

OVERVIEW: After studying about recycling in the United States and other parts of the world you and your class further explore sustainable development. You listen as your teacher reads recommendations for conserving energy in Spain. Next you have a conversation with your classmate/teacher about environmental practices in your school community and home. Finally, you prepare a multimedia presentation in which you use visuals and graphics to share and compare environmental practices in the home culture and 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. 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 environmental products, and practices of the target culture(s).

Read the following to your students: Your teacher shares with you 5 recommendations from a website in Spain that talk about things we can do to protect the environment. Decide which picture best represents the advice given. (Retrieved from <http://listas.eleconomista.es/naturaleza/1430-10-consejos-para-cuidar-el-medio-ambiente> 7/31/13.) Note to teacher: Read only #1, 4, 5, 6, and 7. Prior to administering this assessment, you may wish to review the pictures with the students. Remember to read the statements out of order or switch the order of the pictures.

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10 consejos para cuidar el medio ambiente

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El medio ambiente es cada vez más importante para nosotros, nuestros hijos y nuestros nietos. Planeta solo hay uno y es nuestro deber cuidarlo. Ahí van unos consejos (facilitos) para preservarlo.

1. Ahorra agua
2. Evita las bolsas plásticas

Cuando vayas a comprar lleva tus propias bolsas. Las de plástico contaminan, cada vez son peores y se rompen y además las cobran.

3. Ahorra gasolina

No des acelerones fuertes con el coche. NO estés esperando por alguien con el coche encendido. Conduce de manera tranquila y eficiente.

4. Recoge los 'regalitos' de tu mascota
5. Separa

Tres cubos, tres basuras: orgánicos, plásticos y papel. Vidrios también aparte.

INTERPERSONAL MODE:

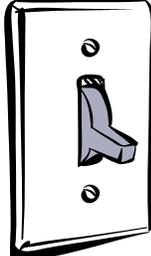
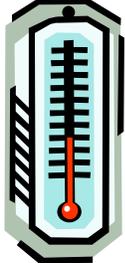
SLO #2: Give and follow directions regarding environmental practices.

SLO #3: Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language.

- A. Read to students: You and your classmate/teacher are discussing your school conservation plan. Ask your teacher what you should do with at least two of the items pictured below. Answer your teacher’s questions about what he/she should do with other items. The graphic organizer may help you to come up with some questions.

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.

Item	Question and Answer Starters	Draw a picture to show you understand the suggested practice.
	<p>What should I do...?</p> <p>You should...</p>	
	<p>What should I do...?</p> <p>You should...</p>	

	<p>What should I do...?</p> <p>You should...</p>	
	<p>What should I do...?</p> <p>You should...</p>	

B. Read to students: While you were studying about sustainable practices in your community and the Spanish-speaking world, you learned that practices may vary from community to community and from home to home. Find out from your classmate/teacher in which practices he/she and his/her family participate. 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 sustainable practices.

Note to teacher: You may wish to have the students record their conversations and assess them later.

Practice	Yes	No
Always turn off the lights when leaving a room.		
Always turn off the television when leaving a room.		
Keep the thermostat at 65 in the winter.		
Keep the thermostat at 75 in the summer.		
Use public transportation often.		
Walk to places in the community often.		
Carpool often.		
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Note to teacher: 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 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 environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.

Create a multimedia rich presentation in which you compare environmental practices in your community with those that you learned about from the interpretive task where your teacher read

information contained on the website from Spain. You may wish to use a Venn diagram or another graphic organizer to create your presentation.

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*.