

The Intersection of the IPA and PBL:

Exploring a unit that demonstrates how the Integrated Performance Assessment pairs naturally with Project Based Learning

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Appendix A

Unit overview distributed to students at onset of unit instruction.

Plymouth-Whitemarsh High School

Getting Around!

What is it like to get to know another city?

PROFICIENCY GOAL → INTERMEDIATE MID

- ✓ I can understand the main idea in texts related to everyday life and personal interests.
- ✓ I can participate in a conversation on familiar topics using series of sentences.
- ✓ I can present information on a wide variety of familiar topics using connected sentences.

communicative scenario

Your new job wants you to develop some new construction abroad in the capital city of the Dominican Republic. Follow the steps to complete your research, propose your building, and make your bosses happy!

Interpretive Task

Your bosses decide that their new construction will take place in Santo Domingo, Dominican Republic. You decide to hit the internet to read up on the city.

Presentational Task

After your bosses delegated the type of building/place of interest they would like to construct, your job is to create a 3-D model and present it to you their local committee in Santo Domingo. You'll need to explain why you think it will be a successful addition to the city by explaining what happens there and also its culturally relevant features.

Interpersonal Task

Now that final construction is complete, your boss sends one of his Latin American representatives to visit Santo Domingo. Since you've been hands on with all the research, he has asked you to be the guide as the rep navigates the city. You will take the rep through the city describing what you see, giving him/her directions along the way to get to your construction and answering any questions or engaging in conversation along the way.

what will i be able to do with the language?

- ✗ I will be able to read about someone's past experience in a city.
- ✗ I will be able to understand people talking about their home towns.
- ✗ I will be able to follow spoken directions on a map.
- ✗ I will be able to read about what is done in various locations around a city.
- ✗ I can describe what items are found in a variety of locations around a city.
- ✗ I can describe what happens in places in a typical city.
- ✗ I can say what is allowed or not permitted in a variety of locations around a city.
- ✗ I can narrate my and others' experiences around a city.
- ✗ I can describe the features of my town and cities around the world.
- ✗ I can ask how to get to a certain destination.
- ✗ I give step by step directions around a city.
- ✗ I can ask for information about a sight or place of interest.
- ✗ I can relate a place of interest with a personal experience.
- ✗ I can comment or ask about cultural differences relative to places of interest in a foreign city.