三、嘉義縣松梅國小 112 學年度校訂課程教學內容規劃表(表 11-3)

年級	中　年級	年級課程主題名稱	Zero to Hero (2)			課程設計者	陳香利	總節數/學期(上/下)	20/下學期

符合彈性課程類型	□第一類 統整性探究課程 □主題 □專題 □議題*是否融入 □生命教育 □安全教育 □戶外教育 ■均未融入(供統計用,並非一定要融入) ■第二類 ■社團課程 □技藝課程 □第四類 其他 □本土語文/臺灣手語/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

學校願景	品德 快樂 健康 負責 創新	與學校願景呼應之說明	一、在自然情境中探索,從不同的現象中摸索獨特、有意義的學習。 二、透過繪本文本的引導認識校園裡的自然生態的現象。 三、透過觀察,親近實體校園溫室花園栽種,體驗植物成長。 四、在食農教育學習歷程與體驗當中,培養對於環境負責的態度。

總綱核心素養	E-A2 具備探索問題的思考能力,並透過體驗與實踐處理日常生活問題。 E-B1 具備「聽、說、讀、寫、作」的基本語文素養,並具有生活所需的基礎數理、肢體及藝術等符號知能,能以同理心應用在生活與人際溝通。	課程目標	一、探索學校環境,透過體驗與實踐學習思索自然環境。 二、具備聽、說、讀的基本語文素養,互動溝通能力。

教學進度	單元名稱	連結領域(議題)/學習表現	自訂學習內容	學習目標	表現任務(評量內容)	學習活動(教學活動)	教學資源	節數
第(1)週-第(5)週	Spring Show	英◎ 1-Ⅱ-10 能聽懂簡易句型的句子。 5-Ⅱ-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 5-Ⅱ-4 能運用所學的字母拼讀規則讀出英文字詞。 2-Ⅱ-3 能說出課堂中所學的字詞。 2-Ⅱ-6 能以正確的發音及適切的語調說出簡易句型的句子。 3-Ⅱ-2 能辨識課堂中所學的字詞。 3-Ⅱ-3 能看懂課堂中所學的句子。	handouts about the story, Frog and Toad are Friends-Spring the changes of spring, Spring poem	● Be able to know how to use KWL (content) ● Be able to be a good listener (attitude) ● Be able to identify the characters(content) ● Be able to play the role, Frog and Toad (application) ● Be able to read "Spring poem" ● Be able to observe the Natural Phenomena ● Be able to give feedbacks (attitude, analysis) ● Be able to reflect (attitude, analysis)	● To use KWL (worksheet) ● To be a good listener. (criteria) ● To observe the difference between the two main characters, Frog and Toad ● To play Frog and Toad are Friends-Spring (evaluation) ● To read out loud "Spring poem" ● To observe and say Campus Spring Natural Phenomena (worksheet) ● To evaluate self and others (criteria) ● To keep a reflection journal	● Go Read: Frog and Toad are Friends-Spring ● Big Ideas Time: KWL ● Role Play: Frog and Toad ● Read Aloud "Spring poem" ● Campus Spring Tour ● Creative Box: Campus Spring Natural Phenomena (Nesting Time, The Bloom Show) ● Show and Share ● Feedback ● Reflection	● Frog and Toad are Friends-Spring by Arnold Lobel https://www.youtube.com/watch?v=Mau1js4SjfY ● Characters worksheet ● KWL worksheet ● "Spring poem" https://www.youtube.com/watch?v=Oo20ac0n9Ts ● Campus Safari worksheet ● Good listener criteria ● Reflection journals	5

週次	單元	核心素養/學習重點	教材來源	學習目標 (content/attitude/analysis)	評量方式 (criteria)	教學活動	教學資源	節數
第(6)週 - 第(10)週	Rainbow Eater	英◎ *1-Ⅱ-10* 能聽懂簡易句型的句子。 *5-Ⅱ-3* 能以正確的發音及適切的速度朗讀簡易句型的句子。 *5-Ⅱ-4* 能運用所學的字母拼讀規則讀出英文字詞。 *2-Ⅱ-3* 能說出課堂中所學的字詞。 *2-Ⅱ-6* 能以正確的發音及適切的語調說出簡易句型的句子。 *3-Ⅱ-2* 能辨識課堂中所學的字詞。 *3-Ⅱ-3* 能看懂課堂中所學的句子。	*handouts about the story, I Will Never Not Ever Eat a Tomato and The Healthy Eating Song, Healthy food we eat* *I can eat a Rainbow*	• Be able to know how to use KWL (content) • Be able to be a good listener (attitude) • Be able to identify the characters(content) • Be able to tell the healthy or unhealthy food (analysis) • Be able to say the key words about a Healthy Plate story (application) • Be able to give feedbacks (attitude, analysis) • Be able to reflect (attitude, analysis)	• To use KWL (worksheet) • To be a good listener. (criteria) • To identify the characters of the roles , Charlie and Lola (worksheet) • To listen and check the healthy or unhealthy food (worksheet) • To share Healthy Plate story (evaluation) • To evaluate self and others (criteria) • To keep a reflection journal	• Go Read: I Will Never Not Ever Eat a Tomato • Big Ideas Time: KWL • Fun Time: The Healthy Eating Song • Go Explore: Healthy food we eat • Creative Box: Create a rainbow Plate story • Show and Share • Reflection	• I Will Never Not Ever Eat a Tomato By Lauren Child https://www.youtube.com/watch?v=taDxIIhL3mU • The Healthy Eating Song https://www.youtube.com/watch?v=-JldSBUQB34 • Create a Healthy Plate https://www.youtube.com/watch?v=Gmh_xMMJ2Pw • I can eat a Rainbow https://www.youtube.com/watch?v=Pf0-bqMo9UU • KWL worksheet • Reflection journals	5
第(11)週 - 第(15)週	Spring Falls	英◎ *1-Ⅱ-10* 能聽懂簡易句型的句子。 *5-Ⅱ-3* 能以正確的發音及適切的速度朗讀簡易句型的句子。 *5-Ⅱ-4* 能運用所學的字母拼讀規則讀出英文字詞。 *2-Ⅱ-3* 能說出課堂中所學的字詞。 *2-Ⅱ-6* 能以正確的發音及適切的語調說出簡易句型的句子。 *3-Ⅱ-2* 能辨識課堂中所學的字詞。 *3-Ⅱ-3* 能看懂課堂中所學的句子。	*handouts about the story, rain, the Rainy Day and rain scavenger hunt list*	• Be able to know how to use KWL (content) • Be able to be a good listener (attitude) • Be able to observe the trees around (content) • Be able to observe The Phenomena of the rainy day • Be able to say the key words about Rain • Be able to give feedbacks (attitude, analysis) • Be able to reflect (attitude, analysis)	• To use KWL (worksheet) • To be a good listener. (criteria) • To observe rain (worksheet) • To listen and check Rain Scavenger • To evaluate self and others (criteria) • To keep a reflection journal	• Go Read: Rain • Big Ideas Time: KWL • Rain Scavenger Hunt • Art and Craft: The Rainy Day • Creative Box: Rain Scavenger Hunt • Show and Share • Reflection	• Rain https://www.youtube.com/watch?v=7OFYWifbnmU&t=2s by Manya Stojic • KWL worksheet • Rain Scavenger Hunt (worksheet) • The Rainy Day https://www.youtube.com/watch?v=av2FP2n2qrg • KWL worksheet • Reflection journals •	

| 第(16)週-第(20)週 | AB Sea Carnival | 英◎
1-Ⅱ-10 能聽懂簡易句型的句子。
5-Ⅱ-3 能以正確的發音及適切的速度朗讀簡易句型的句子。
5-Ⅱ-4 能運用所學的字母拼讀規則讀出英文字詞。
2-Ⅱ-3 能說出課堂中所學的字詞。
2-Ⅱ-6 能以正確的發音及適切的語調說出簡易句型的句子。
3-Ⅱ-2 能辨識課堂中所學的字詞。
3-Ⅱ-3 能看懂課堂中所學的句子。 | *handouts about the story, "The Whales' Song" and animals under the sea, Starlight Sailor ABC Sea Life Phonics* | ● Be able to know how to use KWL (content)
● Be able to be a good listener (attitude)
● Be able to identify the animals under the sea(content)
● Be able to say out loud Starlight Sailor (application)
● Be able to say ABC Sea Life Phonics
● Be able to give feedbacks (attitude, analysis)
● Be able to reflect (attitude, analysis) | ● To use KWL (worksheet)
● To be a good listener. (criteria)
● To identify the characters of the roles (worksheet)
● To listen and check "The Whales' Song" (worksheet)
● To chant Starlight Sailor
● to say ABC Sea Life Phonics
● To evaluate self and others (criteria)
● To keep a reflection journal | ● Go Read: "The Whales' Song"
● Big Ideas Time: KWL
● Art and Craft: Mid- summer dream
● Go explore: Under the sea
● Creative Box: ABC Sea Life Phonics Book
● Show and Share
● Reflection | ● "The Whales' Song"
● https://www.youtube.com/watch?v=tJDF3GSrZ9g
● Starlight Sailor https://www.youtube.com/watch?v=0Sj1sjVaoxI
● Under the Sea https://www.youtube.com/watch?v=nQV7DKBqGdk
● ABC Sea Life Phonics song
● https://www.youtube.com/watch?v=oPl14gTtA2U (worksheet)
● KWL worksheet
● Reflection journals | |

教材來源	□選用教材（　　　　　　　）　　■自編教材(請按單元條列敘明於教學資源中)

本主題是否融入資訊科技教學內容	■無 融入資訊科技教學內容 □有 融入資訊科技教學內容 共(　　　)節 (以連結資訊科技議題為主)

特教需求學生課程調整	※身心障礙類學生:■無 □有-智能障礙( )人、學習障礙( )人、情緒障礙( )人、自閉症(　　)人、(/人數) ※資賦優異學生:■無 □有-(自行填入類型/人數，如一般智能資優優異2人) ※課程調整建議(特教老師填寫)： 1. 2. 　　　　　　　　　　　　　　　　　　　　　　　　　特教老師姓名： 　　　　　　　　　　　　　　　　　　　　　　　　　普教老師姓名：陳香利