

## Science Year 5

### Macromolecules, Nutritional Values and Balanced Diet CD

#### ASSESSMENT TASK:

G (goal): Write an article about a culinary cuisine

R (role): You are an anthropologist writing an article for the new york times cooking magazine evaluating how balanced cuisine around the world is.

A (audience): Readers who are interested in food and how to eat a balanced diet around the world

S (situation): In a globalised world, we have access to all kinds of cuisines. Learning how to eat in a balanced way and to recognise balanced food is essential for a healthy life.

P (product, performance or purpose): produce an article in which you will show your research and analysis of a culinary cuisine stating the nutritional cultural/historical aspects that make it the cuisine it is today.

S (standards): A C and D

#### ASSESSMENT RUBRIC:

Level	Descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<p><b>C</b> The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>collect</b> and <b>present</b> data in numerical and/or visual forms in relation to nutritional, cultural and historical aspects of the cuisine chosen.</li> <li>ii. <b>interpret</b> data in relation to nutritional, cultural and historical aspects of the cuisine chosen</li> </ul> <p><b>D</b> The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to explore the nutritional, cultural and historical aspects of a cuisine that makes it what it is today.</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with the nutritional, cultural and historical aspects of a cuisine.</li> <li>iii. <b>apply</b> scientific language to communicate understanding but does so with limited success in relation to macromolecules, food groups and what a balanced diet is.</li> <li>iv. <b>document</b> sources, with limited success.</li> </ul>
3-4	<p><b>C</b> The student is able to:</p>

	<p>i. correctly <b>collect</b> and <b>present</b> data in numerical and/or visual forms in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>ii. accurately <b>interpret</b> data and <b>explain</b> results in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>D</p> <p>The student is able to:</p> <p>i. <b>summarize</b> the ways in which science is applied and used to explore the nutritional, cultural and historical aspects of a cuisine that makes it what it is today.</p> <p>ii. <b>describe</b> the implications of using science and its application to <b>solve</b> a specific problem or issue, interacting with the nutritional, cultural and historical aspects of a cuisine.</p> <p>iii. sometimes <b>apply</b> scientific language to communicate understanding in relation to macromolecules, food groups and what a balanced diet is.</p> <p>iv. sometimes <b>document</b> sources correctly.</p>
5-6	<p>C</p> <p>The student is able to:</p> <p>i. correctly <b>collect, organize</b> and <b>present</b> data in numerical and/or visual forms in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>ii. accurately <b>interpret</b> data and explain results using scientific reasoning in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>D</p> <p>The student is able to:</p> <p>i. <b>describe</b> the ways in which science is applied and used to explore the nutritional, cultural and historical aspects of a cuisine that makes it what it is today.</p> <p>ii. <b>discuss</b> the implications of using science and its application to solve a specific problem or issue, interacting with the nutritional, cultural and historical aspects of a cuisine.</p> <p>iii. usually <b>apply</b> scientific language to communicate understanding clearly and precisely in relation to macromolecules, food groups and what a balanced diet is.</p> <p>iv. usually <b>document</b> sources correctly.</p>
7-8	<p>C</p> <p>The student is able to:</p> <p>i. correctly <b>collect, organize, transform</b> and <b>present</b> data in numerical and/ or visual forms in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>ii. accurately <b>interpret</b> data and explain results using correct scientific reasoning in relation to nutritional, cultural and historical aspects of the cuisine chosen.</p> <p>D</p> <p>The student is able to:</p> <p>i. <b>explain</b> the ways in which science is applied and used to explore the nutritional, cultural and historical aspects of a cuisine that makes it what it is today.</p> <p>ii. <b>discuss</b> and <b>evaluate</b> the implications of using science and its application to <b>solve</b> a specific problem or issue, interacting with the nutritional, cultural and</p>

	historical aspects of a cuisine. iii. consistently <b>apply</b> scientific language to communicate understanding clearly and precisely in relation to macromolecules, food groups and what a balanced diet is. iv. <b>document</b> sources completely.
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## COMMAND TERMS:

**State:** give a specific name, value or other brief answer without explanation or calculation.

**Outline:** give a brief account or summary.

**Describe:** give a detailed account or picture of a situation, event, pattern or process.

**Explain:** give a detailed account including reasons and causes.

**Apply:** use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.

**Suggest:** propose a solution, hypothesis or other possible answer.

**Solve:** obtain the answer(s) using appropriate methods.

**Interpret:** use knowledge and understanding to recognize trends and draw conclusions from given information.

**Analyse:** break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)

**Present:** Offer for display, observation, examination or consideration.

**Discuss:** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence

**Summarize:** Abstract a general theme or major point(s).

**Evaluate:** make an appraisal by weighing up the strengths and limitations.



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