

Name: _____

Student #: _____

QUARTER 1

CURRENT EVENT WEDNESDAYS:

HOW DOES RECYCLING MAKE A DIFFERENCE?



****LESSONS MUST BE COMPLETED ON A WEEKLY BASIS****

4 - Exceeds	3 - Meets	2 - Approaching	1 - Beginning	0
100-90% My work meets ALL the criteria for high quality consistently. All responses are in complete sentences.	My work is 90-75% complete and/or misses 1-2 criteria sometimes. Most responses are in complete sentences.	My work is 75-50% complete. My work has evidence of quality but not consistently. Some responses are in complete sentences.	More than 50% of my work is not done or not yet meeting many criteria for quality.	No work completed.

PACKET DUE: _____

SS Q1 Current Events Wednesday - Lesson 1
Is recycling worth the cost and effort?

Learning Targets:

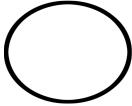



- I CAN gist an article for its main idea and supporting evidence
- I CAN annotate the text “Should the U.S. scrap its recycling program?”

Do Now

Answer in complete sentences: What does it mean to reduce, reuse, recycle?

Fill in the purpose for each annotation symbol in the right-hand column.

Text Symbols for Annotations

<p>----- 1</p> <p>----- 2</p> <p>----- 3</p>	
	
<p align="center"><u>Underline</u></p> <p align="center">Highlight </p>	
	
	

PRO/CON: Should the U.S. scrap the recycling program? By: Tribune News Service, adapted by Newsela staff (1/3/2016)	Gist/Annotations
<p>The costs of recycling outweigh the benefits If you're worried about the planet, please make sure your garbage is buried in a landfill. There is plenty of space available.</p> <p>On the surface, the phrase "reduce, reuse, recycle" may seem like a realistic call to action. It makes particular sense to those who want to reduce the amount of oil and gas that are burned and halt climate change, and reduce the amount of garbage we will leave for future generations to deal with.</p> <p>The truth, however, is that the cost of the recycling process almost always outweighs the benefits.</p> <p>Even the U.S. Environmental Protection Agency (EPA) says it only makes sense economically and environmentally to recycle about 35 percent of our trash. Among those materials are paper and aluminum cans, according to the government department.</p> <p>More Expensive And More Electricity Recycling 1 ton of paper or aluminum cans, the agency says, can save about 3 tons of carbon dioxide emissions over producing new materials. Carbon dioxide, a gas, is produced during the recycling process and can lead to climate change. A ton equals 2,000 pounds.</p> <p>Not so fast.</p> <p>Paper mills pay for the trees they process. If it was cheap enough to recycle scrap paper, producers would be beating down your door to buy it. There is a good reason why they aren't.</p> <p>It's more expensive and takes more electricity and water to recycle old paper than to cut down pine trees, turn them into paper, and then grow new trees.</p> <p>Plastic, which is made from oil, is another problem. Recently the price of oil has gone way down. It has now become cheaper to make a new plastic container than to recycle an old one. Also, the EPA says that recycling a ton of plastic saves only about a ton of carbon dioxide. However, that doesn't take into account the water to rinse their plastic containers before people put them into a recycling bin.</p> <p>John Tierney is a science writer for The New York Times newspaper. He pointed out that if people use hot water to wash plastic containers, they actually contribute to sending more carbon dioxide into the atmosphere. Coal or gas is burned to heat the</p>	<hr/>

water up in the first place.

Are We Pretending About Recycling?

Glass is even worse. To reduce emissions by 1 ton you have to recycle 3 tons of glass. Including the cost of collecting old glass from neighborhoods, and the pollution produced by the collection trucks and the recycling process itself, glass recycling creates more emissions. It is also more expensive than making glass from scratch. New glass is made mainly from sand, and we have plenty of cheap sand in the world.

Many cities pick up glass in recycling trucks only to dump it at the local landfill.

Why are they pretending? Because people feel emotional about the motto “reduce, reuse, recycle.” They learn it in school and hear it everywhere they go. Most Americans are blind to the evidence about recycling programs. More environmentalists should consider the costs and benefits of recycling programs. They should get rid of those that waste money and harm the environment.

If recycling saved money, companies would be lined up at your doorstep to buy your trash. Don’t look now, because they’re not there.

The true recycling test is whether someone will pay you to sort and save your trash. If they’re not, what you’ve been told about recycling is probably just garbage.

Recycling cuts down the amount we waste

We Americans use a lot and waste a lot. We dump far more trash than we need to into landfills. In fact, we make twice as much garbage per person as Western Europe.

The amount of trash produced annually in the United States has tripled since 1960. In 2013, it totaled 254 million tons, which comes to 4.4 pounds per person every day. A ton equals 2,000 pounds.

We’ve made a lot of progress over the years in handling garbage. People started recycling much more after the mid-1980s. On average, Americans today recycle or compost about one-third of their trash.

Seattle's Pay-As-You-Throw System

The U.S. Environmental Protection Agency (EPA) is a government department. It reports that we recycle about two-thirds of paper, and just over half of aluminum cans. Yet, we recycle only 4 out of 10 electronics items such as cellphones and computers, and only about one-third of glass containers and even slightly less of plastic bottles and jars.

Some states and cities take recycling seriously. Cities such as Seattle, Washington, encourage recycling. Seattle charges people money for throwing out their garbage. People call it a pay-as-you-throw system. Even if the cost is small, it encourages people to recycle, and they do.

In 2014, half the people in Seattle recycled their trash. This rate continues to improve. The city is trying to reduce as much garbage as possible. Few other cities have set such a high goal.

Critics Sending The Wrong Message

Some critics see matters differently. They argue that recycling costs too much and is not effective. Some states seem to agree with them. They do not want to contribute to the cost of city recycling programs and say the cities should end their programs or pay for the cost themselves.

Is this the right action to take? Recycle only if there are enough benefits? Doing that would send exactly the wrong message.

Some experts believe that we should start way before this point. We should prevent or reduce waste when things are made. Then we should reuse what is left over, and only then throw out what cannot be recycled.

No one argues that the cost of recycling is not important. Still, there are ways to deal with that cost rather than say it is too high and abandon recycling programs. We could follow the lead of cities like Seattle by putting a price on trash. If people have to pay more, they will find ways to reduce the amount of trash they throw out. Also, the fees can cover the cost of recycling programs.

We are in the early stages of an important change. It will reduce waste and pollution and get people to change what they use and what they throw out. That's the way to go.

Gist the Article

Gist the article for its overall main idea and at least 2 supporting reasons

EXIT TICKET

CIRCLE your Level of Understanding of the Learning Targets for today's lesson:

I CAN gist an article for its main idea and supporting evidence

LEVEL 1- Confused	LEVEL 2- Approaching	LEVEL 3- Understand	LEVEL 4- Expert
I am having a hard time understanding this, even with help.	I am starting to understand this but still need some more practice. I am trying but still make mistakes.	I understand this and can do this by myself, making little to no mistakes.	I can do this quickly with no mistakes. I can easily explain it to someone else and apply it in new ways.

I CAN annotate the text "Should the U.S. scrap its recycling program?"

LEVEL 1- Confused	LEVEL 2- Approaching	LEVEL 3- Understand	LEVEL 4- Expert
I am having a hard time understanding this, even with help.	I am starting to understand this but still need some more practice. I am trying but still make mistakes.	I understand this and can do this by myself, making little to no mistakes.	I can do this quickly with no mistakes. I can easily explain it to someone else and apply it in new ways.

SS Q1 Current Events Wednesday - Lesson 2
How does recycling make a difference?

Learning Targets:

- I CAN work collaboratively with my peers
- I CAN annotate a chosen text

Do Now

Fill out the chart below in response to the photo on our packet's cover page. In the "I Notice" section write down any key observations you make about the image. In the "I Wonder" write a corresponding question that you have based off what you observed.

I notice...	I wonder...

Group Activity

Today, you will be reading an article with your assigned group to complete two primary objectives:

- ☐ Fully Annotated Article (Separate Handout)
- ☐ Discuss Extension Questions and take notes (Folder Paper)

Within your groups, you will also take on a specific role to ensure you contribute effectively and respectfully to your group and today's objectives.

- **WORD SEARCHER**- identifies important words AND in charge of looking up words in dictionary
- **NOTE TAKER** - will write neatly on folder paper during discussion
- **TASKMASTER** - makes sure everyone's annotations are the same and monitor group's voice level.
- **TIMEKEEPER** - will alert group every 10 minutes that passes during work time and aid NOTETAKER
- Optional: **READER**- reads each section out loud AND makes sure everyone is paying attention

Exit Ticket: Reflect on Learning Targets

CIRCLE your Level of Understanding of the Learning Targets for today's lesson:

I CAN work collaboratively with my peers

LEVEL 1- Confused	LEVEL 2- Approaching	LEVEL 3- Understand	LEVEL 4- Expert
I am having a hard time understanding this, even with help.	I am starting to understand this but still need some more practice. I am trying but still make mistakes.	I understand this and can do this by myself, making little to no mistakes.	I can do this quickly with no mistakes. I can easily explain it to someone else and apply it in new ways.

I CAN annotate my group article

LEVEL 1- Confused	LEVEL 2- Approaching	LEVEL 3- Understand	LEVEL 4- Expert
I am having a hard time understanding this, even with help.	I am starting to understand this but still need some more practice. I am trying but still make mistakes.	I understand this and can do this by myself, making little to no mistakes.	I can do this quickly with no mistakes. I can easily explain it to someone else and apply it in new ways.

GRADE each member from Level 1 to Level 4 based on how well they fulfilled their job in today's activity:

Job + Name	Score	Why?
WORD SEARCHER - identifies important words AND in charge of looking up words in dictionary Name: _____		
NOTE TAKER - will write neatly on folder paper during discussion Name: _____		
TASK MASTER - makes sure everyone's annotations are the same Name: _____		
TIMEKEEPER - will alert group every 10 minutes that passes Name: _____		
Optional: READER - reads each section out loud AND makes sure no one else is talking Name: _____		

SS Q1 Current Events Wednesday - Lesson 3
How does recycling make a difference?

Learning Targets:

- I CAN work collaboratively with my peers and complete a given task
- I CAN be a respectful audience member and provide thoughtful feedback for my peers.

Do Now

1. How can we be respectful audience members when someone presents to the class?

2. Is everyone equally comfortable being the center of attention? What kind of advice would you give to someone who doesn't like presenting?

3. What are some actions we would **NOT** want to see in the audience when we are delivering a presentation? *Make a list*

Group Activity Work Time

Today, you will be reading an article with your assigned group to complete one primary objective:

- ☐ Answer and Record Extension Questions on Poster Paper
- ☐ Prepare a 3-5 minute Presentation

Within your groups, you will also take on a specific role to ensure you contribute effectively and respectfully to your group and today's objectives.

- **NOTE TAKER** - will write neatly on poster paper during discussion
- **TASKMASTER** - makes sure everyone is on task and monitor group's voice level.
- **TIMEKEEPER** - will alert group every 10 minutes that passes during work time and aid NOTETAKER
- **PRESENTER** - will practice presentation and speak clearly and loudly for the class to hear
- Optional **Feedback Partner** - will work with Presenter as poster holder/Co-Presenter to showcase findings

Presentation Expectations

As our Presenters present, remain engaged and thoughtful. After each person presents their groups article, you will assess their presentation against the rubric provided.

Presenter Name(s): _____

Article Title: _____

	Exceeds standards	Meets standards	Does not meet standards
Eye Contact	<input type="checkbox"/> Looks at audience, memorized presentation	<input type="checkbox"/> Uses paper and looks up every so often	<input type="checkbox"/> None or very little eye contact
Voice	<input type="checkbox"/> Speaks clearly; not too quickly or slowly <input type="checkbox"/> Speaks loudly enough for everyone to hear; <input type="checkbox"/> Changes tone to maintain interest	<input type="checkbox"/> Speaks loudly and clearly enough to be heard most of the time <input type="checkbox"/> Speaks appropriately	<input type="checkbox"/> Too soft and mumbles <input type="checkbox"/> May speak too informally or use too many fillers (um, like, so, etc.)
Posture/ Confidence	<input type="checkbox"/> Uses natural gestures and movements <input type="checkbox"/> Seems comfortable in front of an audience	<input type="checkbox"/> Stands straight <input type="checkbox"/> Student seems prepared	<input type="checkbox"/> Slouching, moving around, fidgeting <input type="checkbox"/> Laughing, playing obviously nervous

Presenter Name(s): _____

Article Title: _____

	Exceeds standards	Meets standards	Does not meet standards
Eye Contact	<input type="checkbox"/> Looks at audience, memorized presentation	<input type="checkbox"/> Uses paper and looks up every so often	<input type="checkbox"/> None or very little eye contact
Voice	<input type="checkbox"/> Speaks clearly; not too quickly or slowly <input type="checkbox"/> Speaks loudly enough for everyone to hear; <input type="checkbox"/> Changes tone to maintain interest	<input type="checkbox"/> Speaks loudly and clearly enough to be heard most of the time <input type="checkbox"/> Speaks appropriately	<input type="checkbox"/> Too soft and mumbles <input type="checkbox"/> May speak too informally or use too many fillers (um, like, so, etc.)
Posture/ Confidence	<input type="checkbox"/> Uses natural gestures and movements <input type="checkbox"/> Seems comfortable in front of an audience	<input type="checkbox"/> Stands straight <input type="checkbox"/> Student seems prepared	<input type="checkbox"/> Slouching, moving around, fidgeting <input type="checkbox"/> Laughing, playing obviously nervous

Presenter Name(s): _____

Article Title: _____

	Exceeds standards	Meets standards	Does not meet standards
Eye Contact	<input type="checkbox"/> Looks at audience, memorized presentation	<input type="checkbox"/> Uses paper and looks up every so often	<input type="checkbox"/> None or very little eye contact
Voice	<input type="checkbox"/> Speaks clearly; not too quickly or slowly <input type="checkbox"/> Speaks loudly enough for everyone to hear; <input type="checkbox"/> Changes tone to maintain interest	<input type="checkbox"/> Speaks loudly and clearly enough to be heard most of the time <input type="checkbox"/> Speaks appropriately	<input type="checkbox"/> Too soft and mumbles <input type="checkbox"/> May speak too informally or use too many fillers (um, like, so, etc.)
Posture/ Confidence	<input type="checkbox"/> Uses natural gestures and movements <input type="checkbox"/> Seems comfortable in front of an audience	<input type="checkbox"/> Stands straight <input type="checkbox"/> Student seems prepared	<input type="checkbox"/> Slouching, moving around, fidgeting <input type="checkbox"/> Laughing, playing obviously nervous

Presenter Name(s): _____

Article Title: _____

	Exceeds standards	Meets standards	Does not meet standards
Eye Contact	<input type="checkbox"/> Looks at audience, memorized presentation	<input type="checkbox"/> Uses paper and looks up every so often	<input type="checkbox"/> None or very little eye contact
Voice	<input type="checkbox"/> Speaks clearly; not too quickly or slowly <input type="checkbox"/> Speaks loudly enough for everyone to hear; <input type="checkbox"/> Changes tone to maintain interest	<input type="checkbox"/> Speaks loudly and clearly enough to be heard most of the time <input type="checkbox"/> Speaks appropriately	<input type="checkbox"/> Too soft and mumbles <input type="checkbox"/> May speak too informally or use too many fillers (um, like, so, etc.)
Posture/ Confidence	<input type="checkbox"/> Uses natural gestures and movements <input type="checkbox"/> Seems comfortable in front of an audience	<input type="checkbox"/> Stands straight <input type="checkbox"/> Student seems prepared	<input type="checkbox"/> Slouching, moving around, fidgeting <input type="checkbox"/> Laughing, playing obviously nervous

Presenter Name(s): _____

Article Title: _____

	Exceeds standards	Meets standards	Does not meet standards
Eye Contact	<input type="checkbox"/> Looks at audience, memorized presentation	<input type="checkbox"/> Uses paper and looks up every so often	<input type="checkbox"/> None or very little eye contact
Voice	<input type="checkbox"/> Speaks clearly; not too quickly or slowly <input type="checkbox"/> Speaks loudly enough for everyone to hear; <input type="checkbox"/> Changes tone to maintain interest	<input type="checkbox"/> Speaks loudly and clearly enough to be heard most of the time <input type="checkbox"/> Speaks appropriately	<input type="checkbox"/> Too soft and mumbles <input type="checkbox"/> May speak too informally or use too many fillers (um, like, so, etc.)
Posture/ Confidence	<input type="checkbox"/> Uses natural gestures and movements <input type="checkbox"/> Seems comfortable in front of an audience	<input type="checkbox"/> Stands straight <input type="checkbox"/> Student seems prepared	<input type="checkbox"/> Slouching, moving around, fidgeting <input type="checkbox"/> Laughing, playing obviously nervous

Classwide Presentation Reflection	
Overall Glows	Overall Grows

Exit Ticket: Group Grading

GRADE each member from Level 1 to Level 4 based on how well they fulfilled their job in today's activity:

Job + Name	Score	Why?
NOTE TAKER - will write neatly on poster paper during discussion Name: _____		
TASK MASTER - makes sure everyone is on task and not distracting anyone Name: _____		
TIMEKEEPER - will alert group every 10 minutes that passes during work time Name: _____		
PRESENTER - will practice presentation and speak clearly and loudly for the class to hear Name: _____		
Optional Feedback Partner - will work with Presenter as poster holder/Co-Presenter to showcase findings Name: _____		