



Exemplary Plans

Food for Thought

Unit Summary

Students study their own health, activity, and nutrition needs as they develop a menu of healthy and appealing foods for their own restaurant. They compare the nutritional values of their menu to that of a typical fast-food restaurant, and try to make healthy choices from fast-food menus. Students develop consumer awareness by evaluating the persuasive elements of television and print advertising, and write their own convincing commercial to encourage people to visit their restaurant. As a culminating activity, the restaurant opens, and students pretend to take orders, figure a bill, compute a 15% tip and count back change from \$10.00. Throughout the unit students study diets from other times and cultures, and the health risks related to poor nutrition.

Curriculum Framing Questions

- **Essential Question**
How can I stay healthy?
- **Unit Questions**
How do my eating habits affect my health and growth?
How do I plan a healthy, nutritious diet?
- **Sample Content Questions**
What is the food pyramid?
What is the right number of calories for me?

Instructional Procedures

Getting Started (Note: A [Nutrition Notes](#) sheet summarizes many of the concepts

addressed in these lessons. The information is presented as background for the teacher; you may want to make copies for students as well.) Begin this study of health and nutrition by asking students: "If, as the saying goes, 'You are what you eat,' does that make me a cheeseburger? What does that phrase mean? Is it true? In what ways?" Promote a discussion about nutrition, and record prior knowledge, interesting ideas, questions that arise, and possible avenues for answering questions. Make sure this central question is introduced: How do eating habits affect health and growth? Pass out nutrition learning logs, or have students create their own, and direct learners to answer this question: What factors influence your food choices? (Ask this question again at the end of the study, to see if new awareness has been achieved.) When writing is finished, ask students to contribute their ideas, and cluster these under logical categories such as: hunger, taste, visual appeal, health, convenience, habit, novelty, cultural tradition, cost, and advertising. Homework Assignment: Ask students to bring in nutrition charts that are on all packaged foods. These will be used on lesson 4, Planning Your Diet.

Nutrition Basics (See: [Nutrition Notes](#) before proceeding) Introduce the five food groups and the food pyramid. Lead a discussion on what comprises a healthy diet and how important it is to eat the recommended servings from each food group everyday and a wide variety of foods from each food group. Students draw the food pyramid in their nutrition learning logs, labeled with the recommended number of servings for each food group. Through a film, or aided with charts or diagrams,

At A Glance

Grade Level:

5-6

Subjects:

Science
Math

Topics:

Nutrition
Health
Consumer Awareness
Persuasion
Business

Key Learnings:

Importance of Diet
Persuasive Writing
Planning Healthy Meals
Interpret Food Labels

Time Needed:

4 weeks, 5 hours/week

Origin:

South Carolina, United States

Things You Need

[Standards](#)[Resources](#)[Print This Unit](#)

(PDF; 26 pages)

address the nutritional value of each of the food groups. Explain portions and how to count composite foods like sandwiches, which may account for 1 meat serving, two bread servings, one vegetable serving and one fat/other serving.

Students get familiar with the five food groups by creating large food group posters that will hang in the classroom. Tack six pieces of butcher paper (approximately five feet long) up along a wall and label them with Milk/Dairy, Meat, Vegetable, Fruit, Grain, and Others. Students cut pictures of food from magazines, circulars, and newspapers and glue them to the appropriate banner.

For the next five days, students keep a [food diary](#) of everything they eat and drink. Include a weekend day to see if eating habits are different from the rest of the week. At the end of the five days, students total the number of servings they ate from each food group, find the daily average of servings from each group, and create a daily average graph and compare it to the recommended number of servings.

Food is Fuel Introduce the concept of food as fuel, and the term calorie. (See: [Nutrition Notes](#)) Show students how to find their ideal daily calorie level as recommended in the Nutrition Notes calories chart. Ask students to reflect on one day's diet from their food diary. (They have been recording this!) Students use an Internet-[Calorie Calculator*](#) to find and record the total number of calories in that day's diet, then answer these questions: Do you eat the proper number of calories, too few, or too many? How can your diet be altered so you consume the right amount of calories? How can your activity level be altered? Homework Assignment: Reflect on the day and estimate how many minutes were spent engaged in different activities during waking hours. Record these activities in the nutrition learning log. Activities might include sitting in class, sports practice, watching television, walking to school, PE class, and doing specific chores.

Activity Fueled by Food Discuss the activity log homework assignment. Have students pose questions for the group, such as: What was the most common activity? What was the most strenuous activity recorded? Who expended the most energy? How many hours did the whole class spend in front of the television? Using the [Calories Burned Calculator*](#) teach students to calculate how many calories their specific activities burned. Create a large classroom chart that shows common activities and the calories they require. Make a miniature version of this chart for students to glue inside their learning log.

Making Choices Discuss food choices, and the impact of small changes in diet over time. For instance, a person can choose to have a glass of milk or a can of soda with lunch-- How do these foods compare nutritionally? Have students choose two foods, research their nutritional value (using print or electronic sources), and compare them. Using spreadsheet software, help them create nutritional [food label graphs](#). Students may practice interpreting each other's graphs and record their interpretations in their nutrition learning logs.

Planning a Healthy Diet Introduce the unit question: How can you plan a healthy, nutritious diet? Have a brief discussion to share ideas. Using the food group banners, food pyramid diagram, nutrition charts from packaged food labels, and cookbooks as resources, students plan a day's menu that meets nutritional requirements and stays under 30 percent fat.

Advertising and Food Choice In preparation for creating their own persuasive food commercial/slide show for their restaurant, teach students to evaluate the persuasive elements of Saturday morning television advertising. Discuss the features of commercials ([targeted audience](#), [hook](#), [message](#), [sound](#) and [visual appeal](#), and [descriptive words](#)) that draw us in, causing us to want the product being advertised. Practice observation techniques in class before students try this at home. In advance, tape children's programming on Saturday morning between 7 and 10:30 a.m. Cue up a food commercial. Using a chart or overhead transparency of a [TV ad observation form](#) , run the videotape and demonstrate how to record information about the advertisement. Pass out the observation form and have pairs of students record information from another food commercial. Assign this activity as homework for a Saturday morning. Ask students to write a summary of their information and be ready report back to the class the following Monday. When lessons resume, discuss the assignment, and help students identify general themes in advertising.

Restaurateurs Set students to work in small groups to create their own [restaurant menu](#) and advertising campaign. The menu includes:

- A restaurant name
- A tagline or slogan for the restaurant
- Restaurant description
- Menu items with a description of nutritional values
- Address, phone number, operating hours information
- Digital pictures, graphics, or scanned artwork may be included

As an extension activity, have them compare caloric and nutritional values of their menu to that of a [fast-food restaurant*](#) they have visited. Challenge kids to find the worst and best food item in each restaurant (a worst example: Burger King Double

Whopper with cheese – 932 calories, 54 grams of fat).

Persuasive Commercial - Student Multimedia Presentation To promote their restaurant, have students create their own convincing [slideshow commercial](#) or video commercial to encourage people to visit their restaurant. These should reflect the advertising tactics they learned about during the Saturday morning commercial observation activity. The commercial has these components:

- A title slide with the name and slogan of the restaurant
- Restaurant description
- Address, phone number, operating hours information
- Reasons why people should visit the restaurant
- Examples of the healthy features of their menu

Have students develop a storyboard plan of their commercial before they work in the computer lab. Photocopy menus and show commercials to the class, and discuss the appeal and nutrition of the restaurants.

Culminating Activity-Opening Night “Open” one or two restaurants each day, with restaurant groups serving their classmate customers. Restaurateurs pretend to take orders, figure a bill, compute a 15% tip and count back change from \$10.00. Buddy classes, specialists, and the principal might enjoy "dining" at the "restaurants", too.

Other Food Topics Throughout the unit the teacher presents lessons about food and nutrition. Lessons and activities might include:

- How food moves from producer to consumer
- The politics of food
- The price of food - What fraction of a family's dollar goes for food? How does this compare to fifty years ago?
- Food origins
- Historical trends in food
- Culture and food
- Compare cultural food pyramids (see: [FDA Food Pyramids*](#)).
- The birth of convenience foods
- Genetic alteration in foods
- Health risks related to poor nutrition (obesity, rickets, scurvy, kwashiorkor, type 2 diabetes, high blood pressure and heart disease)
- Famine then and now
- Food-borne pathogens

Differentiated Instruction

• Resource Student

These projects are open-ended and allow every student to participate successfully. Students work in heterogeneous pairings or small groups to do research and complete unit projects. Students receive extra adult assistance as needed, and additional work time or task modifications as described in their Individualized Education Plan.

• Gifted Student

Gifted students may serve as experts in reading, writing or technology use. They may also choose to do research on an aspect of health or nutrition that was not focused on in class. (See Other Food Topics in Procedures, above.)

• English Language Learner (ELL)

The ELL teacher may help students translate basic terms into an English/native language glossary. Posting translated terms around the room allows all students to learn new vocabulary. The ELL teacher can explain new concepts, help students complete journal entries and conduct research for their projects. Bilingual students can be paired with non-native speakers for tasks that require reading and writing. Journal writing may be completed in the native language for later translation. Assignments may be adapted, or allowed more time when necessary.

Assessment

Students demonstrate their learning as they respond in their learning logs to questions posed at transition points in the unit. Frequent probing for understanding allows the teacher to monitor and adjust instruction in a responsive way. A final summative evaluation may be based on these prompts:

1. You go out to breakfast with friends. Wanting to eat in a healthy way, what do you order and why?
2. What kinds of foods would you choose for healthy snacks? How are these foods different from those that fit in the "Others" category?
3. Your family goes to a fast-food restaurant for dinner. Wanting to eat in a healthy way, how do you choose what to order?
4. Have your eating habits changed? How?
5. What influences your food choices? How do you deal with these influences?
6. Student journal responses, class participation, the slide show (commercial), and brochure (menu) are assessed using the [project rubric](#).

Credits

A classroom teacher participating in the Intel® Teach to the Future program, developed the idea for this unit plan. A team of teachers expanded the plan into the example you see here.

Content Standards & Objectives

Student Objectives

Students will be able to:

Health and Nutrition

- Develop awareness of factors that influence food choices, and reflect on their own eating patterns
- Learn to analyze the nutritional values of foods
- Understand their nutritional needs and outline steps to plan healthy eating

Math

- Make and use estimates with money.
- Learn to calculate percentages to determine recommended daily requirements
- Apply consumer math skills to a real world situation as they tabulate a bill, make change, and figure a 15% tip
- Create charts and graphs to record data and observations
- Make decisions based on visual displays of data

Science

- Design an investigation to answer questions or check predictions
- Collect, organize, and summarize data from investigations
- Analyze, interpret, and summarize data

Process Skills

- Work cooperatively in small groups
- Document observations in a journal or learning log
- Ask questions, gather research, organize information, prepare data, and present findings in writing

Targeted Oregon Content Standards & Benchmarks

Health: Grade 5

- Understand and analyze the relationships among psychological factors, physical activity, nutrition, and personal hygiene and their effects on personal health and well-being.
 - Understand and apply eating patterns that promote wellness and prevent disease.
 - Compare and contrast cultural differences in eating patterns and the impact on lifelong wellness.

Math: Statistics and Probability Grade 5

- Create charts, tables, graphs and use statistics to summarize data, draw inferences and make predictions.
 - Collect, organize, display, and analyze data using number lines, bar graphs, line graphs, and circle graphs.
 - Predict outcomes for a large group based on data gathered from a small group sample.
 - Collect and organize data to answer a question or test a hypothesis. Draw conclusions based on the collected data and communicate results.
- Interpret data and determine the reasonableness of statements about the data.

Science: grade 5

- Explain, from a science perspective, how nutrition, exercise and disease, toxic substances, safety; and relationships with the environment are important to the health and safety of individuals and the community as a whole.
 - Identify a personal and/or community health risk. Explain risks and benefits in personal and community health from a science perspective.

National Educational Technology Standards (NETS)

Performance Indicators for Technology Literate Students (grades 3-5)

Prior to completion of grade 5, students will:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

[Return to Food for Thought](#)

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Printed Materials

- Meeks, Linda; Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health; Everyday Learning Corporation; April 1995.
- Allison, Linda; Blood and Guts: A Working Guide to Your Own Insides; Brown Paper School Books; November 1976.
- Old magazines and newspapers (food section)
- Grocery store fliers
- Cook books (note: the Joy of Cooking has nutritional values for its recipes)

Internet Resources

All About Food Labels <http://www.healthchecksyste.ms.com/label.htm>*

Are You What You Eat? <http://www.manteno.k12.il.us/drussert/WebQuests/PaulaHall/Foods%20of%20the%20US.html>*

Calories Burned Calculator: http://www.northsuburban.com/HC_CalBurned.asp*

Calorie Calculator: <http://www.caloriescount.org/>*

Consumer Math, an interactive site that lets you practice your math skills. <http://www.aaamath.com/mny.html>*

Fast Food Nutrition Information <http://www.dietriot.com/fff/rest.html>*

<http://www.kenkuhl.com/fastfood/fastfacts.shtml>*

FDA For Kids <http://www.cfsan.fda.gov/~dms/educate.html>*

Food and Nutrition Internet Resources – Lots of Links <http://www.nal.usda.gov/fnic/etext/fnic.html>*

Nutrition Dictionary - Tells you what specific vitamins and minerals do for your body.

<http://www.foodfit.com/misc/encyclopedia.html>*

Nutrition Navigator <http://navigator.tufts.edu/>*

Supplies

- Basic art supplies

Technology – Hardware

- Computer(s)
- Digital Camera
- Internet Connection
- Printer
- Projection System
- Scanner
- Television
- VCR

Technology – Software

- Database/Spreadsheet
- Desktop Publishing
- E-mail Software
- Encyclopedia on CD-ROM
- Internet Web Browser
- Multimedia
- Web Page Development

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Nutrition Notes

Food Groups and the Food Pyramid

Note: The USDA has long promoted a food pyramid that is currently being challenged from many sides. One compelling alternative model (shown in comparison with the USDA pyramid) can be seen at this Harvard University site: <http://www.intelihealth.com> (Compare the pyramids at the “learn the basics” section.)

As newer nutrition models have yet to be validated, this teaching plan sticks with the USDA pyramid (revised 1996). The food groups in the USDA pyramid include: milk/dairy, meat, vegetable, fruit, grain, and others (fats, oils, and sugars).

USDA Recommended Servings for Children and Nutritional Benefits

- A. **4 servings** from the **milk/dairy** group
The milk/dairy group provides calcium for strong bones and teeth, and helps blood clot.
- B. **2 servings** from the **meat** group
The meat group provides protein for building and repairing muscles, and aids growth.
- C. **3 servings** from the **vegetable** group
The vegetable group provides carbohydrates for energy and vitamin A, which aids vision and promotes healthy skin.
- D. **2 servings** from the **fruit** group
The fruit group provides carbohydrates for energy, and vitamin C, which helps fight infection and promotes the healing of cuts and bruises.
- E. **6 servings** from the **grain** group
The grain group provides carbohydrates for energy, and fiber, which helps in digesting food.
- F. **Scant amounts** of **fats** and refined **sugars**
Fat helps the body absorb vitamins, which regulate calcium absorption for strong bones. Fats help regulate hormone production, aid blood cell formation and clotting, provide energy, and support growth.

Food as Fuel: Calories

A calorie is defined scientifically as the amount of energy required to raise the temperature of one gram of water by exactly one degree Celsius. For nutritional purposes, a calorie is a standard measure of how much energy is delivered in the different foods you eat. When you eat, your body converts food to fuel, and burns it through bodily functions and activity. Vigorous exercise requires a lot of caloric fuel. When at rest your body needs fewer calories, but some energy is needed to keep your bodily systems going—digestion, respiration, and so on. To stay even (and not get too fat or too thin), you should consume the same number of calories

you burn. If you consume many calories but aren't active, the energy has nowhere to go, and it is stored as fat. In primitive times, a store of fat was a helpful thing, because food could become scarce at times, and a body could draw on stores of fat to get through lean times. In these plentiful times, storing body fat isn't necessary, and in your diet fat should account for less than 30 percent of all the calories consumed.

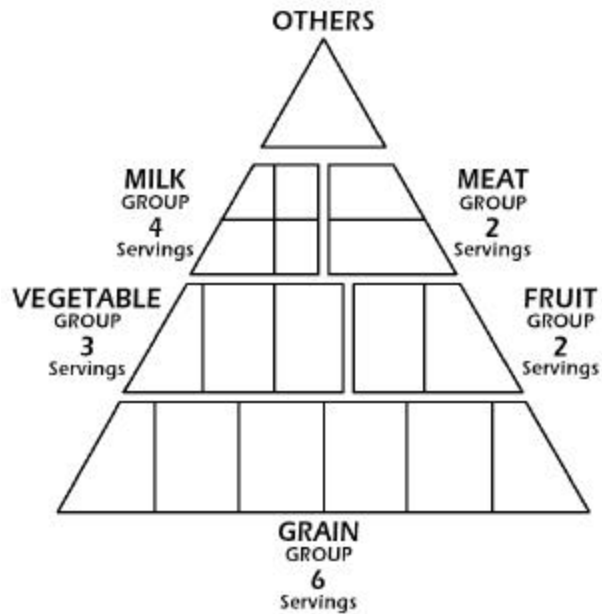
USDA Recommended Daily Calories Based on Moderate Activity Levels

<u>Person</u>	<u>Age</u>	<u>Daily Calories</u>
Children	1 to 3	1,300
Children	4 to 6	1,800
Children	7 to 10	2,000
Boys	11 -14	2,500
Boys	15 - 24	2,900 to 3,000
Men	25 - 50	2,000-2,500
Men	51+	1,800-2,000
Girls & Women	11 - 50	1,700-2,000
Women	51+	1,600

Food Diary

Date:

Write down the foods you eat today. Color in the appropriate spaces on the food pyramid. Write down the foods you eat that belong in the "others" category and keep a list near the space at the top of the chart. Count composite foods like a ham and Swiss cheese sandwich with mayonnaise, lettuce and tomato, like this: 1 meat serving, 1 dairy serving, 2 bread servings, 1 vegetable serving and 1 'other' serving.



Answer these questions:

- Did you get all the proper servings from each food group?
- Is your pyramid completely colored in?
- How many of the 17 serving spaces in the pyramid are still blank?
- How many servings of "others" foods did you have?

Chart from Nutrition Explorations
www.nutritionexplorations.org

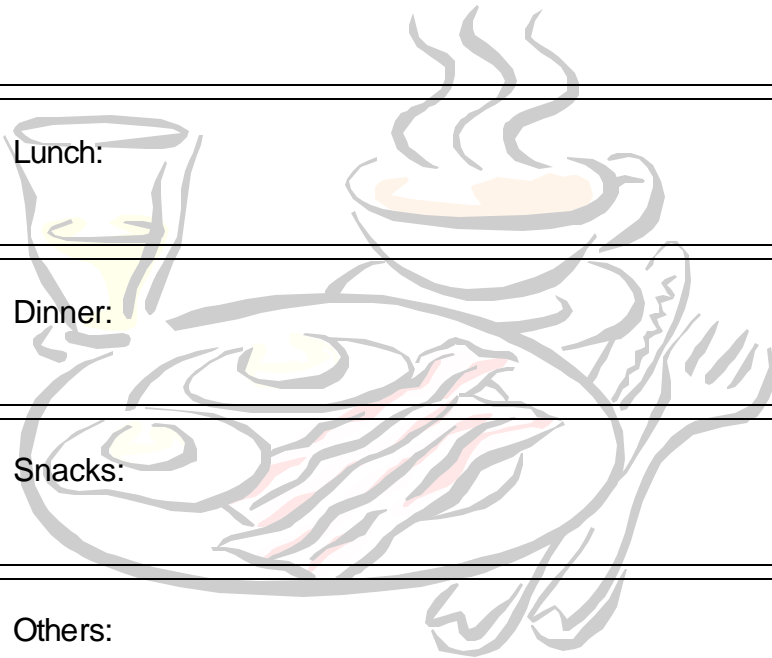
Breakfast:

Lunch:

Dinner:

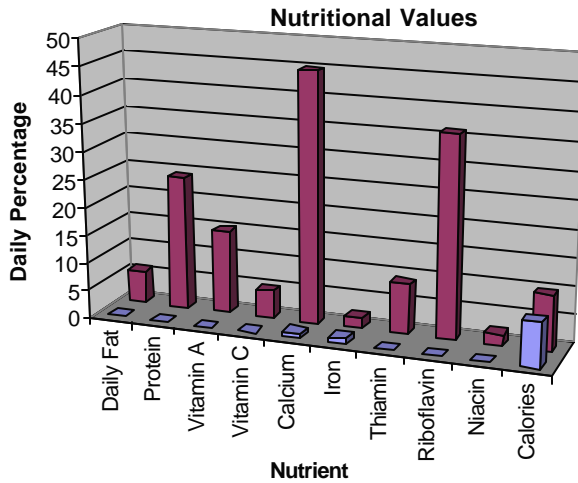
Snacks:

Others:



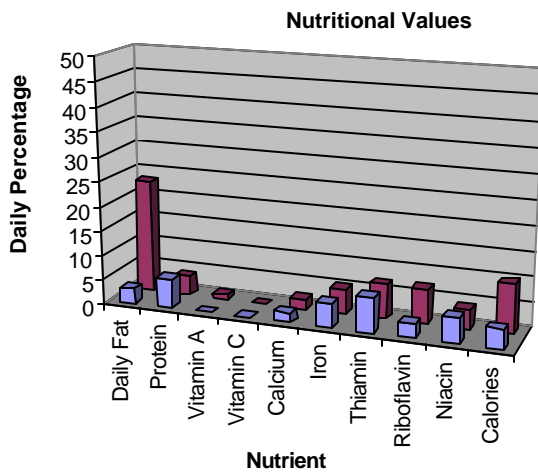
Nutritional Food Label Graphs

Compare 1% Lowfat Milk and Soft Drinks



Daily	Soda	1% Milk
Fat	0	6
Protein	0	24
Vitamin A	0	15
Vitamin C	0	5
Calcium	1	45
Iron	1	2
Thiamin	0	9
Riboflavin	0	36
Niacin	0	2
Calories	8	10

Compare Whole Wheat Bread Slice and Plain Cake Doughnut



Daily	Bread Slice	Doughnut
Fat	3	23
Protein	6	4
Vitamin A	0	1
Vitamin C	0	0
Calcium	2	2
Iron	5	5
Thiamin	7	7
Riboflavin	3	7
Niacin	5	4
Calories	4	10



At The Healthy Hut, we make the tastiest, yet healthiest food in the neighborhood. You can order foods and beverages that contain vitamins and minerals. We do not cook with butter or salt, available upon request. Our Extra Value Meals are served with only one fatty food. And all meals are served with a leafy, green vegetable.

We accept all major credit cards. Sorry! No personal checks accepted.



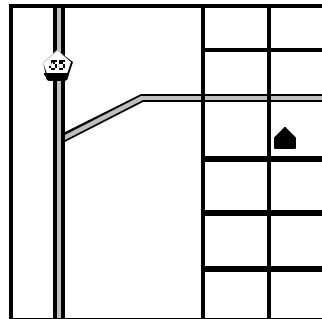
The Healthy Hut

Hours

Monday-Friday 11:00 a.m.–9 p.m.

Saturday 12 p.m.–10 p.m.

Sunday CLOSED



The Healthy Hut
1234 Nutritious Way

The Healthy Hut

Menu



A healthy, fast-food restaurant alternative

Phone: 1-HEALTHYHUT



BEVERAGES

All beverages are low in fat and sugar.

Item

Splish-Splash Fruit Punch

Item

Shake-Em-Up Milkshake

Item

Yogi Bear Yogurt Smoothie

Item

Simply Sumptuous Herb Tea

Item

Chocolate Lovers Carob Drink



APPETIZERS

Item

Beautiful Four Bean Salad

Item

Jamaican Hot Fruit Salad

Item

Humming Hamburger Vegetable Soup

Item

Fly Away Wings



MEATLESS DISHES

Item

Peggy's Pasta with Three Cheeses

Item

Rice and Bean Tostadas

Item

Vegetarian Chili

Item

Angel Hair from Heaven with Asparagus, Tomatoes, and Herbs

Item

Mama Mia Pasta and Sicilian Tomato Sauce

Item

Italian Rice Skillet and Three Bean Salad



SIDE DISHES

Item

Crispy Apple-Rice Salad

Item

Geeky Greek Salad

Item

Spring Herb Rice

Item

Fun Fruit Kabobs



POULTRY

Item

Hong Kong Chicken Chop Suey

Item

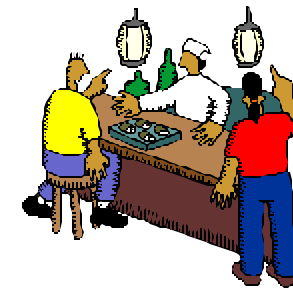
Hey Mon! Jamaican Chicken

Item

Veggie-Topped Chicken Burgers

Item

Lemon Pepper Roasted Chicken



DESSERTS

Item

Banana Bread

Item

Gran's Boston Pound Cake

Item

Lemony Lemon Squares



Healthy Hut

A healthy, fast-food restaurant
alternative

Tasty and Healthy Food



At Healthy Hut
we make the
tastiest, yet
healthiest food
in the
neighborhood.

Vitamins and Minerals Included

You can order
foods and
beverages that
contain vitamins
and minerals.



Meet your nutrition needs at Healthy Hut



*Get protein for strong muscles
from our vegetarian chili!*

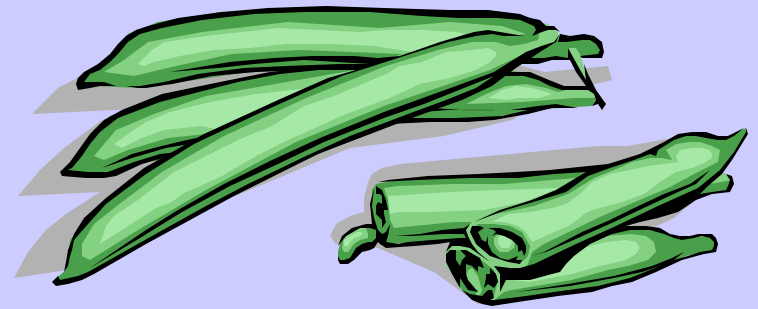
Try our yogurt and
fruit smoothie!

*You'll get
calcium for
strong bones,
and vitamins,
too!*



Vegetables served with your meal

All meals are served
with **leafy, green
vegetables**. *These
give you Vitamin A for
your eyesight, healthy
skin and energy!*

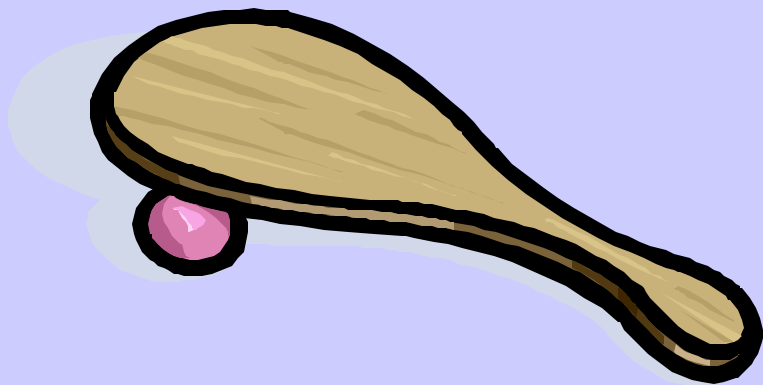


No butter or salt



We do not cook with butter or salt, available upon request. Our Extra Value Meals are served with only one fatty food.

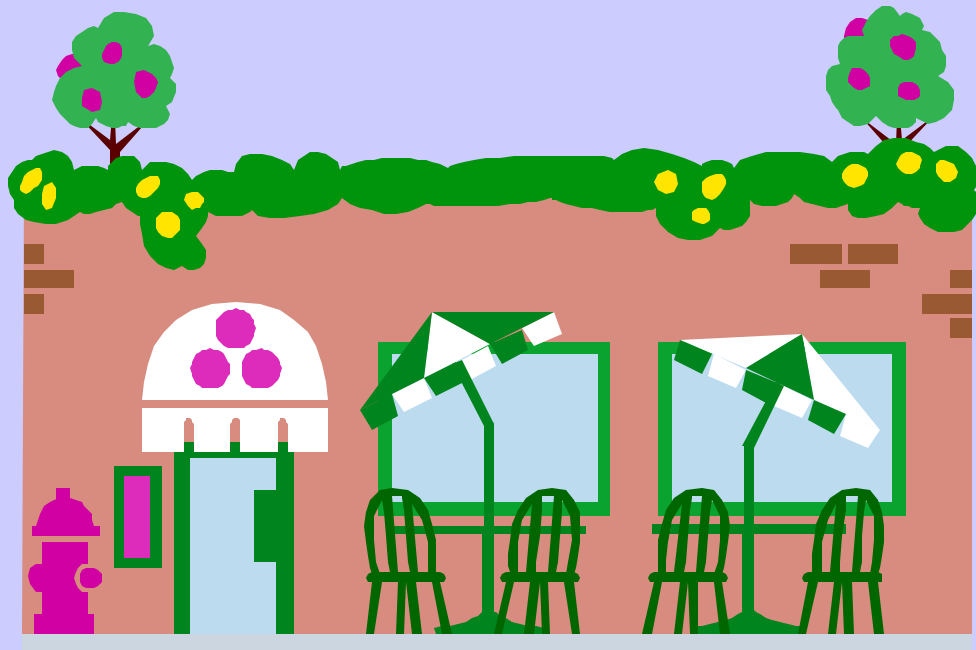
Free toy for kids



Kids under 12
who order an
Extra Value
Meal receive a
free toy and five
tokens for the
arcade area!

Come visit us soon!

Once you've eaten at Healthy Hut, you'll keep coming back for more.



Mention this ad, and get a second meal (of same or lower price) for free!

Address, Phone, and Hours

Healthy Hut

1234 Nutritious Way

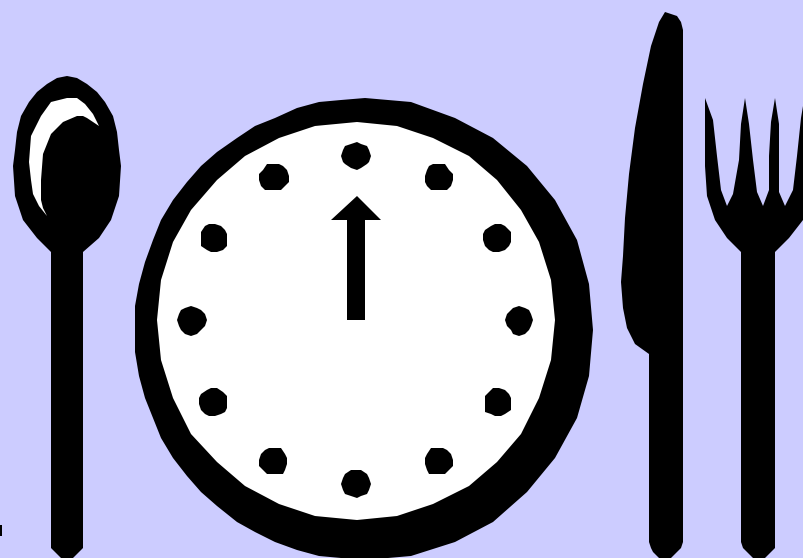
1-HEALTHYHUT

Hours:

Weekdays 11 a.m.- 9 p.m.

Saturday 12 p.m. -10 p.m.

Sunday CLOSED



GENERAL PROJECT RUBRIC *Food for Thought*

	4	3	2	1	0
<p>CONTENT and UNDERSTANDING</p> <p>Health and Nutrition Understands factors that influence food choices reflects on own eating patterns outlines steps to plan meals for one day Uses guidelines to make healthy food choices</p> <p>Math Applies consumer math skills to a real world situation Creates charts and graphs to record data and observations Makes decisions based on visual displays of data</p> <p>Science Asks questions makes predictions designs simple investigations collects organizes and summarizes data draws thoughtful conclusions from investigations</p>	<p>Completes all components of the task Demonstrates in depth understanding of relevant concepts and/or processes Chooses efficient and/or sophisticated processes to complete the project Offers unique interpretations or extensions generalizations applications analogies</p>	<p>Completes most important components of the task Demonstrates understanding of major concepts some supporting ideas/details may be overlooked or misunderstood Chooses processes that allow him/her to complete the project Offers expected interpretations or extensions</p>	<p>Completes some components of the task not most important ones Demonstrates that there are gaps in conceptual understanding Needs assistance in choosing processes for completing project Offers few or no interpretations or extensions</p>	<p>or is incomplete Shows minimal understanding solution may be incorrect or irrelevant Needs assistance in choosing processes Needs assistance to complete basic steps of the project</p>	<p>Blank no response or cannot be evaluated</p>
<p>ORAL OR WRITTEN PRESENTATION</p> <p>Uses the presentation tools to effectively communicate learning</p>	<p>Communicates effectively Conveys clear focused main ideas supported by all chosen details and examples Uses tool to enhance the communication of content</p>	<p>Communicates completely Conveys main ideas supported by relevant details and examples Uses tool to support the communication of content</p>	<p>Communicates partially Conveys main idea but does not support effectively Use of tool does not support the communication of content</p>	<p>Communicates in a limited manner Does not present or support main ideas Use of tool interferes with communication of content</p>	<p>Blank no response or cannot be evaluated</p>
<p>ORGANIZATION and MECHANICS</p> <p>He or she shows thoughtful organization and attention to conventions</p>	<p>Information presented in a clear sequence Clear connections and transitions made among ideas or topics Formatting consistent throughout presentation Clear evidence of proofreading no noticeable errors</p>	<p>Information presented in order Ideas connected formatting may vary does not interfere with presentation Adequate evidence of proofreading few errors do not detract from presentation</p>	<p>Some information out of order Ideas may not be connected formatting inconsistencies detract from presentation Some evidence of proofreading errors detract from presentation</p>	<p>Information disorganized gaps in information exist Inconsistent formatting interferes with presentation Little or no evidence of proofreading errors interfere significantly</p>	<p>Blank no response or cannot be evaluated</p>
<p>Check:</p> <p>_____ Journal Entries _____ Multimedia Presentation/Commercial _____ Brochure/Menu</p>		<p>Content and Understanding 2 2 0</p>	<p>Presentation 3 2 0</p>	<p>Organization and Mechanics 3 2 0</p>	<p>Overall /</p>