

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

OUTCOME	NYS STANDARD	ACTIVITY	ASSESSMENT	CREDIT	TIME
<u>Week #1</u>					2 hrs 40 min
<ul style="list-style-type: none"> • TWBAT understand course objectives and expectations 	N/A	<ul style="list-style-type: none"> • Read syllabus, policies and roadmap • Familiarize self with Caucus format and Caucus Help 	<ul style="list-style-type: none"> • Post to thread on Discussion Board 		45 min
<ul style="list-style-type: none"> • TWBAT build an online community necessary for successful online courses 	N/A	<ul style="list-style-type: none"> • Create an electronic name badge using suggested format • Post 2 responses to other class members 	<ul style="list-style-type: none"> • Post to thread on Discussion Board 		15 min
<ul style="list-style-type: none"> • TWBAT develop background knowledge of current nutrition information 	FCS #3	<ul style="list-style-type: none"> • Read online article at http://www.cdc.gov/nc/hs/products/pubs/pubd/hestats/overwght99.htm 	<ul style="list-style-type: none"> • Post a response to the article on Discussion Board 		40 min
<ul style="list-style-type: none"> • TWBAT monitor personal nutrition information 	FCS #1 FCS #2 FCS #3	<ul style="list-style-type: none"> • Teachers will use form provided to keep a three day food diary of all foods eaten http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/diaryint.htm • Go to 	<ul style="list-style-type: none"> • Post completed diary form to Notes page (Can you do this?) 		45 min

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<ul style="list-style-type: none"> • TWBAT analyze personal activity habits and determine if modifications are needed • TWBAT utilize 	<p>FCS #1 FCS #2 FCS #3</p>	<p>age, gender, height, weight. Proceed to Food Intake Analysis and enter the foods from your three day food diary form. After entering all food items, click on analysis and read results</p> <ul style="list-style-type: none"> • Go to http://www.mypyramid.gov/ On the right side of the Web page in the dark blue box, My Pyramid Plan, enter requested information and submit. Read results based on your entered information (for more information click on PDF version of results for printing and Meal Tracking Worksheet.) • Go to http://www.mypyramidtracker.gov/ • Under Assessment, click on Assess Your Physical Activity, 	<p>you could have improved</p> <ul style="list-style-type: none"> • Post 1 response and/or suggestion to a posting by a class member <p>1. Post your reaction to the site in “Physical Activity” and note if there were any areas</p>	<p>15 minutes</p>
---	-------------------------------------	--	--	-------------------

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<p>resource in unit development</p> <ul style="list-style-type: none"> • TWBAT investigate means of increasing physical activity in their personal lives • TWBAT define their unit in terms of: <ol style="list-style-type: none"> 1. Title 2. Major Learning Outcomes 3. Target Audience 4. Class Periods Needed 	<p>N/A</p>	<p>enter user ID and password and complete form on age, gender, height, weight. Choose either Standard or Condensed to receive a physical activity score 1-100 and how many calories have been expended.</p> <ul style="list-style-type: none"> • Development and discussion of learning outcomes for unit 	<p>in your activity level that you could have improved</p> <ul style="list-style-type: none"> • Post 1 response and/or suggestion to a posting by a class member • Post in “Outcomes” • Post one warm and one cool comment to another posting 		<p>60 minutes</p>
<p align="center">OUTCOME</p>	<p align="center">NYS STANDARD</p>	<p align="center">ACTIVITY</p>	<p align="center">ASSESSMENT</p>	<p align="center">CREDIT</p>	<p align="center">TIME</p>
<p><u>Week #3</u></p>					<p>1 hour 30minutes</p>
<ul style="list-style-type: none"> • TWBAT understand and manage their personal and community resources • Teachers will have 	<p>FCS #1 FCS #2 FCS #3</p>	<ul style="list-style-type: none"> • Go to http://www.mypyramid.gov and in the light blue box on the left hand side of the Web page under Subjects, click on Dietary 	<ul style="list-style-type: none"> • Post one warm and one cool comment on your reaction to the new food pyramid. • Post a response 		<p>60 minutes</p>

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<p>the necessary knowledge to establish and maintain physical fitness and maintain personal health</p> <ul style="list-style-type: none"> Teachers will acquire the knowledge necessary to maintain a safe and healthy environment TWBAT utilize resource in unit development 		<p>Guidelines. Read information on link and click on Key Recommendations – Read</p> <ul style="list-style-type: none"> Return to http://www.mypyramid.gov and on the bottom of the Web page under Spotlights click on Inside the Pyramid – Read information and click on Learn More... and read Return to http://www.mypyramid.gov and under Spotlights click on Tips and Resources and read information. Be sure to click on information box in top right corner to learn more. Take quiz at http://www.nhlbi.nih.gov/health/public/heart/obesity/phy_act.htm 	<p>to two class members regarding their reactions to the new food pyramid</p>		<p>5 minutes</p>
---	--	--	---	--	------------------

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<ul style="list-style-type: none"> Teachers will be able to use technology to research and present their findings TWBAT build an online community necessary for successful online courses 		<ul style="list-style-type: none"> Brainstorm with small group (assigned) to develop a technology-based presentation on nutrition and physical activity and assign roles for members 	<ul style="list-style-type: none"> Post what format/roles your group has decided upon (game show, PowerPoint, Video link and debate, Webquest etc) 		25 minutes
OUTCOME	NYS STANDARD	ACTIVITY	ASSESSMENT	CREDIT	TIME
<u>Week #4</u>					4 hours
<ul style="list-style-type: none"> TWBAT utilize resource in unit development TWBAT build an online community necessary for successful online courses Teachers will be able to use technology to research and present their findings 	FCS #3	<ul style="list-style-type: none"> Work with presentation group on technology-based project 	<ul style="list-style-type: none"> Discuss with group members under thread Small Group # (Is there a place on Caucus for small group discussions or do I make a separate posting thread for each group?) 		2 hours

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<ul style="list-style-type: none"> • TWBAT develop activities for learning outcomes • TWBAT develop a nutrition unit to use in the classroom 	FCS #1 FCS #2 FCS #3	<ul style="list-style-type: none"> • Utilizing learning styles and multiple intelligences, list activities to go with each of your major learning outcomes for nutrition/physical activity unit (include technology-based project) • Reminder- synchronous discussion dates/times 	<ul style="list-style-type: none"> • Post activities • Comment on one class member’s activities • Post one warm and one cool comment to a classmate’s activities posting 		2 hours
OUTCOME	NYS STANDARD	ACTIVITY	ASSESSMENT	CREDIT	TIME
<u>Week #5</u>					2 hours 45 minutes
<ul style="list-style-type: none"> • TWBAT build an online community necessary for successful online courses • TWBAT to apply course information to real life simulation • TWBAT utilize 	FCS #1 FCS #2 FCS #3	<ul style="list-style-type: none"> • Read Case Study for Synchronous chat • Sign on at assigned time and date for synchronous chat (Case study and role play) • Complete and post your 	<ul style="list-style-type: none"> • Observation of participation in chat • Comments (one 		45 minutes 60

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

<p>resource in unit development</p> <ul style="list-style-type: none"> • TWBAT build an online community necessary for successful online courses • Teachers will be able to use technology to research and present their findings 		<p>small group technology-based project presentation</p> <ul style="list-style-type: none"> • Go to http://rubistar.4teachers.org/index.php and if unfamiliar with rubrics, read tutorial • Work on rubric/assessment for unit 	<p>cool, one warm) on one group's presentation</p> <ul style="list-style-type: none"> • Rubric • Post rubric and/or assessments for unit • Comment on other student posting 		<p>minutes</p> <p>60 minutes</p>
OUTCOME	NYS STANDARD	ACTIVITY	ASSESSMENT	CREDIT	TIME
<u>Week #6</u>					1 hour 15 minutes
<ul style="list-style-type: none"> • Student will have complete unit on nutrition and physical activity for use in classroom 	<p>FCS #1 FCS #2 FCS #3</p>	<ul style="list-style-type: none"> • Complete outcomes/activities/assessments/rubrics/standards for unit (include technology-based project) • Complete course evaluation 	<ul style="list-style-type: none"> • Post complete unit (include technology-based project) • Post one warm and one cool comment to another participant's unit • Rubric • Post course evaluation 		<p>1 hour</p> <p>15 minutes</p>

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Multimedia Project : Technology Project

Teacher Name: **Pat Quinn**

Student Name: _____

CATEGORY	4	3	2	1
Rough Draft	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and peer makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

Date Created: Jul 12, 2005 11:31 am (CDT)

© 2004, 2003, 2002, 2001 High Plains Regional Technology in Education Consortium [HPR*TEC](#)

To view information about the Privacy Policies and the Terms of Use, please go to the following web address:
<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Powerpoint Appearance and Content : Technology Project

Teacher Name: **Pat Quinn**

Student Name: _____

CATEGORY	4	3	2	1
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Buttons and Links Work Correctly	All buttons and links work correctly.	Most (99-90%) buttons and links work correctly	Many (89-75%) of the buttons and links work correctly.	Fewer than 75% of the buttons work correctly.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.

Online Course- FOOD FOR THOUGHT: THE NEW 2005 FOOD PYRAMID

In-service Credit – 15 hours

Instructor: Pat Quinn

Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
----------------------	--	--	---	---

Date Created: Jul 12, 2005 11:28 am (CDT)

© 2004, 2003, 2002, 2001 High Plains Regional Technology in Education Consortium [HPR*TEC](#)

To view information about the Privacy Policies and the Terms of Use, please go to the following web address:
<http://rubistar.4teachers.org/index.php?screen=TermsOfUse>

*****Other rubrics can be created at <http://rubistar.4teachers.org> depending on projects created**