

PBL WL - Cuentos Cortos
 La Comunidad – Spanish 3
 Tatiana Peyko, PHS, Pittsburg, CA

Name of Project:	Cuentos Cortos	Duration: 4 weeks
Class(es):	Spanish 3	Semester: 2 nd semesters
Cross-curricular link(s)	Social science, linguistics, geography, art / design	
Project Idea (scenario)	Students will write and create a short story book (with coloring book component) for the elementary bilingual program in our community. Students will create stories that take place in different communities of the Spanish speaking world and address how social issues influence the characters' life furthermore; students must add solutions and go over positive impact to their character's life.	
Entry Event / Document	Letter from a Spanish publisher. Inviting the class to participate in a social activist movement to bring the voices of the young in Spanish speaking countries to light.	
Driving question(s)	How can we, as writers, create a short story book to help inform children in our community about life and social issues in Spanish speaking countries?	
ACTFL Standards addressed	<p>Communication: Interpretive (Written and oral) – students read, watch videos and research in TL using curated sources. Interpersonal (oral and written) – students will tell stories, ask and answer questions Presentational (Oral and written) students write a short story and present the story to the selected DI class in the elementary school</p> <p>Cultures: Students demonstrate an understanding of influencing factors and social issues in the target culture.</p> <p>Connections:</p>	

	<p>Social science, linguistics, geography, art.</p> <p>Comparisons: Students compare social issues of the studied language/culture and their own</p> <p>Communities: Students present and share final product with the local elementary (DI) Dual Immersion program</p>
<p>ACTFL Language Proficiency Targets</p>	<p>ACTFL Proficiency Guidelines: LSWR Intermedia Low expectations</p> <p>http://actflproficiencyguidelines2012.org/</p> <p>California WL Language Learning Continuum Stage: 2</p> <p>http://www.clta.net/standards/standards.pdf</p>
<p>California World Languages Standards Addressed</p>	<p>Communication:</p> <p>WL.CM1 Students interpret and analyze information, using authentic material related to the specific topic and related fields and demonstrate understanding of what they hear, read and see.</p> <p>WL.CM2 Collaborate and share information, reactions feelings and opinions. Students negotiate meaning in a variety of real world settings.</p> <p>WL.CM3 Students present and publish information on various topics</p> <p>WL.CM4 Students use the target language to investigate how cultures influence one on other over time.</p> <p>WL.CM7.I Students identify similarities and differences in basic sentence-level elements</p> <p>Cultures:</p>

	<p>WL.CL2; Students investigate, explain and reflect in the target language on the relationships among product/practice/perspective of the target culture demonstrating understanding.</p> <p>WL.CL4 Students use the target language to investigate how cultures influence one on other over time.</p> <p>Connections:</p> <p>WL.CN1 Students build reinforce and expand their knowledge of other disciplines using the target language to develop critical thinking (connections to art and music, social studies and health)</p> <p>WL.CN2 Students access and evaluate information and diverse perspectives available in the target language and produced for the target culture.</p>
<p>ACTFL Communication Objectives addressed (oral and written in each of three modes: interpersonal, interpretive, presentational)</p>	<p>Interpersonal (oral and written): Student will be able to participate in spontaneous spoken and written conversations creating sentences and asking and answering questions. Oral: Book signing event Written: Online chat room</p> <p>Interpretive (oral and written): Student will be able to understand information Oral: story listening and video viewing for research Written: readings in Spanish and research</p> <p>Presentational (oral and written): Oral: story telling narration Written: Coloring Story Book</p>
<p>Language Forms</p>	<p>What language will students need to express understanding of the content and to engage fully in the project?</p>

Vocabulary (Bricks)	Social, family and environmental vocabulary, social issues vocabulary, transition and connecting words.
Syntax/Grammatical Structures (Mortar)	Created sentencing, hypothetical sentences and statements of opinion Topic development using narration and dialog
Language Objectives (function, context, text type)	I can communicate using written and oral language, dialog and narration. I can use hypothetical statements of opinion I can use created sentences and small paragraphs in context I can describe cultural perspectives from a local point of view
Cultural Content	What cross cultural competencies will students need to demonstrate that they have acquired? What and content will students need to demonstrate that they have learned?
Cultural Competencies / Cultural Content objective(s)	Engage in civic and global issues, deepen global awareness, multicultural understanding of other groups. Product: Homes and the town Perspective: Layout and everyday activities the importance of young people Product: School Perspective: Students going to school, access to education and the role to education in the community Product: Local news articles Perspective: Disperse Information groups emphasis to local issues Product: local census Perspectives: population needs and access to resources
Competencies for	What 21 st Century Skills will students need to practice and master? What Common

the 21st Century	Core Literacy Standards will students have the opportunity to acquire in this project?
21st Century Skills to be taught and addressed	<p>Collaboration: students work in small groups, create a group collaboration contract, manage and complete their project to present to an audience</p> <p>Communication: students create and develop a written product and present orally</p> <p>Critical thinking: students research, analyze and</p> <p>Creativity/innovation: students will create a short story (book)and characters using social issues and current events of their choice to influence the development of the story using a country that speak the target language</p> <p>Use of technology tools: google docs for collaboration, logs and journal</p>
Common Core Standards Addressed	Critical thinking, Communication, creativity and collaboration. Support ELA and literacy anchor standards reading, Writing, Listening and Speaking)
Scaffolding, Collaboration, & Grouping	
Scaffolding Activities/Structures	<p>Guided practice activities:</p> <p>Group structure readings, research guiding questions, panel discussion, critique and feedback structure, poster stations, jigsaw, finding similarities and differences in readings and images, world café, etc...</p> <p>Graphic Organizers / note takers needed for use with authentic resources:</p> <p>Graphic organizers (various), work timeline, concept maps, interviews, group feedback forms, Journals, etc...</p> <p>Scaffolding for language acquisition:</p> <p>Sentence frames Visuals and language in context and circumlocution Authentic materials and resources</p>

	<p>Lots of comprehensible input, props, visuals, gestures, body language,</p> <p>Scaffolding for cultural content:</p> <p>Authentic materials and resources Video documentaries and interviews Articles and historic background</p> <p>Scaffolding for the project process:</p> <p>Student's group contract, collaboration logs, journals Group work timeline Student reflections and feedback Critique datelines Self-assessment and teacher assessment for groups</p>
<p>Collaboration: What collaborative activities will ensure language practice?</p>	<p>Group contract Students will write a short story collaboratively Group reflections and journals logs Curated authentic material in the target language Group reflections and journals logs in target language Sentence frames to facilitate group conversations in the target language</p>
<p>Grouping: How will students be grouped? Look at proficiency levels and English Only students.</p>	<p>Students will be group in small gender diverse groups.</p> <p>Within small groups students will be selected with their proficiency level in consideration (low/mid/ high).</p> <p>Student in the class are group by countries and each country will be working on music specific to that country.</p>
<p>Planning For Instruction</p>	

Comprehensible Input	<p>Storytelling, props, visuals, gestures, body language, repeated movement to reinforce concepts and understanding.</p> <p>Circumlocution</p> <p>Give students basic language sentence starters to help them to participate in the target language</p> <p>Visual- Picture and video talk</p>
Checking for Understanding	<p>Questioning</p> <p>Holds up</p> <p>Mini- white boards</p> <p>Pair share and small group activities</p> <p>Outline the text and annotations to text</p> <p>Exit tickets</p> <p>Journals</p>
Guided Practice Activities	<p>Planned activities throughout project duration – tasks</p> <p>Group structure readings, research guiding questions, panel discussion, critique and feedback structure, poster stations, jigsaw, finding similarities and differences in readings and images, world café, etc...</p>
Project Launch: How and when will you launch the project? With an <i>Entry Document</i> or <i>Event</i> ? Which resources do you need?	<p>The project will be launch with a letter from a Spanish publisher. Inviting the class to participate in a social activist movement to bring the voices of the young in Spanish speaking countries to light. This project will be introduced to students a week into the Community and beyond thematic unit.</p>
Resources needed	

On-site people, facilities:	Library				
Equipment, technology:	Computers Computers, Internet, google docs				
Materials:	Paper Markers				
Community resources:	Dual Immersion (DI) program in local elementary school				
Assessments					
Formative	<ul style="list-style-type: none"> • Rough drafts • Story board/concept map • Work log/notes • Rubrics (4C's)teacher, self and peer evaluation 				
Summative	<ul style="list-style-type: none"> • Written assessment • Oral assessment • Rubrics (4C's)teacher evaluation 				
Reflection methods	In class- Critique/feedback (critical friends protocol) Journal Writing prompt Self-evaluation/self-assessment rubric				
Student work				Presentation Audience	
Group product(s):	<ul style="list-style-type: none"> • Story Coloring book (Presentational written) with narrative and dialog 	Your group is playing a role. As writers/authors write a short story using your country and its	Class School Community	X X X	

	<ul style="list-style-type: none"> • Story telling (oral presentational) at the elementary school to target audience. Asking and answering questions (interpersonal communication) 	social issues Describe the setting of the story and life of the characters, introduce the social/environmental issue, how these factors influence quality of life? What are some possible solutions	Experts Web Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Individual product(s):	<ul style="list-style-type: none"> • Interview and book signing (spontaneous interpersonal communication) • Journal entry w/prompt (spontaneous written presentational communication) 	<p>You will play your role in a book signing event</p> <p>You will write a composition in response to a prompt</p>		
Post-Project – Spontaneous Communication-based Proficiency Assessments: After the project, how will you assess students' individually for their proficiency? In which modes of communication? Oral and/or written? Which rubrics do you need?	<p>Interpersonal (oral) Student will play the role of a writer in a spontaneous interview in a talk show scenario (in class) a week after the release of the short story book</p> <p>Presentational (written) Student will write a composition in response to a prompt regarding their short story and the cultural insides of the process.</p>			