinary Arts: Math: Turn in graphs/charts.</p> <p>English:</p>
<p>Campus Poll Completed Begin Library/Internet Research</p>				
<p>Analyze Research Synthesize research, Journal and poll. Create ads, political cartoons.</p>				
				<p>Newsletter completed along the guidelines of the rubric.</p>

Rubistar

Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Research Report : Reflection Essay

Teacher Name: **Ms. Jacobs**

Student Name: _____

CATEGORY	4 Exceeding Expectations	3 Meeting Expectations	2 Emerging	1 Little or No Evidence
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of information	All topics are addressed and all questions answered with at least 3 sentences about each.	All topics are addressed and most questions answered with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1 to 2 sentences about each.	One or more topics were not addressed.
Mechanics	No grammatical, spelling or punctuation errors. Proper font and paragraph spacing used.	Almost no grammatical, spelling or punctuation errors. Proper font used, some paragraph spacing errors.	A few grammatical spelling, or punctuation errors. Incorrect font and many spacing errors.	Many grammatical, spelling, or punctuation errors. Incorrect font used, poor spacing.
Personal Reflection	Student thoroughly explained journal findings and reflected on significance to their diet.	Student moderately explained journal findings and reflected on significance to their diet.	Student somewhat explained journal findings and sort of reflected significance to their diet.	Student did not explain journal findings well nor reflect on the significance to their diet



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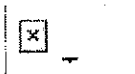
Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Research Report : Survey Rubric

Teacher Name: **Ms. Jacobs**

Student Name: _____

CATEGORY	4 Exceeding Expectations	3 Meeting Expectations	2 Emerging	1 Little or No
Required Elements	The survey includes all required elements as well as additional information.	All required elements are included in the survey.	All but 2 of the required elements are included on the survey.	Several required elements were mi
Attractiveness	The survey is exceptionally attractive in terms of design, layout, and neatness.	The survey is attractive in terms of design, layout and neatness.	The survey is acceptably attractive though it may be a bit messy.	The survey is distractingly mess very poorly design is not attractive.
Data	Survey contains an equal mixture of yes/no and numerical value questions. 100% answered. "No Open End Questions"	Survey contains an equal mixture of yes/no question and numerical value questions. 80% answered. "No Open End Questions"	Survey contains an equal mixture of yes/no and numerical value questions. 70% answered. "Some Open End Questions"	Survey contains a equal mixture of y and numerical val questions. 50% or answered. "Some End Questions"
Survey Questions	Independently identified a question which was interesting to the student and which could be investigated.	Identified, with adult help, a question which was interesting to the student and which could be investigated.	Identified, with adult help, a question which was interesting to the student and which could be investigated.	Identified a questi that could not be investigated or on did not merit investigation



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Monday	Tuesday	Wednesday	Thursday	Friday
<p>CA: Introduce Nutrition Lesson and Vocabulary Discussion – Q & A</p> <p>E: Review elements of expository writing</p>	<p>CA: Watch Video: Childhood Obesity Q & A</p> <p>E: Share, discuss analyze models of e.w.</p>	<p>CA: Discuss Body Imaging Why Knowing your Family History is important to your health.</p> <p>E: Share, discuss analyze models of e.w.</p>	<p>CA: Introduction to Food Journal Project Discuss Food Labels</p> <p>E: Begin scaffolded assignment on e.w.</p>	<p>CA: Assign Food Journal Project: Begin on Friday evening and end on following Thursday. Go over Reflective Paper: Due Friday</p> <p>E: Complete scaffolded assignment on e.w.</p>
<p>CA: Develop campus survey</p> <p>E: In-class writing: Expository practice</p>	<p>CA: Develop campus survey</p> <p>E: In-class writing: Expository practice</p>	<p>CA: Develop campus survey</p> <p>E: Peer reviews</p>	<p>CA: Develop campus survey</p> <p>E: In-class revisions</p>	<p>CA: Turn in Food Journal and Reflective Essay</p> <p>E: Mini-lesson on voice in writing. Activity with word choice, active voice.</p>
<p>CA: Give campus survey</p> <p>E: Mini-lesson on using primary and secondary resources. Activity illustrating lesson</p>	<p>CA: Continue giving survey</p> <p>E: Mini-lesson on paraphrasing, quoting, and source attribution. Activity with lesson.</p>	<p>CA: Continue giving survey</p> <p>E: Small groups meet to plan project</p>	<p>CA: Turn in campus survey results</p> <p>E: Small groups meet to plan project</p>	<p>CA: Library visit to gather research from secondary sources.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>CA: Develop menu/recipe(s) for healthy eating piece in newsletter</p> <p>E: Students meet in small groups to review primary and secondary research</p>	<p>CA: Calculate Nutritional Information</p> <p>E: Students begin writing in-depth article for newsletter.</p>	<p>CA: Test recipes Develop yum/yuck survey for recipe</p> <p>E: Students meet in small groups to work on project.</p>	<p>CA: Type recipe(s) and menu for newsletter.</p> <p>Take pictures</p> <p>E: Students continue writing in-depth article for newsletter.</p>	<p>CA: Give final product to English Department</p> <p>E: Students meet in small groups to work on project.</p>
<p>E: Students finish draft of in-depth article for newsletter.</p> <p>E: Students meet in small groups to work on project.</p>	<p>E: Students meet in small groups to peer review in-depth articles.</p> <p>E: Students meet in small groups to work on project.</p>	<p>E: Students meet in small groups to work on project.</p> <p>E: Students meet in small groups to work on project.</p>	<p>E: Students meet in small groups to work on project.</p>	<p>E: Students revise in-depth articles.</p> <p>Newsletter DUE.</p>