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|  FURR XQ: Project DESIGN: OVERVIEW page 1 |
| **Name of Project: Food Deserts** | **Duration: semester** |
| **Career Pathway: 9th Grade, Cohort 1** | **Teacher(s):Valmore, Jones, Moody, Gill, Wilhite** | **Grade Level: 9** |
| **Other subject areas to be included, if any: Career Path and Technology, English, Geography, Biology, Health** |
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| **Key Knowledge and Understanding**(TEKS or other standards) | Bio.2 a-d, EX.2 a-k, Geo.1 a-g, El.8, EL.Fig 19B, WGS.8 a-c He.17C |
| **XQ Learner Goals**(to be taught and assessed) | Master of all fundamental literacies | X | Original thinkers for an uncertain world | X |
| Holders of foundational knowledge | X | Generous Collaborators | X |
| Learners for life | X |  |  |
| **Global Graduate Attributes**(to be taught and assessed) | Leader | X | Skilled Communicator | X |
| Adaptable & Productive | X | Critical Thinker | X |
| Responsible Maker | X | College Ready Learner |  X |
| **Project Summary**(include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | By engaging in research activities, students will create projects that demonstrate their understanding of issues surrounding unhealthy food options in our local and global communities. Students will complete assignments in the form of posters, performances, trifolds, documentaries, interviews, or other visual arts pieces, followed by a presentation and panel discussion involving the audience and guest speakers from the community. The main objective is to grab the attention of our community, to inform them of the risk that are associated with living in a Food Desert environment. We want to change the way we think, and be more cautious of the food we consume daily.  |
| **Driving Question** | Why do rural areas have unhealthy food options? What does local government policies say about the options for food exposed to the inner city? How does food options differ from rural to suburban areas? What are the health risk associated with living in a Food Desert? Why is unhealthy food options cheaper than healthy food options? |
| **Entry Event**  | Community Forum. May 14, 2018 from 6-8 PM.  |
| **Products** | Individual and Group.  | Specific content and success skills to be assessed:Ela, Geography, Biology, Career and Technology, Health  |
| Team: 9th Grade Cohort 1 | Specific content and success skills to be assessed: |
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|  Project DESIGN: OVERVIEW page 2 |
| **Making Products Public**(include how the products will be made public and who students will engage with during/at end of project) | Each cohort class will conduct its own investigation and complete the assignments guided by the teacher but driven largely by the students.  Consequently, the individual projects will remain fluid as students engage with the data they discover.  At the end of the semester, students will compile the data and projects produced in the individual classes at the year-end Community Forum.  Additionally, they will share their findings with other 8th period classes outside of our cohort.   |
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| **Resources Needed** | On-site people, facilities: Science Labs, Classrooms, Community Garden, Free Space (Moody) |
| Equipment: Laptops,  |
| Materials: Tri-fold Presentation Displays, Projector, Laptop, Printer, and various mixed media presentations.  |
| Community Resources: Community Garden, Grocery Store pricing, Microgreens Interview, Local governmental policies concerning the options of food choices in rural areas.  |
| Technology: Laptops, Projectors, Various Applications, Smartphones, I Pads,  |
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| **Reflection Methods**(how individual, team, and/or whole class will reflect during/at end of project) | Journal/Learning Log | X | Focus Group | X |
| Whole-Class Discussion | X | Digital Portfolio | X |
| Survey | X | Other: Public Performances | X |
| Project Design: student Learning Guide |
| **Student(s):** |
| **Project:**  |
| **Driving Question:** |
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| **Final Product(s)** Presentations, Performances, Products and/or Services | **Learning Outcomes/Targets**knowledge, understanding & success skills needed by students to successfully complete products | **Checkpoints/Formative Assessments**to check for learning and ensure students are on track including dates | **Instructional Strategies for All Learners**provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments |
| (individual **and** team) |  |  |  |
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