

Grade 4

Fall semester

| Week | Goals   | Competence Indicators  | Content/Performance            | Evaluations     | Notes   |
|------|---|--|--------------------------------|-----------------|---|
| 1-2  | 1. Knowing students' English ability before the course.<br>前測 | (English)<br>◎ C3-1-2 Student will be able to recognize the vocabulary words learned in the uppergrade level.<br>◎ C3-1-5 Through reading, student will be able to understand the sentences learned in the uppergrade level. | Pre-test                       | Paper exam      | the vocabulary and sentence pattern students are going to learn in the following year |
| 3-10 | 1. Being aware  | (health and PE)<br>5-2-1 Be aware  | 1. Knowing the warning slogan. | Oral assessment | Use a picture book.   |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
|  | <p>of danger.</p> <p>2. Knowing fire prevention and fire safety.</p> <p>3. Knowing first aid.</p> <p>4. Knowing safety of water area.</p> | <p>of environmental danger and seek for help.</p> <p>5-2-2 Knowing the factor of personal safety and seeking for improvement.</p> | <p>2. Knowing appliances.</p> <p>3. Knowing fire prevention and checklist.</p> <p>4. Learning to escape from fire.</p> <p>5. Learning to deal with scald, trauma, sprain.</p> <p>6. First-aid kit.</p> <p>7. Knowing safety of water area.</p> | <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> | <p><u>Vocabulary:</u></p> <p>Slogan: no playing, no running, no smoking, no swimming</p> <p>Appliances: hairdryer, electric fan, washing machine, refrigerator, oven, microwave oven, rice cooker, blender, vacuum</p> <p>Fire: exit, stair, elevator, door, tower, oxygen, smoke, hot, heat, escape route, escape ladder</p> <p>Get hurt: scald, burn, trauma, sprain</p> <p>First-aid kit: cotton, scissors, iodine, Band-Aid, bandage, ointment, gloves, thermometer</p> <p>Danger, water area, deep, whirlpool, slippery, warm-up exercise</p> <p><u>Sentence patterns:</u></p> <p>1. No <u>swimming</u>.</p> <p>2. Where is the cotton?<br/>It's in _____.</p> |
|--|---|---|--|---|---|

|       |   |   |  |  |   |
|-------|---|---|--|--|---|
| 11-18 | <ol style="list-style-type: none"> <li>1. Knowing food categories and healthy food</li> <li>2. Knowing malnutrition</li> <li>3. Knowing Physical Fitness</li> </ol> | <p>(health and PE)<br/>2-2-1 Knowing various food can provide balanced nutrition.<br/>【housekeeping】<br/>1-2-1 Knowing the influence of food on health and growth.<br/>1-2-6 Knowing balanced nutrition and apply it to daily life.</p> | <ol style="list-style-type: none"> <li>1. Knowing food categories/ common food(11-13)</li> <li>2. Knowing the top 10 healthy food(14)</li> <li>3. Recognizing garbage food(15)</li> <li>4. Knowing malnutrition (16)</li> <li>5. Making a checklist of the whole week's food (17)</li> <li>6. Physical Fitness (18)</li> </ol> | <p>Oral assessment<br/>Speaking and singing practice<br/>Participation<br/>Observation<br/>Worksheet/Project</p> | <p><b>Use a picture book.</b></p> <p><u>Vocabulary:</u><br/>Grains: rice, noodles, bread, corn<br/>Dairy: milk, cheese<br/>Protein: egg, beef, pork, chicken, fish, soybean<br/>Fruits: apple, banana, papaya, mango, watermelon, strawberry<br/>Vegetables: cabbage, spinach, carrot, broccoli, cucumber<br/>Oil: peanut, avocado, animal oil, soybean oil, olive oil</p> <p>Nutrition, sport, sleep, rest,<br/>Sit-ups, push-ups, high jump, long jump, 800m aerobic run test</p> <p><u>Sentence patterns:</u><br/>What do you eat for breakfast/ lunch/ dinner?<br/>I eat ____ .<br/>How fast can you run?</p> |
|-------|---|---|--|--|---|

|       |                                  |  |   |   |   |
|-------|----------------------------------|--|---|---|---|
|       |                                  |  |   |   | I can run 800 meters in ___minutes and ___seconds.  |
| 19-22 | 1. Knowing teeth and oral cavity | (health and PE)<br>1-2-1 Knowing the factors of personal growth and behavior.<br>1-2-3 Knowing the importance of health behavior and learning to improve health. | 1. Knowing teeth and oral cavity<br>2. Learning and practicing to brush teeth well<br>3. Knowing betel nut and tooth diseases | Oral assessment<br>Speaking and singing practice<br>Participation<br>Observation<br>Worksheet/Project | Use a picture book.<br><br><u>Vocabulary:</u><br>Baby tooth, permanent teeth, wisdom teeth, false teeth, tongue, lip, surface, floss, tooth brush, toothpaste, dentist, caries, dental calculus, filing, betel nut<br>牙周病--Periodontal Disease<br>brush the teeth, floss the teeth, gargle, go to the dentist, regular check, dental cleaning, have the tooth out<br><br><u>Sentence patterns:</u><br>What' wrong?<br>I have a toothache. |

Grade 4 Spring Semester

| Week      | Goals   | Competence Indicators  | Content/Performance   | Evaluations   | Notes  |
|-----------|---|--|---|---|--|
| Week 1~6  | <ol style="list-style-type: none"> <li>Being aware of self-physical growth.</li> <li>Being able to do self-introduction.</li> </ol> | <p>(Life Development Education)</p> <p>1-2-1 Being able to explore your hobbies and talents.<br/>培養自己的興趣、能力</p> <p>6-2-1 Accept the differences between oneself and others. Build up self-esteem</p> <p>(Human Right Education)</p> <p>1-2-1 Appreciate and accept oneself and respect others.</p> | <ol style="list-style-type: none"> <li>Learning self-introduction: age, height, weight, hobbies, and personality.<br/>能說出自己的身高體重、個性、興趣或志向</li> <li>Being able to speak out daily routines<br/>能說出自己的日常作息</li> </ol> | <p>Oral assessment</p> <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> <p>Discussion</p> <p>etc....</p> | <p><b>Use a picture book.</b></p> <p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> <li>cm (Centimeter), kilogram (kg).</li> <li>Go to bed, eat , brush my teeth, take a shower, do my homework...</li> <li>Run, jump, dance, sing, drawing, playing ____.</li> <li>Frank, kind, nice, funny, gentle, honest, warm, wise</li> <li>Telling the time.</li> </ol> <p>I'm ____ tall.</p> <p>I'm ____ kg.</p> <p>I like ____.</p> <p>I get up at ____.</p> |
| Week 7~11 | <ol style="list-style-type: none"> <li>Precautions and steps against</li> </ol>   | <p>5-2-1 / 5-2-2</p> <p>5-2-3 Evaluate the situation and take actions</p>  | <ol style="list-style-type: none"> <li>Being able to self-protect while earthquake's coming.</li> </ol>   | <p>Oral assessment</p> <p>Speaking and singing practice</p>   | <p><b>Use a picture book.</b></p> <p><u>Vocabulary:</u></p> <p>Door, window, legs, hold, pillar, roof,</p>   |

|                       |   |  |  |  |  |
|-----------------------|---|--|--|--|--|
|                       | <p>earthquake<br/>防震及居家<br/>安全</p>                            | <p>while earthquake is<br/>happening.</p>  | <p>能認識地震發生時<br/>周遭可利用的環境</p> <p>2. Being able to speak<br/>out better reactions<br/>while earthquake's<br/>happening<br/>能了解緊急應變措<br/>施</p> <p>3. Knowing the<br/>emergency kit.<br/>能說出逃難包的內<br/>容物</p> | <p>Participation<br/>Observation<br/>Worksheet/Proje<br/>ct<br/>Discussion<br/>etc....</p>   | <p>store, wall, floor, Earth quake,<br/>entrance, exit, emergency kit: food<br/>and water, first aid kit, flash light,<br/>copy of license</p>   |
| <p>Week<br/>12~15</p> | <p>Precautions and<br/>steps against<br/>typhoon<br/>防颱措施</p> | <p>2-2-4 /2-2-5<br/>5-2-3 / 7-2-5<br/><br/>(Environment education)<br/>1-2-4 Be aware of our<br/>living styles influence our<br/>environment</p> | <p>1. Being able to speak<br/>out to-do lists<br/>before/during/after<br/>typhoon.<br/>能說出防颱工作(颱<br/>風來臨前, 中、後)</p> <p>2. Knowing how to<br/>preserve food.<br/>能說出食物保存注<br/>意事項</p>                     | <p>Oral assessment<br/>Speaking and<br/>singing practice<br/>Participation<br/>Observation<br/>Worksheet/Proje<br/>ct<br/>Discussion<br/>etc....</p> | <p><b>Use a picture book.</b><br/><br/><u>Vocabulary:</u><br/>Typhoon, emergency kit,<br/>January, February, March, April,<br/>May, June, July, August, September,<br/>October, November, December,<br/>Valid date, food, fresh,</p> |

|            |   |   |   |  |   |
|------------|---|---|---|--|---|
|            |   |   | 3. Reduce the plastic garbage.  |  |   |
| Week 15~17 | Keep healthy, away from disease.<br>疾病預防                  | 7-2-1 Live healthy, keep healthy.<br>表現預防疾病的正向行為與活動，以增進身體的安適  | <ol style="list-style-type: none"> <li>1. Be able to speak out 5 senses and functions.<br/>能說出五官及功能</li> <li>2. Be able to express unconfort.<br/>能表達身體的不適</li> <li>3. 身體保健宣言<br/>Health Promote declaration</li> </ol> | Oral assessment<br>Speaking and singing practice<br>Participation<br>Observation<br>Worksheet/Project<br>Discussion<br>etc.... | <b>Use a picture book.</b><br><u>Vocabulary:</u><br><ol style="list-style-type: none"> <li>1. Eyes, ears, mouth, nose, head, skin...smell, hear, eat, talk, feel, touch, think</li> </ol> <u>Sentences:</u> I see with my eyes. I hear with my ears. I eat with my mouth.<br><ol style="list-style-type: none"> <li>2. Runny nose, headache, have a fever, vomiting, stomachache, hurt, ...</li> <li>3. Go to bed on time.<br/>Get up early.<br/>Exercise every day.</li> </ol> |
| 18         | Knowing students' English ability after the course.<br>後測 | (English)<br>© C3-1-2 Student will be able to recognize the vocabulary words learned in 2 semesters.<br>© C3-1-5 Through reading, | Post-test   | Paper exam   | (Vocabulary and sentence patterns students have learned in the past.)   |

|            |  |  |  |  |  |
|------------|--|--|--|--|--|
|            |  | student will be able to understand the sentences learned in 2 semesters. |  |  |  |
| Week 19-20 | Keep healthy, away from disease.<br>疾病預防 | 7-2-1 Live healthy, keep healthy.<br>表現預防疾病的正向行為與活動，以增進身體的安適             | 4. Be able to speak out 5 senses and functions.<br>能說出五官及功能<br>5. Be able to express unconfort.<br>能表達身體的不適<br>6. 身體保健宣言<br>Health Promote declaration | Oral assessment<br>Speaking and singing practice<br>Participation<br>Observation<br>Worksheet/Project<br>Discussion<br>etc.... | <b>Use a picture book.</b><br><u>Vocabulary:</u><br>4. Eyes, ears, mouth, nose, head, skin...smell, hear, eat, talk, feel, touch, think<br><u>Sentences:</u> I see with my eyes. I hear with my ears. I eat with my mouth.<br>5. Runny nose, headache, have a fever, vomiting, stomachache, hurt, ...<br>6. Go to bed on time.<br>Get up early.<br>Exercise every day. |