

臺北市立 南門 國民中學 112 學年度 彈性學習課程計畫

課程名稱	世界萬花筒	課程類別	<input checked="" type="checkbox"/> 統整性主題/專題/議題探究課程： 世界萬花筒 <input type="checkbox"/> 社團活動與技藝課程 <input type="checkbox"/> 特殊需求領域課程 <input type="checkbox"/> 其他類課程
實施年級	<input type="checkbox"/> 7年級 <input checked="" type="checkbox"/> 8年級 <input type="checkbox"/> 9年級 <input checked="" type="checkbox"/> 上學期 <input checked="" type="checkbox"/> 下學期(若上下學期均開設者，請均註記)	節數	每週 1 節
設計理念	1. To make the students become the global citizens. 2. To build students' critical thinking. 3. Knowing the world situation 4. Use the technology device to develop the self-learning ability.		
核心素養 具體內涵	<input checked="" type="checkbox"/> A1身心素質與自我精進 <input checked="" type="checkbox"/> A2系統思考與解決問題 <input checked="" type="checkbox"/> A3規劃執行與創新應變 <input checked="" type="checkbox"/> B1符號運用與溝通表達 <input checked="" type="checkbox"/> B2科技資訊與媒體素養 <input checked="" type="checkbox"/> B3藝術涵養與美感素養 <input checked="" type="checkbox"/> C1道德實踐與公民意識 <input checked="" type="checkbox"/> C2人際關係與團隊合作 <input checked="" type="checkbox"/> C3多元文化與國際理解		
學習重點	學習 表現	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• 3-IV-14: 能快速閱讀文章重點，並有效應用於廣泛閱讀中。</li> <li>• 2-IV-10: 使用簡單英文描述圖片。</li> <li>• 4-IV-7: 能創作簡易海報。</li> <li>• 7-IV-4: 能對教師或同學討論的內容觸類旁通。</li> <li>• 2-IV-9: 能進行簡易角色扮演。</li> <li>• 2-IV-4: 使用簡易英文描述自己。(for considering career paths)</li> <li>• 5-IV-9: 能聽懂簡易廣播，並能以簡單字詞、句子記下要點。(to create a broadcast)</li> <li>• 5-IV-8: 能聽懂簡易故事，並能以簡單字詞、句子記下要點。</li> <li>• 4-IV-5: 能依提示寫出正確達意的簡單句子。(to make an imaginary national defense budget)</li> </ul>	

	學習 內容	<div style="text-align: center;"> <div style="border: 1px solid black; width: 150px; margin: 0 auto; padding: 5px;">萬花筒八年級</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>Zero Hunger</b></p> <ol style="list-style-type: none"> <li>1. Food Waste</li> <li>2. Malnutrition</li> <li>3. Food Service Programs</li> </ol> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>Love our mother earth</b></p> <ol style="list-style-type: none"> <li>4. Plastic Pollution</li> <li>5. Clean Energy</li> <li>6. Sustainable Living</li> </ol> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>Clean Water&amp; Sanitation</b></p> <ol style="list-style-type: none"> <li>7. Good Hygiene</li> <li>8. Clean Water</li> <li>9. Water Responsibility</li> </ol> </div> </div> <div style="text-align: center; margin-top: 20px;"> <div style="background-color: #FFD700; padding: 5px; display: inline-block; border: 1px solid black;">以 SDGs 主題式教學連結生學生實際生活經驗、多元活動評量兼顧聽說讀寫能</div> </div> <p style="margin-top: 10px;">說明：SDGs 為聯合國「<a href="#">全球永續發展目標</a>」(Sustainable Development Goals, SDGs)</p> </div>
課程目標	<ol style="list-style-type: none"> <li>1. To make the students become the global citizens.</li> <li>2. Decide assessment method</li> <li>3. Plan instruction and content</li> </ol> <ol style="list-style-type: none"> <li>1. 以培養學生成為世界公民為目的。</li> <li>2. 選取適當教學工具。</li> <li>3. 完成課程計畫並選定適當教學活動內容。</li> </ol>	
總結性評量- 表現任務	<ol style="list-style-type: none"> <li>1. 能製作課程相關作業。</li> <li>2. 能合作學習。</li> <li>3. 依據 SDGs 選擇主題，做成 ppt 或影片發表</li> </ol>	

學習進度 週次/節數		單元/子題	單元內容與學習活動	形成性評量(檢核點)/期末總結性
1	1-3	<b>Key Issue:</b> Zero Hunger	<p><b>Topic:</b> Food Waste</p> <p><b>Activity:</b> Q&amp;A</p> <p>Students will be asked 5 questions:</p> <p>Have you wasted food? What was it?</p> <p>Where is a place that wastes food?</p> <p>Where do you think this food goes?</p> <p>Where could this food go?</p> <p>How can we reduce food waste?</p> <p>These five questions follow SoI.</p> <p>Students answer these questions in their notebook. Each student selects one to write on the whiteboard at the front of the classroom. Teacher goes through the responses, checks spelling/grammar. Praises correct answers as well as thoughtful ones.</p>	- Students will be assessed based on their recalling and reporting of life facts as well as content taught in the lesson
1	4-6	<b>Key Issue:</b> Zero Hunger	<p><b>Topic:</b> Malnutrition</p> <p><b>Activity:</b> Famine</p> <ul style="list-style-type: none"> <li>- students break off into mixed-ability groups of three</li> <li>- students grab 1 marker, 1 whiteboard, 1 picture</li> <li>- students observe contextual clues from the picture to answer three questions (Where do you think this is? What event was this/When? What happened (man-made vs natural)?</li> <li>- class goes over their thoughts and teacher provides answers and explanation</li> </ul>	- Students will be assessed based on critically analyze photos using contextual clues and vocabulary learned in class
1	7-8	<b>Key Issue:</b> Zero Hunger	<p><b>Topic:</b> Food Service Programs</p> <p><b>Activity:</b> Cambodia</p> <ul style="list-style-type: none"> <li>- students will be introduced to the culture and geography of Cambodia</li> <li>- students will develop awareness to their poverty level</li> <li>- students will be asked to brainstorm ways that Taiwanese schools can take action to help Cambodian schools ie. donating meat vs donating rice donating books vs donating money</li> </ul>	- Students will be assessed based on their co-operative application of knowledge to create a solution
1	9-10	<b>Key Issue:</b> Love Where You Live	<p><b>Topic:</b> Plastic Pollution</p> <p><b>Activity:</b> Heads Up 7 Up</p> <ul style="list-style-type: none"> <li>- 7 students are given a vocabulary card</li> <li>- remaining students put head down on the desk and wait for the teacher to call heads up 7 up</li> <li>- the students with vocabulary card roam the classroom and tap a student then return to the front of the class</li> <li>- teacher calls heads up 7</li> <li>- student who were selected stand up and guess the student who chose them by creating a sentence using the word on the vocabulary card. change spots if they guessed correctly</li> </ul>	- Students will be assessed based on their understanding of the vocabulary when creating oral responses in the activity

1	11-12	<b>Key Issue:</b> Love Where You Live	<b>Topic:</b> Clean Energy <b>Activity:</b> Educational Skit - students will break into groups of four and create a short (30 second skit) of introducing three kinds of energy and describing it to the audience - 3 students will act as a type of energy, and the highest level student will be the ‘narrator’ of the skit, introducing the energy	- Students will be assessed based on their creative work of a role play
1	13-14	<b>Key Issue:</b> Love Where You Live	<b>Topic:</b> Sustainable Living <b>Activity:</b> Fill in the Worksheet - students will work in pairs, receive a worksheet, and an IPAD - the worksheet has 15 questions about ways to practice sustainable living: use the IPAD to find the answers on a webjourney (ie. minimalism, community garden, public transportation etc)	- Students will be assessed based on their ability to use technology in order to understand the basic research exercise in English
1	15-16	<b>Key Issue:</b> Clean Water & Sanitation	<b>Topic:</b> Good Hygiene <b>Activity:</b> Information Gap - students are given an information gap activity - the information gap contains habits and cultural differences between places from around the world such as bathing locations, hygiene routines, etc. As well as reasonable explanations for this behavior such as poverty and religion	- Students will be assessed based on the data collected from their partner as well as their oral communication skills
1	17-18	<b>Key Issue:</b> Clean Water & Sanitation	<b>Topic:</b> Clean Water <b>Activity:</b> Short Article - differentiated reading passages with word banks on the bottom - independent/self-directed learning time. encourage to highlight unknown words/phrases. raise hand with questions - read orally as a class, taking turns, having classmates select the next reader - comprehension questions following SoI	- Students will be assessed based on their understanding of the article as well as their application of knowledge to the statement of inquiry
	19-21	<b>Key Issue:</b> Clean Water & Sanitation	<b>Topic:</b> Water Responsibility <b>Activity:</b> Poster & Slogans - students will design a poster promoting water conservation or safe water use - they will not write any text on their poster - students will do a gallery walk and create slogans/phrases for the poster of other students	- Students will be assessed based on the creativity of their poster and whether it follows the theme of water conservation

學習進度 週次/節數	單元/子題	單元內容與學習活動	形成性評量(檢核點)/期末總結性
2	1-2	<b>Key Issue:</b> Human Rights <b>Topic:</b> Who Helps Poor Countries? (Online Course) <b>Activity1: Reading Passage</b> - Students will learn the vocabulary and sentence patterns from a PPT. - Students will read a short article with simple sentences using the sentence pattern. - The content will be about what countries/organizations contribute to poorer countries and what do they give.	- Students will be assessed based on the answers from the reading passage. Were they able to correctly identify and write down in sentence form (subject verb indirect object direct object) the answer? - Students will be assessed on their oral presentation and solutions to distributing food to poorer countries.

			<ul style="list-style-type: none"> <li>- The article will use vocabulary from the powerpoint to reinforce the new key words.</li> <li>- Students can refer to a word bank at the bottom of the article for reference to unfamiliar words or phrases for extended learning.</li> <li>- Students will answer three questions at the end of the article to check their understanding.</li> </ul> <p><b>(google list)</b></p> <p><b>Activity 2: Malnutrition Map</b></p> <ul style="list-style-type: none"> <li>- Students will be given a map of the world that illustrates malnutrition across the world.</li> <li>- Students will be asked to provide solutions/examples of which countries can provide to other countries.</li> <li>- For example: They may notice Canada has a lot of food, but they need to consider what food Canada has available, and who they can provide it to.</li> <li>- Groups will produce three examples and present to the class.</li> <li>- “In our map, Russia gave apples to Ethiopia. South Africa gave cucumbers to Nigeria. Australia gave beef to Laos.</li> </ul>	
2	3-4	<b>Key Issue:</b> Multiculturalism (food)	<p><b>Topic:</b> What Is Food Like Around the World?</p> <p><b>Activity:</b> Making Predictions</p> <ul style="list-style-type: none"> <li>- Students will be shown an image of a strange food and be asked to fill out templates on their prediction based on what they imagine the food looks, tastes, smells, and feels like.</li> <li>- Students will use dictionaries to find unknown adjectives.</li> <li>- They will be asked to share their answer to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their ability to use the dictionary to find the correct word.</li> <li>- Students will be assessed on their ability to orally communicate the completed sentence pattern from the worksheet template.</li> <li>- Students will be assessed on their ability to work independently to find their own answers to the questions. Lower level students have differentiated assessment because they require more time to use the dictionary or have a more limited vocabulary.</li> </ul>
2	5-6	<b>Key Issue:</b> Disaster Prevention	<p><b>Topic:</b> What to Do If There Is an Environmental Disaster</p> <p><b>Activity:</b> Create a Safety Poster</p> <ul style="list-style-type: none"> <li>- Groups will be given a scenario (on a card) of being in an environmental disaster.</li> <li>- Example: If there is a land slide right now, what should you do?</li> <li>- The students will use an IPAD to research the steps necessary in order to survive an incoming land slide.</li> <li>- Students will write the procedure and use the sentence pattern to explain the steps.</li> <li>- Students may illustrate the procedure alongside the sentences</li> </ul> <p>“If there is a land slide right now, we will...</p> <p>1. ....</p> <p>2. ....”</p> <ul style="list-style-type: none"> <li>- Groups will present their posters to the class to explain their finding.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their ability to work cooperatively.</li> <li>- Students will be assessed on the realism on surviving their given disaster (It would be incorrect to say “If there is a blizzard, we will go outside”).</li> <li>- Students will be assessed during their oral presentation of the poster. One group member is expected to speak at least one sentence from the poster or explain something they learned from the research.</li> <li>- Students will be assessed on their demonstration of describing the environmental disaster and reporting it to the class</li> </ul>
2	7-8	<b>Key Issue:</b> Animal Conservation	<p><b>Topic:</b> Endangered Wildlife</p> <p><b>Activity:</b> Guess the Animal</p> <ul style="list-style-type: none"> <li>- Students will be given quick fact sheets of various endangered/extinct/at risk species.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed based on their understanding of interpreting the information cards provided to them in order to create five comparative sentences to create a riddle.</li> </ul>

			<ul style="list-style-type: none"> <li>- Students will be asked to select one animal from the list (or choose their own) and create five sentences using comparative adjectives. All comparing the species to a fully grown human being. Example: It is smaller than a human.{peacock}</li> <li>- after students completed their five sentences they will create a yes    no t-chart</li> <li>-students will stand up and read their sentences to a classmate</li> <li>- After speaking, their classmate who was listening must take a guess of which animal/species the other person is talking about.</li> <li>- If the student is correct, they can sign their name under the yes column on the t-chart.</li> <li>- If the student is incorrect, they can sign their name under the no column on the t-chart.</li> <li>- Before the end of class the teacher will ask if any students created a riddle that no-one was able to solve.</li> <li>- If there is a student like that, then they will read in front of the class so the whole class has a chance to solve the riddle.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their oral communication skills when they are reading their sentences to their classmates.</li> </ul>
2	9-10	<b>Key Issue:</b> Environment	<p><b>Topic:</b> Which Country is the Best in the World?</p> <p><b>Activity:</b> Role Play</p> <ul style="list-style-type: none"> <li>- Students will be given a role play template and work in pairs.</li> <li>- There will be gap fills in the sentence patterns and it will flow as a natural conversation.</li> <li>- Each role will have 4 sentences, with two sentences having gap fills for their own creative input and opportunity to demonstrate knowledge of foreign countries.</li> <li>- Example: A: "Hello, <u>(name)</u>. Did you know <u>(country)</u> is the <u>(adjective)</u>est in the world? B: "Hi, <u>(name)</u>. I didn't know that. I thought that <u>(country)</u> is. By the way did you hear <u>(country)</u> is the <u>most (adjective)</u> in the world?" etc...</li> <li>- After completing the gap fill portion with their partner, they will be given sufficient time to rehearse their dialogue with their partner.</li> <li>- Students will be asked to volunteer to read their dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their ability to understand information sources (world fact sheet).</li> <li>- Students will be assessed on working co-operatively in order to create the dialogue.</li> <li>- Students will be assessed on their time management skills (did they use the time available to them to ensure they are prepared to present the dialogue to others?).</li> </ul>
2	11-12	<b>Key Issue:</b> Life Planning	<p><b>Topic:</b> What Do You Want to Be?</p> <p><b>Activity1:</b> Interview Worksheet</p> <ul style="list-style-type: none"> <li>- Students will be given a worksheet with several questions asking them to reflect on themselves.</li> <li>- Example: Can you see yourself working with blood? Can you see yourself on a cliff and feel safe? Can you see yourself studying forever?</li> <li>- Students will be asked to answer what career they believe they are suitable for based on their answers.</li> </ul> <p><b>Activity 2:</b> Peer Interviews</p> <ul style="list-style-type: none"> <li>- Students will be asked to create three reflexive pronoun questions based on the consistent format from the worksheet "Can you see yourself ____?"</li> <li>- Students will stand up and do 1 on 1 interviews and ask their questions to a classmate. Then they will decide their career based on the response. "I see yourself being a <u>(career)</u>."</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their ability to describe themselves on the interview worksheet.</li> <li>- Students will be assessed on their ability to draft three questions to ask a classmate in order to classify the information.</li> <li>- Students will be assessed on the task of ability to analyze the response of their classmate in order to provide a reasonable career path for their classmate.</li> </ul>

			- Students will write their classification on their classmate's paper.	
2	13-14	<b>Key Issue:</b> Rule of Law (Decency)	<p><b>Topic:</b> What Should We Do During an Emergency? (<b>Online Course</b>)</p> <p><b>Activity:</b> Listening</p> <ul style="list-style-type: none"> <li>- Students will first listen to an English emergency broadcast situation (fire in the building, invasion, earthquake, etc).</li> <li>- Students will be asked to repeat any words or phrases they recognized.</li> <li>- Students will be given the transcript of the broadcast and asked to translate to Chinese.</li> </ul> <p><b>Activity 2:</b> Broadcast Recording</p> <ul style="list-style-type: none"> <li>- Students will be given an emergency situation scenario and asked to create a public broadcast that includes adverbs of manner to explain what to do in order to survive the situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their ability to evaluate a scenario and plan and apply information.</li> <li>- Students will be assessed on their ability to problem solve and think critically in a situation they will hypothetically experience.</li> </ul>
2	15-16	<b>Key Issue:</b> Reading Literacy	<p><b>Topic:</b> The Giving Tree (Stages of Life) (<b>Online Course</b>)</p> <p><b>Activity:</b> Read Aloud</p> <ul style="list-style-type: none"> <li>- Teacher will do a read aloud of a simplified version of <i>The Giving Tree</i></li> <li>- Students will be prompted with sentence cues throughout the lesson: Who takes from you? What do/can you give to others? Is there something people take?</li> <li>- After reading there is a group discussion about what their understanding of the moral of the story is.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed on their interpretation of the story (did they correctly identify the moral of the story?)</li> <li>- Students will be assessed on identifying the key points of the story (What did the boy/man take? Why? Did he give it back) and relate it to their own life?(<b>google list</b>)</li> </ul>
2	17-18	<b>Key Issue:</b> National Defense	<p><b>Topic:</b> How Much Does It Cost to Protect Taiwanese People?</p> <p><b>Activity:</b> Create a National Defense Budget</p> <ul style="list-style-type: none"> <li>- Students will learn about how much other countries spend on national defense and that it is almost always the biggest part of a federal budget.</li> <li>- Students will learn that there are different areas to national defense. For example, peacekeeping, military, vehicles, research and development, espionage, environmental disasters...</li> <li>- Students will be given a budget of a specific amount of money. They will be tasked to divide the money into specific areas and provide reasoning why they used money in that way.</li> </ul> <p>For example: "It cost us NT\$160 million to install more radar for typhoon prediction" "We did this because sometimes school is cancelled and there is no typhoon."</p>	<ul style="list-style-type: none"> <li>- Students will be assessed when they apply their knowledge from the vocabulary and word bank in order to create a national defense budget.</li> <li>- students will be assessed on managing tasks and organizing their thoughts in a co-operative way</li> <li>- Students will develop critical thinking skills because they need to explain why they spent more on one area of the budget than the other. So Students will be assessed on the thoughtfulness of their decisions.</li> </ul>
2	19-20	<b>Key Issue:</b> 3R	<p><b>Topic:</b> How to Much Does It Cost to Protect Taiwanese People?</p> <p><b>Activity:</b> Create a National Defense Budget</p> <ul style="list-style-type: none"> <li>- Students will learn about how much other countries spend on national defense and that it is almost always the biggest part of a federal budget.</li> <li>- Students will learn that there are different areas to national defense. For example, peacekeeping, military, vehicles, research and development, espionage, environmental disasters...</li> <li>- Students will be given a budget of a specific amount of money. They will be tasked to divide the money into specific areas and provide reasoning why they used money in that way.</li> </ul> <p>For example: "It cost us NT\$160 million to install more radar for typhoon prediction" "We did this because sometimes school is cancelled and there is no typhoon."</p>	<ul style="list-style-type: none"> <li>- Students will be assessed when they apply their knowledge from the vocabulary and word bank in order to create a national defense budget.</li> <li>- students will be assessed on managing tasks and organizing their thoughts in a co-operative way</li> <li>- Students will develop critical thinking skills because they need to explain why they spent more on one area of the budget than the other. So Students will be assessed on the thoughtfulness of their decisions.</li> </ul>

<b>School Vision / Featured Program / Integration</b>	A-1 Morals 、 A2 Life Aesthetics 、 A3 Human Rights 、 B-2 Reading Aptitude 、 B-3 Career Development 、 C1 Information Technology 、 C-2 Arts & Humanities 、 C-3 Pluralistic Society 、 D1 multiculturalism Aboriginal Education National Defense Educaion( disaster prevention) Life Educaton Gender Equality Family Education		
<b>評量規劃</b>	上學期：上課參與30%、課堂小組報告40%、個人學習歷程檔案30%(學習單/個人 PPT/影片製作10%)。下學期：上課參與30%、課堂小組報告40%、個人學習歷程檔案30%(學習單/個人 PPT/影片製作10%)。		
<b>教材來源</b>	<p><b>(Topic: The importance of recycling)</b></p> <p><i>What Matters</i>  By Alison Hughes  Illustrated by Holly Hatam  <a href="https://www.getepic.com/app/read/55887">https://www.getepic.com/app/read/55887</a>  <a href="https://www.youtube.com/watch?v=55PQtLejMXs">https://www.youtube.com/watch?v=55PQtLejMXs</a></p> <p><i>The Life of a Little Plastic Bottle</i>  By IglooBooks  Illustrated by Gisela Bohórquez  <a href="https://www.getepic.com/app/read/75801">https://www.getepic.com/app/read/75801</a>  <a href="https://www.youtube.com/watch?v=5GtegfEvzDo">https://www.youtube.com/watch?v=5GtegfEvzDo</a></p> <p><i>The Adventures of A Plastic Bottle</i>  By Alison Inches  Illustrated by Pete Whitehead  <a href="https://www.youtube.com/watch?v=Vhj5aRuyBgE&amp;t=56s">https://www.youtube.com/watch?v=Vhj5aRuyBgE&amp;t=56s</a></p> <p><b>(Topic: Recycle &amp; Reuse)</b></p> <p><i>Kenya's Art-Recycle! Reuse! Make Art!</i>  By Linda Trice  Illustrated by Hazel Mitchell  <a href="https://www.youtube.com/watch?v=r0Qe8mDtnEY">https://www.youtube.com/watch?v=r0Qe8mDtnEY</a></p> <p><i>Rainbow Weaver</i>  By Linda Elovitz Marshall  Illustrated by Elisa Chavarri  <a href="https://www.youtube.com/watch?v=Hd7uGghI-Gk&amp;t=18s">https://www.youtube.com/watch?v=Hd7uGghI-Gk&amp;t=18s</a></p> <p><b>(Topic: Growing trees)</b></p>	師資來源	本校英語科教師



	<p><i>Kate, Who Tamed the Wind</i>  By Garton Scanlon  Illustrated by Lee White  <a href="https://www.youtube.com/watch?v=jWxJEMo2tiM">https://www.youtube.com/watch?v=jWxJEMo2tiM</a></p> <p><b>(Topic: Cherishing what we have now)</b>  <i>The Water Princess</i>  By Susan Verde  Illustrated by Peter Reynolds  <a href="https://www.getepic.com/app/read/62351">https://www.getepic.com/app/read/62351</a>  <a href="https://www.youtube.com/watch?v=tWajQhCIK0&amp;t=200s">https://www.youtube.com/watch?v=tWajQhCIK0&amp;t=200s</a>  <a href="https://www.youtube.com/watch?v=UeFl7Y9QtK4">https://www.youtube.com/watch?v=UeFl7Y9QtK4</a>  延伸閱讀：  Georgie Badiel Foundation  <a href="https://www.georgiebadielfoundation.org/">https://www.georgiebadielfoundation.org/</a></p> <p><b>(Topic: Real Story)</b>  <i>The Watcher: Jane Goodall's Life with the Chimps</i>  By Jeanette Winter  <a href="https://www.youtube.com/watch?v=8fIyo1g7oRk&amp;t=313s">https://www.youtube.com/watch?v=8fIyo1g7oRk&amp;t=313s</a>  延伸影片：  <a href="https://www.youtube.com/watch?v=rcL4jnGTL1U">https://www.youtube.com/watch?v=rcL4jnGTL1U</a></p> <p><i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>  By Miranda Paul  Illustrated by Elizabeth Zunon  <a href="https://www.youtube.com/watch?v=eTziiW6bQKI">https://www.youtube.com/watch?v=eTziiW6bQKI</a>  延伸影片：  <a href="https://www.youtube.com/watch?v=r354rs7aYzI&amp;t=425s">https://www.youtube.com/watch?v=r354rs7aYzI&amp;t=425s</a>  <a href="https://www.youtube.com/watch?v=fOimRgi930">https://www.youtube.com/watch?v=fOimRgi930</a></p>		
<b>Education Resources</b>	NOTEBOOKS 、 WHITEBOARD 、 IPADS 、 COLORED PENCILS 、 MARKERS 、		