

P R O J E C T O V E R V I E W

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Name of Project:	Why Do We Choose What We Eat?	Duration:	
Subject/Course:	Social Studies	Teacher(s): Mrs. Khatib	Grade Level: Grade 3
Other Subject Areas to Be Included, if any:	Health, Math		
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	<p>Students will interview their parents or family members to determine what types of foods they eat and why they eat those specific foods. Students will record their own eating patterns for three days and will connect to other students around the world using Skype or Kidsblog to find out if their eating habits are any different. After students have gathered their data, they will create a Voicethread to share their results. This Voicethread will be published on the class website and shared with our parent group as well as our country that we have connected to around the world.</p>		
Driving Question	What factors influence what we eat?		
CCSS to be taught and assessed:	<p>Values and Attitudes 3.1.1 Students will appreciate similarities and differences among people and communities by demonstrating an awareness of and interest in the beliefs, traditions, and customs of groups and communities other than their own. (CC – Culture and Community)</p> <p>Knowledge and Understanding 3.1.2 Students will examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the traditions, celebrations, and stories. 3.1.2 How is identity reflected in traditions, celebrations, stories and customs in the communities. 3.13 How does the physical geography influence the human activities in the communities? (Availability of foods, water etc...) 3.14 How do the economic factors shape communities in other parts of the world. (Ex. What goods and services do the communities import and export to other parts of the world?)</p> <p>Dimensions of Thinking 3.S.1 Students will develop skills of critical thinking and creative thinking by evaluating ideas and information from different view points. 3.S.3 Students will create and use a simple map to locate communities studied in the world. 3.S.4 Students will demonstrate skills of decision making and problem solving by applying new ideas and strategies to contribute to decision making and problem solving. 3.S.4 Students will use technology to organize and display data.</p> <p>Social Participation as a Democratic Practice 3.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building 3.S.7 Students will apply the research process by making connections between cause and effect relationships from information gathered from varied sources.</p> <p>Communication 3.S.8 Students will demonstrate skills of oral, written and visual literacy by using technology to support and present conclusions.</p>		

Additional Standards to be taught and assessed:	<p>Health Personal Health W-3.5 Apply guidelines from Canada’s Food Guide to Healthy Eating to individual nutritional circumstances. Learning Strategies W-3.4 Identify the steps of the goal-setting process, and apply these components to short-term personal goals.</p> <p>Math Data Analysis Collect, display and analyze data to solve problems. Collect first-hand data and organize it using charts, tally marks, line plots and lists to answer questions. Construct , label and interpret bar graphs to solve problems.</p>				
21st Century Competencies to be taught and assessed:	Collaboration	Yes	Creativity & Innovation	Yes	
	Communication (Oral Presentation)	Yes	Other:		
	Critical Thinking	Yes			
Major Products & Performances	Group:	Students will collect the data of what they ate over the three days and will develop a chart to display their data with the class using . Students will share this data with their participating country. In partners, students will create a VoiceThread to show what they have learned in order to answer the driving question.		Presentation Audience	
	Individual:	Each student will interview their own family members to determine what factors influence what we eat. Students will keep an individual journal of what they eat for a three days.		Y	Class
				Y	School – GR 3S
				Y	Community
					Experts
Y	Web				
	Other:				

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Entry Event to launch inquiry and engage students: To kick off the project, we will have a potluck dinner where students are going to get to choose their own food that they eat. They will write their name on the plate and will take a picture of their plate of food. This will be used later as a reflection-writing piece. The teacher will place a graph on the SMART Board using the <http://nces.ed.gov/nceskids/createAgraph/default.aspx> site and will list a variety of different foods that were displayed for them to choose from. The students will analyze the data and discuss possible reasons.

Assessments	Formative Assessments (During Project)	Quizzes/Tests		Practice Presentations	
		Journal/Learning Log	Yes	Notes	Yes
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other: Survey and Interview	Yes
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____ Voicethread _____	Yes
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	Yes
		Essay Test		Other:	

Resources Needed	On-site people, facilities:	Teacher and CARE presenter. Tech coach might be needed to help some teachers with Voice thread and Skype.
	Equipment:	Computer, projector,
	Materials:	Journals, research journals, project rubrics for Voice Thread, go to the website for surveys and other info: http://www.marvviewor3.com .
	Community resources:	Parents or family to interview

Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	Yes	Focus Group	Yes
		Whole-Class Discussion	Yes	Fishbowl Discussion	

		Survey	Yes	Other:	
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