

南投縣私立普台國民小學 113 學年度彈性學習課程計畫

【第一學期】

課程名稱	國際文化		年級	四年級
彈性學習課程類別	<input checked="" type="checkbox"/> 統整性(<input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題)探究課程 <input type="checkbox"/> 社團活動與技藝課程 <input type="checkbox"/> 特殊需求領域課程 <input type="checkbox"/> 其他類課程		上課節數	每週 1 節、21 週、共 21 節
			設計教師	英文教師群
配合融入之領域及議題 (統整性課程必須 2 領域以上)	<input type="checkbox"/> 國語文 <input checked="" type="checkbox"/> 英語文(不含國小低年級) <input type="checkbox"/> 本土語文 <input type="checkbox"/> 臺灣手語 <input type="checkbox"/> 新住民語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 綜合活動 <input type="checkbox"/> 資訊科技(國小) <input type="checkbox"/> 科技(國中)		<input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 原住民教育 <input checked="" type="checkbox"/> 國際教育 <input type="checkbox"/> 性別平等教育 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 生涯規劃教育	
對應的學校願景 (統整性探究課程)	長程教育、永續經營、教學成果、走向國際	與學校願景呼應之說明	重視品格教育的長程終身學習，培養社會菁英，讓學生將教學成果學到的技能，共同走向國際。	
設計理念	Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere. Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.			
總綱核心素養 具體內涵	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-C3 具備理解與關心本土與國際事務的素養，並認識與包容文化的多元性。	領綱核心素養 具體內涵	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。 綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性。	
課程目標	Various course evaluations are planned according to each person's different learning characteristics and learning speed. Complete text context, connecting students' real life situations.			

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
1-3	Unit 1 At the Campsite /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u> Write down the Workbook. Check the answers and take turns reading aloud.	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4
4-7	Unit 2 At the Amusement Park /1 節	英語 2-II-2 能念出英語的語音。綜合 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it. <u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continute until each student has	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different –ed words.	English time 4

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
					taken on each role. <u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.		
8-11	Unit 3 Around the House /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u> Write down the Workbook. Check the answers and take turns reading aloud.	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4
12-15	Unit 4 In Town /1 節	英語2-II-3 能說出課堂中所學的字詞。綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員	英語Ab-II-1 片語及句子的重讀。綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it. <u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continute until each student has taken on each role. <u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different –ed words.	English time 4
16-18	Unit 5 At the Food Festival /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u> Write down the Workbook. Check the answers and take turns reading aloud.	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
19-21	Unit 6 During the Year /1 節	英語2-II-3 能說出課堂中所學的字詞。 綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員	英語Ab-II-1 片語及句子的重讀。 綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<p><u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it.</p> <p><u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.</p> <p><u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.</p>	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different -ed words.	English time 4

南投縣私立普台國民小學 113 學年度彈性學習課程計畫

【第二學期】

課程名稱	國際文化		年級	四年級
彈性學習課程類別	<input checked="" type="checkbox"/> 統整性(<input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題)探究課程 <input type="checkbox"/> 社團活動與技藝課程 <input type="checkbox"/> 特殊需求領域課程 <input type="checkbox"/> 其他類課程		上課節數	每週 1 節、21 週、共 21 節
			設計教師	英文教師群
配合融入之領域及議題 (統整性課程必須 2 領域以上)	<input type="checkbox"/> 國語文 <input checked="" type="checkbox"/> 英語文(不含國小低年級) <input type="checkbox"/> 本土語文 <input type="checkbox"/> 臺灣手語 <input type="checkbox"/> 新住民語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 綜合活動 <input type="checkbox"/> 資訊科技(國小) <input type="checkbox"/> 科技(國中)		<input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 原住民教育 <input checked="" type="checkbox"/> 國際教育 <input type="checkbox"/> 性別平等教育 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 生涯規劃教育	
對應的學校願景 (統整性探究課程)	長程教育、永續經營、教學成果、走向國際	與學校願景呼應之說明	重視品格教育的長程終身學習，培養社會菁英，讓學生將教學成果學到的技能，共同走向國際。	
設計理念	Apply a large number of game elements to assessment activities so that students can enjoy assessment in a pleasant atmosphere. Willingness to learn independently and continue to practice, cultivate children to have a good learning attitude.			
總綱核心素養 具體內涵	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-C3 具備理解與關心本土與國際事務的素養，並認識與包容文化的多元性。	領綱核心素養 具體內涵	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。 綜-E-C3 體驗與欣賞在地文化，尊重關懷不同族群，理解並包容文化的多元性。	
課程目標	Various course evaluations are planned according to each person's different learning characteristics and learning speed. Complete text context, connecting students' real life situations.			

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
1-3	Unit 7 At the Aquarium /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u> Write down the Workbook. Check the answers and take turns reading aloud.	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4
4-7	Unit 8 At the Safari Park /1 節	英語 2-II-2 能念出英語的語音。綜合 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it. <u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continute until each student has	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different –ed words.	English time 4

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
					taken on each role. <u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.		
8-11	Unit 9 By the Seashore /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u> Write down the Workbook. Check the answers and take turns reading aloud.	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4
12-15	Unit 10 Collecting and Making /1 節	英語 2-II-2 能念出英語的語音。綜合 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it. <u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role. <u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different –ed words.	English time 4
16-18	Unit 11 At the Planetarium /1 節	英語 2-II-2 能念出英語的語音。綜合 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。	英語 Ab-II-1 子音、母音及其組合。綜合 Ba-II-1 自我表達的適切性。	Be able to read aloud the words and use the sentences properly. Be able to spell the words.	<u>Warm-up :</u> Ss point to each scene and elicit the dialogue. Divide the class into pairs, and have each pair practice role- playing the six different scenes. <u>Follow-up activity :</u> Ask the questions while pointing to or touching the pictures and pantomiming the actions or words. Toss a ball to a Ss and say the conversation. Ss continue until everyone has said ach line. <u>Wrap-up :</u>	Worksheet – Ss read the words and spell the words. Oral performance- Students role-play the lines.	English time 4

教學進度		學習表現	學習內容	學習目標	學習活動	學習評量	教材 學習資源
週次	單元名稱 /節數						
					Write down the Workbook. Check the answers and take turns reading aloud.		
19-21	Unit 12 At School /1 節	英語 2-II-2 能念出英語的語音。 綜合 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。	英語 Ac-II-2 簡易的生活用語。 綜合 Ba-II-3 人際溝通的態度與技巧。	Be able to read aloud the words and use the sentences properly. Be able to spell the words. Be able to connect the words with its meaning (picture).	<u>Warm-up :</u> Phonics Review: Consonant Blends. Point to each blend and elicit its sound. Write seven to nine words on the board. Point to each word and have students read it. <u>Follow-up activity :</u> Divide students into groups of three, and have them role-play the conversation. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role. <u>Wrap-up :</u> Volunteers try to read or guess the worm`s conversation. Play the recording. Students listen and repeat, pointing to each line of the conversation.	Worksheet – Students read the conversations and fill in the blanks. Oral performance- Students sing the chant with different –ed words.	English time 4