

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 (2)	課程 設計者	郭恬卉	總節數/學期 (上/下)	21/下學期	
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	The Changes of Spring	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	<ul style="list-style-type: none"> <li>● Be able to know how to use KWL (content)</li> <li>● Be able to be a good listener (attitude)</li> <li>● Be able to identify the characters(content)</li> <li>● Be able to play the role, Frog and Toad (application)</li> <li>● Be able to read “Spring poem”</li> <li>● Be able to observe the Natural Phenomena</li> <li>● Be able to give feedbacks (attitude, analysis)</li> <li>● Be able to reflect (attitude, analysis)</li> </ul>	<ul style="list-style-type: none"> <li>● To use KWL (worksheet)</li> <li>● To be a good listener. (criteria)</li> <li>● To observe the difference between the two main characters, Frog and Toad</li> <li>● To play Frog and Toad are Friends-Spring (evaluation)</li> <li>● To read out loud “Spring poem”</li> <li>● To observe and say Campus Spring Natural Phenomena (worksheet)</li> <li>● To evaluate self and others (criteria)</li> <li>● To keep a reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>● Go Read: Frog and Toad are Friends-Spring</li> <li>● Big Ideas Time: KWL</li> <li>● Role Play: Frog and Toad</li> <li>● Read Aloud “Spring poem”</li> <li>● Campus Spring Tour</li> <li>● Creative Box: Campus Spring Natural Phenomena (Nesting Time, The Bloom Show)</li> <li>● Show and Share</li> <li>● Feedback</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Frog and Toad are Friends-Spring by Arnold Lobel <a href="https://www.youtube.com/watch?v=Mau1js4SjfY">https://www.youtube.com/watch?v=Mau1js4SjfY</a></li> <li>● Characters worksheet</li> <li>● KWL worksheet</li> <li>● “Spring poem” <a href="https://www.youtube.com/watch?v=Oo20ac0n9Ts">https://www.youtube.com/watch?v=Oo20ac0n9Ts</a></li> <li>● Campus Safari worksheet</li> <li>● Good listener criteria</li> <li>● Reflection journals</li> </ul>	5

<p>第(6)週 - 第(10)週</p>	<p>Healthy Rainbow Food</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, I Will Never Not Ever Eat a Tomato and The Healthy Eating Song, Healthy food we eat I can eat a Rainbow</p>	<ul style="list-style-type: none"> <li>● Be able to know how to use KWL (content)</li> <li>● Be able to be a good listener (attitude)</li> <li>● Be able to identify the characters(content)</li> <li>● Be able to tell the healthy or unhealthy food (analysis)</li> <li>● Be able to say the key words about a Healthy Plate story (application)</li> <li>● Be able to give feedbacks (attitude, analysis)</li> <li>● Be able to reflect (attitude, analysis)</li> </ul>	<ul style="list-style-type: none"> <li>● To use KWL (worksheet)</li> <li>● To be a good listener. (criteria)</li> <li>● To identify the characters of the roles , Charlie and Lola (worksheet)</li> <li>● To listen and check the healthy or unhealthy food (worksheet)</li> <li>● To share Healthy Plate story (evaluation)</li> <li>● To evaluate self and others (criteria)</li> <li>● To keep a reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>● Go Read: I Will Never Not Ever Eat a Tomato</li> <li>● Big Ideas Time: KWL</li> <li>● Fun Time: The Healthy Eating Song</li> <li>● Go Explore: Healthy food we eat</li> <li>● Creative Box: Create a rainbow Plate story</li> <li>● Show and Share</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● I Will Never Not Ever Eat a Tomato By Lauren Child <a href="https://www.youtube.com/watch?v=taDxIhL3mU">https://www.youtube.com/watch?v=taDxIhL3mU</a></li> <li>● The Healthy Eating Song <a href="https://www.youtube.com/watch?v=-JldSBUQB34">https://www.youtube.com/watch?v=-JldSBUQB34</a></li> <li>● Create a Healthy Plate <a href="https://www.youtube.com/watch?v=Gmh_xMMJ2Pw">https://www.youtube.com/watch?v=Gmh_xMMJ2Pw</a></li> <li>● I can eat a Rainbow <a href="https://www.youtube.com/watch?v=Pf0-bqMo9UU">https://www.youtube.com/watch?v=Pf0-bqMo9UU</a></li> <li>● KWL worksheet</li> <li>● Reflection journals</li> </ul>	<p>5</p>
<p>第(11)週 - 第(15)週</p>	<p>Rainy Day</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, rain, the Rainy Day and rain scavenger hunt list</p>	<ul style="list-style-type: none"> <li>● Be able to know how to use KWL (content)</li> <li>● Be able to be a good listener (attitude)</li> <li>● Be able to observe the trees around (content)</li> <li>● Be able to observe The Phenomena of the rainy day</li> <li>● Be able to say the key words about Rain</li> <li>● Be able to give feedbacks (attitude, analysis)</li> <li>● Be able to reflect (attitude, analysis)</li> </ul>	<ul style="list-style-type: none"> <li>● To use KWL (worksheet)</li> <li>● To be a good listener. (criteria)</li> <li>● To observe rain (worksheet)</li> <li>● To listen and check Rain Scavenger</li> <li>● To evaluate self and others (criteria)</li> <li>● To keep a reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>● Go Read: Rain</li> <li>● Big Ideas Time: KWL</li> <li>● Rain Scavenger Hunt</li> <li>● Art and Craft: The Rainy Day</li> <li>● Creative Box: Rain Scavenger Hunt</li> <li>● Show and Share</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Rain <a href="https://www.youtube.com/watch?v=7OFYWifbnmU&amp;t=2s">https://www.youtube.com/watch?v=7OFYWifbnmU&amp;t=2s</a> by Manya Stojic</li> <li>● KWL worksheet</li> <li>● Rain Scavenger Hunt (worksheet)</li> <li>● The Rainy Day <a href="https://www.youtube.com/watch?v=av2FP2n2qrg">https://www.youtube.com/watch?v=av2FP2n2qrg</a></li> <li>● KWL worksheet</li> <li>● Reflection journals</li> <li>●</li> </ul>	<p>5</p>

<p>第 (16) 週 - 第 (21) 週</p>	<p>Undersca Animals</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。</p>	<p>handouts about the story, "The Whales' Song" and animals under the sea, Starlight Sailor ABC Sea Life Phonics</p>	<ul style="list-style-type: none"> <li>● Be able to know how to use KWL (content)</li> <li>● Be able to be a good listener (attitude)</li> <li>● Be able to identify the animals under the sea(content)</li> <li>● Be able to say out loud Starlight Sailor (application)</li> <li>● Be able to say ABC Sea Life Phonics</li> <li>● Be able to give feedbacks (attitude, analysis)</li> <li>● Be able to reflect (attitude, analysis)</li> </ul>	<ul style="list-style-type: none"> <li>● To use KWL (worksheet)</li> <li>● To be a good listener. (criteria)</li> <li>● To identify the characters of the roles (worksheet)</li> <li>● To listen and check "The Whales' Song" (worksheet)</li> <li>● To chant Starlight Sailor</li> <li>● to say ABC Sea Life Phonics</li> <li>● To evaluate self and others (criteria)</li> <li>● To keep a reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>● Go Read: "The Whales' Song"</li> <li>● Big Ideas Time: KWL</li> <li>● Art and Craft: Mid- summer dream</li> <li>● Go explore: Under the sea</li> <li>● Creative Box: ABC Sea Life Phonics Book</li> <li>● Show and Share</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● "The Whales' Song"</li> <li>● <a href="https://www.youtube.com/watch?v=tJDF3GSrZ9g">https://www.youtube.com/watch?v=tJDF3GSrZ9g</a></li> <li>● Starlight Sailor</li> <li>● <a href="https://www.youtube.com/watch?v=0Sj1sjVaoxI">https://www.youtube.com/watch?v=0Sj1sjVaoxI</a></li> <li>● Under the Sea</li> <li>● <a href="https://www.youtube.com/watch?v=nQV7DKBqGdk">https://www.youtube.com/watch?v=nQV7DKBqGdk</a></li> <li>● ABC Sea Life Phonics song</li> <li>● <a href="https://www.youtube.com/watch?v=oPl14gTtA2U">https://www.youtube.com/watch?v=oPl14gTtA2U</a> (worksheet)</li> <li>● KWL worksheet</li> <li>● Reflection journals</li> </ul>	<p>6</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>							