



新北市永和區頂溪國民小學

DingXi Elementary School

The HEART of Life



雙語實驗課程成果報告

Bilingual Experimental Curriculum Program





Life ART

Apply & Act



實踐、省思、體驗
綜合活動

**Think
& Try**

**Read &
Reflect**

Language ART



課程實施領域

1. 雙語課程實施領域：**綜合活動**
2. 以**108課綱綜合領域之主題軸1（生命教育）**
規劃課程內容
3. 巧妙結合校本課程四個願景

綜合活動領域的內涵架構包括三個主題軸及十二個主題項目。

主題軸	1. 自我與生涯發展	2. 生活經營與創新	3. 社會與環境關懷
主題項目	a. 自我探索與成長	a. 人際互動與經營	a. 危機辨識與處理
	b. 自主學習與管理	b. 團體合作與領導	b. 社會關懷與服務
	c. 生涯規劃與發展	c. 資源運用與開發	c. 文化理解與尊重
	d. 尊重與珍惜生命	d. 生活美感與創新	d. 環境保育與永續

頂溪雙語課程架構



獨立 尊重

學校願景

傳承 卓越

自主
學習

自我
探索

生命教育

尊重
生命

生涯
發展

聽

說

讀

寫

參與
Engage

探索
Explore

精緻化
Elaborate

解釋
Explain

評鑑
Evaluate

鼓勵
Encourage

6E教學模組



雙語實驗課程架構圖

Dingxi Bilingual Experimental Program Framework				
Integrative Activities Subject	自我與生涯發展 (生命教育) (Personal and Career Development)			
Integrative Activities Indicators	a.自我探索與成長 (Self-exploration and growth)	b.自主學習與管理 (Independent learning and management)	c.生涯規劃與發展 (Career planning and development)	d.尊重與珍惜生命 (Life Cherishing and Respect)
校本課程	尊重 (Respect)	獨立 (Independence)	卓越 (Excellence)	傳承 (Heritage)
G3 1 st semester	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 (Show your abilities, interests and strengths. Express your own thoughts and feelings.)	1. Self-introduction 2. My Interests 3. My Strengths 4. My Feelings		
G3 2 nd semester		1b-II-1 選擇合宜的學習方法，落實學習行動策略。 (Select appropriate learning methods and implement learning strategies.)	1. Learning Motivation 2. My Five Senses 3. Learning Strategies 4. Time Management	
G4 1 st semester		1. My Family 2. My School 3. My Community 4. My Country	1c-II-1 觀察工作的意義與重要性。 (Observe the significance and importance of the work.)	
G4 2 nd semester			1. Self Awareness 2. Being kind 3. Emotion Management 4. The Bright Side	1d-II-1 觀察情緒的變化，培養正向思考的態度。 (Be Aware of changes in emotions and cultivate positive thinking.)
G5 1 st semester	1a-III-1 欣賞並接納自己與他人。 (Admire and accept yourself and others.)	1. Listen with my heart 2. Everyone is special 3. Respect others 4. Love languages		
G5 2 nd semester		1b-III-1 規劃與執行學習計畫，培養自律與負責的態度。 (Organize and execute learning plans. Develop self-discipline and responsible attitudes.)	1. Mind Map 2. First thing first 3. Self discipline 4. Responsibility	
G6 1 st semester		1. Career types 2. Job choices 3. Make a better world 4. Future dreams	1c-III-1 運用生涯資訊，初探自己的生涯發展。 (Use career information to explore your career development.)	
G6 2 nd semester			1. Teenage Development 2. Leader in me 3. Mother earth, Father sky 4. Good better best	1d-III-1 覺察生命的變化與發展歷程，實踐尊重和珍惜生命。 (Be Aware of the changes and development of life. Practice respect and cherish life.)



螺旋性課程

Self-exploration & Growth

My Strengths (Grade 3)

Students shall explore their own special abilities and gain a respect for those of others'.



Everyone Is Special (Grade 5)

Students shall develop an understanding of the differences which exist between individuals and accept unique traits.

Career Planning & development

My Community (Grade 4)

Student shall explore the idea of 'community' and develop an appreciation for the workers in it.



Make a Better World (Grade 6)

Students shall consider the community which they consider to be ideal and the professions necessary to do so.



Unit Design



1. Experiment & experience



2. Reading to discuss



3. intra & interpersonal activities



4. Application & Sharing



Semester Lesson Calendar

Grade Six

Grade 6, Semester 1	Class 1	Class 2	Class 3	Class 4
<p>Unit 1 Topic: Careers Goal: Students shall examine different types of careers and the attributes of the individuals who have those careers.</p>	<p>Prediction exercise. Students use imagery from “Willy The Dreamer” to explore careers and desires.</p>	<p>Reading: Willy the Dreamer. Reading strategies to be employed include questioning; students shall relate content to their own lives.</p>	<p>Reading cont. and career guessing activity. Students shall use riddles in order to guess careers being described.</p>	<p>Mind mapping a specific career. Students shall, using a mind map, analyze a career of their choosing.</p>
<p>Unit 2 Topic: Job Choices Goal: Students shall gain an understanding of careers in relation to their own interests and talents.</p>	<p>Job ad activity. Students read job ads and assign specific jobs to individuals based on apparent characteristics.</p>	<p>Reading: Duck Gets a Job Strategies employed include predicting and summary; students shall describe the steps included in getting a job.</p>	<p>Resume activity: resumes of famous individuals. Students examine resumes belonging to famous individuals and consider potential alternative careers.</p>	<p>Resume worksheet activity. Students shall take a short survey regarding interests, and then use that information to help determine the job best suited to them.</p>
<p>Unit 3 Topic: Make a Better World Goal: Students shall consider the community which they consider to be ideal and the professions necessary to do so.</p>	<p>Scenario response: who can help [given this situation]? Students analyze situations and indicate careers that may be of help.</p>	<p>Reading: If Kids Ran The World. The connections strategy shall be employed; students shall relate both their own lives and the world itself to the text.</p>	<p>Analysis of the world without specific careers. Students shall explore what the world be like without certain careers.</p>	<p>Creating an ideal community. Students shall identify four important jobs and create and label a community (e.g. a <i>healthy</i> community).</p>
<p>Unit 4 Topic: Future Dreams Goal: Students shall consider their own attributes, and how those may be used to make positive contributions in the world.</p>	<p>Examples: kids who have changed the world. Students led to explore young people who have solved problems.</p>	<p>Reading: I Can Be Anything! The connections reading strategy shall be employed. Students shall relate the text to their own lives.</p>	<p>Provide examples: kids who changed the world and the things that they did as adults. Students shall read and then report on these people.</p>	<p>Future dreams worksheet: identifying our dreams for the future. Students shall identify an issue visible in everyday life and then propose a solution.</p>



單元目標語言規劃

Grade Six

Unit	Topic	Vocabulary	Sentences
Unit 1	Career Types	Careers: teacher, doctor, soldier, mayor, mail carrier, trash collector, pilot, cook, nurse, singer, farmer Other: career, dream	I like to wake up early. I dream to be a teacher. A doctor works in the hospital. He / She can care for the sick. He / She loves to help people.
Unit 2	Job Choices	Careers: teacher, YouTuber, engineer, taxi / bus driver, steward / stewardess, designer, hairdresser, lawyer, writer, waiter / waitress, trash collector, tour guide, scientist, deliveryman, actor / actress, artist, soldier Finding a job: job ads, resume, apply, interview Other: job	I dream to be a / an teacher because I am good at helping others. ↵ Be yourself and do what you are interested in.
Unit 3	Make A Better World	A better community... (positive): comfortable, safe, full, strong, healthy, clean The world will become (negative): uncomfortable, dangerous, annoying, hungry Other: community ↵	If there is no police officer, then the world will become dangerous. I need cooks to make a better community. I need them because they can make food to help people. I can be anything. We can all make the world a better place.
Unit 4	Future Dreams	Words from the previous lesson * Occupation * Adjective * Verb	Everyone in the world would listen, <u>so</u> I can play music. The children take care of the school. The children can help everyone pick up trash. The world would be clean.



Unit Lesson Plan

Grade Four

Unit Overview
Class Information
Teaching Objectives



英語教學活動設計 Lesson Plan — Unit 2, Lesson 1		
設計者(Designer) / 編者學校(School)	Tracy / Dagu	
教學主題(Topic)	"My Community" by J. Jean Robertson	
學生人數 Number of students: 22 to 23	教學時數 Number of sessions: 4	教學年級 Grade level: 4
教學目標 Teaching objectives (請具體寫出學生在每個學習目標中需要學習的單字或句型) (Please specify the vocabulary and sentence patterns students need to learn)	<ol style="list-style-type: none"> Students should be able to identify common and important careers within their community. They should also be able to identify both the people who hold these careers. Additionally, student should be able to identify the careers of the people who are close to them. A focus will also be made on the careers which are visible at school. In addition to the above, students should be able to identify the places where the people who hold these careers commonly work at (i.e. a fireman works at the fire station). Students should become aware of relevant vocabulary including: <ol style="list-style-type: none"> ambulance driver, musician, cadet, coach, community, convenience store, doctor's office, doctor, firefighter, fire station, gas, hospital, librarian, library, mail carrier, museum, nurse, politician, police officer, police station, post office, running track, school, store owner, teacher, tour guide Utilize the following patterns: <ol style="list-style-type: none"> "He / She is a (profession)." "He / She works at the (work place)." 	

Unit Lesson Plans
Specific details
Timing
Materials Lists



Four lessons per unit

教學目標 Teaching Objectives	教學大綱及活動設計 Procedure & Activities	時間 Time	教學資源 Teaching Aids
	【課前熱身 Warm-Up】		(中英對照職業名稱表)
	1. Continue to teach students to sing, "It's in a Pond at Our School".	00:00-01:00	PowerPoint
	2. Show students an image of the word "community" and lead students to discuss the meaning of the word.	01:00-04:00	PowerPoint
	3. Show pictures of people doing different jobs from Taiwan and the US. <ol style="list-style-type: none"> Show the jobs' English titles. Have a discussion: Are the jobs new to them? 	04:00-14:00	PowerPoint
	【課中活動 Presentation & Practice】		
	4. Administer a sentence cut-out activity related to job descriptions. <ol style="list-style-type: none"> Pages settings give job descriptions without saying what the job is. Review answers by having the sentences read aloud by the reading group, then having three students tell everyone else the person's job title. 	14:00-24:00	PowerPoint and sentence strips
	5. Read the book together as a class using guided reading. <ol style="list-style-type: none"> Ask plenty of questions, both comprehension and interpretive. 	24:00-34:00	PowerPoint and student books
	【課後活動 Reinforcement and Wrap-Up】		
	6. Ask the students if there are any jobs that they know about that were not mentioned.	34:00-40:00	

Additionally, a detailed unit lesson plan clears up any confusion. All lesson elements are specified in this targeted four-class plan.



中外師共備共思

教學團隊





協同教學模式建立

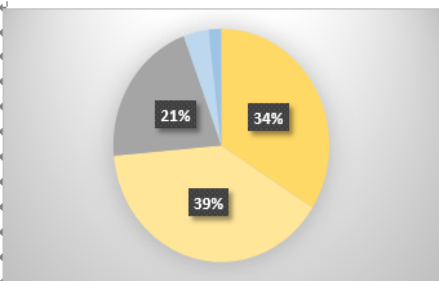




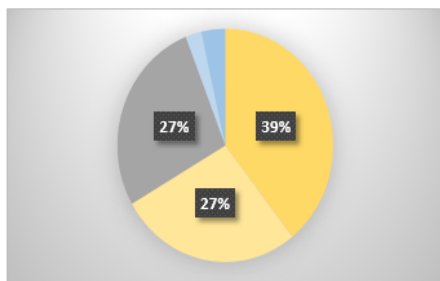
學生&家長問卷回饋

Question #2 – "I think the bilingual program can raise my interest in learning English."

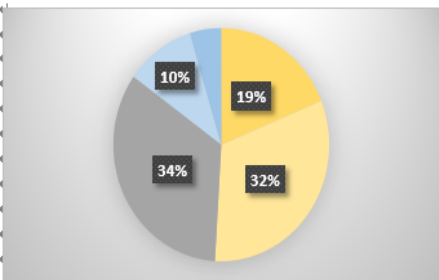
Grade 3



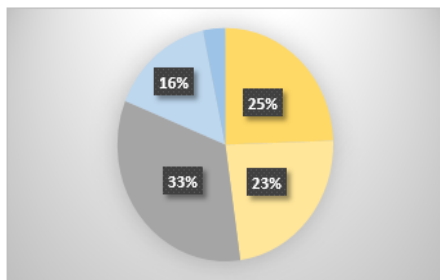
Grade 4



Grade 5

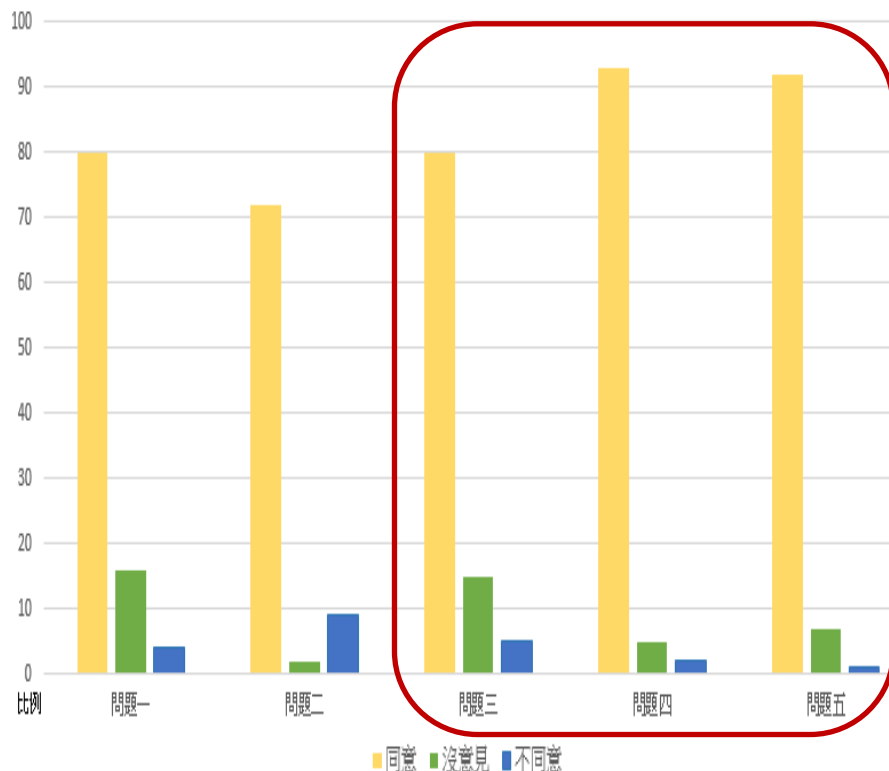


Grade 6



strongly agree agree no opinion disagree strongly disagree

108學年度頂溪國小雙語實驗課程家長問卷量化結果



問題一：開學至今，您的孩子表示喜歡上雙語課。

問題二：平時，您的孩子會主動與您分享在學校上雙語課的情形。

問題三：進行雙語教學，讓您的孩子對英語更有信心。

問題四：我認為雙語教學可以增加英語學習機會及能力。

問題五：我贊成雙語實驗課程的持續推動和進行。



The 6Es at DingXi



三年級五感學習探索：驚喜箱-體驗不同感官的學習，提高學習興趣和效率。(Explore)



四年級各國節慶體驗：每個學生創作英語吉祥話的春聯。(Engage)



The 6Es at DingXi



六年級 Information station 活動，各組蒐集訊息再與全班拼湊完整答案(Elaborate)。



五年級製作節慶海報和學弟妹分享。(Explain)。



The 6Es at DingXi



五年級學生合作規劃暑假活動，並鼓勵學生表達安排原因和內容。(Encouragement)。



四年級實做規劃假日時間，應用時間管理亦為實作式評量。(Evaluate)。



Thank You

