Project Based Language Learning

Tracy Brady
@mmebrady
mmebrady@gmail.com
At the corner of chaos
And confusion
is...
Gold Standard PBL

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice/choice
- Reflection
- Critique & revision
- Public Product
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Partners
Belouga
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Content is novel.

Skills are routine.
Skill: I can learn to...
Content: I can learn about...
Concept: I can understand that...
Skill: I can learn to...

Content: I can learn about...

Concept: I can understand that...
Skill: I can learn to...

Interpretive Strategies

Presentational Interpersonal
Skill: I can learn to...

Content: I can learn about...

Concept: I can understand that...
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Technology
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*World Languages NYS in the 21st Century Themes and Topics Draft*
● Students host a quinceañera to raise money for a local food pantry

● Students host a culturally-themed holiday party for elementary students
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### World Languages NYS in the 21st Century Themes and Topics

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- Students publish a bilingual cookbook of special family recipes
- Students hold a “taco smackdown” with the life skills class
- Students make gift bags of authentic holiday cookies
PRESENTATIONAL

- Thank you note
- Video debrief
- Infographic creation
- Plan for next steps
Gold Standard PBL

- Challenging problem/question
- Sustained inquiry
- Authenticity
- Student voice/choice
- Reflection
- Critique & revision
- Public Product
● Authentic Audience
  ○ GHO
  ○ Twitter
  ○ Blog
  ○ older/younger Students
● Experts
Grounding texts
Include steps for pre-reading/listening

Pre-reading can be independent or collaborative

Be specific with regard to independent task
  - Main idea
  - Supporting details
  - Clear performance expectations (what does Novice High look like?)
New text - #authenticity
  ○ Letter of response from collaborators
  ○ Video response from collaborators
  ○ Current events
  ○ Social media
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I’m not working with him!

Why can’t we pick our groups?

I hate people. I’m working alone.
Suggestions:

**Strengths and weaknesses**

Please rank these in order based on your personal strengths (1 = weakest, 4 = strongest)

_____ I am artistic

_____ I am a “People Person”

_____ I am a Leader

_____ I am organized
In this unit, each group will be able to select which project they wish to undertake. Please circle one of the options below.

**Project Option 1:**

Your team has been asked to write and publish a bilingual (Spanish and English) cookbook. Your team will need to contribute at least one recipe per group member. You will also need to create a commercial (in Spanish) to advertise your cookbook, because we will be selling the published copies to raise money for the charity chosen by the majority of students working on this project option.

**Project Option 2:**

Your team has been asked to investigate the possibility of opening a food pantry in the school. Your team will need to investigate the Maine Endwell food pantry for ideas, and create a plan that will best fit EDA. You will need to be prepared to present your plan (in Spanish) to the administration in order for us to move forward.
Suggestions:

Let it Go:

Our next unit is food :) To prepare for the unit project, please list the names of classmates on your “Dream Team” (your team must include YOU and three other students.)

El Equipo de mis sueños

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________
Contract.
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Classroom Community of Discourse

ла. Proficiency-Based Activities:
- Focus on achieving communication
- Focus on meaningful use of language
- Employ communication strategies
- Do not use predictable language
- Link language use to context
- Do not dictate language structures
Interpersonal Speaking

- Two-way exchange, everyone involved in the message
- Spontaneous and unpredictable language about the message
- Maintains understanding of the message

Core Practice 2:
Design and carry out interpersonal communication tasks for pair, small group, and whole class instruction.

- What makes an activity *interpersonal*?
- How can educators create a “discourse community” in their language classrooms?
Modified Interpersonal Playbook

- Restorative Practices
- Classroom Climate
- Empathy
- Music
INTERPERSONAL

- Project debrief
  - Exit ticket as guideline
- Recorded video chat with collaborator
  - Be specific regarding content expectations
- Presentation of findings
  - Q & A session
There will be failures.
mercias!

@mmebrady
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