



Plan: FRESH FOOD FOR FAMILIES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|---|---|---|---|---|--|--|--|---|------------------------------------|--------------------------------|---|--|--|--|----------------------------------|---|--|-----------------------------------|--|-----------------------------------|--|---------------------------------------|---|--------------------------------------|------------------------------------|------------------------------------|--|
| Project | Fresh Food for Families | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Could you design a garden to satisfy the wants and needs of several families? | Total Time 16 - 20 hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Driving Question | A letter from the City of Red Deer to the students will be presented, inviting them to enter this competition. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>March 7, 2012 Dear Sir,</p> <p>The City of Red Deer is happy to announce that you are a finalist in the competition to design the new public gardens. As you know, these gardens will be made available for families who wish to grow their own vegetables. The families have made their wishes known, and now you will need to lay out the garden space to satisfy them. Also, there are certain City of Red Deer guidelines to which you must attend.</p> <p>A map of the garden area and the family descriptions are enclosed for your perusal.</p> <p>Upon completion of your plan you will be required to make a brief presentation to the Parks and Recreation Department. They will also require that you submit a written proposal, explaining your choices of placements.</p> <p>Presentations will be made on April 26, 2012 to the representatives of the Parks and Recreation Department. The announcement as to which group has the winning proposal will be made shortly thereafter.</p> <p>If you have any questions, please feel free to contact me.</p> <p>Yours sincerely,</p> <p>Mr. Herbert Gardener</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scenario | <p>GRADE LEVEL</p> <p><input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9</p> <p>SUBJECT AREA</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> English Language Arts</td> <td><input checked="" type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Religious Education</td> <td><input type="checkbox"/> Physical Education</td> </tr> <tr> <td><input type="checkbox"/> Fine Arts</td> <td><input checked="" type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Languages</td> </tr> <tr> <td><input type="checkbox"/> Outdoor Education</td> <td><input type="checkbox"/> French Language Arts</td> <td></td> </tr> </table> | | <input checked="" type="checkbox"/> English Language Arts | <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Religious Education | <input type="checkbox"/> Physical Education | <input type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> Health and Life Skills | <input type="checkbox"/> Languages | <input type="checkbox"/> Outdoor Education | <input type="checkbox"/> French Language Arts | | | | | | | | | | | | | | | | | | | |
| | <input checked="" type="checkbox"/> English Language Arts | <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Religious Education | <input type="checkbox"/> Physical Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> Health and Life Skills | <input type="checkbox"/> Languages | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Outdoor Education | <input type="checkbox"/> French Language Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interdisciplinary Learning | <p>BUSINESS</p> <table border="0"> <tr> <td><input type="checkbox"/> Computing Science</td> <td><input type="checkbox"/> Enterprise & Innovation</td> <td><input type="checkbox"/> Financial Management</td> </tr> <tr> <td><input type="checkbox"/> Information Processing</td> <td><input type="checkbox"/> Management & Marketing</td> <td><input type="checkbox"/> Networking</td> </tr> </table> <p>COMMUNICATION</p> <table border="0"> <tr> <td><input type="checkbox"/> Communication Technology</td> <td><input checked="" type="checkbox"/> Design Studies</td> <td><input type="checkbox"/> Fashion Studies</td> </tr> </table> <p>HUMAN SERVICE</p> <table border="0"> <tr> <td><input type="checkbox"/> Community Care Services</td> <td><input type="checkbox"/> Cosmetology</td> <td><input type="checkbox"/> Esthetics</td> </tr> <tr> <td><input type="checkbox"/> Foods</td> <td><input type="checkbox"/> Health Care Services</td> <td><input type="checkbox"/> Human & Social Services</td> </tr> <tr> <td><input type="checkbox"/> Legal Studies</td> <td><input type="checkbox"/> Recreation Leadership</td> <td><input type="checkbox"/> Tourism</td> </tr> </table> <p>RESOURCES</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Agriculture</td> <td><input type="checkbox"/> Environmental Stewardship</td> <td><input type="checkbox"/> Forestry</td> </tr> <tr> <td><input type="checkbox"/> Primary Resources</td> <td><input type="checkbox"/> Wildlife</td> <td></td> </tr> </table> <p>TECHNOLOGY</p> <table border="0"> <tr> <td><input type="checkbox"/> Construction</td> <td><input type="checkbox"/> Electro-Technologies</td> <td><input type="checkbox"/> Fabrication</td> </tr> <tr> <td><input type="checkbox"/> Logistics</td> <td><input type="checkbox"/> Mechanics</td> <td></td> </tr> </table> | | <input type="checkbox"/> Computing Science | <input type="checkbox"/> Enterprise & Innovation | <input type="checkbox"/> Financial Management | <input type="checkbox"/> Information Processing | <input type="checkbox"/> Management & Marketing | <input type="checkbox"/> Networking | <input type="checkbox"/> Communication Technology | <input checked="" type="checkbox"/> Design Studies | <input type="checkbox"/> Fashion Studies | <input type="checkbox"/> Community Care Services | <input type="checkbox"/> Cosmetology | <input type="checkbox"/> Esthetics | <input type="checkbox"/> Foods | <input type="checkbox"/> Health Care Services | <input type="checkbox"/> Human & Social Services | <input type="checkbox"/> Legal Studies | <input type="checkbox"/> Recreation Leadership | <input type="checkbox"/> Tourism | <input checked="" type="checkbox"/> Agriculture | <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Forestry | <input type="checkbox"/> Primary Resources | <input type="checkbox"/> Wildlife | | <input type="checkbox"/> Construction | <input type="checkbox"/> Electro-Technologies | <input type="checkbox"/> Fabrication | <input type="checkbox"/> Logistics | <input type="checkbox"/> Mechanics | |
| | <input type="checkbox"/> Computing Science | <input type="checkbox"/> Enterprise & Innovation | <input type="checkbox"/> Financial Management | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Information Processing | <input type="checkbox"/> Management & Marketing | <input type="checkbox"/> Networking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Communication Technology | <input checked="" type="checkbox"/> Design Studies | <input type="checkbox"/> Fashion Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Community Care Services | <input type="checkbox"/> Cosmetology | <input type="checkbox"/> Esthetics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Foods | <input type="checkbox"/> Health Care Services | <input type="checkbox"/> Human & Social Services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Legal Studies | <input type="checkbox"/> Recreation Leadership | <input type="checkbox"/> Tourism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Agriculture | <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Forestry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Primary Resources | <input type="checkbox"/> Wildlife | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Electro-Technologies | <input type="checkbox"/> Fabrication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Logistics | <input type="checkbox"/> Mechanics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Occupational Areas | <p>Essence 1: Career and Technology Foundations is exploring interests, passions and skills while making personal connections to career possibilities and technologies.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I explore my interests and passions while making personal connections to career possibilities <input checked="" type="checkbox"/> I demonstrate skills associated with occupational areas. <input type="checkbox"/> I use technologies related to occupational areas. <input type="checkbox"/> I follow safety requirements associated with occupational areas and related technologies. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Essence 2: CTF/FCT is designing, creating, appraising and articulating responses to challenges</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CTF Program of Studies Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Plan: FRESH FOOD FOR FAMILIES

| | |
|--------------|--|
| | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I problem solve when creating responses to challenges. <input checked="" type="checkbox"/> I design when creating responses to challenges. <input checked="" type="checkbox"/> I make decisions when creating responses to challenges. <input checked="" type="checkbox"/> I adapt to change and unexpected events. <input checked="" type="checkbox"/> I appraise product(s), performance(s) or service(created in response to challenges). <input checked="" type="checkbox"/> I appraise the skills and technologies use to respond to challenges. <input checked="" type="checkbox"/> I articulate my learning. <p>Essence 3: CTF/FCT is working independently and with others through the exploration of careers and technology</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I describe how my actions support learning. <input checked="" type="checkbox"/> I develop personal skills to support mutually respectful and effective relationships. <input checked="" type="checkbox"/> I work with others to achieve common goals. |
| Competencies | <p>MINISTERIAL ORDER (#001/2013)</p> <p>2.4 Discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> know how to Learn: to gain knowledge, understanding or skill through experience, study, and interaction with others; <input checked="" type="checkbox"/> think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge; <input checked="" type="checkbox"/> identify and solve complex problems; <input checked="" type="checkbox"/> manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically; <input checked="" type="checkbox"/> innovate: create, generate and apply new ideas or concepts; <input checked="" type="checkbox"/> create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit; <input checked="" type="checkbox"/> apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance; <input checked="" type="checkbox"/> demonstrate good communication skills and the ability to work cooperatively with others; <input checked="" type="checkbox"/> demonstrate global and cultural understanding, considering the economy and sustainable development; and <input checked="" type="checkbox"/> identify and apply career and life skills through personal growth and well-being. |
| Resources | |

| Lessons | Summary | Resources | Time |
|--|---|---|--|
| Lesson 1 (Entry Event, Driving Question, Need to Know) | Introduce the project to the students, explore Need to Knows, begin study of area and perimeter | Introductory letter to the participants | 1 hour |
| Lesson 2 Making Rectangles | Work on building and drawing rectangles using tiles, graph paper | Flat math tiles, graph paper | 60 min.* This lesson (or parts) may need to be repeated |



CTF Plan: FRESH FOOD FOR FAMILIES

| | | | |
|--|---|--|--|
| | | | as needed until the students master the concept. |
| Lesson 3 Planning the Garden | Students use the information they were given to begin plotting families into the given space | Garden maps (many copies) Family information Pencil crayons Planning sheets | 60 min. |
| Lesson 4 Planning the Garden | Students will continue working with the data to place as many families as possible – continually revising what they have done | Garden maps (many copies) Family information Pencil crayons Planning sheets | 60 - 240 min. |
| Lesson 5 Building the Model | Students will create a 3-D model of their garden plan, using materials of their choice | Construction paper Glue Plasticene poster board Lego Other materials for the students to build their 3D models | 60 - 240 min. |
| Lesson 6 Choosing Plants | Students will use technology/seed packs to choose plants that fit their families' criteria and that will grow in Alberta | Internet access, seed packets, list of what the families want | 60 min. |
| Lesson 7 work – Planning the presentation | Students will watch and critique students doing presentations on video Begin to prepare their group presentation | Youtube videos - http://www.youtube.com/watch?v=3OVt3GikvIU http://www.youtube.com/watch?v=oWrf76bOQaY http://www.youtube.com/watch?v=60Sv4k1fjGs SMART notebook and interactive whiteboard Students' 3D models Index cards | 60 min. |
| Lesson 8 work – Preparing the presentation | Students continue to put together their presentations | Student booklets, youtube presentation videos http://www.youtube.com/watch?v=3OVt3GikvIU http://www.youtube.com/watch?v=oWrf76bOQaY http://www.youtube.com/watch?v=60Sv4k1fjGs Students' 3D models Index cards | 60 min. |
| Lesson 9 - Practising the presentation | Students will practise their presentations – perhaps in front of a different group | Students' 3D models Index cards | 60 min. |
| Lesson 10 - Presentations | Present for a public audience | Presentation rubrics Judges' rubrics Students' 3D models | 60 min. |
| Lesson 11 – Reflection and celebration | Students complete project reflections and talk about what went well, what didn't go well | Student reflection sheets | 60 min. |