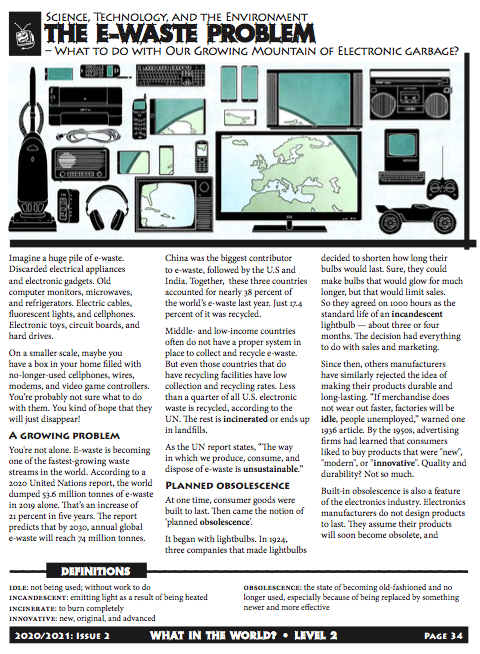
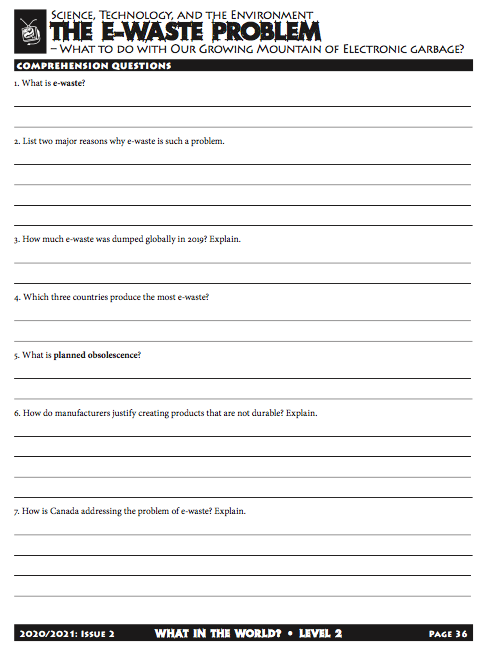
**Learning Plan: SECONDARY**

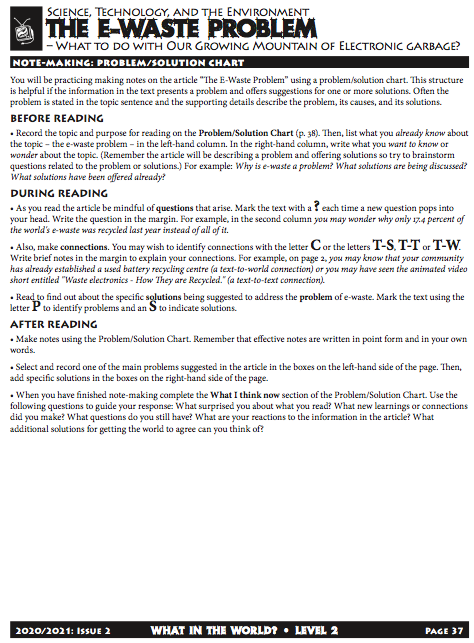
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| **Title of lesson** | | The E-Waste Problem | | **Grade level** | Secondary 3 |
| **Subject** | | ESL | | **Topic** | E-Waste |
| **Relevance** | | Students learn about the important issue that is e-waste. They also learn about how it is harming our world and what they can do to help stop/reduce the issue. The students are growing up in a consumer society which thrives off planned obsolescence and this is exactly why this topic is so relevant for them. | | | |
| **Resources Required** | | *What in the World?* Level 2 Issue 2 article and questions on E-Waste (p.33-41) *\*\*See pictures of issue at the end of the document\*\**  YouTube video: How E-waste is harming our world (<https://www.youtube.com/watch?v=-uyIzKIw0xY>)  Observation Assessment Tool | | | |
| **QEP Subject Area Competencies** | | C1: Interacts Orally in English – students discuss e-waste  C2: Reinvests understanding of texts – students will be able to answer questions related to the article and video | | | |
| **Knowledge being taught (PoL)** | | Functional Language | * Identification and description (describe e-waste issue) * Opinion (state, ask and support which items go into which categories and what creates the most to least e-waste) | | |
| Vocabulary | * E-waste, planned obsolescence…vocabulary related to the e-waste issue and solutions | | |
| Language Conventions |  | | |
| Strategies | * Cognitive strategies: note taking | | |
| Text Types |  | | |
| **Learning Objectives** | | The secondary 3 PEI students will be able to discuss e-waste and how it is harmful to our planet after having read the article from “What in the World” magazine and watching the YouTube video “How e-waste is harming our world”. Students will be able to do this after having time to talk about the text and video in pairs. | | | |
| **Essential Question(s)** | | What is E-waste and how is it damaging our planet? What can we do to reduce or stop e-waste? | | | |
| **Lesson Timing** | **Start-up Routines**  Take attendance, ask students how they are doing, ask them what the date is, tell them the objective for this long-term lesson.  Write agenda on the board:   1. Attendance 2. What in the World? Issue 2 – The E-waste problem 🡪 password: fire 3. Video 4. Next class | | | | |
|  | **Introduction (hook):** | | | **Student will know:** | |
| 1. Give students 2mins to write down as many e-waste products as they can think of (on a loose-leaf). 2. Ask students how many they thought of. 3. Students get into a group of 4 and compare the items (write them down on a new loose-leaf), making sure to separate them into categories (small electronics, appliances…). 4. Students will then be asked to rank their categories to reflect which ones they believe generate the most to the least amount of e-waste. 5. Students will share their lists with the class. 6. I will then project the global e-waste bar graph so students could see how bad each category really is (https://www.bbc.com/news/business-51385344) | | | Students will know what e-waste is and how it is harming are planet. | |
|  | **Development (Learning activities – step by step sequential procedure):**   1. Ask students to go to p.37 and read what they need to do before reading the article. 2. Students will then need to go to p.38 to write down the topic, purpose for reading, “What I already know” and “what I wonder?” 3. Students will volunteer to say what they wrote 4. Students will then be asked to read p.37 during reading 5. Students will read p.34-35 and take the notes they were instructed to take on p.37 6. I will then have students watch the YouTube video (<https://www.youtube.com/watch?v=-uyIzKIw0xY>) 7. Students will take notes at the same time as watching the video 8. Students will then read the section on p.37: after reading 9. In pairs, they will then go to p.38 and fill out the problem/solutions part as well as the “What I think now” part 10. Students will then work in the same pairs to answer the comprehension questions on p.36 | | | **Students will understand:** | |
| Students will understand what e-waste and how it is harming our world. They will also understand the different ways they can help fix the problem. | |
| **Students will do:** | |
| Students will be able to discuss e-waste and the issues surrounding it with their peers. | |
| **Cross Curricular Competencies:** | |
| Cooperates with others  Communicates appropriately  Uses Information | |
| **Broad Areas of Learning:** | |
| Environmental Awareness & Consumer Rights & Responsibilities | |
| **Universal Design for Learning/ Differentiation:** | |
| Students will only have to speak with their peers and not in front of the entire class. Students will also have plenty of time to discuss the text with their peers (they will be able to get help from their peers). There is no formal evaluation and they are given plenty of time before being evaluated (they have plenty of time to learn the material). | |
| **Closure (transition):**  Students will be asked to share with the class the problem/solutions that they came up with and what they have learned.  Students will fill out the acrostic “e-waste” using adjectives that describe the issue. (This is used as a fun little game to end the class)  Students will be told to bring their “What in the World?” issue to the next class because we will be continuing on with the other sections | | | **FORMATIVE - Assessment FOR learning:** | |
| The teacher will circulate and be able to give students feedback on their answers and their pronunciation. | |
| **FORMATIVE - Assessment AS learning:** | |
| Students will be filling out the problem/solutions chart identifying what they are learning | |
| **SUMMATIVE - Assessment OF learning:** | |
| The teacher will circulate with a C1 observation checklist | |
| **Further considerations (follow up activities)** | | | | | |
| Students will continue answering the questions during the following class, will finish completing the Problem/Solutions chart and will answer the “Questions for further thought”. There will be a third class dedicated to answering the “Questions for Online Exploration”. The final three classes will be reserved for the final project which is a poster project in which they must find a slogan against e-waste and add a few facts which will need to be presented to the class and will then be hung up on the classroom wall. | | | | | |

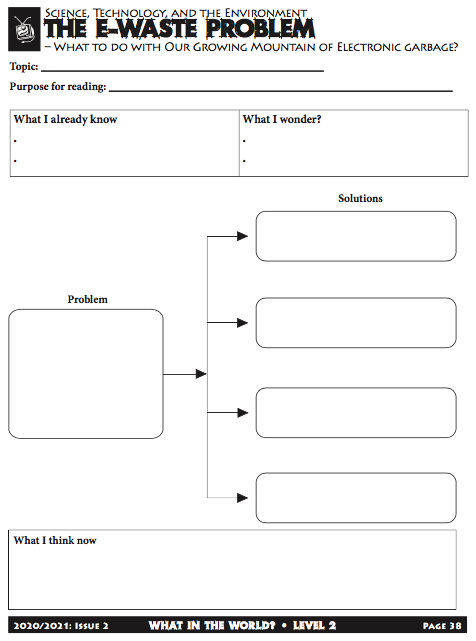
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| **Professional Competencies:** |
| PC3 – E-waste is a current issue in the world and PEI students are expected to develop their understanding of the world in a different manner than their peers in the regular stream which makes this long-term lesson perfect for them to work on their competency development.  PC4 – the issue of e-waste is something very relevant that students must understand, and I will complete the lesson in an interactive manner so that the students are as engaged in their learning as possible  PC8 – The use of audio visual to complete the students understanding after having read the text is a great way to make sure that students really understand the material that is being presented to them. |

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