PBL WL – Las Noticias Internacionales
Global Issues and Challenges: The Environment   – Spanish 3
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Name of Project:	Las Noticias Internacionales	**Duration:** 2 1/2 weeks
Class(es):	Spanish 3	**Semester:** 2nd semesters
Cross-curricular link(s)	Physical science, geography, economy, health, social science, linguistics.	
Project Idea (scenario)	Students will create a newscast for the local community. Informing about the environmental and social impact of different environmental issues that directly or indirectly affect the Spanish speaking world. They will also provide an overview of the previous interventions to solve the problem, and develop a solution to be implemented within their specific Spanish speaking community to solve the environmental challenge and improve quality of life.	
Entry Event / Document	Letter from Univision inviting the class to participate in a national challenge to help spread the word of the impact of the environmental challenge and propose a solution to be implemented to improve quality of life within the impacted Spanish speaking community.	
Driving question(s)	How can we, as journalist, create a newscast to help inform our community and our children about the environmental impact on life in the Spanish Speaking world? What is are the causes and effects of current environmental issues? How are the resources and resources distribution impacting life in Spanish speaking countries and their communities?	
ACTFL Standards	**Communication:**	

addressed	Interpretive (Written and oral) – students read authentic materials, 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 an article and record a short documentary to present to the local community and the DI class in the elementary school **Cultures:** Students demonstrate an understanding of influencing factors and social issues in the target culture. **Connections:** Physical science, geography, economy, health, social science, linguistics. **Comparisons:** Students compare social issues of the studied language/culture and their own **Communities:** Students present and share final product with the local elementary (DI) Dual Immersion program
ACTFL Language Proficiency Targets	**ACTFL Proficiency Guidelines:** Students will perform at the intermediate Low range of proficiency http://actflproficiencyguidelines2012.org/ **California WL Language Learning Continuum Stage:** Intermedia Low
California World Languages Standards Addressed	**Communication:** **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. **WL.CM2** Collaborate and share information, reactions feelings and opinions. Students negotiate meaning in a variety of real world settings. **WL.CM3**

	Students present and publish information on various topics **WL.CM7.I** Students identify similarities and differences in basic sentence-level elements **Cultures:** **WL.CL2;** Students investigate, explain and reflect in the target language on the relationships among product/practice/perspective of the target culture demonstrating understanding. **WL.CL4** Students use the target language to investigate how cultures influence one on other over time. **Connections:** **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) **WL.CN2** Students access and evaluate information and diverse perspectives available in the target language and produced for the target culture.
ACTFL Communication Objectives addressed (oral and written in each of three modes: interpersonal, interpretive, presentational)	**Interpersonal (oral and written):** Student will be able to participate in spontaneous spoken and written conversations creating sentences and asking and answering questions. Oral: Interviews Written: Online chat room interview **Interpretive (oral and written):** Student will be able to understand information Oral: story listening and video viewing for research/inquiry Written: readings in the target language (Spanish) and research **Presentational (oral and written):**

	Oral: Newscast informational report about the environmental impact on the community. Written: written article connected to the informational report on the newscast
Language Forms	What language will students need to express understanding of the content and to engage fully in the project?
Vocabulary (Bricks)	Environment issues and global challenges related vocabulary, social vocabulary, social issues and historical narrative vocabulary, transition and connecting words.
Syntax/Grammatical Structures (Mortar)	Created complex 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 for informational and persuasive purpose. I can express an hypothesis in statements of opinion I can use created sentences and small paragraphs in context to describe artistic ideas and perspectives I can describe cultural perspectives from a local point of view about environmental issues that impact a community in the Spanish speaking world
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)	Analyze cultural products and target culture perspectives. Engage in civic and global issues, deepen global awareness, multicultural understanding of other groups. Product: Newspaper articles Perspective: The importance of environmental issues and the impact to local communities Product: News cast Practice: Disseminate information

	Product: Testimonies and documentaries Perspective: Issues from the locals' perspectives
Competencies for the 21st Century	What 21st Century Skills will students need to practice and master? What Common Core Literacy Standards will students have the opportunity to acquire in this project?
21st Century Skills to be taught and addressed	**Collaboration:** students work in small groups, create a group collaboration contract, manage and complete their project to present to an audience **Communication:** students create and develop a written product and present orally **Critical thinking:** students research and analyze authentic material **Creativity/innovation:** students will create a newscast(video) explaining environmental issues, how this impact people and propose solutions to be implemented in the country that speak the target language **Use of technology tools:** cameras for recording video, google docs for collaboration, logs and journal for critical thinking and self-assessment.
Common Core Standards Addressed	Support ELA and literacy anchor standards reading, writing, listening, speaking as well as language structures and conventions.
Scaffolding, Collaboration, & Grouping	
Scaffolding Activities/Structures	**Guided practice activities:** 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… **Graphic Organizers / note takers needed for use with authentic resources:** Graphic organizers (various), work timeline, concept maps, interviews, group feedback forms, Journals, etc…

	Scaffolding for language acquisition: Sentence frames Visuals, realia, language in context and circumlocution Authentic materials and resources Lots of comprehensible input, props, visuals, gestures, body language, **Scaffolding for cultural content:** Authentic materials and resources Music and song lyrics Video documentaries and interviews Articles and historic background **Scaffolding for the project process:** Student's group contract, collaboration logs. Group work timeline Student reflections and feedback in journals. Critique datelines Self-assessment and teacher assessment for groups
Collaboration: What collaborative activities will ensure language practice?	Group contract 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
Grouping: How will students be grouped? Look at proficiency levels and English Only	Students will be group in small gender diverse groups. Students in small groups will be selected with their proficiency level in consideration (low/mid/ high).

students.	Student in the class are group by countries and each country will be working on a specific environmental issue to that country.
Planning for Instruction	
Comprehensible Input	Storytelling, props, visuals, gestures, body language, repeated movement to reinforce concepts and understanding.

Circumlocution

Give students basic language sentence starters to help them to participate in the target language

Visual- Picture and video talk |
| **Checking for Understanding** | Questioning

Holds up

Mini- white boards

Pair share and small group activities

Outline the text and annotations to text (close reading)

Exit tickets

Journals |
| **Guided Practice Activities** | Planed activities throughout project duration – tasks

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… |
| **Project Launch:** How and when will you launch the project? | The project will be launch with a letter from Univision inviting Spanish classes to participate in a national challenge to spread the word and propose innovative solutions to these global challenges (entry document). This project will start the second |

With an *Entry Document* or *Event*? Which resources do you need?	semester and it will be launch a week with in the unit.
Resources needed	
On-site people, facilities:	School announcements School Library
Equipment, technology:	Camera Computers Computers, Internet, google docs
Materials:	Paper, posters Pen, pencil and markers Microphone Authentic videos Authentic readings
Community resources:	The community
Assessments	
Formative	• Rough drafts • Story board/concept map • Work log/notes • Rubrics (4C's) teacher, self and peer evaluation
Summative: Rubrics	• 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 to assess and/or collect			**Presentation Audience**	
Group product(s): Polished Work	• Informational Article (Presentational written) with narrative and dialogs form local • News cast/video (oral presentational) to our community (Presentational communication)	Your group is playing a role. As journalist write an article using your country and its most concerning environmental challenge to create a newscast. Describe the setting of the place and people that initiated the practice. Describe the life of the people, introduce the environmental issue, how this is impacting and influencing life. Give a brief explanation of what has being done to solve the problem and propose a solution to be implemented	Class School Community Experts Web Other	X X X □ □ ☑
Individual product(s): Spontaneous and on demand	• Asking and answering questions at the release of your story in an interview setting (spontaneous interpersonal communication) • Final journal entry w/prompt (spontaneous written presentational	You will play your role in a premier event You will write a composition in response to a prompt		

	communication)
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?_	Interpersonal (oral) Student will play the role of a journalist in a spontaneous interview in class a week after the official release of the groundbreaking story. Presentational (written) Student will write a composition in response to a prompt regarding their project final product.