

三、嘉義縣松梅國小 113 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 | Colorful World (1) | | 課程 設計者 | 郭恬卉 | | 總節數/學期 (上/下) | 22/上學期 | |
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| 符合 彈性課 程類型 | <input type="checkbox"/> 第一類 統整性探究課程 <input type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題*是否融入 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 均未融入(供統計用，並非一定要融入) <input checked="" type="checkbox"/> 第二類 <input checked="" type="checkbox"/> 社團課程 <input type="checkbox"/> 技藝課程 <input type="checkbox"/> 第四類 其他 <input type="checkbox"/> 本土語文/臺灣手語/新住民語文 <input type="checkbox"/> 服務學習 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 班際或校際交流 <input type="checkbox"/> 自治活動 <input type="checkbox"/> 班級輔導 <input type="checkbox"/> 學生自主學習 <input type="checkbox"/> 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 | Going On a Leaf Hunt | 英◎ 1-II-10 能聽懂簡易句型的句 子。 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。 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。 | handouts about the story, We're Going on a Leaf Hunt Listeners' criteria Leaf scavenger hunt | <ul style="list-style-type: none"> ● Be able to know how to use KWL (content) ● Be able to be a good listener (attitude) ● Be able to play the role (application) We're Going on a Leaf Hunt ● Be able to say the words about Leaf scavenger hunt ● Be able to give feedbacks (attitude, analysis) ● Be able to identify the characters of the leaves (content) ● Be able to reflect (attitude, analysis) | <ul style="list-style-type: none"> ● To use KWL (worksheet) ● To be a good listener. (criteria) ● To play the role (evaluation): We're Going on a Leaf Hunt ● To say the words about Leaf scavenger hunt ● To evaluate self and others (criteria) ● To identify the characters of the leaves (worksheet) ● To keep a reflection journal | <ul style="list-style-type: none"> ● Go Read: We're Going on a Leaf Hunt ● Big Ideas Time: KWL ● Role Play : We're Going on a Leaf Hunt ● Go explore: All About Leaves ● Creative Box: Leaf scavenger hunt ● Show and Share : Leaf scavenger hunt ● Feedback ● Reflection | <ul style="list-style-type: none"> ● We're Going on a Leaf Hunt https://www.youtube.com/watch?v=3xSoYu-2B0Y ● All About Leaves https://www.youtube.com/watch?v=PMveUL0o7vc ● KWL (worksheet) ● Leaf scavenger hunt (worksheet) ● Reflection journal | 5 | | | |

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| <p>第(6)週 - 第(10)週</p> | <p>Green Thumb</p> | <p>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語調讀出簡易句型的句子。 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。</p> | <p>handouts about the story, Peppa Pig – Gardening, and The Garden Song, Garden scavenger hunt</p> | <ul style="list-style-type: none"> ● 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 difference of names (worksheet) ● Be able to play the role (evaluation): Peppa Pig – Gardening ● Be able to sing The Garden Song (application) ● Be able to say the words about Garden scavenger hunt ● Be able to give feedbacks (attitude, analysis) ● Be able to reflect (attitude, analysis) | <ul style="list-style-type: none"> ● To use KWL (worksheet) ● To be a good listener. (criteria) ● To identify the characters of the roles (worksheet) ● To listen and check the names (worksheet) ● To sing The Garden Song (evaluation) ● To play the role (evaluation): Peppa Pig – Gardening ● To say the words about Garden scavenger hunt ● To evaluate self and others (criteria) ● To keep a reflection journal | <ul style="list-style-type: none"> ● Go Listen: Peppa Pig – Gardening ● Big Ideas Time: KWL ● Role Play : Peppa Pig – Gardening ● Fun Time : The Garden Song ● Go explore: Gardening ● Creative Box: Garden scavenger hunt ● Show and Share ● Reflection | <ul style="list-style-type: none"> ● You tube: Peppa Pig – Gardening https://www.youtube.com/watch?v=V-4J_0vpszM ● KWL worksheet ● Cartoon characters’ names (worksheet) ● the garden song (worksheet) https://www.youtube.com/watch?v=y1oiVEWFHrs ● Garden scavenger hunt (worksheet) ● Reflection journals | <p>5</p> |
| <p>第(11)週 - 第(15)週</p> | <p>Life cycle of a Pumpkin</p> | <p>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語調讀出簡易句型的句子。 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。</p> | <p>handouts about the story, Pumpkin Soup and Life cycle of a Pumpkin</p> | <ul style="list-style-type: none"> ● 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 sing Life cycle of a Pumpkin (evaluation) ● Be able to play the role (evaluation): Pumpkin Soup ● Be able to say the words about Pumpkin Life Cycle ● Be able to give feedbacks (attitude, analysis) ● Be able to reflect (attitude, analysis) | <ul style="list-style-type: none"> ● To use KWL (worksheet) ● To be a good listener. (criteria) ● To identify the characters of the roles (worksheet) ● To sing Life cycle of a Pumpkin (evaluation) ● To play the role (evaluation): Pumpkin Soup ● To say the words about Pumpkin Life Cycle ● To evaluate self and others (criteria) ● To keep a reflection journal | <ul style="list-style-type: none"> ● Go Read: Pumpkin Soup ● Big Ideas Time: KWL ● Role Play : Pumpkin Soup ● Fun Time : Life cycle of a Pumpkin ● Go explore: Pumpkin Life Cycle ● Creative Box: Pumpkin Life Cycle book ● Show and Share ● Reflection | <ul style="list-style-type: none"> ● Pumpkin Soup by Helen Cooper ● https://www.youtube.com/watch?v=Y0h_E-3Xu4 ● KWL worksheet ● Cartoon characters’ names (worksheet) ● Life cycle of a Pumpkin (worksheet) ● https://www.youtube.com/watch?v=tU-GwFHOZI8 ● How Do Pumpkins Grow? (Pumpkin Life Cycle) (worksheet) https://www.youtube.com/watch?v=RDlwJHZdclM ● Reflection journals | <p>5</p> |

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| <p>第 (16) 週 - 第(22) 週</p> | <p>Growing Vegetable Soup</p> | <p>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語調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。</p> | <p>handouts about the story, Growing Vegetable Soup and Alpha- veggie & Fruit, Plant scavenger hunt</p> | <ul style="list-style-type: none"> ● 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 listen Growing Vegetable Soup (worksheet) ● Be able to read Alpha-veggie & Fruit (skill) ● Be able read aloud: Growing Vegetable Soup ● Be able to say Plant scavenger hunt ● Be able to give feedbacks (attitude, analysis) ● Be able to reflect (attitude, analysis) | <ul style="list-style-type: none"> ● To use KWL (worksheet) ● To be a good listener. (criteria) ● To identify the characters of the roles (worksheet) ● To listen Growing Vegetable Soup (worksheet) ● To read Alpha-veggie & Fruit (evaluation) ● To read aloud (evaluation): Growing Vegetable Soup ● To say the words about Plant scavenger hunt ● To evaluate self and others (criteria) ● To keep a reflection journal | <ul style="list-style-type: none"> ● Go Read: Growing Vegetable Soup ● Big Ideas Time: KWL ● Role Play : Growing Vegetable Soup ● Fun Time : Alpha-veggie & Fruit ● Go explore: Plants Feed Me ● Creative Box: Plant scavenger hunt ● Show and Share ● Reflection | <ul style="list-style-type: none"> ● Growing Vegetable Soup ● https://www.youtube.com/watch?v=9SS2DKBJUqc ● Alpha-veggie & Fruit Eating the Alphabet Fruits & Vegetables from A to Z https://www.youtube.com/watch?v=D7BdF3F8f-o ● The Vegetable Song https://www.youtube.com/watch?v=Ds6tUxatnTs (worksheet) ● Plants Feed Me https://www.youtube.com/watch?v=Q-J9ZifyqSE (worksheet) ● Vegetable scavenger hunt (worksheet) ● KWL worksheet ● Reflection journals | <p>7</p> |
| <p>教材來源</p> | <p><input type="checkbox"/>選用教材 () <input checked="" type="checkbox"/>自編教材(請按單元條列敘明於教學資源中)</p> | | | | | | | |
| <p>本主題是否融入資訊科技教學內容</p> | <p><input checked="" type="checkbox"/>無 融入資訊科技教學內容 <input type="checkbox"/>有 融入資訊科技教學內容 共()節 (以連結資訊科技議題為主)</p> | | | | | | | |
| <p>特教需求學生課程調整</p> | <p>※身心障礙類學生: <input type="checkbox"/>無 <input checked="" type="checkbox"/>有-自閉症(1)人 ※資賦優異學生: <input checked="" type="checkbox"/>無 <input type="checkbox"/>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.建議減量學生英語學習目標與內容,降低其學習難度。例如降低要求量、給予較多提示,並以模仿作答完成。 2.安排學生口頭練習表現的機會,例如表達簡易單字、片語,並盡量讓其以仿說完成。 3.由於特殊生英語聽、說、讀、寫能力稍微落後,教學者可安排小老師在旁提醒說明內容、對話等以協助英語課程理解。 特教老師姓名:蕭嘉興 普教老師姓名:郭恬卉</p> | | | | | | | |