

Robert & Yvette's Unit Checklist

Student Engagement Component	Element	✓	Checkpoint	NOTES
Context	Unit question	✓	Enter the Unit Question (higher level open-ended question).	<i>Should I eat locally produced foods?</i>
	Standards	✓	List the standards that the unit aligns with (grade level, content, etc.).	<i>Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services.</i>
	Activities	✓	Describe the activity or activities.	<p><i>Activity 1: Students will analyze the "food miles" of what they ate for dinner the previous evening. They will list what they ate, then visit the grocery store to look for labels for those foods indicating where the food was raised. If the information is not available, they will interview the grocer or search on the Internet for the likely source. They will then calculate the "food miles," e.g., the cost of shipping the food from the likely location where it was produced, to the location where it was purchased.</i></p> <p><i>Activity 2: In teams of 4-5, students will discuss the factors associated with "food miles," such as costs for transporting food a long distance; pollution; cost of food; having food available year round rather than seasonally; etc. They will research and discuss the advantages and disadvantages of eating locally.</i></p> <p><i>Activity 3: Continuing to work in teams, students will choose a role and perspective to represent (doctor: nutrition, disease); (grocery store owner: availability of year-round produce, problems of finding local suppliers); (parent: cost of food). Based on their research, they will choose a position from this perspective on whether or not they should eat locally produced food. They will develop a presentation, using various forms of media.</i></p> <p><i>(New) Activity 4: Students present to classmates and a group of experts, such as a local politician, grocery store owner, doctor or nurse, parent, etc.</i></p>

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Content	Organization	<input checked="" type="checkbox"/>	<p>How will the content be organized? For example, by -</p> <ul style="list-style-type: none"> • Range of readiness levels • Known interests • Learning styles • Media and technology tools 	<ul style="list-style-type: none"> • Create a Moodle site containing the links to Internet resources. Use this site to structure the content according to topic and media type. • Include in the Moodle, text sites at multiple reading levels accessible to all students.
	Novelty	<input checked="" type="checkbox"/>	<p>What unique and interesting ways of presenting content are present in the activity? For example -</p> <ul style="list-style-type: none"> • Element of surprise • Varying roles and responsibilities • Alternative materials • Real-world work 	<p>Use of:</p> <ul style="list-style-type: none"> • Inquiry, role-playing activities • Creation of multimedia presentation • (NEW) Calculate "food miles" for what student ate for dinner the previous evening, and visit grocery store to identify where food was raised.
	Choice	<input checked="" type="checkbox"/>	<p>What choices can students make based on their interests? For example a choice of -</p> <ul style="list-style-type: none"> • Topic to study • Product to demonstrate learning • Media and resources • Type of assessment • Role in groups • Individual or collaborative work 	<p>Students can choose:</p> <ul style="list-style-type: none"> • Their role in presentation (doctor, grocery store owner, parent or other role approved by teacher) • Resources they use to learn about topic • The topic for final presentation • The format and type of media for final presentation

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	Challenge	✓	<p>How will students' skills align with the appropriate level of challenge? For example,</p> <ul style="list-style-type: none"> • Clear set of goals for students • Resources at a variety of levels • Clear and immediate feedback 	<ul style="list-style-type: none"> • Resources organized on Moodle website at different levels of complexity. Internet research allows students to choose and research any topic and to find information at multiple levels of complexity. • Students will use the <i>Showing Evidence Tool</i> to support their position about whether or not to eat locally produced foods.
Product	Criteria	✓	<p>How will students know the criteria by which their work will be assessed?</p>	<ul style="list-style-type: none"> • Students will receive a schedule detailing interim and final deadlines for the presentation. • The class will develop a rubric detailing standards for their presentations. • Successful students will be able to construct a well-reasoned argument for their position on whether or not to eat locally produced foods.
	Authenticity	✓	<p>How will students have opportunities for authentic work? Including -</p> <ul style="list-style-type: none"> • Knowledge construction • Disciplined inquiry • Value beyond the classroom? 	<ul style="list-style-type: none"> • Students will analyze the "food miles" of what they ate for dinner the previous evening. They will list what they ate, then visit the grocery store to look for labels for those foods indicating where the food was raised. If the information is not available, they will interview the grocer or search on the Internet for the likely source. • Students will share their position on whether or not to eat locally produced food in a presentation to a panel of experts, such as a local politician, grocery store owner, doctor or nurse, parent, etc.
	21st Century Tools	✓	<p>Which technology will be used to support effective use of real world tools?</p>	<ul style="list-style-type: none"> • Students will construct their presentations using their choice of media, e.g., slides with captioned photographs, videos, animations, cartoons, etc. • Students will use the <i>Showing Evidence Tool</i> to construct a compelling argument with credible evidence, about whether or not to eat locally produced food.

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Process	Collaboration	<input type="checkbox"/>	How will students collaborate with - <ul style="list-style-type: none"> Each other? The larger community (for example, school, local and global communities)? 	
		<input type="checkbox"/>	How will students know how to work productively as a team ?	
	Affirmation	<input type="checkbox"/>	How will persons significant to the student verify and affirm the importance of their work ?	
	Intellectual safety	<input type="checkbox"/>	How will students feel free to learn and take risks without fear of ridicule?	
Resources		<input type="checkbox"/>	What resources will students need?	
Assessment		<input type="checkbox"/>	What assessment strategies will be used? Consider: <ul style="list-style-type: none"> Multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) How technology skills might be assessed How sharing and/or collaborating on products within and beyond the classroom might be assessed 	