

新北市新市國民小學 113 學年度五年級第二學期英語課程計畫(三至六年級英語科專用) 設計者：連美郁、蘇香霓

一、學習節數：

(一)部定課程：每週(2)節，實施(21)週，共(42)節。

(二)校訂課程：每週(1)節，實施(21)週，共(21)節。

二、校訂課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1. ☒統整性主題/專題/議題探究課程：語「新市」「綜」橫天下 2. ☐社團活動與技藝課程：_____

3. ☐特殊需求領域課程：_____ 4. ☐其他類課程：_____

三、本課程是否實施混齡教學：☐是 ☒否

四、課程內涵：

總 綱 核 心 素 養	<input checked="" type="checkbox"/> A1 身心素質與自我精進 <input type="checkbox"/> A2 系統思考與解決問題 <input 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 type="checkbox"/> B2 科技資訊與媒體素養 <input type="checkbox"/> B3 藝術涵養與美感素養 <input 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	領 域 核 心 素 養	<p>英語領域</p> <p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。</p> <p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情。</p> <p>其他領域</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p> <p>綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性。</p>
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<p>閱讀素養議題 (請參閱「新北市國小英語領域課程綱要暨補充規定」第 55~64 頁撰寫)</p>	<p>閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E6 發展向文本提問的能力。 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p>
<p>其他議題實質內涵</p>	<p>多 E2 建立自己的文化認同與意識。 多 E4 理解到不同文化共存的事實。 多 E5 願意與不同文化背景的人相處，並發展群際關係。 國 E1 了解我國與世界其他國家的文化特質。 國 E3 具備表達我國本土文化特色的能力。 國 E5 發展學習不同文化的意願。</p>
<p>具體學習目標</p>	<ol style="list-style-type: none"> 1. 能透過繪本“All Are Welcome”為媒材，結合英語與綜合領域學習目標，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養，理解社區或是校園中其實充滿著來自不同地區、種族、文化特質的人們。同時能以英語學習世界不同國家的國名和族群，應用社區資源認識同學間的家庭成員是由哪些國家、地區組成，以及討論彼此的文化差異。 2. 能透過繪本“All Are Welcome”為媒材，結合英語與綜合領域學習目標，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養，彙整出故事中的校園生活和自己的校園生活有何異同？並透過訪問來自不同世代、地區的學校教師與家庭成員，分享自己的校園經驗，對比自己在校的一天。且能用英語介紹校園生活中自己正在學習的科目、課程的頻率和常見的活動。 3. 能透過繪本“All Are Welcome”和“Celebrations Around the World”為媒材，結合英語與綜合領域學習目標，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養，認識臺灣及各國富有特色的節慶習俗，並能用英語來描述該節慶的相關活動。另外更能用英語連結到臺灣特有的節慶活動，並勇於運用英語向外國人介紹本土的節慶習俗，培養自己的文化認同感與國際觀。 4. 能聽懂節慶活動的日期，並能用英語計畫慶祝的方式。 5. 能認識班級中常做的整潔工作片語，並能用英語表達自己與同儕如何合作家務。

五、課程架構：(自行視需要決定是否呈現)

	單元	運用繪本	整合知識、技能與態度	目標單字	目標句型	實踐力行的表現
課程內容	Module 1	 	<ul style="list-style-type: none"> To talk about countries and nationalities. To talk about daily routines. To talk about leisure activities. 	Countries: <u>the US</u> , <u>the UK</u> , Mexico, Brazil, Korea, <u>China</u> , Japan, <u>Taiwan</u> , India Nationalities: <u>American</u> , <u>British</u> , Mexican, Brazilian, Korean, <u>Chinese</u> , Japanese, <u>Taiwanese</u> , Indian Leisure activities: ice-skate, <u>exercise</u> , skateboard, do karate, play chess, <u>play soccer</u> , play football, <u>play baseball</u> , <u>play basketball</u> , play computer games, read a book, see a movie	★ Where are you/ they from? I'm/ We're/ They're from (Mexico). Where is he/ she from? He's/ She's from (Japan). ★ Are you / they (from Taiwan / Taiwanese)? Yes, I am / we are / they are. No, I'm not / we aren't / they aren't. Is he / she (from the UK / British)? Yes, he is / she is. No, he isn't / she isn't. ★ I / We / They / He / She (always, usually, sometimes, never) _____.	能透過繪本 “All Are Welcome” 為媒材，結合英語與綜合領域學習目標，以展現閱讀歷程、閱讀態度及閱讀情境脈絡之素養，理解社區或是校園中其實充滿著來自不同地區、種族、文化特質的人們。同時能以英語學習世界不同國家的國名和族群，應用社區資源認識同學間的家庭成員是由哪些國家、地區組成，以及討論彼此的文化差異。
	Module 2		<ul style="list-style-type: none"> To talk about school subjects. To talk about weekly schedules To talk about classroom jobs 	School subjects: <u>art</u> , <u>PE</u> , <u>music</u> , <u>math</u> , <u>Chinese</u> , <u>English</u> , <u>science</u> , social studies, IT, health, native language, integrative activities School chores: <u>clear the table</u> , <u>take out the trash</u> , do recycling, <u>water the plants</u> , sweep the floor, <u>mop the floor</u> , erase the	★ What (subject) do you / they like? I / We / They like (math). What (subject) does he/ she like? He/ She likes (art). ★ How (often) do you / they have <u>math</u> ? I / We / They have <u>math</u> (once a week, twice a week, three times a week, every day). How (often) does he / she have <u>English</u> ? He / She has <u>English</u> (once a week, twice a week, three times a week,	能透過繪本 “All Are Welcome” 介紹校園生活中自己正在學習的科目、課程的頻率和常見的活動。並透過跨世代和跨地區的家庭成員，分享自己在的校園經驗，對比現在臺灣學生的校園生活。

				board, open the windows , close the windows , clean the restroom, rake the leaves, collect the homework	<p>every day).</p> <p>★ What do you / they have to do? I / We / They have to (clean the restroom). What does he/ she have to do? He/ She has to (clear the table).</p> <p>★ Do you / they have to (open the windows)? Yes, I / we / they do. No, I / we / they don't. Does he / she have to (close the windows)? Yes, he / she does. No, he / she doesn't.</p>	
	Module 4		<ul style="list-style-type: none"> • To learn about ordinal numbers. • To ask and answer about dates. • To talk about future plans. • To talk about celebrations. • To talk about things which are about to happen. 	<p>Months January - December</p> <p>Ordinal numbers: 1st-31st</p> <p>Holidays in Taiwan: New Year's Eve, Lunar New Year, Qingming Festival, Mother's Day, Dragon Boat Festival, Moon Festival, Halloween</p> <p>Holidays Celebrations: watch fireworks, count down, have a big dinner, stay up, get lucky money, decorate the house, burn joss</p>	<p>★ What's the date today? It's (March second). When is (your birthday)? It's on (March second).</p> <p>★ What are you / they going to do? I'm / We're / They're going to (cook a big dinner). What is he / she going to do? He's / She's going to (have a barbeque).</p> <p>★ Are you / they going to (wear a sachet)? Yes, I am / we are / they are. No, I'm not / we aren't / they aren't. Is he / she going to (stay up)? Yes, he is / she is.</p>	<p>能透過繪本 “Celebrations Around the World” 描述各國富有特色的節慶和相關習俗活動。另外更連結到臺灣特有的節慶活動，探討不同地區的差異和特色，並運用英語向外國人介紹本土的節慶習俗，培養自己的文化認同感與國際觀。</p>

				paper, pray ,sweep the tomb, buy flowers, write a card, give a hug , watch a boat race, eat rice dumplings, make a sachet stand eggs, eat moon cakes, watch the moon, dress up, go trick-or- treating	No, he isn't / she isn't.	
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六、本課程融入議題情形(若有融入議題，教學規劃的學習重點一定要摘錄實質內涵)

1. 是否融入安全教育(交通安全)：☐是(第____週) ☒否

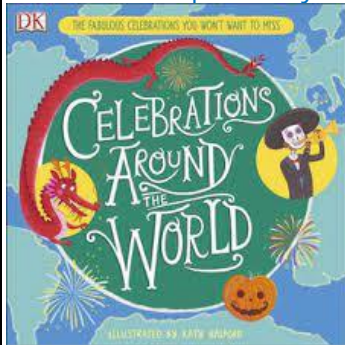
2. 是否融入戶外教育：☐是(第____週) ☒否

3. 是否融入生命教育議題：☐是(第____週) ☒否

4. 其他議題融入情形(有的請打勾)：☐性別平等、☐人權、☐環境、☐海洋、☐品德、☐法治、☐科技、☐資訊、☐能源、☐防災、
☐家庭教育、 ☐生涯規劃、☒多元文化、☒閱讀素養(必勾選)、☒國際教育、☐原住民族教育
☐STEAM

七、素養導向教學規劃：請以不同顏色標示：出版社(紅)、改編教材(黑)、議題融入(藍)


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	學習表現	學習內容						
Week 1 2/10-2/14 ~ Week 5 3/10-3/14	英語 ➤2-III-7 能作簡易的回答和描述。 ➤4-III-6 能書寫課堂中所學的句子。 ➤5-III-1 認讀與聽寫國小階段字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 5-III-5 能以正確	英語 ◎Ab-III-3 片語及句子的重音。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 Ad-III-1 簡易標點符號。 Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。	[Celebrations around the world] A. Introduce the Topic I. Guess the Topic ♦Teacher shows the video of people celebrating different special days around the word and leads the discussion with the following questions: -What special days do you see? -Which country celebrate the special day?  https://www.youtube.com/watch?v=5TXGiFpg5Mk&t=1s&ab_channel=NipponWithMe B. Story Time I. Before Reading ♦Teacher shows the cover page of the book and leads the students to do the prediction. -What's the title? -Who's the author? -What is the book about?	15	➤PPT ➤Story book ➤iPad ➤Kahoot ➤Worksheet ➤Textbook ➤Workbook ➤Notebook	課堂參與 作業評量 口語評量 實作評量	閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E6 發展向文本提問的能力。 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。 多 E2 建立自己的文化認同與	<input type="checkbox"/> 實施跨領域或跨科目協同教學（需另申請授課鐘點費） 1. 協同科目： —— —— 2. 協同節數： ——

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	學習表現	學習內容						
	<p>的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>5-III-9 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>*◎➤5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>6-III-4 會在生活中或媒體上注意</p>	<p>◎C-III-2 國內外主要節慶習俗。</p> <p>D-III-1 所學字詞的簡易歸類。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p> <p>綜合</p> <p>Cc-III-2 與不同族群相處的態度和禮儀。</p> <p>Cc-III-3 生活在不同文化中的經驗和感受。</p> <p>Cc-III-4 對不同族群的尊重、欣賞與關懷。</p>	<p>-What kind of special day do you think we'll learn about?</p>  <p>II. During Reading</p> <ul style="list-style-type: none"> ♦Teacher divides the students into leveled groups. ♦Teacher designs the differentiated reading tasks based on the book. ♦Students do the reading practice in the reading centers and finish the learning tasks by themselves. <p>III. After Reading</p> <ul style="list-style-type: none"> ♦Teacher checks students' works and makes sure they finish the learning tasks. ♦Teacher designs the Kahoot activity to check for students' understanding about the special days they've read. <p>C. Target language about the special days</p> <p>I. Present the target phrases</p> <p>Special days: New Year's Eve / Lunar New Year / Qingming Festival / Mother's Day / Dragon Boat Festival / Moon Festival /</p>				<p>意識。</p> <p>多 E4</p> <p>理解到不同文化共存的事實。</p> <p>多 E5</p> <p>願意與不同文化背景的人相處，並發展群際關係。</p> <p>國 E1</p> <p>了解我國與世界其他國家的文化特質。</p> <p>國 E3</p> <p>具備表達我國本土文化特色的能力。</p> <p>國 E5</p> <p>發展學習不同文化的意願。</p>	——

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	學習表現	學習內容						
	<p>到學過的英語。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>*7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>◎>8-III-2 能了解課堂中所介紹的國內主要節慶習俗。</p> <p>◎ 8-III-3 能了解課堂中所介紹</p>		<p>Halloween</p> <p>Activities:</p> <p>watch fireworks / count down / have a big dinner / stay up / get lucky money / decorate the house / burn joss paper / pray / sweep the tomb / buy flowers / write a card / give a hug / watch a boat race / eat rice dumplings / make a sachet stand eggs / eat moon cakes / watch the moon / dress up / go trick-or-treating</p> <p>♦Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules.</p> <p>II. Matching Activity</p> <p>♦Students work in a group of four.</p> <p>♦Each group gets a set of picture and phrase cards.</p> <p>Students match the pictures with the right phrases.</p> <p>III. Let's Plicker!</p> <p>♦Teacher shows the pictures and four different phases on the big screen.</p> <p>♦Students have to pick the right phrases that can match to the pictures and show their answers with Plicker cards.</p> <p>IV. Writing Practice</p> <p>♦Each student gets a mission sheet.</p> <p>♦Students first do the listening and labeling activity.</p> <p>♦For students' homework, they write the words for three times.</p> <p>V. Present target sentences</p> <p>What are you / they going to do?</p> <p>I'm / We're / They're going to (have a big dinner).</p>					

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	學習表現	學習內容						
	的國外主要節慶習俗。 8-III-4 能了解外國風土民情。 9-III-1 能夠將所學字詞做簡易歸類。 綜合 3c-III-1 尊重與關懷不同的族群，理解並欣賞多元文化。		<div style="border: 1px solid orange; padding: 5px;"> What is he / she going to do? He's / She's going to (eat mooncakes). Are you / they going to (make a sachet)? Yes, I am / we are / they are. No, I'm not / we aren't / they aren't. Is he / she going to (stay up)? Yes, he is / she is. No, he isn't / she isn't. </div> <ul style="list-style-type: none"> ♦Teacher shows the timeline and sentences on the PPT. ♦Students work in a group of four and try to think about the meaning and the sentence structures. ♦Teacher leads the students to do the oral practice with PPT. VI. Kick It Out <ul style="list-style-type: none"> ♦Teacher designs the Kick It Out board game. ♦Students work in a group of four and do the sentence oral practice. VII. Memory Activity <ul style="list-style-type: none"> ♦Students work in pairs. ♦Teacher shows several pictures on the PPT and set up the timer. ♦Students have to memorize the pictures in the limited time. ♦Teacher shows the questions and students have to answer the questions based on the picture clues. VIII. Learning Station <ul style="list-style-type: none"> ♦Teacher designs the learning stations with listening, reading and writing tasks. 					

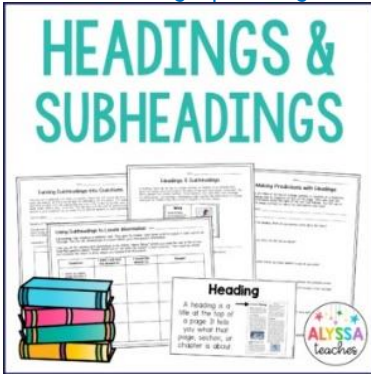
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<ul style="list-style-type: none"> ♦Students work in different leveled groups and finish the learning missions. <p>IX. Writing Practice</p> <ul style="list-style-type: none"> ♦Each student gets a mission sheet. ♦Students do the writing practice based on the picture clues. <p>D. Target language about the date</p> <p>I. Present ordinal numbers</p> <div style="border: 1px solid black; padding: 5px;"> <p>Months: January/ February / March / April / May / June / July / August / September / October / November / December</p> <p>Ordinal numbers: 1st- 3rd</p> </div> <ul style="list-style-type: none"> ♦Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules. <p>II. Wordwall activity</p> <ul style="list-style-type: none"> ♦Teacher designs the matching activity by using Wordwall website. ♦Each student get an iPad and do the practice activity. <p>III. Writing Practice</p> <ul style="list-style-type: none"> ♦Each student gets a mission sheet. ♦Students first do the listening and labeling activity. ♦For students' homework, they write the words for three times. <p>IV. Present the target sentence</p>					

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	學習表現	學習內容						
			<p>What' s the date today? It's (March second). When is (your birthday)? It's on (March second).</p> <p>♦Teacher shows the video and leads the students to think about the meaning of the sentences.</p>  <p>https://www.youtube.com/watch?v=bwzr0Yx5yFY&t=16s</p> <p>♦Teacher leads the students to do the oral practice with PPT slides.</p> <p>V. Survey activity</p> <p>♦Students do the survey activity and take notes of each other's birthday.</p> <p>♦Students make a birthday wall of their class based on the results of the survey.</p> <p>E. Textbook and workbook</p> <p>I. Smart kids reading p.36.37</p> <p>♦Teacher leads the students to finish the reading and listening practice in the textbook.</p> <p>II. Our World reading p.38.39</p> <p>♦Teacher rewrites the reading paragraph from the</p>					

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	學習表現	學習內容						
			<p>textbook and designs differentiated learning tasks for students.</p> <p>III. Story time reading p.42.43</p> <ul style="list-style-type: none"> ♦Teacher designs the preview sheet with serval comprehension questions for students. ♦Teacher introduces the reading strategy and leads the students to do the reading activity. <p>IV. Workbook p.30-37</p> <ul style="list-style-type: none"> ♦Teacher leads the students to do the writing practice in the workbook. <p>F. Celebrations in Taiwan</p> <p>I. Get to know Ghost Festival</p> <ul style="list-style-type: none"> ♦Teacher prepares the reading material that's about Ghost Festival, includes the following information: -When is Ghost Festival? -What do people do on Ghost Festival? -What do people eat on Ghost Festival? -Why do people celebrate Ghost Festival? ♦Students work in a group of four, try to grab the important information from the reading paragraph and take notes with the graphic organizer. ♦Teacher checks the answers with students. <p>II. Introduce the special days in Taiwan</p> <ul style="list-style-type: none"> ♦Teacher explains the mission to the students, they have to introduce the special days in Taiwan to the people from other countries. 					

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	學習表現	學習內容						
			<ul style="list-style-type: none"> ♦Teacher shows the pictures of four important days in Taiwan: Qingming, Moon Festival, Dragon Boat Festival, and Lunar New Year. ♦Students work in a group of four, do the research on the festival that they're going to talk about and take notes with the graphic organizer. The research must include the following questions: -When is _____? -What do people do on _____? -What do people eat on _____? -Why do people celebrate _____? ♦Students make the sharing slides with Canva and practice for the oral presentation. ♦Students take turns doing the presentation and give feedback to each other. 					
Week 6 3/17-3/21 ~ Week 8 3/31-4/4	英語 ➤2-III-7 能作簡易的回答和描述。 *➤4-III-6 能書寫課堂中所學的句子。 ➤5-III-1 認讀與	英語 ◎Ab-III-3 片語及句子的重音。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字	[All are Welcome] A. Introduce the Topic I. Guess the Topic ♦Teacher shows the video of an elementary school student, and leads the discussion with the following questions: -Where is the boy from? -What time does he _____? -What does he do at school?	9	➤PPT ➤Story book ➤iPad ➤Kahoot ➤Worksheet ➤Textbook ➤Workbook ➤Notebook	課堂參與 作業評量 口語評量 實作評量	閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 III-E3 熟悉與學科	

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	學習表現	學習內容						
	<p>聽寫國小階段字詞。</p> <p>◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。</p> <p>5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>5-III-9 能運用所學的字母拼讀規</p>	<p>詞)。Ad-III-1 簡易標點符號。</p> <p>Ad-III-2 簡易、常用的句型結構。</p> <p>*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎C-III-2 國內外主要節慶習俗。</p> <p>D-III-1 所學字詞的簡易歸類。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p> <p>綜合</p> <p>Cc-III-2 與不同族群相處的態度和</p>	<p>-Is his day the same as yours?</p>  <p>https://www.youtube.com/watch?v=a18rJ_NJjLQ&ab_channel=%E8%A6%AA%E5%AD%90%E5%A4%A9%E4%B8%8B</p> <p>◆After the discussion, teacher makes the conclusion: People around the world live different lives, but we are all part of this world.</p> <p>B. Story Time</p> <p>I. Before Reading</p> <p>◆Teacher shows the cover page and leads the students to do the prediction with the following questions: -What's the title? -Who's the author? -What is the book about?</p> <p>II. During Reading</p> <p>◆Teacher passes down the books and asks students to do the silent reading.</p> <p>◆Teacher plays the audio for students to listen to the story</p>				<p>學習相關的文本閱讀策略。</p> <p>閱 III-E6 發展向文本提問的能力。</p> <p>閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p>多 E4 理解到不同文化共存的事實。</p> <p>多 E5 願意與不同文化背景的人相處，並發展群際關係。</p> <p>國 E1 了解我國與世界其他國家的文化特</p>	

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	學習表現	學習內容						
	<p>則讀出英文字詞。</p> <p>*◎➤5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>6-III-4 會在生活中或媒體上注意到學過的英語。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-3 在生活中能把握機會，勇</p>	<p>禮儀。</p> <p>Cc-III-3 生活在不同文化中的經驗和感受。</p> <p>Cc-III-4 對不同族群的尊重、欣賞與關懷。</p>	<p>and follow.</p> <ul style="list-style-type: none"> ♦Teacher introduces the reading strategy “Heading-Subheading”. ♦Students work in small groups and try to read the books again. Then, they can list out the headings, subheadings and details from the sentences and picture clues and take notes with the graphic organizer.  <p>III. After Reading</p> <ul style="list-style-type: none"> ♦Teacher passes down the mission sheet, and leads the students to think about the following questions: <ul style="list-style-type: none"> -Are the kids in the book from the same country? -Do they have the same everyday life? -How is their life different from yours? ♦After writing down the ideas, students first share within their groups and then with the class. <p>C. Target language about countries and nationalities</p>				<p>質。</p> <p>國 E5</p> <p>發展學習不同文化的意願。</p>	

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	學習表現	學習內容						
	<p>於嘗試使用英語。</p> <p>*7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>◎>8-III-2 能了解課堂中所介紹的國內主要節慶習俗。</p> <p>◎ 8-III-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>8-III-4 能了解外國風土民情。</p> <p>9-III-1 能夠將所學字詞做簡易歸類。</p> <p>綜合</p> <p>3c-III-1 尊重與關</p>		<p>I. Present target words</p> <p>Countries: the US, the UK, Mexico, Brazil, Korea, China, Japan, Taiwan, India Nationalities: American, British, Mexican, Brazilian, Korean, Chinese, Japanese, Taiwanese, Indian</p> <p>♦Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules.</p> <p>II. Four pictures one word</p> <p>♦Students work in a group of four.</p> <p>♦Teacher shows four picture clues of each country, students guess the country name and write it on the mini whiteboards.</p> <p>III. Back to the board</p> <p>♦Teacher shows the pictures of the country flag on the PPT slides.</p> <p>♦Students take turns coming to the front, listen to the key words and hit the right pictures.</p> <p>IV. Writing practice</p> <p>♦Each student gets a mission sheet.</p> <p>♦Students first do the listening and labeling activity.</p> <p>♦For students' homework, they write the words for three times.</p> <p>V. Present target sentence</p> <p>Where are you/ they from? I'm/ We're/ They're from (Mexico).</p>					

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	學習表現	學習內容						
	懷不同的族群， 理解並欣賞多元 文化。		<div style="border: 1px solid orange; padding: 5px;"> <p>Where is he/ she from? He's/ She's from (Japan). Are you / they (from Taiwan / Taiwanese)? Yes, I am / we are / they are. No, I'm not / we aren't / they aren't. Is he / she (from the UK / British)? Yes, he is / she is. No, he isn't / she isn't.</p> </div> <p>♦Teacher shows the pictures and leads the students to think about the meaning of the sentences. ♦Teacher leads the students to do the oral practice with PPT slides.</p> <p>VI. Cross the River Board Game ♦Teacher designs the game boards. ♦Students work in a group of four and do the oral practice.</p> <p>VII. Memory activity ♦Students work in pairs. ♦Teacher shows several pictures on the PPT and set up the timer. ♦Students have to memorize the pictures in the limited time. ♦Teacher shows the questions and students have to answer the questions based on the picture clues.</p> <p>VII. Learning Station ♦Teacher designs the learning stations with listening, reading and writing tasks.</p>					

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	學習表現	學習內容						
			<ul style="list-style-type: none"> ♦Students work in different leveled groups and finish the learning missions. VIII. Writing Practice <ul style="list-style-type: none"> ♦Each student gets a mission sheet. ♦Students first do the listening and labeling activity. ♦For students' homework, they write the words for three times. D. Textbook and workbook I. Smart kids reading p.6.7 <ul style="list-style-type: none"> ♦Teacher leads the students to finish the reading and listening practice in the textbook. II. Workbook p.3.4 <ul style="list-style-type: none"> ♦Teacher leads the students to do the writing practice in the workbook. 					
Week 9 4/7-4/11	英語 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-4 會在生活中或媒體上注意到學過的英語。	英語 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	[Review week] A. Review for mid-term I. Bingo activity <ul style="list-style-type: none"> ♦Teacher leads the students to review the target words and sentences for the exam with the review bingo activity. II. Workbook correction <ul style="list-style-type: none"> ♦Teacher leads the students to correct their workbooks. 	3	➤PPT ➤Worksheet ➤Textbook ➤Workbook ➤Notebook	課堂參與 作業評量 口語評量		


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	學習表現	學習內容						
	6-III-5 樂於接觸課外英語學習素材。 7-III-1 運用已學過字詞之聯想以學習新的字詞。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。							
Week 10 4/14-4/18 ~ Week 12 4/28-5/2	英語 ➤2-III-7 能作簡易的回答和描述。 *➤4-III-6 能書寫課堂中所學的句子。 ➤5-III-1 認讀與聽寫國小階段字詞。	英語 ◎Ab-III-3 片語及句子的重音。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。Ad-III-1 簡易標點符號。	[All are Welcome] A. Target language about leisure activity I. Present target phrases about leisure activity ice-skate, exercise , skateboard, do karate, play chess, play soccer , play football, play baseball , play basketball , play computer games, read a book, see a movie ♦Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules II. Odd one out ♦Students work in pairs. ♦Teacher shows several phrases on the PPT slides. ♦Students figure out the phrase that doesn't belong to the same category, write it down on the mini whiteboards	9	➤PPT ➤Story book ➤iPad ➤Kahoot ➤Worksheet ➤Textbook ➤Workbook ➤Notebook	課堂參與 作業評量 口語評量 實作評量		

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	學習表現	學習內容						
	<p>◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。</p> <p>5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>5-III-9 能運用所學的字母拼讀規則讀出英文字詞。</p>	<p>Ad-III-2 簡易、常用的句型結構。</p> <p>*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎C-III-2 國內外主要節慶習俗。</p> <p>D-III-1 所學字詞的簡易歸類。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p> <p>綜合</p> <p>Cc-III-2 與不同族群相處的態度和禮儀。</p> <p>Cc-III-3 生活在不</p>	<p>and explain the reason.</p> <p>III. Writing practice</p> <ul style="list-style-type: none"> ♦Each student gets a mission sheet. ♦Students first do the listening and labeling activity. ♦For students' homework, they write the words for three times. <p>IV. Present target sentence</p> <p>I / We / They / He / She (always, usually, sometimes, never) _____</p> <ul style="list-style-type: none"> ♦Teacher shows the sentences on the PPT slides. ♦Students works in small group and try to figure out the structure of the sentences. ♦Teacher leads the students to do the oral practice with PPT slides. <p>IV. Millionaire Activity</p> <ul style="list-style-type: none"> ♦Students work in pairs. ♦Teacher shows the charts on the PPT slides. ♦Students pick the number, get the questions, and write down the answers on the mission sheet. <p>III. Learning Station</p> <ul style="list-style-type: none"> ♦Teacher designs the learning stations with listening, reading and writing tasks. ♦Students work in different leveled groups and finish the learning missions. <p>VII. Writing Practice</p> <ul style="list-style-type: none"> ♦Each student gets a mission sheet. 					

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	學習表現	學習內容						
	<p>*◎➤5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>6-III-4 會在生活中或媒體上注意到學過的英語。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p>	<p>同文化中的經驗和感受。</p> <p>Cc-III-4 對不同族群的尊重、欣賞與關懷。</p>	<p>♦Students first do the listening and labeling activity.</p> <p>♦For students' homework, they do the writing practice according to the picture clues.</p> <p>B. Textbook and workbook</p> <p>I. Our World reading p.8.9</p> <p>♦Teacher leads the students to finish the reading and listening practice in the textbook.</p> <p>II. Workbook p.5.9.10</p> <p>♦Teacher leads the students to do the writing practice in the workbook.</p>					

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	學習表現	學習內容						
	<p>*7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>◎►8-III-2 能了解課堂中所介紹的國內主要節慶習俗。</p> <p>◎ 8-III-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>8-III-4 能了解外國風土民情。</p> <p>9-III-1 能夠將所學字詞做簡易歸類。</p> <p>綜合</p> <p>3c-III-1 尊重與關懷不同的族群，理解並欣賞多元</p>							

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	學習表現	學習內容						
	文化。							
Week 13 5/5-5/9 ~ Week 18 6/9-6/13	英語 ➤2-III-7 能作簡易的回答和描述。 *➤4-III-6 能書寫課堂中所學的句子。 ➤5-III-1 認讀與聽寫國小階段字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	英語 ◎Ab-III-3 片語及句子的重音。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。Ad-III-1 簡易標點符號。 Ad-III-2 簡易、常用的句型結構。 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。	[All are welcome] A. Target language about school subjects I. Present the target words about subjects <u>art, PE, music, math, Chinese, English, science, social studies, IT, health, native language, integrative activities</u> ♦Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules. II. Spelling Relay ♦Students work in a group of four. ♦Teacher shows the pictures of the all the subject teachers. ♦Students have to look at the pictures and spell the words in the limited time. III. My Class Schedule ♦Each student gets a mission sheet with the class schedule. ♦Students make their own English class schedule. IV. Present the target sentence about subjects <u>What (subject) do you / they like?</u> <u>I / We / They like (math).</u> <u>What (subject) does he/ she like?</u> <u>He/ She likes (art).</u> <u>How (often) do you / they have math?</u> <u>I / We / They have math (once a week, twice a week, three times a week, every day).</u>	18	➤PPT ➤Worksheet	課堂參與 口語評量 實作評量	閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E6 發展向文本提問的能力。 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。 多 E4 理解到不同	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 *◎➤5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-4 會在生活	◎C-III-2 國內外主要節慶習俗。 D-III-1 所學字詞的簡易歸類。 ◎D-III-3 依綜合資訊作簡易猜測。 綜合 Cc-III-2 與不同族群相處的態度和禮儀。 Cc-III-3 生活在不同文化中的經驗和感受。 Cc-III-4 對不同族群的尊重、欣賞與關懷。	<p>How (often) does he / she have <u>English</u>? He / She has <u>English</u> (once a week, twice a week, three times a week, every day).</p> <ul style="list-style-type: none"> Teacher shows the video and invites students to think about the meaning of the sentences.  <p>https://www.youtube.com/watch?v=8wZi38lF28E</p> <ul style="list-style-type: none"> Teacher leads the students to do the oral practice with PPT slides. <p>V. Learning Stations</p> <ul style="list-style-type: none"> Teacher designs the learning stations with listening, reading and writing tasks. Students work in different leveled groups and finish the learning missions. <p>VI. Whisper activity</p> <ul style="list-style-type: none"> Students work in a group of four. Students take turns coming to the teacher, ask the questions and get the information. Students try to make the class schedule based on the 				文化共存的事實。 多 E5 願意與不同文化背景的人相處，並發展群際關係。 國 E1 了解我國與世界其他國家的文化特質。 國 E5 發展學習不同文化的意願。	

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	學習表現	學習內容						
	<p>中或媒體上注意到學過的英語。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>*7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>◎>8-III-2 能了解課堂中所介紹的國內主要節慶習俗。</p> <p>◎ 8-III-3 能了</p>		<p>information they have.</p> <p>VII. Writing practice</p> <ul style="list-style-type: none"> ♦ Each student gets a mission sheet. ♦ Students first do the listening and labeling activity. ♦ For students' homework, they answer the questions according to the picture clues. <p>VIII. Present target phrases about school chores</p> <p>clear the table, take out the trash, do recycling, water the plants, sweep the floor, mop the floor, erase the board, open the windows, close the windows, clean the restroom, rake the leaves, collect the homework</p> <ul style="list-style-type: none"> ♦ Teacher introduces the phrases with PPT and leads the students to sound out the phrases with phonics rules <p>IX. Chess Activity</p> <ul style="list-style-type: none"> ♦ Teacher designs the chess activity boards. ♦ Students work in a group of four. ♦ Students do the chess activity and do the oral practice. <p>X. Online Challenge</p> <ul style="list-style-type: none"> ♦ Teacher designs the online practice activity with Blooket. ♦ Each student can get an iPad. ♦ Students read the instruction and do the online activity by themselves. <p>XI. Writing practice</p> <ul style="list-style-type: none"> ♦ Each student gets a mission sheet. ♦ Students first do the listening and labeling activity. 					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	<p>解課堂中所介紹的國外主要節慶習俗。</p> <p>8-III-4 能了解外國風土民情。</p> <p>9-III-1 能夠將所學字詞做簡易歸類。</p> <p>綜合</p> <p>3c-III-1 尊重與關懷不同的族群，理解並欣賞多元文化。</p>		<p>♦For students' homework, they write the phrases for three times.</p> <p>XII. Present the sentence about school chores</p> <div style="border: 1px solid black; padding: 5px;"> <p>What do you / they have to do? I / We / They have to (clean the restroom). What does he/ she have to do? He/ She has to (clear the table). Do you / they have to (open the windows)? Yes, I / we / they do. No, I / we / they don't. Does he / she have to (close the windows)? Yes, he / she does. No, he / she doesn't.</p> </div> <p>♦Teacher shows the sentences on the PPT slides.</p> <p>♦Students works in small group and try to figure out the structure of the sentences.</p> <p>♦Teacher leads the students to do the oral practice with PPT slides.</p> <p>XIII. Cat and Rat Board Game</p> <p>♦Teacher designs the game boards.</p> <p>♦Students work in a group of four, play the board game and do the oral practice.</p> <p>XIV. Runner and Brainer</p> <p>♦Students work in a group of four.</p> <p>♦Each team gets a mission sheet.</p> <p>♦Students take turns checking the folders around the classroom to get the clues.</p> <p>♦Students answer the questions based on the clues they have.</p>					

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	學習表現	學習內容						
			<p>XV. Writing Practice</p> <ul style="list-style-type: none"> ♦ Each student gets a mission sheet. ♦ Students first do the listening and labeling activity. ♦ For students' homework, they answer the questions according to the picture clues. <p>B. Textbook and Workbook</p> <p>I. Our world reading p.18.19</p> <ul style="list-style-type: none"> ♦ Teacher leads the students to finish the reading and listening practice in the textbook. <p>II. Story time reading p.22.23</p> <ul style="list-style-type: none"> ♦ Teacher designs the preview sheet with several comprehension questions for students. ♦ Teacher introduces the reading strategy and leads the students to do the reading activity. <p>III. Workbook p.13~18</p> <ul style="list-style-type: none"> ♦ Teacher leads the students to do the writing practice in the workbook. <p>C. Lives between you and me</p> <p>I. The Life Experience in Eswatini</p> <ul style="list-style-type: none"> ♦ Students work in small groups. ♦ Students first brainstorm the questions that they are curious about the life in Eswatini from different aspects. ♦ Students work in a group of four and try to interview Ms. Zanele and take notes from the aspect that they focus on. ♦ Students take turns share the results of the interview. 					

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	學習表現	學習內容						
			<ul style="list-style-type: none"> While listening to the presentation, students can take notes and try to compare their lives with Ms. Zanele's life. II. The Life Experiences of Our Family Members <ul style="list-style-type: none"> Students do the interview of their family members from different aspects. <ul style="list-style-type: none"> Where are you from? (City) What do you usually eat? What do you usually do after school? How do you go to school? What subjects do you have at school? What do you have to during the cleaning time? Is there anything special that you want to share with me? Students do the comparison between their own life experience and their family members' with the graphic organizer Students walk around, look at each other's work and give feedback. 					
Week 19 6/16-6/20	英語 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-4 會在生活	英語 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜	[Review week] A. Review for final exam I. Jeopardy activity <ul style="list-style-type: none"> Teacher leads the students to review the target words and sentences for the exam with the review jeopardy activity. II. Workbook correction	3	➤PPT ➤Worksheet ➤Textbook ➤Workbook ➤Notebook	課堂參與 作業評量 口語評量		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	中或媒體上注意到學過的英語。 6-III-5 樂於接觸課外英語學習素材。 7-III-1 運用已學過字詞之聯想以學習新的字詞。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。	測。	♦Teacher leads the students to correct their workbooks.					
Week 20 6/23-6/27 ~ Week 21 6/30-7/4	英語 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-4 會在生活中或媒體上注意到學過的英語。	英語 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。	[Final reflection] A. Self-reflection I. Self-reflection ♦Teacher leads the students to reflect on what they did for this semester. II. My future goals ♦Teacher leads the students to set the goals for their next year.	6	➤PPT ➤Worksheet	課堂參與 口語評量 實作評量		

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	學習表現	學習內容						
	6-III-5 樂於接觸課外英語學習素材。 7-III-1 運用已學過字詞之聯想以學習新的字詞。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。							

八、本課程是否有校外人士協助教學

☒ 否，全學年都沒有(以下免填)

☐ 有，部分班級，實施的班級為：_____

☐ 有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		<input type="checkbox"/> 簡報 <input type="checkbox"/> 印刷品 <input type="checkbox"/> 影音光碟 <input type="checkbox"/> 其他於課程或活動中使用之教學資料，請說明：			

*上述欄位皆與校外人士協助教學與活動之申請表一致

附件

新北市淡水區新市國民小學 113 學年度學習節數分配表

年級			一	二	年級		三	四	五	六
學習領域					學習領域					
部 定 課 程	本 國 語 文	國語文 (含閱讀寫作)	6	6	本 國 語 文	國語文 (含閱讀寫作)	5	5	5	5
		本土語言/ 新住民語	1	1		本土語言/ 新住民語	1	1	1	1
	英語		0	0	英語		1	1	2	2
	數學		4	4	數學		4	4	4	4
	健 康 與 體 育	健康	1	1	健 康 與 體 育	健康	1	1	1	1
		體育	2	2		體育	2	2	2	2
	生活課程		6	6	社會		3	3	3	3
					自然科學		3	3	3	3
					藝 術	視覺藝術 表演藝術	2	2	2	2
						音樂	1	1	1	1
					綜合活動		2	2	2	2
彈 性 學 習 課 程 校 訂 課 程	彈性資訊 (市資轉)		0	0	彈性資訊 (市資轉)		1	1	1	1
	彈性英語 (市英轉)		2	2	彈性英語 (市英轉)		2	2	1	1
	彈性雙語		1	1	彈性雙語		1	1	1	1
	彈性(導師)		0	0	彈性(導師)		0	0	3	3
節數			23	23	節數		29	29	32	32

說明：

- 校訂課程規畫原則：「校訂課程」以形塑學校教育願景及強化學生適性發展，學校務必規劃符合十二年國教課綱規定之四類課程，四類課程分別是：①「跨領域統整性主題/專題/議題探究課程」，②「社團活動與技藝課程」，③「特殊需求領域課程」，以及④「其他類課程，包括本土語文／新住民語文、服務學習、戶外教育、班際或校際交流、自治活動、班級輔導、學生自主學習、領域補救教學等」。請落實彈性學習課程實施，不得為領域學習(部定)課程單一科目的重複學習，以符應總綱強調之跨域、適性及選修等原則。
- 各年級跨域統整性主題/專題/議題探究課程安排：
 - 各年級「英轉」及「資轉」為轉化以英語及資訊為主的統整性主題/專題/議題探究課程，配合校本課程主題做規劃。
 - 各年級「雙語課程」於彈性學習課程時數安排統整性主題/專題/議題探究課程，配合校本課程主題做規劃。
 - 低年級：「生活課程」設計「統整性主題/專題/議題探究」第一類課程，全自編教材。
 - 中年級：「綜合領域」設計「統整性主題/專題/議題探究」第一類課程。
 - 高年級：「彈性學習課程」設計「統整性主題/專題/議題探究」第一類課程及第四類課程。