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| Project DESIGN: OVERVIEW page 1 | | | | | | | | | | | | |
| **Name of Project: Food Truck** | | | | | | | | | | **Duration: 6 days** | | |
| **Subject/Course: Math, S.S. Science, Tech** | | | | | | **Teacher(s): all** | | | | **Grade Level: 4** | | |
| **Other subject areas to be included, if any: Math (money), SS (economics), ELA (Speaking and Listening), Science (Locally Sourced Organic Foods, Garden Tower, Brumby Gardens)** | | | | | | | | | | | | |
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| **Key Knowledge and Understanding**  (CCSS or other standards) | | | **SS4E1** The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. (Focus: price incentives)  **SS4E2** The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.  **4 MD 1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...  **ELA - SL 4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | | | | | | | | |
| **Success Skills**  (to be taught and assessed) | | | Critical Thinking/Problem Solving | | | x | | Self-Management | | | x | |
| Collaboration | | | x | | Other: Creativity | | | x | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | | | Students will work in teams to run a food truck. Students will research and design a menu, including one appetizer, one entrée, and one dessert. Students will then design their business by working on advertising and pricing. Students will then make and sell their product at their food truck. Students will then review their profits for the day, and food critic reviews, and modify their designs. | | | | | | | | | |
| **Driving Question** | | | How can we, as food truck entrepreneurs, design and run a profitable food truck business? | | | | | | | | | |
| **Entry Event** | | | You and a group of friends have decided to open a food truck! You are going to design a menu with an appetizer, an entree, and a dessert. You will need to price out your menu and create a budget. Remember your goal is to make MONEY! You will need to use your knowledge of supply and demand to help your new business. | | | | | | | | | |
| **Products** | | | Individual: reflection | | | | | Specific content and success skills to be assessed: | | | | |
| Team: budget, menu plan, profit margins, food truck | | | | | Specific content and success skills to be assessed: | | | | |
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| Project DESIGN: OVERVIEW page 2 | | | | | | | | | | | | | | |
| **Making Products Public**  (include how the products will be made public and who students will engage with during/at end of project) | | Students will set up and run their food truck for other students and teachers in the school building. Students will engage with food truck owners to discuss the elements of a successful business. | | | | | | | | | | | | |
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| **Resources Needed** | | On-site people, facilities: Cafeteria, tables | | | | | | | | | | | | |
| Equipment: assorted kitchen items, microwave | | | | | | | | | | | | |
| Materials: budget form, profit form, menu planner, food truck design, flyer, menu, permission slips for participation | | | | | | | | | | | | |
| Community Resources: Food Truck Owner (King of Pops?), Megan Vandall contact – Mark Galleger (food truck owner) | | | | | | | | | | | | |
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| **Reflection Methods**  (how individual, team, and/or whole class will reflect during/at end of project) | | Journal/Learning Log | | |  | | Focus Group | | | | |  | | |
| Whole-Class Discussion | | | x | | Fishbowl Discussion | | | | |  | | |
| Survey | | |  | | Other: | | | | |  | | |
| **Notes: Teachers will need to set up food truck experts, make money boxes/bags for food trucks** | | | | | | | | | | | | | | |
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| Project Design: student Learning Guide | | | | | | | | | | | | | |
| **Project: Food Truck PBL** | | | | | | | | | | | | | |
| **Driving Question:** How can we, as food truck entrepreneurs, design and run a profitable food truck business? | | | | | | | | | | | | | |
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| **Final Product(s)**  Presentations, Performances, Products and/or Services | **Learning Outcomes/Targets**  knowledge, understanding & success skills needed  by students to successfully complete products | | | **Checkpoints/Formative Assessments**  to check for learning and ensure  students are on track | | | | | **Instructional Strategies for All Learners**  provided by teacher, other staff, experts; includes  scaffolds, materials, lessons aligned to learning outcomes and formative assessments | | | | |
| (individual **and** team)  Team:  Food Truck Service  Individual: | **SS4E1** The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. (Focus: price incentives) | | | * Check in with students on their final menu, flyer, and price incentives/coupons | | | | |  | | | | |
| **SS4E2** The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important. | | | * Check in with students on their budget. Can it make a profit? What are the unit prices for each menu item? | | | | | * Students will be provided a budget form to help calculate the cost of each menu item. * Teacher will do a mini-lesson calculating prices and cost per unit. * Mini-lesson: How to calculate profit | | | | |
| **4 MD 1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... | | | * Quiz: Money and making change | | | | | * Students will do a mock-sale of items to practice making change to the whole dollar. | | | | |
| **ELA - SL 4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | | * Student rubric on partner effectiveness | | | | | * Fishbowl practice on how to have positive communication within the team. * Teacher will monitor and assist students who are having trouble with communication. | | | | |
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