

Fast Food Facts

Designer(s): Glen Lessig based on lesson by: Grade 7 BMS 3/5/2007 4:43:00 PM EDT

Basic Information

Summary: Students research nutrition data from various fast food restaurant company web sites. Data is entered into a spreadsheet, students build formulas and charts to analyze data. Students export data tables and charts to Word documents to publish their findings. Students use the "Quote Sandwich" writing model to reflect on the significance of their findings and to write an insightful response to the question; "How important is choosing a healthy meal and can you purchase a healthy meal at a fast food restaurant?"

Grade/Level: 7

Time Frame: This project will take 6 x 43 minute class periods.

Subject(s): Language Arts (English), Life Skills, Mathematics, Technology

Topic(s): Data Analysis

Notes:

Standards and Key Concepts

Standards:

CT- Connecticut Common Core of Learning

- **Area :** Foundational Skills and Competencies
 - **Standard :** Writing

Students develop the proficiency, confidence and fluency in writing needed to meet the literacy demands of the 21st century

 - **Result :** produce written materials which develop thoughts, share information, influence and persuade, and create and entertain;
 - **Result :** gather information from primary and secondary sources to write reports using that information and the quotes, paraphrases and summaries accurately.

CT- Connecticut Computer Technology Competency Standards for Students

- **Strand :** COMPUTER TECHNOLOGY COMPETENCY STANDARDS FOR STUDENTS
 - **Competency Standard 2 :** SOCIAL, ETHICAL AND HUMAN ISSUES
 - Students understand the ethical, cultural and societal issues related to technology.
 - Students practice responsible use of technology systems, information and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
 - **Grade Level :** Educational experiences in Grades 5-8 will assure that students:
 - **Performance Standard :** Apply established citation standards for giving credit for information or ideas used from electronic resources
 - **Competency Standard 3:** TECHNOLOGY PRODUCTIVITY TOOLS
 - Students use technology tools to enhance learning, increase productivity and promote creativity
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works
 - **Grade Level :** Educational experiences in Grades 5-8 will assure that students:

■ **Performance Standard** : Use appropriate software (spreadsheet, database, hypermedia, etc.) to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions

■ **Performance Standard** : Create databases, spreadsheets and a variety of graphic presentations to communicate numeric and visual information using applications with varied and more sophisticated features

• **Competency Standard 4: TECHNOLOGY COMMUNICATIONS TOOLS**

- Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

• **Grade Level** : Educational experiences in Grades 5-8 will assure that students:

■ **Performance Standard** : Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom

• **Competency Standard 5: TECHNOLOGY RESEARCH TOOLS**

- Students use technology to locate, evaluate and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

• **Grade Level** : Educational experiences in Grades 5-8 will assure that students:

■ **Performance Standard** : Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom

■ **Performance Standard** : Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning and extended learning activities

• **Competency Standard 6: TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

• **Grade Level** : Educational experiences in Grades 5-8 will assure that students:

■ **Performance Standard** : Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom

Understandings: Student will have a better understanding of proper nutrition choices and the impact on their health and well being.

Essential Questions: Students will address the following question. "How important is choosing a healthy meal and can you purchase a healthy meal at a fast food restaurant?"

Knowledge and Skills: Internet research skills
Creation of data tables and meaningful charts in Excel.
Publishing of persuasive information in Word.
Relection of meaningful questions.

Performance Tasks and Assessment

Performance Task: Students will publish their data in a easy to understand document. Reflection will allow student to demonstrate their interpretation of the data and their insights.

Performance Prompt: Students will respond to the following question. "Based on your data

collection and reading is it possible to choose healthy low fat meals at fast food restaurants and why is this important?"

Assessment/Rubrics:

Rubrics

1. [Fast Food Data Table and Reflection Project](#)

Learning Experiences and Resources

Sequence of Activities:

Create data tables and charts to analyse data.
Publish tables and charts in a meaningful manner.
Reflect on gained knowledge and write an insightful response.

Links

1. [Fast Food Facts Requirements](#)

Differentiated Instruction:

Students will learning challenges will be provided with modified instructions and preset data tables.

Advanced learners will be challenged to additional nutrition information and to analyse data with various charts.

Resources:

- Materials and resources:
Project Web Site
<http://www.brooklynschools.org/middle/relatedarts/computer/fastfood/fastfood.html>
- Technology resources:
Excel, Safari, Word
- The number of computers required is 1 per student.

Attachments

1. [Quote Sandwich Guidelines](#) Description of the "Quote Sandwich" method of writing an insightful paragraph.
2. [Writing Worksheet](#) Worksheet to guide written response using the "Quote Sandwich" method.