

OVERVIEW: Your French teacher has been collaborating with your science teacher and decided that students would benefit from learning about environmental factors that impact animal migration by exploring different perspectives. You read a short article and view a video dealing with the theme, interpret a graph, have a short conversation with your teacher or classmate, and participate in a friendly competition dealing with the theme with your sister school in Canada.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-High students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).

SLO #3: Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.

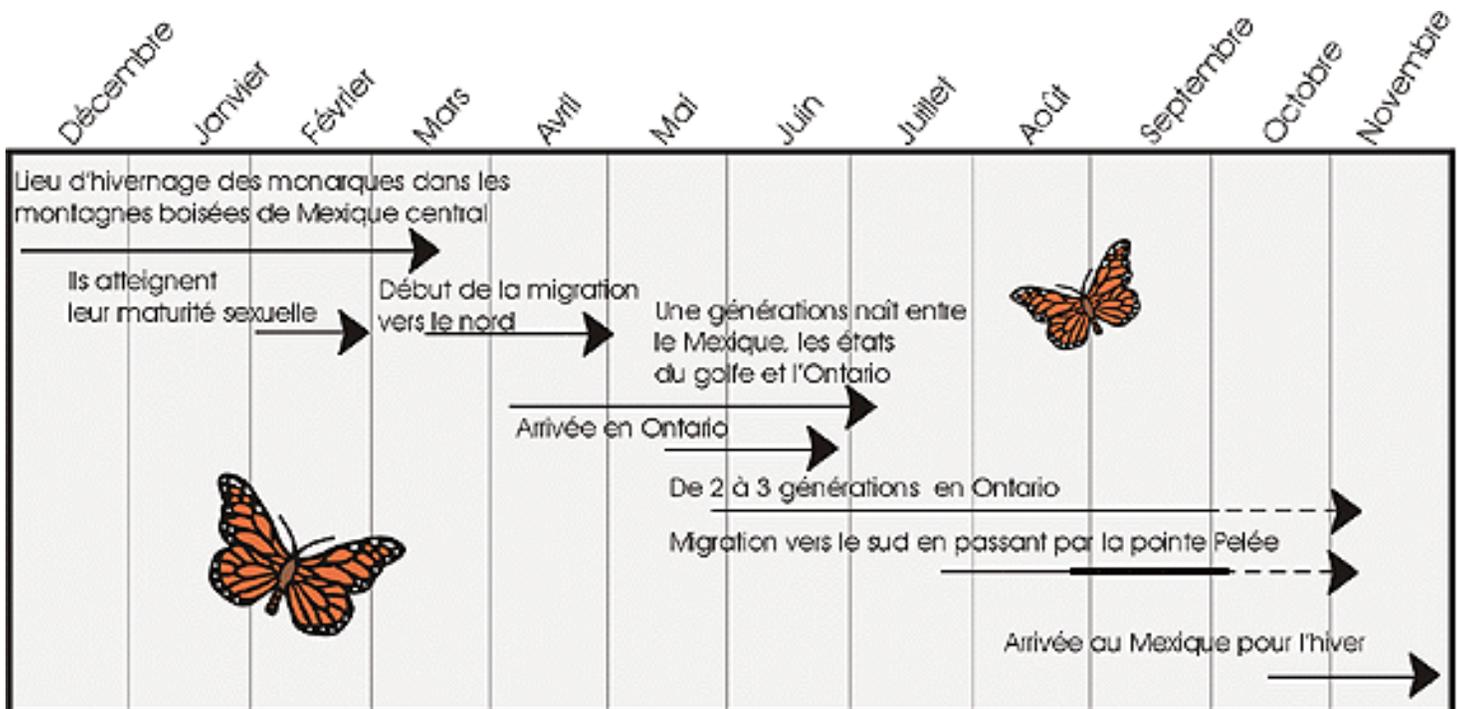
- A. Read the following to your students: Watch the video found at http://www.tv5.org/TV5Site/webtv/video-5022-Le_manchot_papou_raconte_La_fonte_des_glaces_de_l_Antarctique_affame_les_manchots.htm and read the text provided. Gather information about the animals and their plight in order to discuss the situation with your classmates. Answer the following questions in English. Base your responses on the video and text provided by your teacher.

Question	Answer
What is one of the main ideas presented in the text?	
Give one detail from the text to support your answer for question #1.	
How do the animals described in the text spend the majority of their time?	
Where do these animals live? Indicate the	

words in the text that helped you find this answer.	
What is happening to these animals? In your opinion, why is this important?	
What are two ways to say iceberg in French?	
Look at the following two sentences and determine the meaning of the construction <i>Il ne font...que...</i> Oiseaux migrateurs, ils passent jusqu'à 70% de leur temps en mer, se reposant sur des icebergs ou des blocs de glace à la dérive. <i>Ils ne font</i> de séjours prolongés sur la terre ferme <i>que</i> pour se reproduire et élever leurs poussins.	

SLO #2: Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.

B. Read the following to your students: Based on the chart found at <http://www.pc.gc.ca/fra/pn-np/on/pelee/natcul/monarch.aspx>, trace the migratory path of the monarch butterfly as it journeys between its winter and summer homes. Use the map provided to show your understanding of the information.





INTERPERSONAL MODE:

SLO #4: Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration.

Discuss with your classmates and your teacher the information gathered from the two texts about migratory animals. Compare the information gathered and decide for which cause your class will work.

Use the graphic organizer below to compare and contrast the two types of migratory animals.

Name of Animal	Location	Migratory Pattern	Problem Facing the Animal

Note to teacher: To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

PRESENTATIONAL MODE:

SLO #5: Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals’ migratory habits.

Read to students: Your sister school in Canada is also studying about environmental factors that impact animal migration. Your two classes decide to have a friendly competition in which the students from the class in Canada will select the podcast from your class that they find the most compelling with regard to proposing solutions to the environmental problems that affect migratory patterns. Your class will select the most compelling submission from the class in Canada. You create a podcast about the plight of one of the migratory animals that you have studied in which you propose steps that might be taken to counteract environmental problems that affect migratory patterns.

Note to teacher: To assess whether your students are performing at the Novice-High level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate.*)