

**OVERVIEW:** After studying about recycling in the United States and other parts of the world your teacher shares with you how people in Spain and Argentina separate their garbage. You listen as he/she reads the highlights and determine which items should be placed in which containers. Next you have a conversation with your classmate/teacher about recycling in your school and what things you and your families recycle. Finally, you prepare a multimedia presentation in which you use visuals and graphics to share which items are recycled in your school and which items are recycled in the Spanish-speaking world.

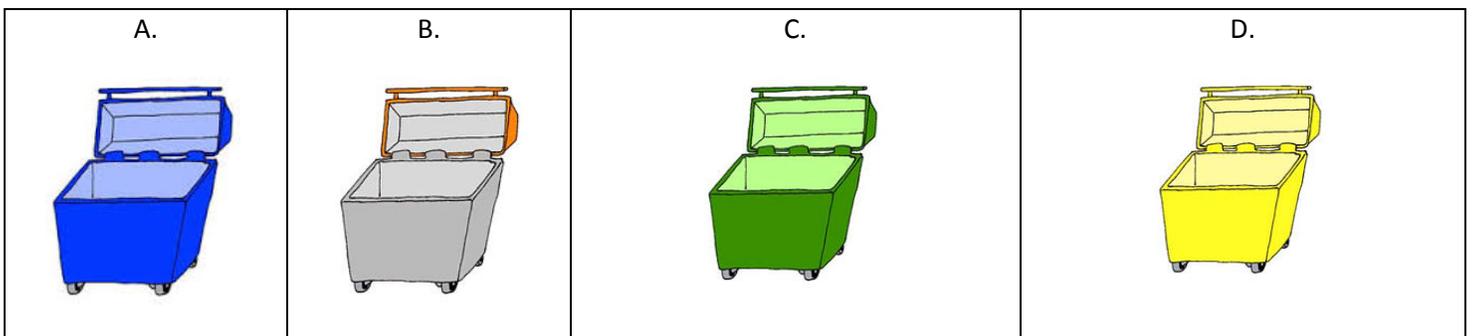
**NOTE TO TEACHERS OF OTHER LANGUAGES:** To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit [http://goes.gsfc.nasa.gov/text/web\\_country\\_codes.html](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-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

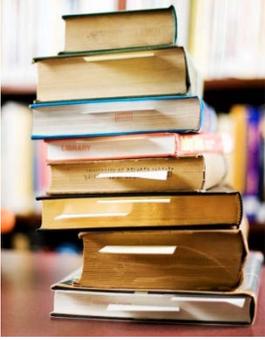
**INTERPRETIVE MODE:**

**SLO #1:** Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s).

Read the following to your students: Based on the posters that I share with you, tell where you would put the following materials.

Note to teacher: Share the information about separating garbage found at <http://www.reciclarencasa.com.ar/usocontenedores.htm> and on page 2 of <http://www.madrid.es/UnidadesDescentralizadas/Agenda21/ContenidosBasicos/Ficheros/Gu%C3%ADaSepararResiduosDom%C3%A9sticosNi%C3%B1os.pdf>. Prior to administering this assessment, you may wish to review the pictures with the students.



 <p>A B C D</p>	 <p>A B C D</p>	 <p>A B C D</p>	 <p>A B C D</p>
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**INTERPERSONAL MODE:**

**SLO #2:** Give and follow directions regarding recycled products.

**SLO #3:** Ask and respond to memorized questions about recycled products using digital tools and face-to-face communication.

- A. Read to the students: You and your classmate have a partial list of where recycling items in your school should be stored. Give directions to each other so that both of you have a complete list. Remember to include the color of the container in your directions. Note to teacher: Information is provided in English so that teachers of all languages can understand the assessment. The information gap should be provided in the target language.

**Information Gap – Student A (or teacher)**

Item	Where to store them for recycling purposes
	
	Container - cafeteria

	
	<p>Container - cafeteria</p>
	
	<p>Container - cafeteria</p>

Information Gap – Student B or teacher

Item	Where to store them for recycling purposes
	<p>cardboard box - classroom</p>
	
	<p>Cardboard box - classroom</p>
	

	Cardboard box – main office
	

B. Read to the students: While you were studying about recycling in your community and the Spanish-speaking world, you discovered that items for recycling may vary from community to community and from home to home. Find out from your classmate which items he/she and his/her family regularly recycle. Use the graphic organizer below to help you formulate your questions and to record responses. The last row is for you to ask about anything else related to recycling. Note to teacher: You may wish to have the students record their conversations and assess them later.

Item	Yes	No
		
		
		

		
		
<p>????</p>		

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

**PRESENTATIONAL MODE:**

SLO #4: Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.

Your school has decided to have a contest similar to the one held in Chile. (See <http://www.claneco.com/cl/alimenta-tu-imaginacion-primer-concurso-infantil-de-videos-sobre-reciclaje-2013/> for additional information.) Now that you are an expert on recycling, create a multimedia presentation in the target language in which you compare ways people recycle in the United States and the target culture community. You may wish to use a Venn diagram or another type of graphic organizer to help you with this task.

Note to teacher: To assess whether your students are performing at the Novice-Mid 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*.