



Project-Based Learning: Why? When? How?

NYS AIS Global Language & Culture
Conference



March 22 - 24, 2018

Foreign Language at Grace

- French & Spanish begin at 3rd grade (students choose at the end of 2nd grade). They currently meet twice a cycle. (5-day letter rotation with a fixed Wednesday.)
- Starting 7th grade, students may choose to:
 - Keep French/Spanish and add Latin (They all meet 3 x cycle)
 - Drop French/Spanish and add Latin and Social Institutions
- In the High School, students must take a modern foreign language, i.e. French, Spanish, or Mandarin.
 - They may continue or add Latin as a minor.

BY THE END OF THE SESSION:

- We hope for you to leave with ideas for how to incorporate more project-based learning in your classroom.
- We hope to leave with more project ideas from YOU!

WHO WE ARE & OUR EXPERIENCE WITH PROJECT-BASED LEARNING

Elsa Hepner & Maria-Teresa Capelle-Burny



PBL vs “traditional” learning

In PBL, students:

- Learn by *doing*.
- Can lead, initiate, and steer the direction of the project within the framework set by the teacher.
- Are typically more motivated because they are more heavily invested in the project. They take ownership of the work.

Also, in PBL, it should be noted that the teacher’s role typically becomes more of that of a facilitator as opposed to the expert.

LOWER SCHOOL

[Grade 4]

Qui suis-je?
(Who am I?)

QUI SUIS-JE?

4th Grade French Long-Term Project

Project Introduction:

Our class has been chosen to perform monologues to visiting French exchange students that will be at our school next month. They don't speak any English, so we have to write these in French! You may choose to be: a character from a book/play/movie/video game, a celebrity (actor, singer, dancer, artist, performer), an athlete, or somebody in your family. The *only* limitation is that your character must be human.



Qui suis-je? (Who am I?)

In your monologue, you will share the following information:

- Age, family, pets, location, job/occupation
- Personality traits
- Physical traits
- Interests and hobbies / likes and dislikes
- *Fun fact (optional)*

In May, our project will culminate in a class where everybody will share their monologue in character and the class will try guess who you are. During the presentation, you are encouraged to come dressed in costume or bring in a prop to help you get into character.

All of our lessons leading up to the presentation will be built around the talk points of your character.



Qui suis-je? (Who am I?) cont'd

Generally, this is the unit framework:

CLASS TIME GOALS	HW
1. Intro, character choosing, research time	<i>Character brainstorm sheet</i>
2. J'ai vs. Je suis, Linguascope, character portrait	<i>Finish character portrait</i>
3. Physical + personality traits, board game "Guess Who"	<i>Linguascope worksheet</i>
4. Cont'd, body drawing	
5. Group rough draft write up	
6. Student drafts + finals (typed)	<i>Finish for HW</i>
7. Group rehearsals + presentations	



 **LES BASES**

 **MOI ET MA FAMILLE**

 **MON ENVIRONNEMENT**

 **LA VIE AU QUOTIDIEN**

 **LES LOISIRS**

 **L'ALIMENTATION**

 **LE MONDE DU TRAVAIL**

 **OCCASIONS SPÉCIALES**

 **EN PLUS**



Mes animaux



Où j'habite



Les vêtements 1



Les vêtements 2



Le corps



Le visage



Les douleurs



Description du visage



Descriptions physiques



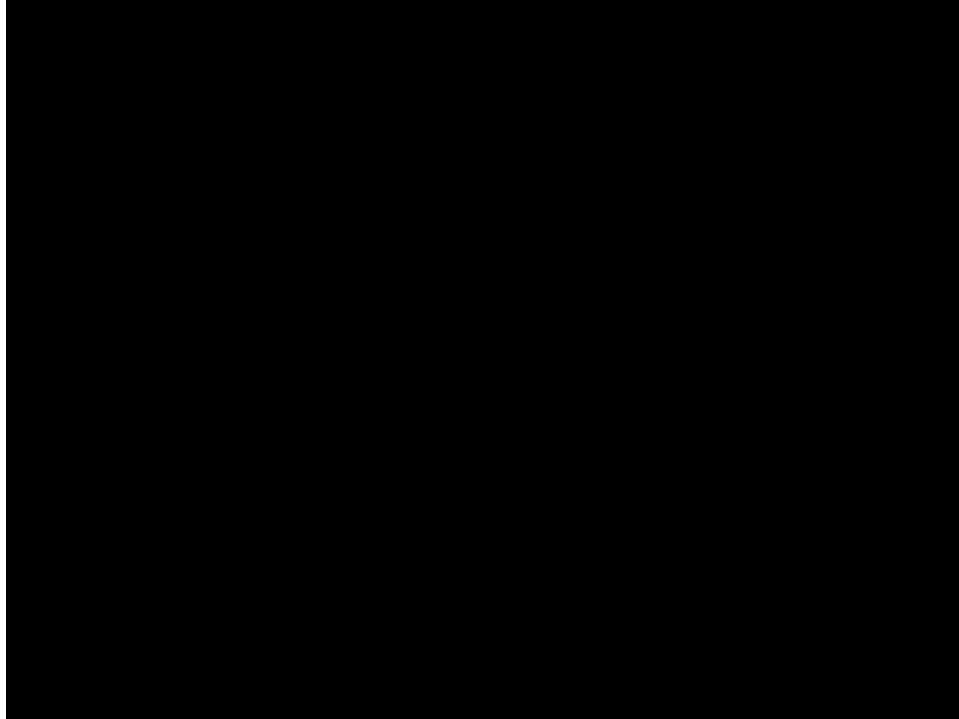
Les traits de personnalité



Les membres de la famille

FINAL STEP:

Can you guess who this student is?



MIDDLE SCHOOL

[Grades 7 & 8]

FRENCH:

Guide de New York

LATIN:

Mea Familia

MIDDLE SCHOOL

[Grades 7 & 8]

FRENCH:

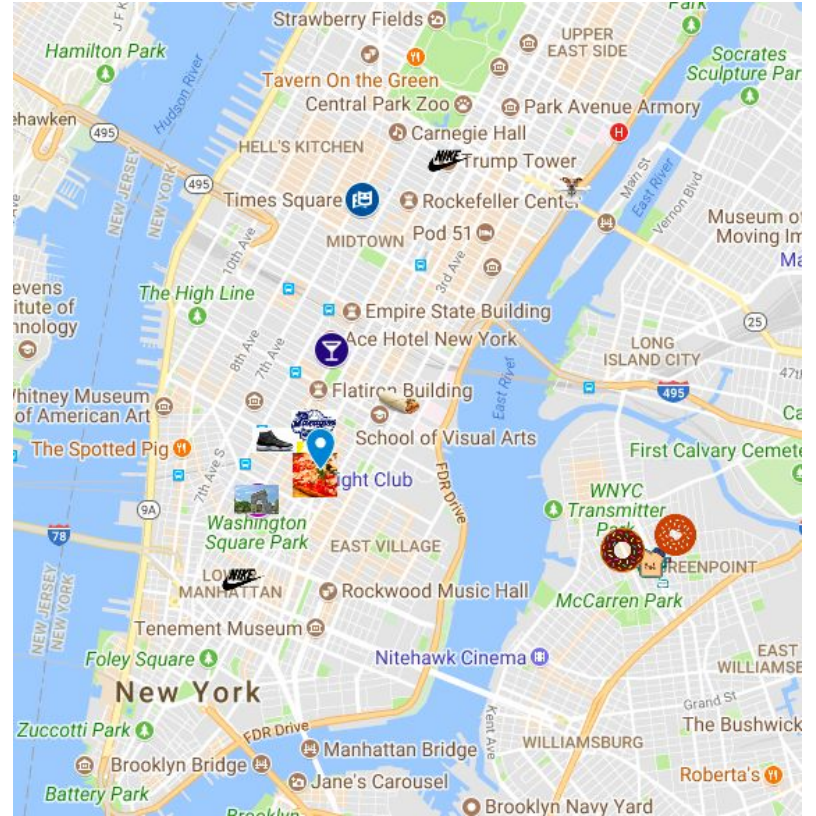
Guide de New York

GUIDE DE NYC

7th Grade French

Project Introduction:

Grace will be hosting students from a francophone middle school in Montréal. They will have some free time and have asked us for some recommendations on what to do in New York. They will also need help with directions on how to get to these places. Our job is to create a list of your favorite places in the city on a custom (and private) Google Map that will make our guest students' experience here unforgettable!



Guide de New York

STEP 1:

The students brainstorm what is needed in order to create an interesting, informative, and detailed review. They generally (sometimes with some teacher input) figure out that they will need to learn/review the following:

- *prepositions and giving directions*
- *places around town (the bank, the post-office, the subway station, etc.)*
- *adjective agreement and placement*
- *how to give advice*

Guide de New York (cont'd)

STEP 2:

I teach the students the vocabulary and grammar points through a variety of ways, which change year to year depending on the learning styles of the group as well as their overall strengths and challenges.

Additionally, I help them structure their review with a few leading questions, as well:

1. Quel est le nom de cet endroit?
2. Où se trouve cet endroit? *Dans quel quartier? Quel arrondissement?*
3. Qu'est-ce qu'il y a en face? À côté? Derrière?
4. Pourquoi l'aimes-tu?
5. Quels sont tes conseils?

Guide de New York (cont'd)

STEP 3:

The students write first drafts and then peer-edit with a writing and reading protocol I've established with them since the beginning of the year. (I also receive a copy of their first drafts and we conference about them.)

Step 4:

Their final drafts are created on a custom Google Map. We share their locations in a final oral presentation-style class with the map as a background.

2017 Guide de NYC

79 views

All changes saved in Drive

Add layer Share Preview

- Simon Square
- Sneaker Pawn
- Washington Square Park
- Washington Square Park
- Pie by the Pound
- Nike Soho
- L&B Spumoni Gardens
- Palace Theatre
- Paragon Sports
- Dos Toros Taqueria

OB

Individual styles

The Animal Medical Center

Mexico Lindo

Staples

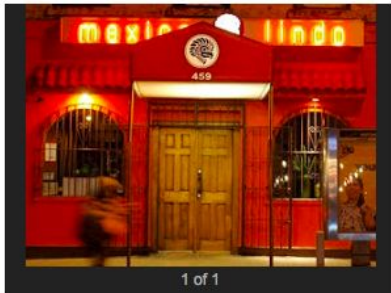
BD

Individual styles

Fort Greene Park

Colonia Verde

Mexico Lindo



1 of 1

Mon restaurant préféré c'est Mexico Lindo. Il est situé à 2nd Ave à Manhattan, NY. J'adore leur cuisine. Pour y aller, on peut conduire. C'est à côté de Duane Reade et c'est devant l'appartement de mon ami. Leur cuisine est brillant et le service est merveilleux. Je recommande d'essayer les nachos et, mon plat préféré, les fajitas au poulet. Les

40.73979, -73.9798



Google My Maps

MIDDLE SCHOOL

[Grades 7 & 8]

LATIN:

Mea Familia

Mea Familia Mini Project

Introduction

Grammar lesson on comparison of adjectives

Project Begins

- Students develop master vocabulary list of family members and adjectives needed to describe individuals on Google Docs.
- Next students draft and finalize 10 sentences about members of their families.

Final Steps

Students create a visual aid to present their sentences. Students have a lot of freedom with the final product as long as they meet the following requirements

- In sentences, names are replaced with picture
- There is a key at the bottom.
- There must be 10 sentences about their families, using at least three positive, three comparative, and three superlative adjectives.

HIGH SCHOOL PROJECT

[Grade 9]

Ancient Heroes

Project Overview

Introduction: Visit the Metropolitan Museum of Art

Students complete scavenger hunt to find classical and medieval representations of ancient heroes.

Project Begins

- Students are assigned/draw out of a hat a specific hero, e.g. Achilles, Aeneas, Hercules, Jason, Odysseus, Perseus, Romulus, Theseus.
- Draft, edit, and finalize monologue + Writer's Workshop

Final Steps

- Choose image
- Animate image and record monologue with Photospeak
- Present in class

Example of Student Work

Two Students as Odysseus



Photospeak

What is it?

- iPad application for animating photographs
- Can record voice and sync with animated photo
- Personalizes student research
- Connects students to an individual, fictional or historical
- Provides an opportunity to connect curriculum with art

Pros

- Students “become” individual
- Combines art, writing, and research
- Can remove stress of public presentation

Cons

- Cannot long clips; you must break down speeches and then combine clips on iMovie
- Animation does not work perfectly

BEG, BORROW, & STEAL

Let's spend the rest of the session in small groups by division. Use the following points to help shape your conversation:

DISCUSSION:

1. What is your school's view on PBL?
2. Do you use PBL in your classroom?
3. What successes/challenges have you had with PBL?

BEG, BORROW, & STEAL

Before we break for lunch, please share with the whole group one thing you are taking away with you today!