Vegetable & Fruit POSTER *project*

N A M E : _____

※ Poster Outline ※

ON YOUR "INFORMATION SHEET"

- Include the following:
- Name of produce
- Important vitamins and minerals found in the produce
- Nutritional information: carbohydrates, fibre, fat content, caloric value and any other nutritional findings.
- Health benefits such as "may reduce risk of some types of cancers" or "may improve digestion" etc.
- The available forms to purchase; fresh, canned etc.
- Where in the world is it grown?
- When is it in peak season?
- Define how you would select the best product?
- How do you store your product after you purchase it?
- Cite a minimum of 3 credible online resources on your poster by using www.bibme.org to cite ALL of your images and information that was used in creating your poster on a separate piece of paper.

ON YOUR "POSTER"

- Include the following:
- Name of produce
- Pictures of produce (one main picture & a few smaller images)
- Using **creative** wording, include 1 or 2 pieces of information that you have found in your research about your fruit or vegetable that is people would find interesting about your produce. Use wording that will capture the reader.

Vegetables & Fruits

Project Details

- You will work independently to create a 1 page poster and 1 information page that corresponds to the fruit or vegetable given to you by your teacher. Your poster must contain all of the information listed under "Poster Outline".

- Be organized and creative when displaying information on your poster.

- Use your computer software to create the poster.

- See the attached Rubric for assessment format.

Poster Evaluation Rubric

	Level 1	Level 2	Level 3	Level 4
Graphics – Clarity	Many graphics are not clear or are too small.	Most graphics are in focus and the content easily viewed and identified from 1 m away.	Most graphics are in focus and the content easily viewed and identified from 2 m away.	Graphics are all in focus and the content easily viewed and identified from 2 m away.
Graphics – Relevance	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.	Some graphics relate to the topic. Most borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.
Labels	Labels are too small to view OR no important items were labelled.	Several items of importance on the poster are clearly labelled with labels that can be read from at least 1 m away.	Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 1 m away.	All items of importance on the poster are clearly labelled with labels that can be read from at least 1 m away.
Content	Student appears to have insufficient knowledge about the facts or processes used in the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.
Attractiveness	The poster is distractingly messy or very poorly designed. It is not attractive.	The poster is acceptably attractive though it may be a bit messy.	The poster is attractive in terms of design, layout, and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness.
Title	The title is too small and/or does not describe the content of the poster well.	Title can be read from 1 m away and describes the content well.	Title can be read from 2 m away and describes content well.	Title can be read from 2 m away and is quite creative.