

## Grade 6

## Fall semester

| Week     | Goals   | Competence Indicators   | Content/Performance   | Evaluations  | Notes   |
|----------|---|---|---|--|---|
| 1-2      | 1. Knowing students' English levels before the course.<br>前測  | (English)<br>◎B3-1-2<br>Student will be able to recognize the vocabulary words learned in the middle grade level. | Pre-test  | Paper exam   | (the vocabulary and sentence patterns students are going to learn in the following year)  |
| Week 3-7 | 1. Understand and accept differences between themselves and others.<br>2. Learning self-introduction.<br>3. Knowing | (Intergrative activities)<br>1-1-1/1-4-3<br><br>(International education)<br>1-1-1/1-1-3<br>2-1-2/2-1-3           | 1. Knowing the story of horoscopes, legends, seasons, months.<br>2. Learning self-introduction, including birthday, personality, horoscopes and hobbies.<br>1.認識月份、季節、嗜好、 | Oral assessment<br>Speaking and singing practice<br>Participation<br>Observation<br>Worksheet/Project<br>Hand write copy about self- | Use picture books or reading series.<br><u>Vocabulary:</u><br>Self-introduction: tall, short, fat, thin, big, small, shy, talkative, quiet, happy, out-going, brave, creative, kind, honest, strong, shy, out-going, kind, friendly, calm, smart, |

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|  | <p>horoscopes, legends, seasons, months, birthday, personality and hobbies</p> <ol style="list-style-type: none"> <li>1. 了解與欣賞自我與他人的異同</li> <li>2. 認識西洋星座與故事)</li> <li>3. 學習自我介紹 (包含生日、季節、嗜好、星座與神話..等)</li> </ol> | <p>1-3-1<br/>Appreciate and accept others.</p> | <p>星座與神話..等</p> <p>2.能用英文自我介紹，包括生日、個性、星座與嗜好...等</p> | <p>introduction.</p> | <p>Hobby: singing, dancing, drawing, reading, running, swimming, going shopping, watching TV, playing on-line games</p> <p>Horoscopes: Aries、Taurus、Gemini、Cancer、Leo、Virgo、Libra、Scorpio、Sagittarius、Capricorn、Aquarius、Pisces.</p> <p>Personality: kind, nice, easy-going, out-going, frank, friendly, funny, kind, patient, warm, wise, peaceful, sincere...</p> <p>2018, 2019.....</p> <p><u>Sentence patterns:</u><br/>Ex: I'm <u>tall</u>. I was born....<br/>My <u>eyes</u> are <u>small</u>.<br/>I like reading<br/>It's 2019.<br/>What's your <b>horoscope</b>?</p> |
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|              |  |   |   |   | It's <u>Aquarius</u> .<br>Aquarius are friendly.  |
| Week<br>8-12 | <p>1. Knowing basic astronomy: <b>planets, galaxy, components, temperature, shapes and size description.</b></p> <p>2. Learn to describe planets.</p> <p>1. 認識基礎天文學:行星、銀河、組成與星球的溫度、大小、形狀...</p> <p>2. 學習如何描述行星</p> | <p>(Intergrative activities)</p> <p>1-1-1/1-4-3<br/>2-1-3/ 2-1-4/<br/>2-4-2</p>                   | <p>1. Knowing the knowledge of <b>planets, galaxy, components, temperature, shapes and size description.</b></p> <p>2. Being able to describe planets.</p> <p>3. 認識行星、銀河、組成與星球的溫度、大小、形狀...</p> <p>4. 能用英文描述行星</p> | <p>Oral assessment</p> <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project (based on astronomy knowledge they've learned)</p> | <p>Use picture books or reading series.</p> <p><u>Vocabulary:</u><br/>about <b>planets, galaxy, components, temperature, shapes and size description</b></p> <p><u>Sentences:</u><br/>Description to plants.</p>  |
| 13-<br>15    | <p>Sports Day<br/>運動會</p>  | <p>1-2-2<br/>Participate in various activities to explore your hobbies and talents.<br/>3-2-1</p> | <p>5. Knowing the sports and activities on school sports day.</p> <p>6. 認識運動會項目及活動項目</p>  | <p>Oral assessment</p> <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p>  | <p><u>Vocabulary:</u><br/>Opening Ceremony, flag raising, fun races, race judges, <b>referee</b>, 100-meter race, standing long jump, relay race, medals(gold, silver, bronze), on your mark, get set, go, relay baton, <b>track and field, ball games, Olympics, world cup</b></p> |

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|       |  | Participate in different group activities, and respect the rules and responsibility.   |   |  |   |
| 16-21 | <p>1. Understanding cultures from different countries</p> <p>2. Learning how to introduce the local culture</p> <p>認識國際間不同的文化特色與背景，並介紹自己國家地理特色</p> | <p>(Integrative activities)</p> <p>2-1-3/ 2-1-4/ 2-4-2</p> <p>(International education)</p> <p>1-1-1/1-1-3<br/>2-1-2/2-1-3</p> | <p>1. Knowing transportation tools</p> <p>2. Introducing local tourist attractions</p> <p>3. Planning and organizing the transportation to the destination</p> <p>4. Making a travel plan: transportation, sites to visit, food, and budget</p> <p>5. Set a (family) travel plan</p> <p>6. 認識交通工具</p> <p>7. 介紹風景名勝</p> <p>8. 查詢安排到達景點的交</p> | <p>Oral assessment</p> <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> | <p><b>Use picture books or reading series.</b></p> <p><u>Vocabulary:</u></p> <p>Transportation: car, bike, on foot, bus, train, MRT, boat, plane</p> <p>Tourist attractions: National Palace Museum, Taipei 101, Shilin Night Market, A Li Mountain</p> <p>Local cuisine: oyster pancake, stinky tofu, pig blood cake, beef noodles, bubble milk tea...</p> <p><u>Sentences:</u></p> <p>Requests and answers about information and directions</p> |

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|  |  |  | 通規畫<br>9. 安排一個旅遊計畫:交通、參觀重點、當地美食、費用、預算<br>10. 自訂(家庭)旅遊計畫 |  | Ex:<br>It costs ...<br>It takes 1.5 hrs to get there by train.<br>How can I go to Taipei 101?<br>You can take a bus.<br>How much is _____?<br>It's _____ dollars.... |
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### Spring Semester

| Week | Goals  | Competence Indicators                            | Content/Performance  | Evaluations   | Notes   |
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| 1-4  | 1. Explaining the participation of family housework<br>2. Be able to share student's family housework<br>1. 能以英語表達家中成員對於家庭事務的分 | (Integrative activities)<br>1-1-1/1-3-5<br>3-4-3 | 1. Knowing the family member and making the family tree<br>2. Knowing the vocab of housework<br>3. Knowing how to make the bar chart<br>4. Comparing the | Oral assessment<br>Speaking and singing practice<br>Participation<br>Observation<br>Worksheet/Project<br>Etc... | <u>Vocabulary:</u><br>Mother father brother sister grandfather<br>grandmother aunt uncle, cousin<br>sweep the floor, mop the floor, do the laundry, fold the clothes, take the trash, get the mail/ newspaper, cook, go grocery shopping<br>percent |

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|     | <p>工狀況</p> <p>2. 能分享自己家中的家事分工狀態</p>  |                                 | <p>participation of housework with other counties</p> <p>5. 認識家族成員—家庭樹</p> <p>6. 認識各樣家務的英語說法</p> <p>7. 認識統計圖表</p> <p>8. 了解其他國家家事分工百分比</p>  |  | <p><i>Sentence pattern:</i></p> <p>Do you <u>take out the trash</u>?</p> <p>Yes, I do.</p> <p>No, I don't. My sister does.</p> <p>Who <u>does the laundry</u>?</p> <p><u>My father does the laundry.</u></p>   |
| 5-6 | <p>1. Can introduce the facilities and environment of school.</p> <p>2. Can tell the position of the objects on the map</p> <p>1. 能以英語介紹學校環境、設施與處室。</p> <p>2. 能說出景物在地圖上的位置</p> | <p>(綜合)</p> <p>2-1-4/ 4-1-1</p> | <p>1. Knowing the facilities on the playground</p> <p>2. Knowing the facilities on campus</p> <p>3. Knowing the names of the offices</p> <p>4. Knowing the plants on campus</p> <p>5. Introducing the tourist attractions in Taiwan (on map)</p> | <p>Oral assessment</p> <p>Speaking and singing practice</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> <p>Etc...</p> | <p><i>Vocab:</i></p> <p>north, east, south, west, next to, in front of, in back of, between, by</p> <p>on ___ floor</p> <p>Principal's Office, Office of Academic affairs, Office of Student Affairs, Health Center, Co-op</p> <p>Wildlife pond, banyan tree, royal palm</p> <p><i>Sentence patterns:</i></p> <p>Where is _____ ?</p> <p>It's _____.</p> |

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|      |   |   | <p>1. 認識學校遊樂器材名稱</p> <p>2. 認識各處室名稱</p> <p>3. 認識學校主要植物名稱</p> <p>4. 介紹台灣風景名勝在地圖上的位置</p>  |  |   |
| 7-8  | <p>1. Precautions and steps against earthquake 防震及居家安全</p>  | <p>5-2-1 / 5-2-2</p> <p>5-2-3</p> <p>Evaluate the situation and take actions while earthquake is happening.</p> | <p>1. Being able to self-protect while earthquake's coming. 能認識地震發生時周遭可利用的環境</p> <p>2. Being able to speak out better reactions while earthquake's happening 能了解緊急應變措施</p> <p>3. Knowing the emergency kit. 能說出逃難包的內容物</p> | <p>Oral assessment</p> <p>Speaking</p> <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> <p>Discussion</p> <p>etc....</p> | <p><u>Vocabulary:</u></p> <p>Door, window, legs, hold, pillar, roof, store, wall, floor, Earth quake, emergency kit: food and water, first aid kit, flash light, copy of license</p> <p><u>Sentences:</u></p> <p>Requests for help.</p> |
| 9-10 | <p>1. Students know the rules of Orienteering on campus</p> |   | <p>Practice Orienteering on campus</p>   |  | <p><u>Sentence patterns:</u></p> <p>Questions, simple agreement and disagreement.</p>   |

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|       | 2. Students can cooperate with each other during the activities |  |  |  | Ex:<br>Where is _____ ?<br>It's _____.<br>Let's go.<br>...                            |
| 11    | Knowing students' English ability after the course.<br>後測       | (English)<br>◎ C3-1-2<br>◎ C3-1-5<br>Through reading, student will be able to understand the sentences learned in the upper-grade level. | Post-test  | Paper exam                             | Vocabulary and sentence patterns students have learned.                               |
| 12-18 | 1. Reviewing the experiences within Da-Feng elementary          | 綜合<br>1-3-3<br>Continue to   | 1. Reviewing the experiences within Da-Feng elementary | Oral assessment<br>Speaking<br>Writing | <b>Presentation content:</b><br>1. family, self-portrait: outlook, strength, weakness |



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|       | <p>school</p> <p>2. Presentation (Reading aloud or recitation)</p> | <p>develop hobbies and expertise in daily life</p> | <p>school</p> <p>2. <b>Making a scrapbook (handwrite copy)</b></p> <p>3. <b>Write down presentation content.</b></p> <p>4. <b>Presentation (video recorded)</b></p> | <p>Participation</p> <p>Observation</p> <p>Worksheet/Project</p> <p>Discussion</p> <p>etc....</p> | <p>2. Best friends, favorite food and beverage.</p> <p>3. Hobbies.</p> <p>4. favorite teachers, favorite subjects favorite school events</p> <p>5. Memorial events (field trips)</p> <p>6. Dreams, life's Motto</p> |
| 17-18 | 3.   |  |   |   |   |