

附件四：

新北市111年度教師跨領域全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	新北市樹林區武林國民小學/ <u>張愛佳</u> 、 <u>王薪媖</u>		
教案名稱	性別大不同 Gender Equality	領域	英語跨(<u>綜合</u>)領域
教學年級：國小 <u>四年</u> 級	課程上使用之英語比例： 85% (本比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數： <u>22</u> 人	教學總節數： <u>4</u> 節	公開授課內容為第 <u>2</u> 節	
公開授課之時間： <u>111</u> 年 <u>10</u> 月 <u>26</u> 日 <u>08</u> 時 <u>45</u> 分至 <u>09</u> 時 <u>25</u> 分 (第 <u>1</u> 節課)	公開授課之地點： <u>新北市樹林區武林國小</u> <u>403</u> 教室	公開授課之教師： 姓名： <u>張愛佳</u> 服務學校： <u>武林國小</u> 專長領域： <u>英語</u>	

核心素養	總綱	<ul style="list-style-type: none"> ■ A1身心素質與自我精進 A1 Physical and Mental Wellness and Self-Advancement ■ A2系統思考與解決問題 A2 Logical Thinking and Problem Solving ■ B1符號運用與溝通表達 B1 Semiotics and Expression ■ B2科技資訊與媒體素養 B2 Information and Technology Literacy and Media Literacy ■ C2人際關係與團隊合作 C2 Interpersonal Relationships and Teamwork ■ C3多元文化與國際理解 C3 Cultural and Global Understanding

	領 綱	<p>英語領域</p> <p>英-E-A1具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>E-A1 Possess favorable living habits, promote sound physical and mental development, identify one's aptitudes, and develop potential talents.</p> <p>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。</p> <p>E-A2 Possess the contemplative ability to explore problems, and through experience and practice, solve problems in daily life.</p> <p>英-E-B1具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>E-B1 Possess the basic language competencies (i.e.,listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal communication.</p> <p>英-E-B2具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</p> <p>E-B2 Possess the basic competency of using technology and information, and understand the meaning and impact of media content.</p> <p>英-E-C2積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.</p> <p>英-E-C3 認識國內外主要節慶習俗及風土民情。</p> <p>E-C3 Possess the competency to understand and care about local and international affairs, and recognize and tolerate diversity among cultures.</p> <p>綜合活動領域</p> <p>綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。</p> <p>E-B1 Aware of their own ways of interpersonal communication, learn the appropriate interaction and communication skills, cultivate empathy, and apply it to daily life.</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p> <p>E-C2 Understand the feelings of others, engage in interaction with others, learn to respect others, enhance interpersonal relationships, and work with team members to achieve group goals.</p>
學 習	學習表現	<p>英語領域</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p>

<p>重點</p>	<p>1-II-7 Able to comprehend words learned in class.</p> <p>1-II-8 能聽懂簡易的教室用語。</p> <p>1-II-8 Able to comprehend simple classroom instructions.</p> <p>1-II-9 能聽懂簡易的日常生活用語。</p> <p>1-II-9 Able to comprehend simple everyday expressions.</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>1-II-10 Able to comprehend sentences of simple structures.</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-3 Able to say the words learned in class.</p> <p>2-II-4 能使用簡易的教室用語。</p> <p>2-II-4 Able to use simple classroom English.</p> <p>2-II-5 能使用簡易的日常生活用語。</p> <p>2-II-5 Able to use simple everyday expressions.</p> <p>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。</p> <p>2-II-6 Able to speak sentences of simple structures with correct pronunciation and appropriate intonation.</p> <p>3-II-1 能辨識 26 個印刷體大小寫字母。</p> <p>3-II-1 Able to recognize the 26 letters of the English alphabet in print, both capital and lowercase.</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-2 Able to recognize the words learned in class.</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>3-II-3 Able to understand the sentences learned in class.</p> <p>4-II-1 能書寫 26 個印刷體大小寫字母。</p> <p>4-II-1 Able to write the 26 letters of the English alphabet in print.</p> <p>4-II-2 能書寫自己的姓名。</p> <p>4-II-2 Able to write one's own name.</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>4-II-3 Able to trace the words learned in class.</p> <p>4-II-4 能臨摹抄寫課堂中所學的句子。</p> <p>4-II-4 Able to trace the sentences learned in class.</p> <p>5-II-2 在聽讀時,能辨識書本中相對應的書寫文字。</p> <p>5-II-2 Able to recognize the words being read in the textbook.</p>
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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-3 Able to read aloud sentences of simple structures with correct pronunciation at an appropriate speed.

6-II-2 積極參與各種課堂練習活動。

6-II-2 Participates actively in various class activities.

6-II-3 樂於回答教師或同學所提的問題。

6-II-3 Enjoys answering the teacher's or classmates' questions.

6-II-4 認真完成教師交待的作業。

6-II-4 Completes the homework dutifully.

7-II-2 能妥善運用情境中的非語言訊息以幫助學習。

7-II-2 Able to make good use of non-verbal cues in the context to enhance learning.

8-II-1 能了解國內外基本的招呼方式。

8-II-1 Able to understand how people greet each other at home and abroad.

8-II-2 能了解課堂中所介紹的國內主要節慶習俗。

8-II-2 Able to learn major festivals and customs in Taiwan.

8-II-3 能了解課堂中所介紹的 國外主要節慶習俗。

8-II-3 Able to learn major foreign festivals and customs.

綜合活動領域

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。

2a-II-1 Students are aware of their own ways of interpersonal communication and demonstrate appropriate interaction and communication attitudes and skills.

2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。

2b-II-1 Students experience the meaning of teamwork and are able to care for the members of the team.

2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。

2b-II-2 Students participate in group activities, maintain discipline, value honor, and demonstrate a responsible attitude.

3c-II-1 參與文化活動，體會文化與生活的關係，並認同與肯定自己的文化。

3c-II-1 Students participate in cultural activities, experience the relationship between culture and life, and identify and affirm their own culture.

	學習內容	<p>英語領域</p> <p>Ac-II-1 簡易的教室用語。 Ac-II-1 Simple classroom instructions.</p> <p>Ac-II-2 簡易的生活用語。 Ac-II-2 Simple everyday expressions.</p> <p>Ac-II-3 第二學習階段所學字詞。 Ac-II-3 Vocabulary of Stage II level.</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。 B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p> <p>C-II-1 國內(外)招呼方式。 C-II-1 Ways of greeting in Taiwan and abroad.</p> <p>C-II-2 國內外主要節慶習俗。 C-II-2 Major festivals, traditions and customs.</p> <p>綜合活動領域</p> <p>Ba-II-1 自我表達的適切性。 Ba-II-1 The appropriateness of self-expression.</p> <p>Ba-II-2 與家人、同儕及師長的互動。 Ba-II-2 Interaction with family, peers and teachers.</p> <p>Ba-II-3 人際溝通的態度與技巧。 Ba-II-3 Attitudes and skills in interpersonal communication.</p> <p>Bb-II-1 團隊合作的意義與重要性。 Bb-II-1 The meaning and importance of teamwork.</p> <p>Bb-II-2 關懷團隊成員的行動。 Bb-II-2 Actions of caring for team members.</p> <p>Bb-II-3 團體活動的參與態度。 Bb-II-3 Attitudes of Participating in group activities.</p> <p>Cc-II-1 文化活動的參與。 Cc-II-1 Participation in cultural activities.</p> <p>Cc-II-2 文化與生活的關係及省思。 Cc-II-2 The relationship and reflection between culture and life.</p> <p>Cc-II-3 對自己文化的認同與肯定。</p>
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		Cc-II-3 Identification and affirmation of one's own culture.		
具體學習目標	1. Correctly name the occupations. 2. Correctly use the key vocabulary and sentences orally and in writing. 3. Understand and be aware of gender differences and be respectful to others. 4. Be able to judge/tell whether there is gender discrimination in life or in situations provided in class. 5. Be able to express students' feelings or thoughts regarding gender or gender discrimination.			
與其他領域/科目/議題的連結	綜合課 Integrated Activities Course 議題：性別的自我突破 性別角色的突破與性別歧視的消除 Gender Role Breakthrough and Gender Discrimination 綜合領域 性 E3 覺察性別角色的刻板印象，了解家庭、學校與職業的分工，不應受性別的限制。 Sex E3 Be aware of gender role stereotypes and understand the division of labor between family, school, and occupation, and should not be restricted by gender. 性 E10 辨識性別刻板的情感表達與人際互動。 Sex E10 Identify gender stereotyped emotional expressions and interpersonal interactions. 性 E11 培養性別間合宜表達情感的能力。 Sex E11 Develops the ability to express emotions appropriately between the sexes.			
教學資源/設備需求	請參看各節次教學資源之說明。			
各節教學活動設計				
節次	教學活動流程	時間	教學資源	教師語言
第一節	【引起動機】 教師使用表達職業的單字圖卡與播放性別平等影片，請學生針對看到的內容，發表自己的看法。		Flashcards YouTube PPT KWL charts	* Repeat after me. * Read out loud. * Write in your worksheet/notebook. * Look here. * Who is he? He is a ____. Who is she? She is a _____.

	<p style="text-align: center;">【發展活動】</p> <p>Warm Up Greetings Vocabulary and Sentences: Occupations 1. Teacher shows the flashcards one by one and has students read out loud the words. 2. Teacher leaves the flashcards on the blackboard and leads the students to practice Who questions and answers. Sentence Patterns: Who is <u>he</u>? He is <u>a driver</u> (career). Who is <u>she</u>? She is <u>a nurse</u> (career).</p> <p>Presentation & Activities Activity 1: KWL Chart 1. Teacher introduces the KWL chart. 2. Teacher leads the discussion about gender stereotypes from daily experience and also demonstrates how to complete the K from the KWL chart. Remind the students to write down their answers during the discussion. * K: What I know about gender stereotypes a. Do you usually see male (boy) or female(girl) drivers? b. Who does the laboring work, boys or girls? c. How do people assign work based on genders in our daily life? d. In your house, who does the housework? How do you share the duties? 3. Students share their answers.</p> <p>Activity 2: Family and Roles Video 1. Play the Piggybook video on YouTube: https://www.youtube.com/watch?v=t8_vZaer5lc 2. Discussion: a. What do you see/learn from the video? The teacher will introduce the characters after students share their</p>	<p style="text-align: center;">5 min.</p> <p style="text-align: center;">15 min.</p> <p style="text-align: center;">15 min.</p>		<p>This is a KWL chart. K stands for Know. What do you know about boy and girl jobs? Write down your answers. Do you know what a stereotype is? A stereotype is ____. What stereotypes do you know? Do you usually see male or female drivers? Who does the laboring work, male or female? How do people assign work based on genders in our daily life? In your house, who does the housework? How do you share the duties?</p> <p>Next, we will watch a video about The Piggott Family. What do you see/learn from the video? How do you feel after you watch the video? Next, we will do the W section of our KWL chart. W stands for Want. What do you want to learn about gender stereotypes?</p>
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	<p>answers. b. How do you feel after you watch the video? Guided questions: (1) Who does the work a lot? (2) Is Mom happy? (3) What happened to Mr. Piggott and the two sons? (4) What happened after Dad and sons became pigs? (5) Is Mom happy at the end of the story? c. Work on the W section on the KWL chart if any ideas come up. 3. Teacher has students review their KWL charts and see if they can or want to add anything to the charts.</p> <p style="text-align: center;">【統整與總結】</p> <p>Exit Slip 1. Teacher reviews the lesson's target language (Who is he? He is a ____). 2. Teacher points to a flashcard about an occupation and asks "Who is he/she?" and one student has to answer "He/She is a _____." Students take turns to answer the questions. The score is graded based on the accuracy, pronunciation, and the use of complete sentences.</p>	5 min.		
第二節	<p style="text-align: center;">【引起動機】</p> <p>利用繪本讓學生練習跟家事有關的詞彙跟句型。探討故事內容，引導學生了解分工不應受性別限制，培養學生性別平等意識。</p> <p style="text-align: center;">【發展活動】</p> <p>Warm-Up 1. The teacher will tell students they are going to hear a story and introduce the characters. Remind the students they can write down the names in the worksheet.</p>	6 min.	<p>YouTube PPT Piggybook Book Flash Cards Worksheets: Piggybook Story Map and Assigned Housework</p>	<p>Watch the video and take notes. What was the story about? What happened in the story? What examples of housework did you see? Let's practice the key vocabulary. Next, let's use the vocabulary in a sentence using the sentence pattern "I can____." Next, we will do a worksheet. Let's see the words in the sheet</p>

<p>2. The teacher will play Piggybook on YouTube https://www.youtube.com/watch?v=t8_vZaer5lc and ask students to take note.</p> <p>3. The teacher will ask students what they see from the pictures in the book.</p> <p>Activity and Discussion</p> <p>Presentation</p> <p>1. Language Learning</p> <p>a. The teacher will teach the key vocabulary of this lesson.</p> <p>b. The teacher will use the book and flashcards to review the vocabulary and the events.</p> <p>c. The teacher will demonstrate “I can _____.” and “Name can _____.” sentences and ask students to practice the sentence pattern.</p> <p>2. Discussion</p> <p>a. The teacher will ask students “Who does what work in the Piggott’s family?” and encourage students to use the taught language, for example, Mr. Piggott can go to work.</p> <p>b. The teacher will ask students “Who does the work in the house?” and let the students discuss in groups.</p> <p>c. The teacher will ask students if it is OK for Mrs. Piggott to do all the work in the family. If not, what should be changed?</p>	<p>19 min.</p>		<p>and check in the boxes.</p>
<p>Practice</p> <p>1. The teacher will ask students in their families who is usually responsible for the housework. Remind students there’s the bilingual word list on the top of the worksheet in case they need language support.</p> <p>2. The teacher will demonstrate how to complete the Assigned Housework worksheet and ask students to read and check the answers.</p> <p>3. The teacher will ask the students how the work is assigned in their families. Is gender relevant?</p>	<p>10 min.</p>		

	<p>Remind students they can use I can _____. to answer or express their ideas. For example: I can help. I am happy. Father is strong. He can wash the clothes.</p> <p>2. The teacher will play the Piggybook video on YouTube and ask students to write down information in Events columns: https://www.youtube.com/watch?v=t8_vZaer5lc</p> <p>* Teacher walks around to check on students' story maps during discussion and collects the maps after the discussion activity.</p> <p>2. Guide students to discuss the details of the picture book story, why does it end like this?</p> <p>(1) How is the Mother Pig feeling? (2) How does the Father Pig and children feel about the mom leaving home? (3) How should the division of household work be carried out? (4) Guiding students to understand and recognize how gender stereotypes may hurt people, how to break the stereotypes and show respect to others, and building positive relationships.</p> <p style="text-align: center;">【統整與總結】</p> <p>Students add more items in the W Section in the KWL chart and start working in the L section.</p>	5 min.		<p>Let's compare our results. Why do you think we got these results?</p>
第四節	<p style="text-align: center;">【引起動機】</p> <p>利用實際發生的案例，讓學生理解自我認同的重要性，並突破性別刻板化印象對自我的限制。</p> <p style="text-align: center;">【發展活動】</p> <p>Warm Up</p> <p>1. Teacher shows some pictures of people wearing different types of clothes, men and women.</p>	5 min.	<p>KWL charts Images of people wearing different types of clothes</p>	<p>How do traditions influence our decisions?</p> <p>Review your KWL chart.</p> <p>Answer your W questions.</p> <p>Add 3 things your learned this unit to your L column.</p>

<p>2. Teacher introduces in which year women started wearing pants and in some cultures, men wear skirts and high heels.</p> <p>3. Teacher guides students to think about previously mentioned gender stereotypes and how people are influenced by traditions when doing things.</p> <p>Activity and Discussion KWL Charts</p> <p>1. Ask students to share their KWL charts and make sure students complete the KWL charts.</p> <p>2. Divide students into groups, 3-4 people per group. Each group works together to answer the questions in the W section. And choose at least three things they learn.</p> <p>3. Each group shares their answers and the three things they learn from the lesson.</p> <p>* KWL charts will be collected and graded based on completeness, spelling, grammar, and punctuation.</p>	<p>10 min.</p>		<p>In the last class, we talked about gender stereotypes at home. Today we will talk about gender stereotypes at school.</p> <p>What kinds of responsibilities do students have in addition to learning?</p> <p>How does your gender determine your responsibilities at school?</p> <p>What do you think when you see a boy with long hair?</p> <p>Look at these photos? What do you see?</p>
<p>Discussion: School Job Assignments</p> <p>1. Teacher asks whether students have different job assignments at school because of their gender? For example: cleaning the blackboard, taking out the garbage, who is responsible for the rougher work, etc.</p> <p>2. Ask if there are different expectations for boys than girls at school and to give examples.</p>	<p>10 min.</p>		
<p>Discussion: Appearances and Social Expectations</p> <p>1. Teacher shows the images of boys keeping long hair and asks students what they think about long hair on boys.</p> <p>2. Then, show the images of boys having their long hair cut for hair donation. Ask students again what they think.</p> <p>3. Show images of men with long hair</p>	<p>10 min.</p>		

<p>(e.g. Ming Dynasty) to show that fashion and trends change over time. 4. Discuss how different cultures can hold different roles for boys and girls, e.g. in some cultures, skirts are worn by boys, such as kilts. High heels were originally designed for men to wear.</p> <p style="text-align: center;">【統整與總結】</p> <p>Language Learning: Be open-minded. Be respectful. Be friendly.</p> <p>Wrap Up Take home message: Use the target language and carry it out.</p>	5 min.		
附錄 (學習單或其他教學相關資料)			
<ol style="list-style-type: none"> 1. Piggybook_story map ° (附錄1) 2. KWL Chart ° (附錄2) 3. Assigned Housework Sheet ° (附錄3) 			









Class:

Number:

Name:

Story Map

 Title	
 Characters	
 Setting	
 Problem	
Event 1	
Event 2	
Event 3	
Event 4	
Event 5	
 Solution	
Main Idea	

Name:

Number:

Class:

Topic: Gender Equality

K What I Know	W I Want to Know	L What I Learned