

新北市新市國民小學113學年度六年級第一學期英語課程計畫(三至六年級英語科專用) 設計者：許家菁

一、學習節數：

(一)部定課程：每週(2)節，實施(22)週，共(44)節。

(二)校訂課程：每週(1)節，實施(22)週，共(22)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：_____

三、本課程是否實施混齡教學：☐是 ☒否

四、課程內涵：

<p>總 綱 核 心 素 養</p>	<p><input 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 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 type="checkbox"/> C2人際關係與團隊合作 <input type="checkbox"/> C3多元文化與國際理解</p>	<p>領 域 核 心 素 養</p>	<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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</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>
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		<p>其他領域</p> <p>綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。</p> <p>綜-E-A2 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p> <p>綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。</p>
	<p>閱讀素養議題</p> <p>(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。</p> <p>閱 III-E3 熟悉與學科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-E7 發展詮釋、反思、評鑑文本的能力。</p> <p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</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>
	其他議題實質內涵	無
具 體 學 習	<ol style="list-style-type: none"> 1. 能透過繪本「How to Make an Apple Pie and See the World」，結合英語與綜合領域學習目標，以展現閱讀歷程、態度、情境脈絡之素養，分析臺灣甜點的食材，在情境條件下規劃食材蒐集的方式和支出，做出舌尖上的旅行計畫。 2. 能聽辨食物的單字，並使用英語量詞描述食品的數量。 3. 能聽辨交通工具的單字，並能用英語說明旅行計畫的移動方式。 4. 能聽辨價格。 5. 能聽辨時間，並能用英語說明旅行的時間規劃。 	

目標	6. 能透過繪本「Please help planet Earth」，結合英語與綜合領域學習目標，閱讀歷程、態度、情境脈絡之素養，並覺察個人行為對環境和人事物的影響，進而主動願意改變和解決並實踐於生活中。結合畢業旅行，引導學生討論認識何謂綠色永續旅行，探究旅行時可以如何 go green，並製作個人綠色畢旅護照。
	7. 能聽辨旅行用品的單字，並能用英語說明自己行李中的物品。
	8. 能聽辨安全、禮儀和健康守則所需單字，並能表達情境的因應策略。

五、本課程課程架構：

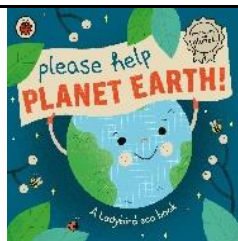
	總綱核心素養	學習領域核心素養	學習重點		結合重要教育工作
			預期學習表現	主要學習內容	
Module 5 Eating right	綜合	C1道德實踐與公民意識	綜-E-C1關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。	3d-III-1實踐環境友善行動，珍惜生態資源與環境。	Cd-III-3 生態資源與環境保護行動的執行。 Cd-III-4珍惜生態資源與環境保護情懷的展現。
	英語	A1身心素質與自我精進 A2系統思考與解決問題 B1符號運用與溝通表達 B2科技資訊與媒體素養 C2人際關係與團隊合作	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 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。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在	◎1-III-8 能聽懂簡易的日常生活用語。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-1 所學字詞的簡易歸類。

			<p>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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</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>3-III-5 能看懂課堂中所學的簡易對話。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*4-III-6 能書寫課堂中所學的句子。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p>		
Module 6 Getting around	綜合	A3 規劃執行與創新應變	<p>綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。</p>	2c-III-1 分析與判讀各類資源，規劃策略以解決日常生活的問題。	Bc-III-3 運用各類資源解決問題的規劃。	資 E2 使用資訊科技解決生活中簡單的問題。
	英語	<p>A1身心素質與自我精進</p> <p>A2系統思考與解決問題</p> <p>B1符號運用與溝通表達</p> <p>B2科技資訊與媒體素養</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>◎1-III-8 能聽懂簡易的日常生活用語。</p> <p>◎1-III-9 能聽懂簡易句型的句子。</p> <p>*◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-III-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-III-6 能使用簡易的日常生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p>	<p>*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>*Ae-III-2 繪本故事、兒童短劇。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-1 所學字詞的簡易歸類。</p>	

		C2人際關係與團隊合作	<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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</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>◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-III-5 能看懂課堂中所學的簡易對話。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*4-III-6 能書寫課堂中所學的句子。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p>		
	閱讀	學習主題及實質內涵	<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。</p> <p>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p>			
Module 7 Helping out	綜合	<p>A2系統思考與解決問題</p> <p>C1道德實踐與公民意識</p>	<p>綜-E-A2探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p> <p>綜-E-C1關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。</p>	<p>2c-III-1 分析與判讀各類資源，規劃策略以解決日常生活的問題。</p> <p>3d-III-1 實踐環境友善行動，珍惜生態資源與環境。</p>	<p>Bc-III-3運用各類資源解決問題的規劃。</p> <p>Cd-III-1生態資源及其與環境的相關。</p> <p>Cd-III-2人類對環境及生態資源的影響。</p> <p>Cd-III-4珍惜生態資源與環境保護情懷的展現。</p>	<p>環 E17 養成日常生活節約用水、用電、物質的行為，減少資源的消耗。</p> <p>安 E4</p>

	英語	<p>A1身心素質與自我精進</p> <p>A2系統思考與解決問題</p> <p>B1符號運用與溝通表達</p> <p>B2科技資訊與媒體素養</p> <p>C2人際關係與團隊合作</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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</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>◎1-Ⅲ-8 能聽懂簡易的日常生活用語。</p> <p>◎1-Ⅲ-9 能聽懂簡易句型的句子。</p> <p>*◎1-Ⅲ-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-Ⅲ-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎2-Ⅲ-6 能使用簡易的日常生活用語。</p> <p>2-Ⅲ-7 能作簡易的回答和描述。</p> <p>◎2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-Ⅲ-5 能看懂課堂中所學的簡易對話。</p> <p>3-Ⅲ-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-Ⅲ-7 能看懂繪本故事的主要內容。</p> <p>*4-Ⅲ-6 能書寫課堂中所學的句子。</p> <p>6-Ⅲ-5 樂於接觸課外英語學習素材。</p>	<p>*◎Ae-Ⅲ-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>*Ae-Ⅲ-2 繪本故事、兒童短劇。</p> <p>B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-Ⅲ-1 所學字詞的簡易歸類。</p>	<p>探討日常生活應該注意的安全。</p> <p>安 E5</p> <p>了解日常生活危害安全的事件。</p>
	閱讀	<p>學習主題及實質內涵</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。</p> <p>閱 III-E6 發展向文本提問的能力。</p> <p>閱 III-E7 發展詮釋、反思、評鑑文本的能力。</p>			

Module 10 What's the matter?	綜合	A3規劃執行與創新應變	綜-E-A3規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。	3a-III-1 辨識周遭環境的潛藏危機，運用各項資源或策略化解危機。	Ca-III-1環境潛藏的危機。 Ca-III-2辨識環境潛藏危機的方法。 Ca-III-3化解危機的資源或策略。	安 E4 探討日常生活應該注意的安全。 安 E5 了解日常生活危害安全的事件。
	英語	A1身心素質與自我精進 A2系統思考與解決問題 B1符號運用與溝通表達 B2科技資訊與媒體素養 C2人際關係與團隊合作	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。 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。 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。 英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。	◎1-III-8 能聽懂簡易的日常生活用語。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常生活用語。 2-III-7 能作簡易的回答和描述。 ◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 3-III-5 能看懂課堂中所學的簡易對話。 3-III-6 能看懂課堂中所學的簡易短文之主要內容。 *3-III-7 能看懂繪本故事的主要內容。 *4-III-6 能書寫課堂中所學的句子。 6-III-5 樂於接觸課外英語學習素材。	*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-1 所學字詞的簡易歸類。	

		<ul style="list-style-type: none"> • talk about prices and schedules • apply different strategies to solve the problem. • reflect the process of problem solving. 	Traveling: <u>leave</u> , <u>arrive</u> , dollar, <u>hour</u> , minute, <u>ticket</u> Number: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred	★ What time does the MRT leave / arrive? It leaves / arrives at 5:00. ★ How long does it take by boat? It takes 15 minutes. ★ How much is it? It's 300 dollars. How much are they? They're 600 dollars.	
Module 7 Helping out		Ss will be able to ... <ul style="list-style-type: none"> • talk about possession. • talk about indefinite pronouns. • talk about environmental-friendly actions. 	Traveling Items: <u>clothes</u> , backpacks, water bottles, <u>NHI cards</u> , <u>phones</u> , chargers, toiletries, first-aid kit, cutlery sets, passports, <u>money</u> Possessive pronouns: mine, yours, his, hers, its, ours, theirs Indefinite pronouns: everyone, someone, no one, anyone, everything, something, nothing, anything Traveling Rules and etiquette: fasten the seatbelt, wear the helmet, <u>follow</u> the traffic lights, walk on the sidewalk, cross at the crosswalk, <u>look both ways</u> , <u>play on the street</u> , <u>cut in line</u> , keep your hands to yourself, keep your belongings <u>safe</u> , <u>check</u> the	★ Whose backpack is this? It's my backpack. (It's mine.) Whose NHI cards are these? They're our NHI cards. (They're ours.) ★ Is this his (money)? Yes, it is. / No, it isn't. Are these your (toiletries)? Yes, they are. / No, they aren't. ★ There is someone at the door. Everyone can recycle. There isn't anyone in the bus. There is something on the table. We can't recycle everything. There is nothing in the box. ★ What should you/ they/ he/ she do? I/ We/ They/ He/ She should... ★ What shouldn't you/ they/ he/ she do? I/ We/ They/ He/ She shouldn't... ★ Should you/ they/ he/ she...?	透過繪本內容結合畢業旅行，思考個人習慣對環境以及周遭人事物的影響。認識何謂綠色永續旅行，探究旅行時可以如何 go green，並製作個人綠色畢旅護照。

				exit route, stay quiet , ask for permission, walk alone, stay healthy	Yes, I/ we/ they/ he/ she should. No, I/ we/ they/ he/ she shouldn't.	
	Module 10 What's the matter?		Ss will be able to ... <ul style="list-style-type: none"> • talk about health problems and illnesses • give advice • talk about safety 	Sickness: a fever , a cough, a runny nose, a sore throat , a headache , a stomachache , an earache, a toothache, a broken arm, a broken leg, a cut , a burn Solutions: take some medicine , get some rest, drink more water , have a light meal, put on the mask , wash hands , put on the Band-Aid, go to the hospital, hold under the cold water	★ What's the matter with you/ them/ him/ her? I / We / They have a headache. He/ She has a fever. ★ Do you/ they have a cut? Yes, I/ we/ they do. No, I/ we/ they don't. Does he/ she have a fever? Yes, he/ she does. No, he/ she doesn't. ★ What should you/ they/ he/ she do? I/ We/ They/ He/ She should... ★ Should you/ they/ he/ she...? Yes, I/ we/ they/ he/ she should. No, I/ we/ they/ he/ she shouldn't.	

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、☐國際教育、☐原住民族教育

七、素養導向教學規劃：

統整性探究課程或結合校本課程之週次內容，請以綠色字體標示，自編課程請以黑色字體標示，法定議題請以紫色字體標示。


若直接引用廠商內容者，請以紅色字體標示。

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						
Week 1	<p>英語</p> <p>➤2-III-7 能作簡易的回答和描述。</p> <p>*➤4-III-6 能書寫課堂中所學的句子。</p> <p>➤5-III-1 認讀與聽寫國小階段字詞。</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</p>	<p>英語</p> <p>◎Ab-III-3 片語及句子的重音。</p> <p>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。</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</p>	<p>[Welcome back to school]</p> <p>A. All about our class</p> <p>I. True or false about me</p> <ul style="list-style-type: none"> Teacher shows some descriptions about herself. Students read the sentences and try to guess whether the descriptions are correct or not about the teacher. After the teacher's demonstration, students can also write three sentences about themselves. Students go to different friends and share the sentences with each other. <p>II. Let's review the classroom rules!</p> <ul style="list-style-type: none"> Teacher shows the Five-Fingers rules to the class. Teacher leads the students to think about what they can do to reach the goals. <p>III. It's time to Plickers!</p> <ul style="list-style-type: none"> Teacher leads the students to do the pre-test activity by using Plickers. 	3	<ul style="list-style-type: none"> PPT Plickers mission sheet 	<p>口語評量</p> <p>實作評量</p> <p>課堂參與</p>		<p><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)</p> <p>1.協同科</p>

	<p>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>*◎➤5-III-10 能運用所學的字母拼讀規則拼</p>	<p>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生活在不同文化中的經驗和感受。</p> <p>Cc-III-4 對不同族群的尊</p>						<p>目 ： — — 2.協 同節 數： — —</p>
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	<p>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>重、欣賞與 關懷。</p>						
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	<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</p>							
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	並欣賞多元文化。							
Week 2 - Week 5	<p>綜合 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。</p> <p>英語 ◎1-III-8 能聽懂簡易的日常生活用語。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡</p>	<p>綜合 Cd-III-3 生態資源與環境保護行動的執行。 Cd-III-4 珍惜生態資源與環境保護情懷的展現。</p> <p>英語 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-1 所學字詞的簡易歸類。</p>	<p>[My Green Traveling Plan (Get Smart Book M7)]</p> <p>A. Introduce the Topic</p> <p>I. Storytelling-Let's help the Planet Earth!</p> <p>[Before reading]</p> <ul style="list-style-type: none"> Teacher first shows the cover page of the book, and leads the students to discuss the following questions: <ul style="list-style-type: none"> What's the title of the book? What pictures do you see? What will the story be about? <p>https://www.youtube.com/watch?v=Y58bX7Q0Ag8&ab_channel=ABookishMe!</p> <p>[During reading]</p> <ul style="list-style-type: none"> Teacher tells the story with PPT slides and invites the students to read along with the teacher. Teacher asks the following questions to get students involved: <ul style="list-style-type: none"> What's happening? What's the problem of the Earth? What can we do to help the Earth? Can you do this to help the Earth? <p>[After reading]</p> <ul style="list-style-type: none"> Teacher prepares the questionnaire "Are you a green person?" with Google form. 	12	<p>PPT iPads story book</p>  <p>mission sheet book workbook</p>	<p>口語 評量</p> <p>實作 評量</p> <p>課堂 參與</p> <p>作業 評量</p>	<p>閱 III-E1 III-E3 III-E11</p>	<p><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)</p> <p>1.協同科目： — —</p>

	<p>易的日常生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-III-5 能看懂課堂中所學的簡易對話。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*4-III-6 能書寫課堂中所學的句子。</p>	<ul style="list-style-type: none"> Each student gets an iPad and does the questionnaire by themselves. Teacher invites the students to share the results. <p>B. Target language</p> <p>I. Present the words</p> <div data-bbox="651 379 1565 657" style="border: 1px solid black; padding: 5px;"> <p><i>target words</i></p> <p><u>traveling items</u></p> <p>clothes, slippers, backpacks, water bottles, NHI cards, phones, chargers, toiletries, first-aid kit, cutlery sets, money, shopping bags</p> </div> <ul style="list-style-type: none"> Teacher introduces new vocabulary with PPT slides and leads the students to read the words with phonics rules. <p>II. Vocabulary practice activity</p> <p>[Memory activity]</p> <ul style="list-style-type: none"> Students work in pairs with mini whiteboards. Teacher shows part of the pictures on the PPT slides. Students look at the pictures, find out the missing items and circle the words. Students show the boards and say the words. <p>[Writing practice]</p> <ul style="list-style-type: none"> Each student gets a mission sheet. Students first do the listening practice and number the pictures, then, do the words writing practice as the homework. <p>III. Present the sentence</p> <div data-bbox="651 1410 1565 1465" style="border: 1px solid black; padding: 5px;"> <p><i>target sentence</i></p> </div>					<p>2.協同節數：</p> <p>—</p> <p>—</p>
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6-III-5 樂
於接觸課
外英語學
習素材。

possessive nouns

my, your, his, her, our, their

possessive sentence

Whose (money) is it?

It's (my money).

Whose (backpacks) are these?

They're (their) backpacks.

- Teacher prepares the reading material with picture clues.
- Students read in pairs and try to highlight the possessive nouns, then guess the meaning of the words from the picture clues.
- Teacher invites the students to share their ideas.
- Teacher presents the sentence with PPT slides and leads the students to do the oral practice.

[Board game: Kick it out]

- ✧ Students work in a group of four.
- ✧ Students play the Kick it out board game and do the oral practice.

[Guessing activity]

- ✧ Teacher takes the pictures of students and their items.
- ✧ Students work in a group of two.
- ✧ Teacher shows the questions and picture clues on the PPT slides.
- ✧ Students have to guess who the items belong to and write down the answers.

			<p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students do the sentence writing practice according to the picture clues on the mission sheet. <p>IV. Book and workbook: Smart Kids</p> <ul style="list-style-type: none"> • Teacher leads the students to do the reading practice on p. 66.67. • For students' homework, they need to finish the writing practice on workbook p.59. 60. <p>V. Present the sentence</p> <div> <p><i>target words</i></p> <p>everyone, someone, no one, anyone, everything, something, nothing, anything</p> <p><i>target sentence</i></p> <p>(Everyone) is in the classroom.</p> <p>There is (someone) in the house.</p> <p>There is (no one) in the house.</p> <p>There isn't (anything) on the desk.</p> </div> <ul style="list-style-type: none"> • Teacher prepares the sentence stripes and the picture clues. • Students work in a group of four and try to match the pictures with the right sentence stripes. • Teacher leads the students to highlight the key words "indefinite pronouns" and invites the students to talk about the meaning of the words. 					
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			<ul style="list-style-type: none"> • Teacher makes the conclusion and leads the students to take notes. • Teacher shows the picture clues on the PPT slides and leads the students to do the oral practice. <p>[Learning Station-Listening & Unscramble]</p> <ul style="list-style-type: none"> ✧ Teacher creates the sentence unscramble activity with Wordwall. ✧ Teacher first introduces the missions for the learning station. ✧ Each student gets an iPad. They first do the listening practice, then do the unscramble activity by themselves. <p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students do the sentence writing practice according to the picture clues on the mission sheet. <p>VI. Book and workbook: Our World</p> <ul style="list-style-type: none"> • Teacher leads the students to do the reading practice on p. 68.69. • For students' homework, they need to finish the writing practice on workbook p.61.62.63. <p>VII. Present the phrases</p> <div> <p><i>target phrases</i></p> <p>walk to school / take the water bottle / pick up the trash / turn off the taps / recycle plastics / recycle glass / recycle paper / turn off the light / grow some plants</p> </div>					
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			<ul style="list-style-type: none"> Teacher presents the phrases with PPT slides and leads the students to read the phrases with phonics rules. <p>[Connect four]</p> <ul style="list-style-type: none"> ✧ Teacher prepares the game boards. ✧ Students work in pairs, play the board game and do the oral practice. <p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students first do the listening practice and number the pictures, then, do the phrases writing practice as the homework. <p>VIII. Present the sentence</p> <div> <p><i>target words</i></p> <p>me / you / him / her / them / us</p> <p><i>target sentence</i></p> <p>Please help (me) turn off the light.</p> <p>Let's help (them) recycle.</p> </div> <ul style="list-style-type: none"> Teacher prepares the sentence stripes and the picture clues. Students work in a group of four and try to match the pictures with the right sentence stripes. Teacher leads the students to highlight the key words “indefinite pronouns” and invites the students to talk about the meaning of the words. 					
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			<ul style="list-style-type: none"> Teacher makes the conclusion and leads the students to take notes. Teacher shows the picture clues on the PPT slides and leads the students to do the oral practice. <p>[Cats and rats]</p> <ul style="list-style-type: none"> ✧ Teacher prepares the game boards. ✧ Students work in pairs, play the board game and do the oral practice. <p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students do the sentence writing practice according to the picture clues on the mission sheet. <p>C. My Green Traveling Guidebook</p> <ul style="list-style-type: none"> Teacher first prepares the schedule of students' graduation trip. Students work in a group of four and look at the schedule, then list out the actions that they can do to help the Earth during the graduation trip. Teacher invites the students to share the actions and writes them down on the boards. Each student can make their own Green Traveling Guidebook (Ten things I can do to help the Earth). Teacher leads the students to do the reflection after the students are back from the trip. 					
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<p>Week 6 - Week 9</p>	<p>綜合 3a-III-1 辨識周遭環境的潛藏危機，運用各項資源或策略化解危機。</p> <p>英語 ◎1-III-8 能聽懂簡易的日常生活用語。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常</p>	<p>綜合 Ca-III-1 環境潛藏的危機。 Ca-III-2 辨識環境潛藏危機的方法。 Ca-III-3 化解危機的資源或策略。</p> <p>英語 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-1 所學字詞的簡易歸類。</p>	<p>[What's the matter? (Get Smart Book M10)]</p> <p>A. Target language</p> <ul style="list-style-type: none"> Present the words <div data-bbox="651 280 1568 483"> <p>target words</p> <p>a cold, a <u>fever</u>, a cough, a runny nose, a <u>sore throat</u>, a sneeze, a <u>headache</u>, a <u>stomachache</u>, an earache, a toothache, a broken arm, a <u>broken</u> leg, a <u>cut</u>, a <u>burn</u></p> </div> <ul style="list-style-type: none"> Teacher presents the words with PPT slides and leads the students to do the oral practice with phonics rules. <p>[Back to the board]</p> <ul style="list-style-type: none"> Students work in a group of four. Each person gets a fly swap. Students listen carefully to the teacher and hit the right pictures on the board. <p>[Writing practice]</p> <ul style="list-style-type: none"> Each student gets a mission sheet. Students first do the listening practice and number the pictures, then, do the words writing practice as the homework. <p>Present the sentence</p> <div data-bbox="651 1137 1568 1390"> <p>target sentence</p> <p>What's the matter with (you / them / us)? I / They / We have a cough. What's the matter with (him / her)? He / She has a fever.</p> </div>	<p>12</p>	<p>•PPT •iPads •mission sheet •book •workbook</p>	<p>□ 語 評量</p> <p>實作 評量</p> <p>課堂 參與</p> <p>作業 評量</p>		
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	<p>生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-III-5 能看懂課堂中所學的簡易對話。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*4-III-6 能書寫課堂中所學的句子。</p>		<ul style="list-style-type: none"> Teacher presents the sentence with PPT slides and leads the students to do the oral practice. [From dots to boxes] Teacher prepares the game boards. Students work in pairs, play the board game and do the oral practice. [Learning Station-Listening & Writing] Teacher creates the anchor activity with Wordwall. Teacher first introduces the missions for the learning station. Each student gets an iPad. They first do the listening practice, then do the writing activity by themselves. After they finished, students can do the activity with Wordwall as an anchor. [Writing practice] Each student gets a mission sheet. Students do the sentence writing practice according to the picture clues on the mission sheet. Present the phrases <div data-bbox="651 1083 1568 1347" style="border: 1px solid black; padding: 5px;"> <p><i>target phrases</i></p> <p>take some <u>medicine</u>, get some rest, drink more water, eat a light meal, put on the mask, take care of the cast, put on the sunscreen, cover the mouth, wash hands, put on the Band-Aid</p> </div> <ul style="list-style-type: none"> Teacher presents the phrases with PPT slides and leads the students to do the oral practice with phonics rules. 					
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	6-III-5 樂於接觸課外英語學習素材。		<p>[Three pictures one word]</p> <ul style="list-style-type: none"> Students work in a group of four. Each team gets a target phrases. Students have to work together and draw three clues about that phrase. Teacher displays the works around the classroom. Students walk around, look at the picture clues and write down the phrases on the mission sheet. <p>[Writing practice]</p> <ul style="list-style-type: none"> Each student gets a mission sheet. Students first do the listening practice and number the pictures, then, do the phrases writing practice as the homework. Present the sentence <div> <p><i>target sentence</i></p> <p>What should you/ they do?</p> <p>I / They should (put on the mask).</p> <p>What should Jack / Amy do?</p> <p>He / She should (take a rest).</p> <p>Should you / they (take some medicine)?</p> <p>Yes, I / they should. / No, I / they shouldn't.</p> <p>Should he / she (drink lots of water)?</p> <p>Yes, he/ she should. / No, he / she shouldn't.</p> </div> <ul style="list-style-type: none"> Teacher presents the sentences with PPT slides and leads the students to do the oral practice. <p>[Action monopoly]</p> <ul style="list-style-type: none"> Teacher prepares the game boards and action cards. 					
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			<ul style="list-style-type: none"> • Students work in a group of four, play the board game and do the oral practice. • [Information gap] • Teacher prepares the mission sheet. • Each student gets a mission sheet with different characters. • Students work in pairs, ask the questions, and get the answers from partners. • [Writing practice] • Each student gets a mission sheet. • Students do the sentence writing practice according to the picture clues on the mission sheet. • Book and workbook: Smart kids • Teacher leads the students to do the reading practice on p. 98.99. • For students' homework, they need to finish the writing practice on workbook p.86.87.88. • Book and workbook: Reading time • Teacher leads the students to do the reading practice on p.102.103 with reading strategy. • For students' homework, they need to finish the writing practice on workbook p.90.91.92.93. 					
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Week 10	<p>英語</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>英語</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p>	<p>[Mid-term review week]</p> <p>A. Review for Mid-term</p> <p>I. Bingo activity</p> <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. <p>II. Workbook correction</p> <ul style="list-style-type: none"> Teacher leads the students to correct their workbooks. 	3	<ul style="list-style-type: none"> PPT iPads mission sheet book workbook 	<p>口語評量</p> <p>實作評量</p> <p>課堂參與</p> <p>作業評量</p> <p>紙筆評量</p>		
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<p>Week 11 - Week 19</p>	<p>綜合 2c-III-1 分析與判讀各類資源，規劃策略以解決日常生活的問題。 英語 ◎1-III-8 能聽懂簡易的日常生活用語。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎2-III-6 能使用簡易的日常</p>	<p>綜合 Bc-III-3 運用各類資源解決問題的規劃。 英語 *◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 *Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-1 所學字詞的簡易歸類。</p>	<p>[Special Desserts in Taiwan(Get Smart Book M5&M6)]</p> <p>A. Introduce the topic</p> <p>I. What's your favorite dessert?</p> <ul style="list-style-type: none"> Teacher first invites the foreign teacher to introduce her favorite dessert to students, includes the texture, flavor, ingredients and making steps. Teacher can ask some questions while introducing the dessert to get students involved. <p>II. Story telling [Before reading]</p> <ul style="list-style-type: none"> Teacher first shows the cover page of the book, and leads the students to discuss the following questions: <ul style="list-style-type: none"> What's the title of the book? What pictures do you see? What will the story be about? <p>[During reading]</p> <ul style="list-style-type: none"> Teacher tells the story with PPT slides. While telling the story, teacher keeps asking questions to get students involved: <ul style="list-style-type: none"> What kind of ingredient does the girl want to get? Where is she? Which country is famous for this ingredient? Why is the country famous for this ingredient? <p>[After reading]</p> <ul style="list-style-type: none"> Teacher prepares the mission sheet. 	<p>27</p>	<p>•PPT •iPads •mission sheet •book •workbook</p>	<p>口語 評量 實作 評量 課堂 參與 作業 評量</p>	<p>閱 III-E1 III-E3 III-E11</p>	
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<p>生活用語。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-III-5 能看懂課堂中所學的簡易對話。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>*3-III-7 能看懂繪本故事的主要內容。</p> <p>*4-III-6 能書寫課堂中所學的句子。</p>			<ul style="list-style-type: none"> Students work in a group of four; and try to finish the manual for making an apple pie. Each team try to retell the story by using the manual that they make. <p>B. Target language</p> <p>I. Present the target words</p> <div data-bbox="656 432 1565 884" style="border: 1px solid black; padding: 5px;"> <p>target words</p> <p><u>pear</u>, <u>peach</u>, kiwi, egg, orange, pineapple, pepper, onion, potato, carrot, tomato, chips, <u>butter</u>, sugar, flour, milk, <u>chocolate</u>, cheese, meat, cake, cereal, lemonade, soda, tea, candy, soup, fish, salad, lettuce, bread</p> <p>a <u>basket</u> of, a bag of, a carton of, a <u>piece</u> of, a box of, a can of, a <u>bottle</u> of, a <u>cup</u> of, a bar of, a glass of, a <u>bowl</u> of, a <u>plate</u> of, a <u>spoon</u> of</p> </div> <ul style="list-style-type: none"> Teacher presents the target words with PPT slides and leads the students to read the words with phonics rules. <p>[Let's Nim!]</p> <ul style="list-style-type: none"> Teacher prepares the game board. Students work in pairs, play the board game and do the oral practice. <p>[Matching activity]</p> <ul style="list-style-type: none"> Teacher prepares the word cards and picture cards. Students work in a group of four and try to match the quantifier words with picture cards. After that, teacher leads the students to take notes. 					
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	6-III-5 樂於接觸課外英語學習素材。		<p>[Writing practice]</p> <ul style="list-style-type: none"> Each student gets a mission sheet. Students first do the listening practice and number the pictures, then, do the phrases writing practice as the homework. <p>II. Present the sentence</p> <div> <p>target sentence</p> <p>There is an apple.</p> <p>There are apples.</p> <p>There is a bag of apples.</p> <p>There is some flour.</p> <p>There is a bag of flour.</p> <p>How many pears does he/she need?</p> <p>He / She needs a box of pears.</p> <p>How much milk do you / they need?</p> <p>I/ They need a carton of milk.</p> <p>I/ They need a box of pears.</p> <p>How much lemonade does he/she need?</p> <p>He / She needs a glass of lemonade.</p> </div> <ul style="list-style-type: none"> Teacher prepares the picture clues and sentence stripes. Students work in a group of four, try to match the picture clues with sentences stripes. Teacher invites the students to talk about the rules of the sentences. 					
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			<ul style="list-style-type: none"> Teacher leads the students to do the oral practice with PPT slides. <p>[Memory activity]</p> <ul style="list-style-type: none"> ✧ Students work in pairs. ✧ Students have to look at the picture clues on the PPT slides, try to memorize the items. ✧ After the time is up, students have to write down the sentences based on the picture clues and read out loud the sentences. <p>[Leader activity]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students go to different leaders, listen to the leaders and number the pictures. ✧ Teacher leads the students to check the answers. <p>[Jigsaw reading activity]</p> <ul style="list-style-type: none"> ✧ Teacher prepares the reading materials. ✧ Students first work in the color group, read the paragraph and take notes. ✧ After going back to the home group. Students have to solve the team mission based on the clues that they have. ✧ Teacher leads the students to check the answers. <p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. ✧ Students do the sentence writing practice according to the picture clues on the mission sheet. 					
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		<p>III. Book and workbook: Smart kids</p> <ul style="list-style-type: none"> Teacher leads the students to do the reading practice on p. 46.47. For students' homework, they need to finish the writing practice on workbook p.39~41. <p>IV. Book and workbook: Reading time</p> <ul style="list-style-type: none"> Teacher leads the students to do the reading practice on p. 52.53. For students' homework, they need to finish the writing practice on workbook p.43~46. <p>V. Present the words</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>target words</p> <p>by scooter, by train, by plane, by bus, by bike, by car, by taxi, by ferry, by HSR, by MRT, by LRT, on foot leave, arrive, dollar, hour, minute, ticket 1-12, hundred, thousand</p> </div> <ul style="list-style-type: none"> Teacher presents the words with PPT slides and leads the students to read the words with phonics rules. <p>[Connect four]</p> <ul style="list-style-type: none"> ✧ Teacher prepares the game boards. ✧ Students work in pairs, play the board game and do the oral practice. <p>[Writing practice]</p> <ul style="list-style-type: none"> ✧ Each student gets a mission sheet. 					
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			<p>✧ Students first do the listening practice and number the pictures, then, do the phrases writing practice as the homework.</p> <p>VI. Present the sentence</p> <div> <p>target sentence</p> <p>How are you / they going to get there?</p> <p>I'm / They're going to get there by car.</p> <p>How is he / she going to get there?</p> <p>He's / She's going to get there by train.</p> <p>What time does the MRT leave / arrive?</p> <p>It leaves / arrives at 5:00.</p> <p>How much is the ticket?</p> <p>It's 300 dollars.</p> <p>How much are the tickets?</p> <p>They're 600 dollars.</p> <p>How long does it take by boat?</p> <p>It takes 15 minutes.</p> </div> <p>• Teacher presents the sentence with PPT slides and leads the students to do the oral practice.</p> <p>[Chess activity]</p> <p>✧ Teacher prepares the game boards.</p> <p>✧ Students work in pairs, play the board game and do the oral practice.</p> <p>[Runner and brainer]</p> <p>✧ Students work in a group of four.</p> <p>✧ Each group gets a mission sheet.</p>					
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			<p>✧ Students take turns checking the files, looking at the answers and writing down the answers.</p> <p>[Learning station]</p> <p>✧ Teacher creates the anchor activity with Wordwall.</p> <p>✧ Teacher first introduces the missions for the learning station.</p> <p>✧ Each student gets an iPad. They first do the listening practice, then do the writing activity by themselves.</p> <p>✧ After they finished, students can do the activity with Wordwall as an anchor.</p> <p>[Writing practice]</p> <p>✧ Each student gets a mission sheet.</p> <p>✧ Students do the sentence writing practice according to the picture clues on the mission sheet.</p> <p>VII. Book and workbook: Smart kids</p> <ul style="list-style-type: none"> • Teacher leads the students to do the reading practice on p. 56.57. • For students' homework, they need to finish the writing practice on workbook p.51.52. <p>VIII. Book and workbook: Our world</p> <ul style="list-style-type: none"> • Teacher leads the students to do the reading practice on p. 58.59. • For students' homework, they need to finish the writing practice on workbook p.54~57. <p>C. Special desserts in Taiwan</p>					
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			<ul style="list-style-type: none"> Teacher introduces the mission to the students: Students are going to introduce the special desserts in Taiwan to the foreign teacher. Teacher leads the students to brainstorm the desserts in Taiwan. Students work in a group of four, pick the dessert they want to study. Students get the iPad and do the research about the desserts, including the ingredients, making steps, the most famous area and how to get the dessert. Then, students can make the presentation slides with Canva. Students do the presentation and give each other feedbacks. 					
Week 20	<p>英語</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</p>	<p>英語</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p>	<p>[Final exam review]</p> <p>A. Review for final exam</p> <p>I. Jeopardy activity</p> <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. <p>II. Workbook correction</p> <ul style="list-style-type: none"> Teacher leads the students to correct their workbooks. 	3	<ul style="list-style-type: none"> PPT iPads mission sheet book workbook 	<p>口語評量</p> <p>實作評量</p> <p>課堂參與</p> <p>作業評量</p>		

	<p>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>					紙筆評量		
Week 21-22	<p>英語</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</p>	<p>英語</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>◎D-III-3 依綜合資訊作簡易猜測。</p>	<p>[Final reflection]</p> <p>A. Self-reflection</p> <p>I. Self-reflection</p> <ul style="list-style-type: none"> Teacher leads the students to reflect on what they did for this semester. <p>II. My future goals</p> <p>Teacher leads the students to set the goals for their next year.</p>	3	<ul style="list-style-type: none"> PPT iPads mission sheet book workbook 	<p>口語評量</p> <p>實作評量</p> <p>課堂參與</p>		

	<p>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>								
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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			—	—	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	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：
 - (1) 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。

- (2) 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。
- (3) 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。
- (4) 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。
- (5) 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。