

Project Based Language Learning

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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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- **Public Product**

CONTEXT


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CONTEXT

**Essential
Question**

Gold Standard PBL

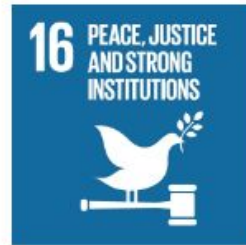
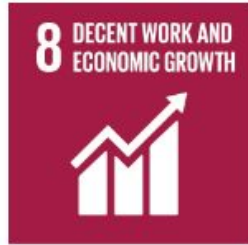
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**Problem/
challenge**

#teachsdgs

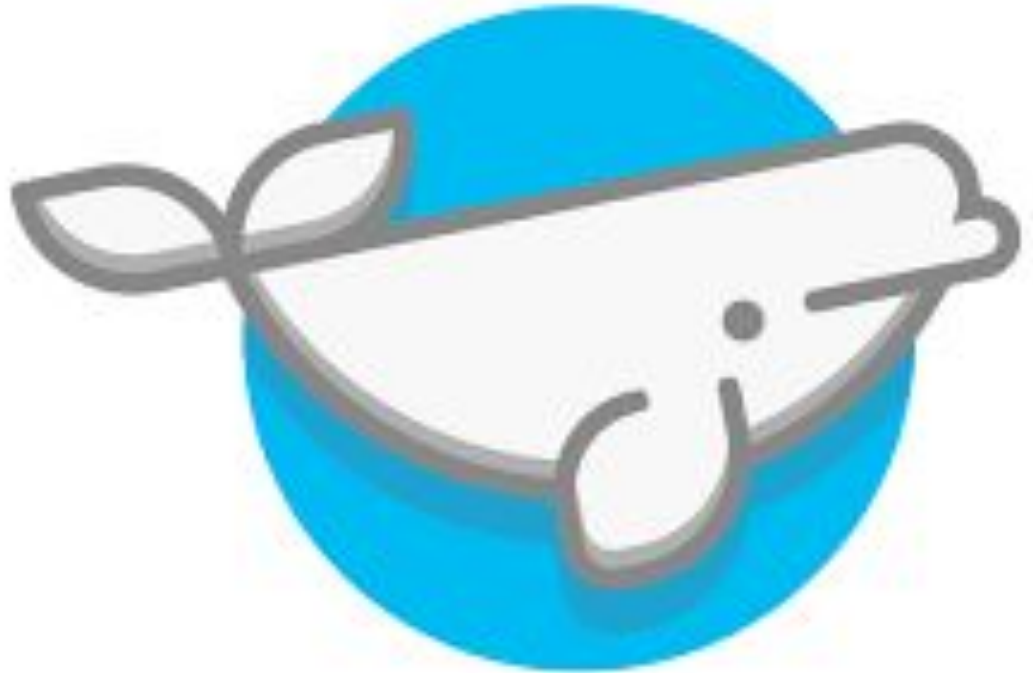


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Partners

Belouga



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- **Reflection**
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Skills

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

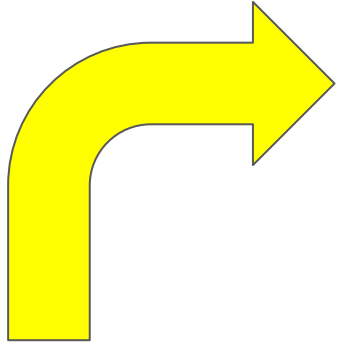
I can learn about...

Concept

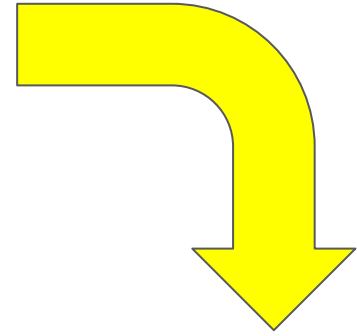
I can understand that...



Skill: I can learn to...



Interpretive



Presentational

Interpersonal



Skill

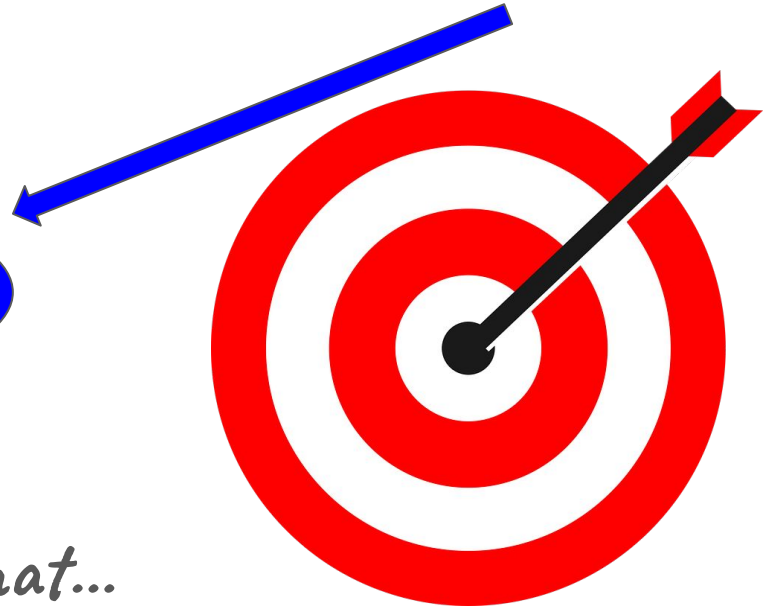
I can learn to...

Content

I can learn about...

Concept

I can understand that...



World Languages NYS in the 21st Century Themes and Topics *Draft*

Identity Social Relationships	Contemporary Life	Science, Technology and the Arts	Global Awareness
Auto/Biographical	Nutrition and Meal Taking	Physical Environs Climate	Environmental Issues
Family Life	House and Home	Technology	Accessibility
Celebrations	Earning a Living Volunteerism	Pop Culture	Government and Politics
Social Events	Education	Design and Aesthetics	Health and Welfare
National Identities	Travel	Fine Arts: Music, Dance, Film, Literature, Theatre, Visual Arts	Global Challenges and Economy
Personal Goals	Leisure	Fashion and Clothing	Geography
Milestones	Community Public/Private Services	Inventions and Innovations	Social Justice Human Rights

Skill

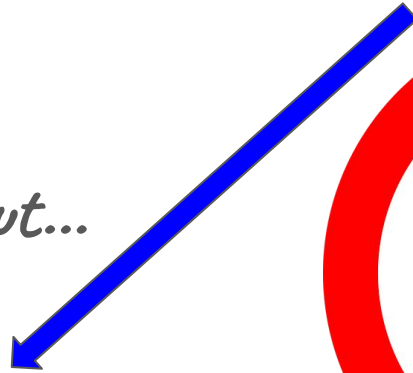
I can learn to...

Content

I can learn about...

Concept

I can understand that..





NEED TO KNOW

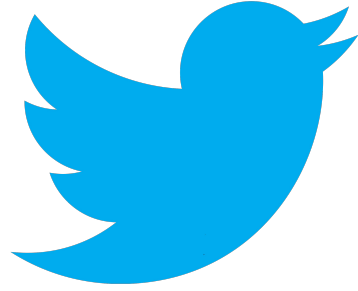
Gold Standard PBL

Technology

- **Challenging problem/question**
- **Sustained inquiry**
- **Authenticity** ←
- **Student voice/choice**
- **Reflection**
- **Critique & revision**
- **Public Product**



zoom



Gold Standard PBL

**Product/
outcome**

- **Challenging problem/question**
- **Sustained inquiry**
- **Authenticity** ←
- **Student voice/choice**
- **Reflection**
- **Critique & revision**
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World Languages NYS in the 21st Century Themes and Topics *Draft*

Identity Social Relationships

Auto/Biographical

Family Life

Celebrations

Social Events

National Identities

Personal Goals

Milestones

- Students host a quinceañera to raise money for a local food pantry
- Students host a culturally-themed holiday party for elementary students

Global Awareness

Environmental Issues

Global Mobility

Government and

Human Welfare

Global Challenges

Economic

Global Geography

Justice

Rights

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Family Life	Home and Home	Technology	Accessibility


- 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



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Audience

AUTHENTICITY

- Authentic Audience
 - GHO
 - Twitter
 - Blog
 - older/younger Students
- Experts



Grounding texts

#AUTHRES



INTERPRETIVE

- 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?)

INTERPRETIVE

- New text - #authenticity
 - Letter of response from collaborators
 - Video response from collaborators
 - Current events
 - Social media

Gold Standard PBL

Technology

**Product/
outcome**

Audience

- **Challenging problem/question**
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**Problem/
challenge**

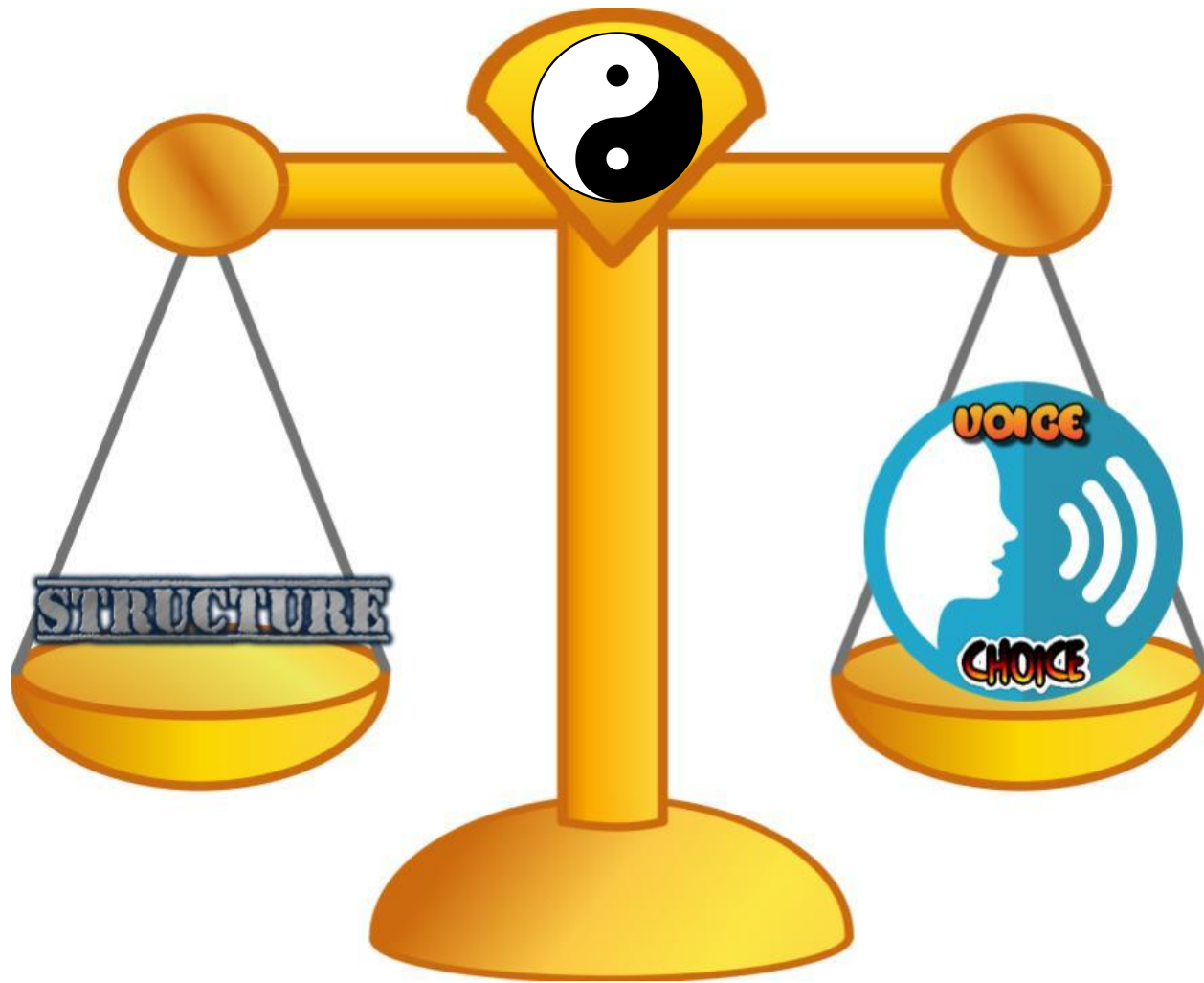
Partners

Skills

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**I'm not working
with him!**

**Why can't
we pick our
groups?**

Grouping

**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

Suggestions:

Content Choice

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.



Gold Standard PBL

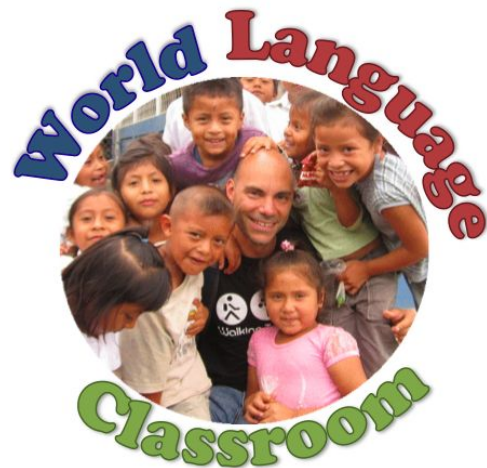
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**FORMATIVE
assessment**

GOAL

feedback

reflection
REFLECTION



Classroom Community of Discourse

✧ 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

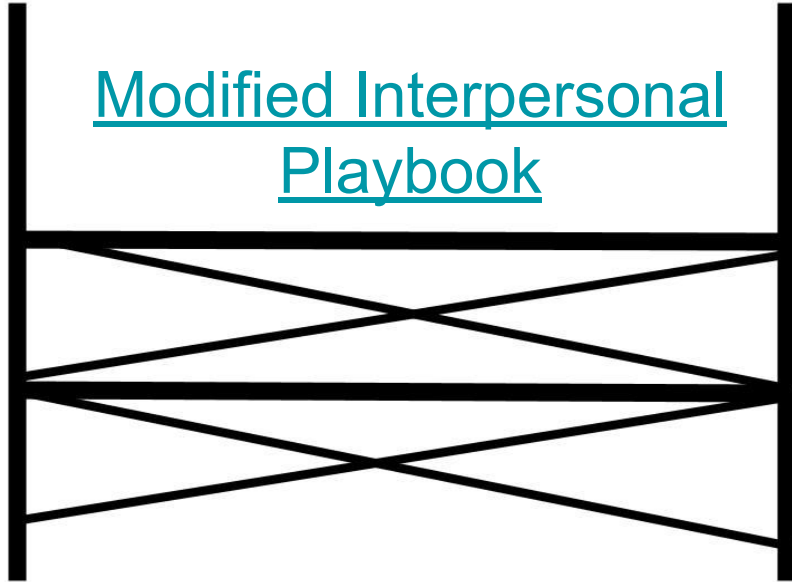
Maintains understanding of the message

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

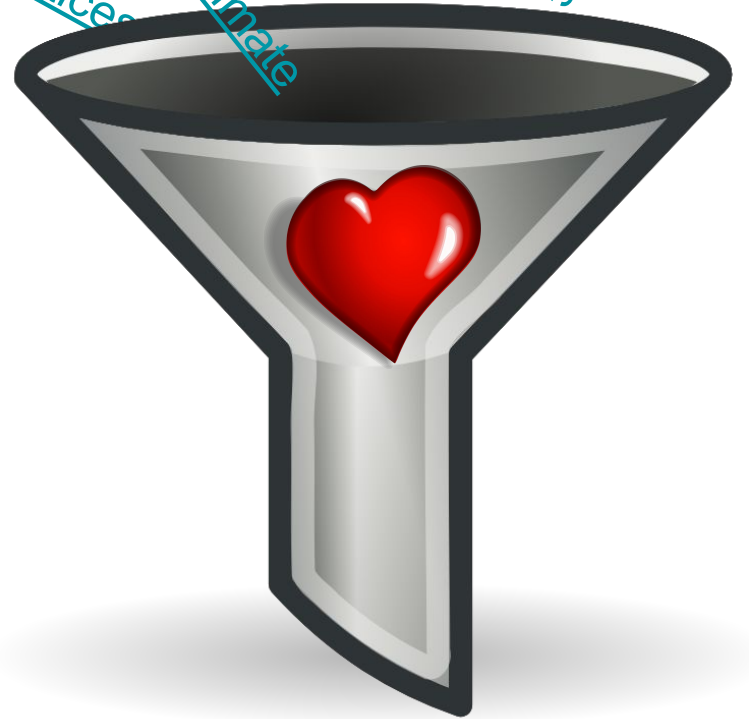


Restorative Practices

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!

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