



PROJECT TITLE: Camión de Comida -- Comida Callejero

COURSE: Spanish Heritage 1 Honors

INSTRUCTOR: Ms. Greene



DRIVING QUESTION

How do the gastronomy and wellness practices of our native countries reflect the essence of our culture and how can we share this knowledge with our community?



PROJECT SUMMARY

Students will design a Food truck concept that represents their cultural heritage.



REAL-WORLD CONTEXT

Students will have to investigate current trends, cultural historical context of different ingredients and dishes, variations of dishes across countries, health and wellness, as well as influence on American cuisine. The project is a deep dive into food and culture, not just their favorite dish. Students will gain perspectives into cultural similarities and differences surrounding food and traditions. This is a direct connection and comparison into their experiences and the experiences of other students their age. A large part of the Heritage curriculum is related to the target culture.



PRODUCTS & AUDIENCE

Students will present their videos or food truck plans to their classes as well as other classes.



STUDENT REFLECTIONS

- “Ms. Maxile was our authentic audience and she really helped us. She runs her own food truck and talked about her experience. She even brought her food truck here and gave us a tour of it, letting us get on and see what it was all about.”
- “Having interaction with the actual public was helpful.”
- “I learned how to be better at public speaking, specifically in Spanish.”
- “I was able to present to multiple groups of people at a time, which I think may help with getting me more comfortable at presenting.”



NC PORTRAIT OF A GRADUATE SKILLS GAINED

COLLABORATION

COMMUNICATION

EMPATHY

CRITICAL THINKING

PERSONAL RESPONSIBILITY



TEACHER REFLECTION

“This unit was great! The students were really into it and having the owner of an actual food truck come out and share their experiences with the students was very impactful. I think it can be better in the future with more time. We ran out of time at the end to do the peer review/feedback protocols and in doing those throughout the year I see how helpful those are to students. I also would like to have Ms. Maxile come back and evaluate their pitches. Overall, I am pleased with how this unit turned out.”