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| **Project Overview** | | | | | | | | | | |
| **Name of Project: Dish** | | | **Duration (days): 1 ½ weeks** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): Gutierrez and White** | **State: Iowa** | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included: Math, Communications, Culinary, Business, Accounting, Team Building, Leadership, and Life** | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | The purpose of this PBL is for students to work together as a class to plan, budget, shop, prepare, and deliver a dinner for a family of four that is in need. The dinner must include an entrée, a side, and a dessert for under $30. Each class had to select a Project Manager who will oversee their team by keeping everyone on task and focused so they are able to meet the deadline. The Project Manager also help in the evaluation of their team. Each class will be responsible for contacting the chosen family, finding out what their needs, wants and if there, are any food allergies as well as setting up a time to deliver. Six different families will receive six different meals. It is important for students to feel as though they are making a difference and it was interesting to see the students who were passionate about this project and stepped up for a leadership position. Each class period developed their community as well. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can I make a difference by helping my team dish it up to our community? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Watch videos or choose a video that highlights the importance of giving back to your community, the difference a meal can make, etc. <https://www.youtube.com/watch?v=nwAYpLVyeFU> <https://www.youtube.com/watch?v=cZGghmwUcbQ> Presentation about the expectations of the project and how a meal can make a difference. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | How they can make a difference in the community while creating a healthy cost-effective meal. Peer evaluation and discussion | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Budgeting experiment – feeding a family of four for a week. | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Selected families and Dietician | | |

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| **Project Overview** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? **(Level 1):**  C15, 16, 17, 18, 19  What competencies will be in progress during this project? **(Level 2):**  B:10; D:21, 24, 25; E:26, 27, 28, 29, 30; F:32, 33, 34, 35, 36, 37; G:41, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59; H:60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 71, 74  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  The level of competency depends on the time of year and the age of the participants. | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | Essay | | | | Peer Evaluation | | | | |  |
| Multiple Choice/Short Answer  Test | | | | Self-Evaluation | | | | |  |
| Oral Presentation, with rubric | | | | Written Final, with rubric | | | | |  |
| Other (see PBL Library for ideas): Click here to enter text. | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | | | | | Focus Group – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Observation and feedback by the Project Manager, the specialist, Dietician and peers | | |
| **Project Overview** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising | | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Suggesting and locating families to participate  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Raising money to help with costs of the meals | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  Arts & Communication  Business, Management, Marketing & Technology  Engineering/Manufacturing & Industrial Technology  Health Sciences  Human Services  Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  Grocery store  Dietician | | | | | | | |
| **Employer Engagement Strategy:**  How will you utilize employer connections to increase relevance? | | | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: | | | | | | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. | |
| **Project Overview** | | | | | | | | | | | | | |
| **Scaffolding**  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | | | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Set up transportation, reach out to community members that are willing to drive students to the grocery store. Arrange for the grocery store dietician to prepare a presentation about healthy meal preparation on a budget. Obtain grocery store ads for students to review. Line up refrigeration and food storage and food prep areas, if needed.  **Launching the Project:**  (How will you SPARK their attention?)  Watch videos and ask students follow-up questions about the videos. Introduce the project and the expectations of the project.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Goals are found in the project calendar. Hand out calendar and/or make a checklist from the calendar to assist students in navigating their way through this project. Project Managers: Lead their team in the goals, follow up with their team and keep them on target to complete their project for the set date. Specialist should be available for questions, updates, feedback and suggestions. | | | | | | | | | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | | | Adjustments may be made based on 504 or IEP accommodations | | | | **Revision & Critique:**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Click here to enter text. | | | | | |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | | | **WHO** will you be incorporating? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| School Staff | | | | Culinary Arts teacher, Refrigeration, Culinary Room, Guidance Counselor to help find families in need. | | | | | | |
| Business Professionals/Employers | | | | Click here to enter text. | | | | | | |
| Community Leaders/Organizations | | | | Families chosen for donation, transportation and local grocery store dietician. | | | | | | |
| Technology | | | | Cell phones, calculator, and/or computer | | | | | | |
| Materials | | | | Local grocery store ad (paper or electronic), prep materials (knives, spoons, bowls, cutting boards, etc.), money for meals (donated or fundraised by students) | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project: Dish** | | | | | | | | | | | | |
| **Driving Question: How can I make a difference by helping my team dish it up to our community?** | | | | | | | | | | | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | | | | | | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will students need to successfully complete this portion? | | | | |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| Team  Individual |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Watch videos, use one or both video then have a discussion afterwards “How they made a difference in their community”.  https://www.youtube.com/watch?v=GJeWFoKZ63U  abcnews.go.com/.../video/man-olive-garden-pasta-pass-feed-homel  Introducing the project and the expectations of the project. | Classes decide team leadership/Project managers.  Select family  Class discussion on selection  Draft questions or the phone conversation with the family | Practice “mock” phone calls, write out script to assure teams convey and receive needed information Contact family | Brainstorm ideas for meals  (entrée, side, dessert)  View videos on preparing meals for families on a budget:  <https://www.youtube.com/watch?v=5PYIPKe7cCU>  <https://www.youtue.com/watch?v=rhJDIwbNBMo>  Students select meal choices and decide based on family’s needs and wants. | Local Grocery Store Dietitian come into class to give student feedback and suggestions on how to make their selected meals healthy and cost effective. Budget the price of the ingredients, so that they stay within their 30.00-dollar budget. Review and study local ads for grocery stores. Each group should decide what local grocery store would fit their budget needs the best and who will be going shopping. |
| **PROJECT WEEK TWO** | | | | |
| Peer evaluation on how each student participated in the project done via paper and/or classroom discussion lead by the project manager. | Shopping Day | What is needed to make sure things are ready to prepare and deliver?  Students worked together to package the ingredients and deliver the materials to families. | Click here to enter text. | Click here to enter text. |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK FOUR** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** | | | | |
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| **ADDITIONAL INFORMATION** |
| Click here to enter text. |