**新北市** 三重 **國民小學**  114  **學年度** 一  **年級第**一 **學期校訂課程計畫 設計者：陳曉青**

一、課程類別：

1.🗹統整性主題/專題/議題探究課程：【英閱繪】–英語繪本閱讀 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：＿＿＿＿ ＿＿

二、學習節數：每週( 2 )節，實施( 21 )週，共( 42 )節。

三、本課程是否實施混齡教學：□是 🗹否

四、本課程是否曾經局端審定為優良校訂課程：□是( 學年度 第 學期) 🗹否

五、課程內涵：

|  |  |
| --- | --- |
| 總綱核心素養項目 | **學習目標** |
| 【英語領域】🗹 A1身心素質與自我精進🗹 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【生活領域】🗹 A1 身心素質與 自我精進🗹 B3 藝術涵養與 美感素養。🗹 C2 人際關係與團隊合作 | 1.能聽、說及認讀26個字母。2.能聽、說選用英語繪本之主要單字。3.能嘗試聽辨及說出選用英語繪本之生活短句。4.能樂於參與學習活動。5.能樂於接觸不同之教學媒材。6、能知道英文閱讀從左到右。7、能用正確的語調及節奏，吟唱本書的內容。8、能用肢體動作或手指謠表現本書的內容。9、能辨識字母，並且進行大小寫字母的配對。10.能主動發現問題及解決問題，持續學習。11.能感受與欣賞生活中人、事、物多元形式的美與 表現。12.能用合宜的方式與人友善互動，願意共同完成工作任務。 |

六、全校整體課程架構:



家英文小玩

七、課程架構：

No, David

It is time.

繪本讀讀樂

**Ten little Indians**

**Color song**

Old MacDonald had a farm

Who took the cookies from the cookie jar

歌曲樂翻天

The wheels on the bus

英語小玩家

八、本課程融入議題情形:

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.是否融入性別平等教育議題：是(第\_\_\_\_週) 🗹否

4.其他議題融入情形(有的請打勾)：生命教育、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、⬜STEAM

 \*融入議題，課程設計簡要實施內容:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 項目 | 融入議題 | 實施週次 | 實施節數 | 簡要實施內容 |
| 1 | 閱讀素養 | 1~4,8-10,11,14-15,19-21 | 13 | 閱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E3熟悉與學科學習相關的文本閱讀策略。閱E12培養喜愛閱讀的態度。單元名稱: Who Took the Cookies from the Cookie Jar No, David! The Wheels on the Bus Old MacDonald had a farm內涵:藉由非語言的教學輔助、多元的教學活動,引導小朋友認識英語字彙、培養 初步的閱讀策略,以及喜愛閱讀的態度。 |
| 2 | 國際教育 | 4,7,14,17,19 | 5 | 國 E4 了解國際文化的多樣性教學活動名稱:\*國際文化習俗介紹 \*Christmas 內涵:藉由多媒體融入教材,補充國際文化資訊及字彙。 |

九、素養導向教學規劃：1.Blue words-議題融入/ 2.Purple words-節慶教學/3.**Red words-配合學校行事曆**

**4.Orange words-英檢補強教學活動 /5.Green words- 配合學校願景/ 6.black words-自編**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |
| 第1-4週 | 【英語領域】◎1-I-1 能聽辨26個字母。◎6-I-1 能專注於老師的說明與演示。◎6-I-2 積極參與各種課堂練習活動。【生活領域】5-I-1 覺知生活中人、事、 物的豐富面貌，建立初步的美感經驗。 | 【英語領域】◎Aa-I-1 字母名稱。Ab-I-1 字母對應的發音。Ac-I-2 第一學習階段所學字詞。【生活領域】C-I-2 媒材特性與符號表徵的使用。 | **Term start: 9/1**Get ready \*Explain the class rules  1. Be polite.  2. Bring your stationery and book 3. No chatting, pay attention.  4. No fighting.  5. Hand in homework on time. **Story: No, David.** **Teaching steps:** Teaching steps: 1. Look and say (No, David)2. Listen and guess (listen to the story)3. Teach vocabularies 4. Teach sentences5. Do the exercise sheet 6. Watch youtube to review**<https://youtu.be/u0jeWwduJGY>****Review Numbers: 1-15****Teach the song: Count with Me****Lyrics: 1,2,3,4 Clap your hands.****5,6,7,8, Wave your hands. 9,10,11, Stomp your feet. 12,13, Wiggle your body. 14,15, Turn around.** **Act it out:** **Raise your hand.** **Put down your hand.****Take out your book.** **Put away your book.****☆Unit 1**: Alphabets: Aa, Bb, Cc英檢補強教學活動加強字母書寫位置的練習Vocabularies: ant, apple, ball, boy, candy, catSentence: It’s a ball.Classroom language: Look!Country: Hawaii danceTeaching steps: 1. Meet the world video1. Learn the flag
2. Watch national geographic kids

https://kids.nationalgeographic.com/videos△Teaching steps: Introduce the alphabets A, B, C, then a,b,cTeach the letter name and letter soundUse chant and song to help them memorize the shape and sounds Review the writing of the alphabetsUse real objects to teach the new wordsTeach the sentence with the song: It’s a ball. Lyrics: What is this?What is this?It’s a ball. It’s a ball.What is this?It’s a ball.It’s very cool. (hat, robot)Role play to introduce the classroom language: Look!◎Activity: Color the alphabets- Aa red, Bb blue, Cc green Listen and match activityMeet the World : New Zealand Chant & Sing- A, B and CRole play – classroom language Look and match activity Creative drawing – Aa Bb Cc imagesCounting Activity: 1-15Sticker game  |  12  | 1康軒版教材.2.字母卡大小寫各一套3.CD4.Super E-Book 5.單字圖卡IMG_256 | 1.課堂參與2.口語練習及發表3.活動式評量 | 【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】閱I-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 I-E3 熟悉與學科學習相關的文本閱讀策略。閱 I-E8 低、中年級以紙本閱讀為主。【國際教育】國E1了解我國與世界其他國家的文化特質。 |  |
| 第5-7週 | 【英語領域】◎1-I-3 能聽懂課堂中所學的字詞。🞵◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。 ◎3-I-1 能辨識26個印刷體大小寫字母。◎6-I-1 能專注於老師的說明與演示。【生活領域】5-I-1 覺知生活中人、事、 物的豐富面貌，建立初步的美感經驗。 | 【英語領域】◎Aa-I-1 字母名稱。Ab-I-1 字母對應的發音。【生活領域】C-I-2 媒材特性與符號表徵的使用。 |  Mid-Autumn Festival**☆Unit 2:** Alphabets: Dd, Ee Ff英檢補強教學活動加強字母書寫位置的練習Vocabularies:door,dog, elephant, egg, fish, foxSentence: What’s that?Classroom language: Don’t run. Don’t shout.Country: MalaysiaTeaching steps: 1. Meet the world video2. Learn the flag3. Watch national geographic kidshttps://kids.nationalgeographic.com/videos△Teaching steps: Introduce the alphabets D, E, d, e, F, fTeach the letter name and letter soundUse chant and song to help them to memories the shapes and soundsTeach the writing of the alphabetsUse toys to introduce the new wordsRole play to practice the classroom language ◎Activity: Review Aa, Bb, Cc (poker game)Meet the world: USATeaching steps: 1. Meet the world video1. Learn the flag
2. Watch national geographic kids

https://kids.nationalgeographic.com/videosCircle the alphabets- Dd, Ee FfChant & Sing- D E FRole play- classroom Trace, color and count activityListen and point activity Creative drawing-Dd, Ee Ff images Song singing: What’s That?Lyrics: What’s that?What’s that? It’s a door.It’s a door for a dog. What’s that? What’s that? It’s an ant. It’s an ant on an egg. Sticker activityFestival: Moon FestivalI see the moonThe moon sees meGod bless the moonGod bless meTeaching steps: 1.Background knowledge checking2. Teach the moon, God, see, bless, me with gestures3. Teach the poem |  6 | 1康軒版教材.2.字母卡大小寫各一套3.繪本單字小圖卡及單字小字卡學習單4.CD5.Super E-Book 6.單字圖卡7.字母學習單 | 1.課堂參與2.口語練習及發表3.學習單4.實物操作5.活動式評量 | 【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】閱I-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。【國際教育】國E1了解我國與世界其他國家的文化特質。 |  |
| 第8-10週 | 【英語領域】◎1-I-3 能聽懂課堂中所學的字詞。◎1-I-4 能聽懂簡易的教室用語。🞵◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。◎2-I-4 能使用簡易的教室用語。◎6-I-2 積極參與各種課堂練習活動。◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。【生活領域】5-I-1 覺知生活中人、事、物的豐富面貌， 建立初步的美感經驗。 | 【英語領域】🞵Ae-I-1 簡易歌謠及韻文。🞵Ae-I-2 簡易繪本故事。◎C-I-1 國內(外)招呼方式。【生活領域】B-I-2 社會環境之美的體認。 | 學校評量週第10週Festival: Halloween (Trick or Treat chant)Trick or treat, I want something good to eat!Teaching steps:1. Look and say2. Story telling with pictures3. Teach the chant4. Trick or treat!**Story: The wheels on the bus** Storybook: Wheels on the busSong: The Wheels on the bus<http://www.youtube.com/watch?v=4Y6F0mWOQlo&feature>=plcp&context=C49712f1VDvjVQa1PpcFP9L3OK72oBhkJbyvTGg7oYd\_YoWhevIYE%3DTeaching steps:1. Look and say (look at the pictures of the bus) 2. Listen to the song 3. Guide the story4. Revise the song 5. Do the worksheet The wheels on the bus go round and round,round and round, round and round. The wheels on the bus go round and round, all through the town.The money on the bus goes, Clink, a ling, a ling; Clink, a ling, a ling; Clink, a ling, a ling; The money on the bus goes, Clink, a ling, a ling, all through the town.The Driver on the bus says "Move on back,move on back, move on back;" The Driver on the bus says "Move on back", all through the town.The wipers on the bus go Swish, swish, swish;Swish, swish, swish; Swish, swish, swish. The wipers on the bus go Swish, swish, swish,all through the town.The people on the bus go up and down;Up and down, up and down;The people on the bus go up and down;all through the town.The horn on the bus goes Beep, beep, beep; **Review 1**-review Aa Bb Cc Dd Ee Ff英檢補強教學活動加強字母書寫位置的練習- ant, apple, ball, boy, candy, cat, door, dog, elephant, egg, fish, foxActivity: Sticker game, Listen and numberCreative drawing- Aa and Ff imagesSticker activityRevise A-F, a-f (poker game) |  6 | 1.繪本 2.CD3.Super E-Book 4.字母卡5.單字圖卡The Wheels on the Bus | 1.課堂參與2.口語練習及發表3.實物操作4.活動式評量 | 【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】閱I-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 I-E3 熟悉與學科學習相關的文本閱讀策略。閱 I-E8 低、中年級以紙本閱讀為主。【國際教育】國E1了解我國與世界其他國家的文化特質。 | **配合學校願景****藉由繪本讓學生感受到學校的願景** |
| 第11週 | 【英語領域】◎1-I-1 能聽辨26個字母。◎6-I-2 積極參與各種課堂練習活動。◎6-I-3 樂於回答老師或同學所提的問題。◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。【生活領域】5-I-1 覺知生活中人、事、物的豐富面貌， 建立初步的美感 | 【英語領域】◎Aa-I-1 字母名稱。It is time_0002Ab-I-1 字母對應的發音。🞵Ae-I-2 簡易繪本故事。【生活領域】C-I-2 媒材特性與符號表徵的使用。 | Storybook: It is time**Story book:** It is time!It is time to get up. It is time to wash up.It is time to eat breakfast.It is time to go to school.It is time to eat lunch.It is time to go home.It is time to eat dinner. Teaching steps: 1. Look and say2. Tell the time3. Teach the daily routines4. Revise with activities**☆Oral and Listening assessment & Review1 and Activities**△Teaching steps: Revise the alphabets Aa-Ii Practice the TPR songs Oral & Listening quiz on Aa-IiWritten Assessment◎Activity: Revise Aa-Ii。Listen and touch activity.Sticker activityWheel of fortune Hammer gameTPR activity | 2 | 1.繪本2.CD3.Super E-Book 4.字母卡5.單字圖卡 | 1.課堂參與2.口語練習及發表3.問答練習及發表4.活動式評量 | 【閱讀素養教育】閱I-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。【國際教育】國E5體認國際文化的多樣性。 | **配合學校願景****藉由繪本讓學生感受到學校的願景** |
| 第12-13週 | 【英語領域】◎1-I-3 能聽懂課堂中所學的字詞。◎6-I-1 能專注於老師的說明與演示。◎6-I-2 積極參與各種課堂練習活動。◎6-I-3 樂於回答老師或同學所提的問題。【生活領域】5-I-1 覺知生活中人、事、物的豐富面貌， 建立初步的美感 | 【英語領域】◎Aa-I-1 字母名稱。🞵Ae-I-2 簡易繪本故事。【生活領域】C-I-2 媒材特性與符號表徵的使用。 | **☆Unit 3:** Alphabets: Gg, Hh, Ii英檢補強教學活動加強字母書寫位置的練習Vocabularies: goat, girl, horse, hat, insect, inkSentence: Is it a horse?Classroom language: Come here, please. Go back to your seat.Country: Taiwan vs EU/USA countingTeaching steps: 1. Meet the world video1. Learn the flag

3. Watch national geographic kidshttps://kids.nationalgeographic.com/videos△Teaching steps: Teach the big letters G, g, H, h, I, iTeach the letter name, and soundUse the chant and song to emphasize on letter name, shapes and soundsTeach the writing of the alphabetsUse real photos to practice new words Song: Is it a horse?Is it a horse?Is it a horse?No, it’s not. No, it’s not. It’s not a horse.It’s not a horse. It’s a donkey. It’s a donkey.Role play to practice the classroom language◎Activity: Find and color Gg, Hh, IiChant & Sing Gg, Hh, IiRole play- classroom language Look and count activity Listen and follow activity Big wind blow activity  |  6 | 1. 課本2.CD3.Super E-Book 4.字母卡5.單字圖卡6.單字卡 | 1.課堂參與2.朗讀練習3.口語練習及發表4.活動式評量 | 【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】閱I-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 I-E3 熟悉與學科學習相關的文本閱讀策略。閱 I-E8 低、中年級以紙本閱讀為主。【國際教育】國E1了解我國與世界其他國家的文化特質。 |  |
| 第14-15週 | 【英語領域】◎1-I-1 能聽辨26個字母。◎1-I-3 能聽懂課堂中所學的字詞。◎1-I-4 能聽懂簡易的教室用語。◎1-I-5 能聽懂簡易的日常生活用語。🞵◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。◎6-I-2 積極參與各種課堂練習活動。◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。【生活領域】5-I-1 覺知生活中人、事、物的豐富面貌， 建立初步的美感 | 【英語領域】◎Ac-I-1 簡易的教室用語。🞵Ae-I-1 簡易歌謠及韻文。🞵Ae-I-2 簡易繪本故事。B-I-1 第一學習階段所學字詞及用語的生活溝通。【生活領域】C-I-2 媒材特性與符號表徵的使用。 | Storybook: Old MacDonald had a farmSong: Old MacDonald had a farmhttp://www.youtube.com/watch?v=7\_mol6B9z00Teaching steps: 1. Listen and tell2. Teach the farm animals (cow, pig, horse)3. Look and say4. Story telling5. Revise with youtube1. Make the farm animal mask

Storybook: Old MacDonald had a farmSong: Old MacDonald had a farmhttp://www.youtube.com/watch?v=7\_mol6B9z00Lyrics: **Old Macdonald had a farm, E-I-E-I-OAnd on his farm he had a cow, E-I-E-I-OWith a "moo-moo" here and a "moo-moo" thereHere a "moo" there a "moo"Everywhere a "moo-moo"Old Macdonald had a farm, E-I-E-I-O****Old Macdonald had a farm, E-I-E-I-OAnd on his farm he had a pig, E-I-E-I-OWith a (snort) here and a (snort) thereHere a (snort) there a (snort)Everywhere a (snort-snort)With a "moo-moo" here and a "moo-moo" thereHere a "moo" there a "moo"Everywhere a "moo-moo"Old Macdonald had a farm, E-I-E-I-O****Old Macdonald had a farm, E-I-E-I-OAnd on his farm he had a horse, E-I-E-I-OWith a "neigh, neigh" here and a "neigh, neigh" thereHere a "neigh" there a "neigh"Everywhere a "neigh-neigh"With a (snort) here and a (snort) there****☆Unit 4:** Alphabets: Jj, Kk, Ll, Mm英檢補強教學活動加強字母書寫位置的練習Vocabularies: juice, jam, kite, kidSentence: What do you want?Classroom language: Who’s next? It’s my turn. Country: Taiwan Teaching steps: 1. Meet the world video2. Learn the flag3. Watch national geographic kidshttps://kids.nationalgeographic.com/videos△Teaching steps:  Teach the alphabets J j, then K kGuide the letter name then soundUse the song and chant to practice Guide the writing of the alphabetsUse real object & picture to teach new words.Role play to practice the classroom language◎Activity:  Find and color activityLook and write activity : J j, K kChant & sing- J and KRole play-classroom Trace and find activity。Say and find.Song singing: What do you want? Lyrics: What do you want? What do you want?What do you want, my little child? A kite, a kite.I want a kite. I want a big, big kite! (dog/ball)Sticking activity |  8 | 1.繪本2.繪本單字小圖卡及單字小字卡3.CD4.Super E-Book 5.字母卡6.單字圖卡7.單字卡Old MacDonald Had A Farm | 1.課堂參與2.口語練習及發表3.實物操作4.活動式評量 | 【閱讀素養教育】閱I-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I-E12 培養喜愛閱讀的態度。【國際教育】國E1了解我國與世界其他國家的文化特質。 | **配合學校願景****藉由繪本讓學生感受到學校的願景** |
| 第16-18週 | 【英語領域】1-I-2 能聽辨英語26個字母對應的發音。🞵◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。◎6-I-1 能專注於老師的說明與演示。◎6-I-2 積極參與各種課堂練習活動。◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。【生活領域】1-I-1 探索並分享對自己及 相關人、事、物的感受與想法。 | 【英語領域】◎Aa-I-1 字母名稱。Ab-I-1 字母對應的發音。Ac-I-2 第一學習階段所學字詞。🞵Ae-I-1 簡易歌謠及韻文。🞵Ae-I-2 簡易繪本故事。【生活領域】C-I-1 事物特性與現象的探究。 | **☆Unit 4:** Alphabets: L l, M m英檢補強教學活動加強字母書寫位置的練習Vocabularies: lake, lion, map, mouseSentence: Where is the lion?Classroom language: Excuse me. △Teaching steps: Teach the letter L l then M mGuide students to familiar with letter sound and letter nameUse song and chant to practice the letter shape, sound and nameWrite the alphabets L l, M mUse the real objects to teach new wordsRole play to practice the classroom language ◎Activity: Revise Jj, Kk activity (poker game)Think and draw activityChant and sing- L and MRole play-classroom languageFind and color activityListen and count activityFind and paste activityPlay and say activity Song singing: Where is the lion? Lyrics: I see a lion. I see a lion.It is big. It is big. Where is the lion?Where is the lion?Over there. Over there. It’s over there. Sticking activity |  6 | 1.故事圖卡2.康軒課本 3.CD4.Super E-Book 5.字母卡6.單字圖卡7.單字卡 | 1.參與態度2.合作能力3.口語練習及發表4.活動式評量 | 【閱讀素養教育】閱I-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。【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】【國際教育】國E1了解我國與世界其他國家的文化特質。 |  |
| 第19-21週 | 【英語領域】1-I-2 能聽辨英語26個字母對應的發音。🞵◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。◎6-I-1 能專注於老師的說明與演示。◎6-I-2 積極參與各種課堂練習活動。◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。【生活領域】1-I-1 探索並分享對自己及 相關人、事、物的感受與想法。 |  | 學校評量週第20週Storybook: Who took the cookies from the cookie jar? Rhyme: Who took the cookie from the cookie jar?<http://www.youtube.com/watch?v=Eh_fRQRAgo0>哆啦a夢版的Who Took the Cookies from the Cookie Jar? <http://vlog.xuite.net/play/eEo5eW9lLTEyMjE4ODEuZmx2>Who took the cookie from the cookie jar?(Name)  took the cookie from the cookie from the cookie jar.Who? Me?Yes.You!Coudn't be!Then who?(Name)  took the cookie from the cookie from the cookie jar.**☆Review 2**Alphabets: Gg, Hh, Ii, Jj, Kk, Ll, Mm英檢補強教學活動加強字母書寫位置的練習Vocabularies: goat, girl, horse, hat, insect, ink, juice, jam, kite, kid, lake, lion, map, mouse△Teaching steps: Revise the letter Gg, Hh, Ii, Jj, Kk, Ll, MmGuide students to familiar with letter sound and letter nameUse song and chant to practice the letter shape, sound and nameWrite the alphabets Gg, Hh, Ii, Jj, Kk, Ll, MmUse the real objects to teach new wordsRole play to practice the classroom languageFestival: Xmas (Song: We wish you a Merry Xmas )◎Activities: Review Gg, Hh, Ii, Jj, Kk, Ll, MmThrough the key hole activityCounting activity: 1-10Sticking activityXmas song singingActivity: Making a snowflake |  | 1. Storybook: Who took the cookies from the cookie jar? 2. Rhyme: Who took the cookie from the cookie jar?1. computer-youtube/xuite

http://blog.yimg.com/2/1dU5Rft7s59hq4dWOCzugqklmh2O6QGwolSp_ogqtIv9pgddeYxsNg--/85/l/Fj3WOtWpWIR0NnN6yGdyeg.jpg1.故事圖卡2.康軒課本 3.CD4.Super E-Book 5.字母卡6.單字圖卡7.單字卡 | 1.參與態度2.合作能力3.口語練習及發表4.活動式評量 | 【閱讀素養教育】閱I-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。【品德教育】品E1良好生活習慣與德行。【閱讀素養教育】【國際教育】國E1了解我國與世界其他國家的文化特質。 | **配合學校願景****藉由繪本讓學生感受到學校的願景** |
|  |  |  |  |  |  |  |  |  |

十、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 |
| 聖誕節前 | 聖誕節海報遊戲活動 | □簡報✓印刷品□影音光碟□其他於課程或活動中使用之教學資料，請說明：  | 聖誕節活動 | 學生了解聖誕節的相關遊戲 | 教及帶唱聖誕歌 |

\*上述欄位皆與校外人士協助教學與活動之申請表一致

十一、補充說明： 課程內容及進度會隨學生狀況調整

1.Blue words-議題融入

2.Purple words-節慶教學

3.**Red words-配合學校行事曆**

**4.Orange words-英檢補強教學活動**

|  |  |  |
| --- | --- | --- |
| **亟需改善之項目** | **改善教學及定期評量命題策略** | **實施年級** |
| 單字聽辨能力 | 1. 多利用課本附件的字卡和圖卡, 進行聽力單字及圖卡配對練習。2.採用Pair Work方式, 加強單字朗讀及問答練習。 | 一 ~ 六年級 |
| 認識國內主要節慶習俗 | 1.利用國內主要節慶單字字卡和圖卡, 加強單字認讀練習。2.增加國內節慶學習單練習。 | 一 ~ 六年級 |

**5.Green words- 配合學校願景** **綠色：尊重** **快樂 創新 多元**

**6.black words-自編**