

附件一：雙語成果專輯參考格式

110-112 學年度淡水區新市國民小學雙語成果專輯

目錄

壹、基本資料(以 112 學年度數據為主)

學校名稱	新市國小		<input type="checkbox"/> 方案一 <input checked="" type="checkbox"/> 方案二 <input type="checkbox"/> 方案三 <input type="checkbox"/> 方案四			
學校狀況	<input type="checkbox"/> 12 班以下小型學校 <input checked="" type="checkbox"/> 13 班至 59 班中型學校 <input type="checkbox"/> 59 班以上大型學校					
實施 CLIL 課程班級數	一年級班級數:5		四年級班級數:5			
	二年級班級數:5		五年級班級數:5			
	三年級班級數:5		六年級班級數:5			
執行狀況	本校實施 CLIL 總班級數:共 30 班					
	實施 CLIL 課程領域、年級、班級數及學生參與數如下:					
	序號	CLIL 課程領域	實施年級	實施班級數	學生參與數	每週每班上課節數
	1	生活領域	一	5	155	1
	2	生活領域	二	5	156	1
	3	綜合領域	三	5	150	1
	4	綜合領域	四	5	152	1
5	綜合領域	五	5	176	1	
6	綜合領域	六	5	163	1	
中途是否有更換領域或年級? 無更換領域及年級						

貳、實施概況

一、緣起：

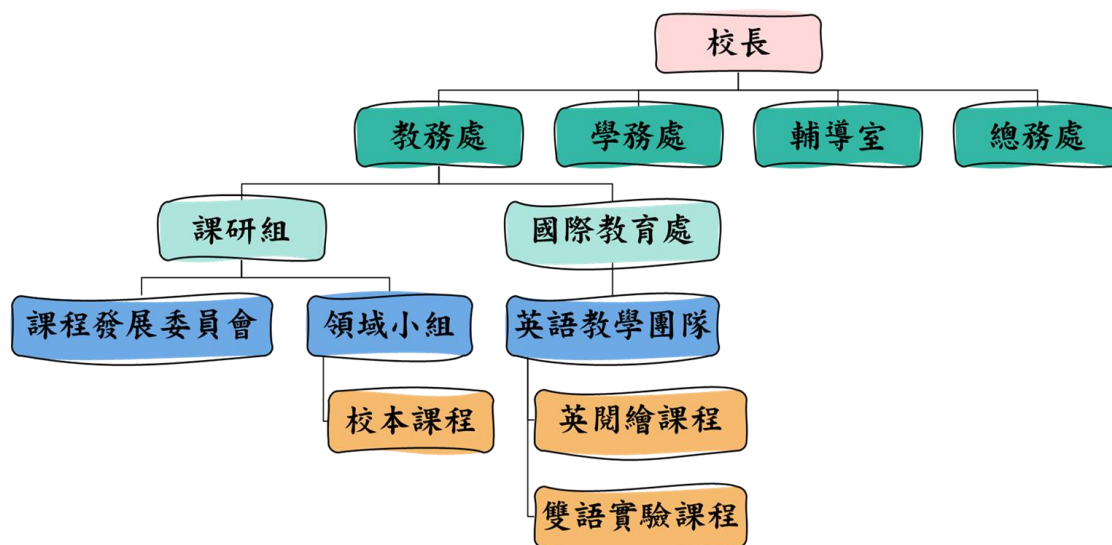
新市國小自 102 年正式招生即為新北市雙語實驗課程學校，自中外師協同及共備形式開始，在團隊緊密地合作，持續增能精進下，進行雙語實驗課程初探。

107 學年度局端因應十二年國教新課綱發展統整性、主題或議題式的課程教學時，課程發展團隊藉此機會盤整課程方向，從實作中檢視學習，從困境中思考需求，達成學校團隊共識後，選擇申請「方案二：中師協同雙語實驗課程」。

直至 112 學年度，團隊在「方案二」模式中，不斷滾動式修正課程架構與教學活動，期許新市國小雙語實驗課程能夠為學童在學科內涵與語言學習上持續提升，藉由設計探索式的跨領域雙語實驗課程，讓學童在活動中思考學習、運用策略進行探究，培養解決事情的能力，養成一顆關注議題、關愛世界的心。

## 二、工作職掌：

- (一) 行政支援：因應雙語課程發展，成立國際教育處，設置主任一人，掌理英語教學、雙語課程與國際議題融入課程發展相關規劃。



- (二) 課程發展工作職掌表：

職稱	原職	人數	工作要項
召集人	校長	1	1. 統籌規劃各項雙語實驗課程相關政策。 2. 掌握並進行計畫之成效評估。

行政與課程規劃	國際教育處主任	1	1. 規劃執行雙語實驗課程相關政策。 2. 依據擬定計畫，管理推動成效。 3. 依據計畫需求進行資源整合。 4. 進行計畫之成效評估。
課程發展與課程實踐	英語領域教師	6	1. 規劃雙語實驗課程計畫。 2. 執行雙語實驗課程教學活動。 3. 統整雙語實驗課程教學成果。
跨領域協同備課	導師	30	1. 協助共同規劃雙語實驗課程學習計畫。 2. 協助共同執行雙語實驗課程教學活動。

參與本雙語計畫教學人員共 7 人，含正式教師 6 人，代理教師 1 人，已取得雙語次專長之教師共 3 人。主要授課者為英語教師，本校導師擔任域領協同教師角色，運用中文進行備課，協助團隊規劃課程。且於特定主題進行實作協同，協助該學年雙語教師教學活動，不教授雙語實驗課程架構內容。嘗試於雙語課程之外進行更廣的跨領域主題式課程，期盼學生能產生學習遷移，提升學習成效。

### (三) 增能規劃

#### 1. 安排共同備課時間

- (1) 每週五共同不排課：參與雙語實驗課程教師之團隊，擬安排每週星期五 3 節共備，自下午第 5 節到第 7 節進行增能與課程統整討論。
- (2) 學年共同備課：各學年授課教師安排共同空堂，每週至少兩節供學年進行課程討論。理解領域課程教學方向與規劃，並且進行橫

向串聯，確認學童於領域學習之完整性。

- (3) 生活課程、綜合活動領域協同共備：與學年老師於規劃課程時，進行共同備課，理解領域課程教學方向與規劃，並且進行橫向串聯，確認學童於領域學習之完整性。且於特定主題進行實作協同，並且嘗試於雙語課程之外進行更廣的跨領域主題式課程，期盼學生能產生學習遷移，提升學習成效。

## 2. 推動雙語計畫之教師專業發展

- (1) 專業知能：正式英語專長教師皆取得國小英語加註專長教師證書或完成新北市初階、進階及高階研習並取得證書。持續鼓勵本校團隊教師持續精進語言教學知能、強化課程品質。
- (2) 英語教學社群：針對英語教學方法與策略規劃系列課程，讓參與教師能夠藉由研習、分享與公開課室，提升英語教學品質。
- (3) 雙語學習社群：進行雙語實驗課程計畫時，聚焦培訓英語專長教師於領域教學專業增能。針對 CLIL 雙語教學方法與策略規劃實作工作坊，邀請有意願參與雙語教學領域教師參與，共同於社群中探討英語融入領域之雙語課程的樣貌。

	課程主題	頻率	課程內容
1	雙語教學增能	每學年2次	<ul style="list-style-type: none"><li>• 雙語教學專題演講</li><li>• 雙語實踐案例分享</li></ul>

2	領域課程 教材教法與實踐	每學年2次	<ul style="list-style-type: none"> <li>生活課程與綜合活動領域教材教法研習</li> <li>領域教師課程實踐案例分享</li> </ul>
3	全英語教學增能	每學年2次	<ul style="list-style-type: none"> <li>英語教學主題增能</li> <li>英語教學實務分享</li> </ul>
4	專家教授 入校指導	每學年4次	<ul style="list-style-type: none"> <li>邀請專家教授針對雙語課程內容進行指導。</li> </ul>
5	公開授課	每學年1次	<ul style="list-style-type: none"> <li>團隊授課教師皆需進行公開課。</li> </ul>
6	觀議課	每學年3次	<ul style="list-style-type: none"> <li>國教處主任、英語領域召集人與同學年教師必須前往觀課並於周五增能會議後進行議課。</li> </ul>
7	讀書會	每學年1次	<ul style="list-style-type: none"> <li>每學期選定一本教學策略專書，學年共備並執行後進行學年分享。</li> </ul>

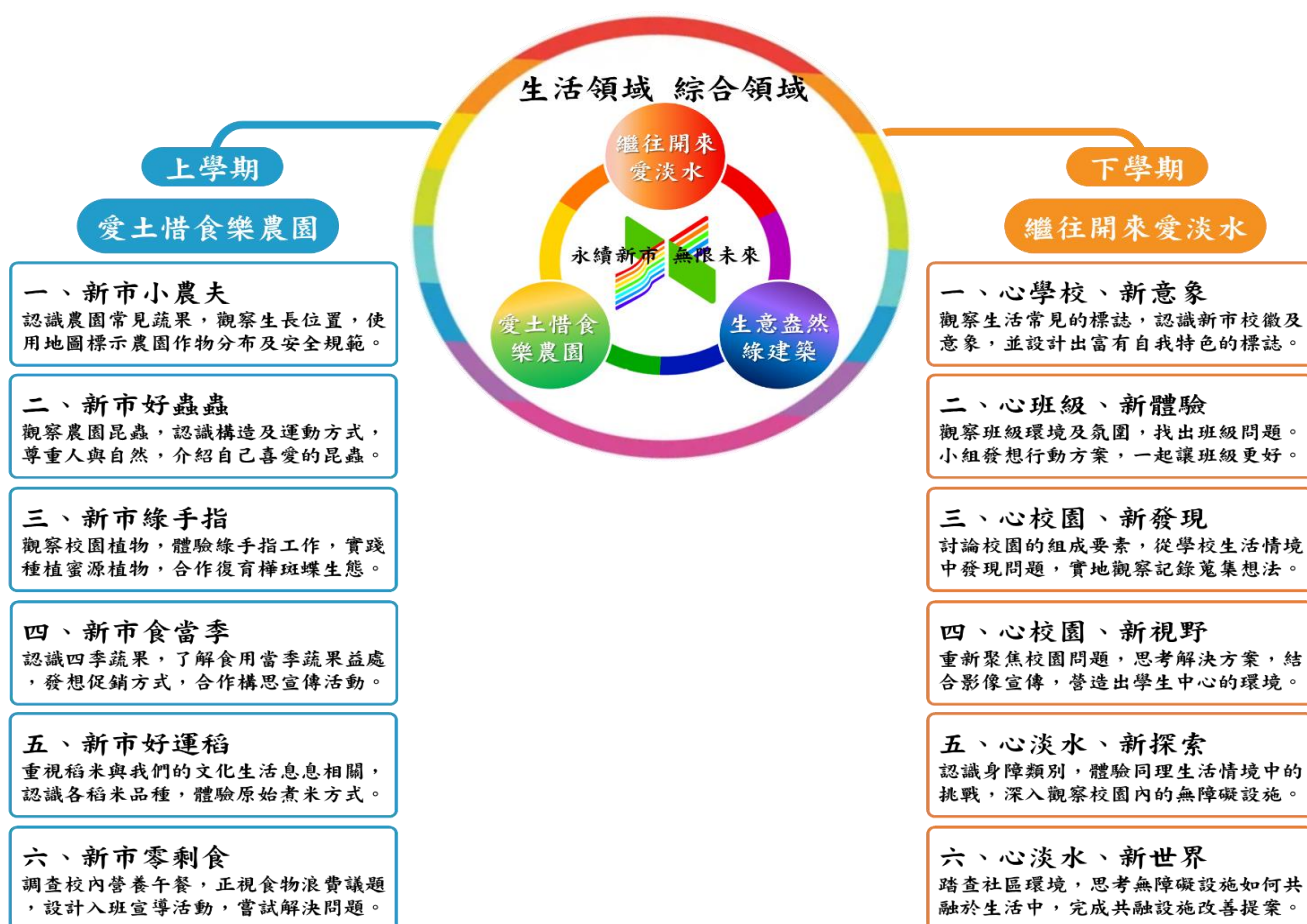
## 參、課程架構

### 一、課程模組



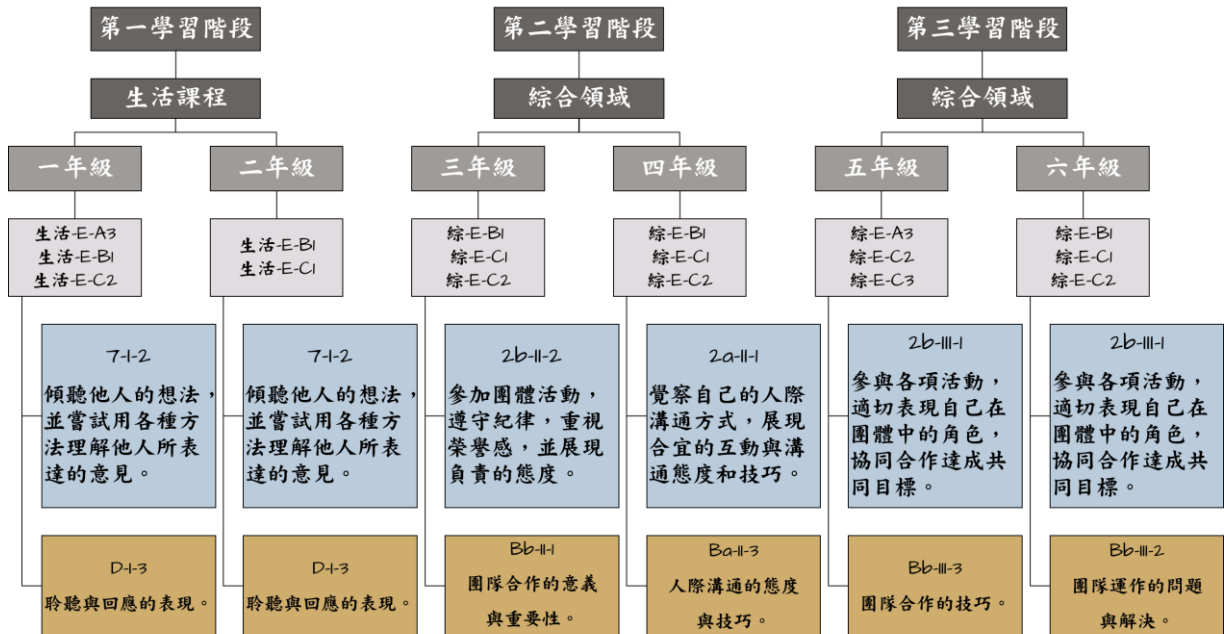
## 二、各年級課程架構：

本校雙語實驗課程為自編課程，教材發展方式以課程領域綱要為基礎，參照議題融入手冊，從校本課程出發規劃雙語實驗課程。上學期規劃「愛土惜食樂農園」生活課程暨綜合活動領域雙語課程，課程中緊扣領域學習目標，以英語學習工具，從觀察、探索至議題討論，為孩子建構層次豐富且螺旋式堆疊的學習體驗。下學期則以「繼往開來愛淡水」為主軸，課程延續上學期的語言使用策略延伸發展雙語課程，帶領學生以 DFC 模式進行探究式課程，從班級出發，推展至學校、社區，藉由課程實作，讓學習融入生活，讓學生對生活有感。



### 三、縱向課程連結：

釐清並安排雙語實驗課程發展各學習階段對應之核心素養及學習重點，確實運用課程活動設計來達到領綱學習目標，且確保學習重點並無相互重疊。



### 四、橫向課程連結：

本校雙語實驗課程時數以彈性學習課程進行授課規劃。課程設計較能避免與領域教師授課內容有所重疊或缺漏。而雙語實驗課程架構內容亦符合彈性學習課程之定義，具有跨領域統整性探究課程及本校發展特色。此外，雙語教師團隊同時肩負起英語領域教學。在同一年段內，授課教師對於課程的語言設定及學生的語言學習經驗，能有更全面的掌握，活動設計也能融入英語領域學習內容，降低學生學習焦慮。教學師資的一致性，達成課程橫向連結目標。

## 肆、教學計劃

### 一年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<b>新市小農夫</b> <b>Little Farmers in Xinshi</b>	<p><b>【生活】</b></p> <p>2-I-1 以感官和知覺探索生活中的人、事、物，覺察事物及環境的特性。</p> <p>3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p> <p>7-I-5 透過一起工作的過程，感受合作的重要性。</p>	<p><b>【生活】</b></p> <p>B-I-3 環境的探索與愛護</p> <p>C-I-1 事物特性與現象的探究</p> <p>D-I-3 聆聽與回應的表現</p>	Where's the School Farm?	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know where the school is.</li> <li>recognize the school map and the farm.</li> </ul>	<b>1. 找一找校園的各地點</b> <ol style="list-style-type: none"> <li>Do you know Xinshi School well?</li> <li>Where is the farm / library / office / health center?</li> <li>Let's do Puzzle Challenge!</li> <li>Take notes in Xinshi School Map</li> </ol>
			Fruits and Vegetables	3	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the names of the fruits and the vegetables.</li> <li>distinguish the fruits and vegetables.</li> <li>know the color of fruits and describe them.</li> </ul>	<b>1. 認識蔬果</b> <ol style="list-style-type: none"> <li>What can you see in the school farm?</li> <li>Distinguish the fruits and vegetables.</li> <li>Describe the colors of the fruits and vegetables.</li> <li>Finish the matching worksheet.</li> </ol>
			How Do the Fruits and Vegetables	4	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know how the fruits grow.</li> </ul>	<b>1. 蔬果如何生長呢？</b> <ol style="list-style-type: none"> <li>Show some</li> </ol>



			grow?		<ul style="list-style-type: none"> <li>describe the color and how the fruit and vegetables grow.</li> </ul>	<p>pictures and guide students to think our topic.</p> <p>b. Picture book sharing</p> <p>c. Work in pair and match how do they grow (up/ down /around)</p> <p>d. Sticking Activity</p>
			Xinshi School Farm Tour	6	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>Know the rules on Xinshi school farm.</li> <li>Distinguish what they can do and what they can't do.</li> <li>Describe the fruits and vegetables on Xinshi farm.</li> <li>detect which area can they find the fruit or vegetable.</li> </ul>	<p>1. 了解農園規則</p> <p>a. what can they do and what can't they do?</p> <p>b. Discuss what are the rules and show students to know.</p> <p>2. 農園巡禮</p> <p>a. Let's observe the fruits and vegetables in our farm.</p> <p>b. Tell how they grow on the school farm and finish the mission in the worksheet.</p> <p>c. Look and match the farm map with the fruits and</p>

						vegetables.
			Let's Make a Farm Map	3	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• know what the map is.</li> <li>• make his / her own farm map.</li> </ul>	<b>1. 我的農園地圖</b> <ol style="list-style-type: none"> <li>a. What is "map"?</li> <li>b. where can you go and where can't you go? Let's draw the color first.</li> <li>c. Design your fruits and vegetables layout on the map</li> <li>d. Draw how do they grow and draw the colors of the map.</li> </ol>
			Share & Reflection	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• share their map.</li> <li>• have a gallery walk to appreciate other's work.</li> </ul>	<b>1. 農園地圖分享時間</b> <ol style="list-style-type: none"> <li>a. Each one shares their map.</li> <li>b. Classmates appreciates others' work.</li> </ol>
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
心學校 新意象 My Logo	<b>【生活】</b> 1-I-2 覺察每個人均有其獨特性與長處，進而欣賞自己的優點、喜歡自己。 4-I-2 使用不	<b>【生活】</b> A-I-3 自我省思。 C-I-2 媒材特性與符號表徵的使用。 D-I-3 聆聽與回應的表現。	Logos in Life	6	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• understand the three elements of a logo.</li> <li>• introduce what's the elements in a logo.</li> <li>• listen to the</li> </ul>	<b>1. 生活中的 Logo</b> <ol style="list-style-type: none"> <li>a. T Shows some logos in life.</li> </ol> <b>2. Logo 有哪些元素？</b> <ol style="list-style-type: none"> <li>a. What do you see in the logo?</li> </ol>

<p>同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>7-I-2 傾聽他人的想法,並嘗試用各種方法理解他人所表達的意見。</p>			<p>speaker's description about the logo.</p> <ul style="list-style-type: none"> <li>describe what's in a logo.</li> </ul>	<p>b. Guessing Game</p>
	Logos of Tamsui	3	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>observe what's the elements in the logo of Tamsui.</li> <li>discuss and try to think what the elements mean.</li> <li>understand the meaning of elements in the logo.</li> </ul>	<p>1. 淡水的 Logo</p> <ol style="list-style-type: none"> <li>Pictures of Tamsui</li> <li>What can you find in the Tamsui Logo?</li> <li>Why does the logo of Tamsui look like this?</li> </ol>
	Design Tamsui Old Street Logo	2	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>know what the Tamsui Old Street is famous for.</li> <li>use the elements of Tamsui to design the logo of Tamsui Old Street.</li> </ul>	<p>1. 設計淡水老街 Logo</p> <ol style="list-style-type: none"> <li>Review Tamsui logo elements</li> <li>What can they draw to represent Tamsui Old Street?</li> <li>Each group finishes their Tamsui Old Street Logo.</li> </ol>
	Logo of Xinshi	4	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>understand the design of Xinshi logo and its meaning.</li> </ul>	<p>1. 新市的 Logo</p> <ol style="list-style-type: none"> <li>What does the school logo look like?</li> <li>Introduce</li> </ol>

					<ul style="list-style-type: none"> <li>know the school vision.</li> </ul>	Xinshi logo elements c. Visions of Xinshi logo
			Logo of Me	5	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know themselves better.</li> <li>try to design their own logos.</li> </ul>	<b>1. 認識自我</b> <ol style="list-style-type: none"> <li>What's the first alphabet in your name?</li> <li>What color / shape/ pet / toy do you like?</li> </ol> <b>2. 設計屬於自己 Logo</b> <ol style="list-style-type: none"> <li>Design your own logo.</li> <li>Let's share.</li> <li>Send the logo and letter to yourself.</li> </ol>

## 二年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<b>新市小蟲蟲</b> <b>Bugs in Xinshi</b>	<b>【生活】</b> 2-I-1 以感官和知覺探索生活中的人、事、物，覺察事物及環境的特性。 2-I-3 探索生活中的人、事、物，並體會彼此之間會相互影響。 3-I-1 願意參與各種學習活	<b>【生活】</b> B-I-1 自然環境之美的感受。 B-I-3 環境的探索與愛護。 C-I-2 媒材特性與符號表徵的使用。 D-I-3 聆聽與回應的表現。	School garden observation	4	<b>SWBAT</b> <ul style="list-style-type: none"> <li>observe in the school garden.</li> <li>know some bugs in the school garden.</li> <li>know how to keep safe in the garden.</li> <li>know school garden visiting rules.</li> <li>know how observe to</li> </ul>	<b>1. 觀察新市農園</b> <ol style="list-style-type: none"> <li>What do you see?</li> <li>What are the rules of visiting the school garden?</li> <li>Let's do the observation in the school garden!</li> <li>Let's share our observation!</li> </ol>

<p>動，表現好奇與求知探究之心。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p>				without hurting bugs.	
	All about the bugs	6	<b>SWBAT</b> <ul style="list-style-type: none"> <li>identify the difference of bugs.</li> <li>know the body parts of bugs.</li> </ul>	<b>1. 認識新市農園昆蟲</b> <ol style="list-style-type: none"> <li>Let's know about the bugs in the school garden!</li> <li>The body parts of the bugs</li> <li>How do the bugs move?</li> <li>Let's observe the bugs in the farm!</li> <li>Let's share the results of the observation!</li> </ol>	
	Bugs and us	5	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the roles of bugs in the nature.</li> <li>know how to interact with bugs in a good way.</li> </ul>	<b>1. 昆蟲的角色</b> <ol style="list-style-type: none"> <li>What's the role of bugs in the nature?</li> <li>How do we interact with bugs?</li> </ol>	
Let's make a paper puppet!	6	<b>SWBAT</b> <ul style="list-style-type: none"> <li>share their ideas about bugs.</li> <li>draw bug-friendly environment.</li> <li>listen to each other's sharing.</li> <li>give each other feedback.</li> <li>give themselves</li> </ul>	<b>1. 昆蟲布偶手套製作</b> <ol style="list-style-type: none"> <li>Let's make a script!</li> <li>Let's make a paper puppet!</li> <li>Let's do the show and tell!</li> </ol>		

					a self-evaluation.	
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
心班級 新視野 5-Star Class	<p>【生活】</p> <p>6-I-1 覺察自己可能對生活中的人、事、物產生影響，學習調整情緒與行為。</p> <p>6-I-3 覺察生活中的規範與禮儀，探究其意義，並願意遵守。</p> <p>7-I-1 以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。</p> <p>7-I-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。</p> <p>7-I-3 覺知他人的感受，體會他人的立場及學習體諒他人，並尊重和自己不同觀點的意見。</p> <p>7-I-4 能為共同的目標訂定規則或方法，</p>	<p>【生活】</p> <p>E-I-2 生活規範的實踐。</p> <p>E-I-3 自我行為的檢視與調整。</p> <p>D-I-3 聆聽與回應的表現。</p> <p>D-I-4 共同工作並相互協助。</p> <p>F-I-2 不同解決問題方法或策略的提出與嘗試。</p>	Five Star Class	2	<p>SWBAT</p> <ul style="list-style-type: none"> <li>identify the standard of a classroom.</li> </ul>	<p>1. 五星級班級</p> <p>a. What is a class?</p> <p>b. 5 star classroom definition</p>
			Problems and solutions	5	<p>SWBAT</p> <ul style="list-style-type: none"> <li>identify the problem in their class.</li> <li>use 5 senses to observe the class.</li> <li>share their observation.</li> <li>brainstorm the solutions to the problems.</li> </ul>	<p>1. 感受班級問題</p> <p>a. How to observe problems?</p> <p>b. Feel the problems</p> <p>c. Class problem voting</p>
			DFC Action Plans	3	<p>SWBAT</p> <ul style="list-style-type: none"> <li>brainstorm safety solutions with partners.</li> <li>understand what doable and undoable solutions are.</li> <li>decide the best solutions based on the doable standards.</li> </ul>	<p>1. 班級問題與解決方式</p> <p>a. What's a good solution?</p> <p>b. Good or Bad Solution</p> <p>c. Mark the solution</p> <p>2. DFC 行動方案</p> <p>a. What is DFC?</p> <p>b. Brainstorm solutions</p> <p>c. Doable and undoable plans.</p> <p>d. Make their solutions plans.</p>
			Do the Action Plans	6	<p>SWBAT</p> <ul style="list-style-type: none"> <li>cooperate with</li> </ul>	<p>1. DFC 行動方案 貼紙設計</p>

	一起工作並完成任務。 7-I-5 透過一起工作的過程，感受合作的重要性。				team members in doing action plans. • design the stickers according to the topic.	a. The expectation b. Design their DFC sticker. c. Classroom Tour
		Action Plans Sharing	4	<b>SWBAT</b> • share the process and the reflection. • appreciate the others' action plans.	1. <b>DFC 行動方案貼紙分享</b> a. Rubrics b. Show and tell d. Voting for my favorite stickers	

### 三年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<b>新市綠手指</b> <b>Xinshi green fingers</b>	<b>【綜合】</b> 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。 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。 2c-II-1 蒐集與整理各類資源，處理個人日常生活問題。 3d-II-1 覺察生活中環境的問題，探討並	<b>【綜合】</b> Bb-II-1 團隊合作的意義與重要性。 Bc-II-1 各類資源的認識與彙整。 Bc-II-3 運用資源處理日常生活問題的行動。 Cd-II-1 生活中環境問題的覺察。	Plants in Xinshi	5	<b>SWBAT</b> • Share where they can find plants in Xinshi. • Draw and share their favorite plant in Xinshi.	1. <b>校園中哪裡有植物？</b> a. Ss share where can they find plants in Xinshi. 2. <b>校園植物寫生分享</b> a. Ss vote for their favorite places for plant hunt. b. Discuss the rules for plant hunt. c. Ss go for the plant hunt and draw their favorite plant. d. Ss share their

	<p>執行對環境友善的行動。</p>		<p>Green Finger's Jobs</p>	<p>5</p>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• Find out milkweed problems.</li> <li>• Learn the life cycle of a butterfly.</li> <li>• Know the importance of protecting milkweed and butterflies.</li> <li>• Know green finger's jobs.</li> </ul>	<p>favorite plants.</p> <ol style="list-style-type: none"> <li>1. <b>馬利筋的危機</b> <ol style="list-style-type: none"> <li>a. Ss observe the milkweed in Xinshi.</li> <li>b. Share their findings about milkweed problems.</li> <li>c. Teacher uses "The very hungry caterpillar" picture book to introduce the life cycle of a butterfly, and Ss take notes.</li> <li>d. Conclude the importance of taking care of milkweed in Xinshi so that butterfly will come and make Xinshi beautiful.</li> </ol> </li> <li>2. <b>綠手指的使命</b> <ol style="list-style-type: none"> <li>a. Teacher shows the video about Xinshi Green finger's plague to help him take care of milkweed.</li> <li>b. Ss think about green finger's</li> </ol> </li> </ol>
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						<p>job and share.</p> <p>c. Ss take notes about green finger's job.</p>
			Let's be green fingers!	9	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• work as a team to dig up the weeds and loosen the soil.</li> <li>• work as a team to take cuttings.</li> <li>• use food waste to make fertilizer.</li> <li>• use spices to make bug spray.</li> </ul>	<p><b>1. 除草與鬆土</b></p> <p>a. Discuss the tools for digging up the weeds and loosening the soil.</p> <p>b. Ss discuss about their jobs.</p> <p>c. Dig up the weeds and loosen the soil.</p> <p><b>2. 扦插的技巧</b></p> <p>a. Introduce the steps of taking cuttings.</p> <p>b. Ss discuss about their jobs.</p> <p>c. Ss take cuttings.</p> <p><b>3. 製作天然堆肥</b></p> <p>a. Ss discuss how to make fertilizer.</p> <p>b. Ss use the food waste recycler to make fertilizer.</p> <p>c. Ss fertilize the milkweed.</p> <p><b>4. 天然除蟲噴霧</b></p>

						<ul style="list-style-type: none"> <li>a. Ss discuss and vote about how to get rid of bugs.</li> <li>b. Ss work as a class to make the bug spray.</li> <li>c. Ss use the self-made bug spray to get rid of bugs.</li> </ul>
			Green Finger's Reflection	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• Share what they learned about green fingers.</li> </ul>	<ul style="list-style-type: none"> <li>1. 小小綠手指反思 <ul style="list-style-type: none"> <li>a. Ss write “fact, feeling, finding, and future” about their green finger's job.</li> <li>b. Share their reflection.</li> </ul> </li> </ul>
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<b>心校園</b> <b>心發現</b> <b>Let's</b> <b>make</b> <b>Xinshi</b> <b>better</b> <b>for</b> <b>learning.</b>	<b>【社會】</b> 3a-II-1 透過日常觀察與省思，對社會事物與環境提出感興趣的問題。 3d-II-1 探究問題發生的原因與影響，並尋求解決問題的可能做法。 <b>【綜合】</b> 2b-II-1 體會	<b>【社會】</b> Dc-II-1 班級與學校公共事務的安排，可以透過師生適切的討論歷程做出決定。 <b>【綜合】</b> Bb-II-1 團隊合作的意義與重要性。 Bb-II-3 團體活動的參與態度。	What makes a school?	5	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• share what makes a school.</li> <li>• know “people, facilities, school rules and curriculum”</li> <li>• make a school.</li> <li>• Share the best part of Xinshi.</li> </ul>	<ul style="list-style-type: none"> <li>1. 校園是由什麼組成的？ <ul style="list-style-type: none"> <li>a. write down the ideas about what makes a school and share.</li> <li>b. Teacher concludes “People, facilities, school rules and curriculum”</li> </ul> </li> </ul>

團隊合作的意義，並能關懷團隊的成員。					<p>make a school.</p> <p><b>2. 新市最棒！</b></p> <p>a. Ss think and share their ideas about the best part of Xinshi.</p> <p>b. Based on the result, teacher concludes we can make Xinshi for learning.</p>
	How can we make Xinshi better for learning?	4	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• know what a school problem is.</li> <li>• share their ideas about a school problem.</li> <li>• vote for their class school problem.</li> </ul>	<p><b>1. 校園可改進的地方</b></p> <p>a. Teacher shows some pictures, and Ss share if it's a school problem.</p> <p>b. Think and share about their ideas of school problem in Xinshi.</p> <p>c. Ss vote for their class school problem.</p>	
	Let's observe the school problem.	8	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• know what means "observe."</li> <li>• discuss and share about what, where,</li> </ul>	<p><b>1. 觀察前的準備</b></p> <p>a. Ss discuss and vote about what to observe and where to observe.</p>	

					<p>when, and who to observe the school problem.</p> <ul style="list-style-type: none"> <li>• vote for their observation plan.</li> <li>• work as a team to observe the school problem.</li> </ul>	<p>b. Ss discuss and make observation time schedule.</p> <p>c. Ss vote for their observation time schedule.</p> <p><b>2. 新市小小觀察員</b></p> <p>a. Teacher explains how to use the checklist to observe the school problem.</p> <p>b. Ss decide their jobs about observing the school problem.</p> <p>c. Ss work as a team to observe the school problem.</p>
			Let's share your findings.	3	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• work as a team to make their poster.</li> <li>• share their observation results.</li> </ul>	<p><b>1. 觀察結果分享</b></p> <p>a. Ss make a poster about their observation results.</p> <p>b. Ss share their findings.</p> <p>c. Ss give feedback to</p>

						their classmate's sharing.
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### 四年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
新市 食當季 Eat Seasonally	<b>【綜合】</b> 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。 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。 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。 3d-II-1 覺察生活中環境的問題，探討並執行對環境友善的行動。	<b>【綜合】</b> Aa-II-1 自己能做的事。 Aa-II-3 自我探索的想法與感受。 Ba-II-1 自我表達的適切性。 Ba-II-3 人際溝通的態度與技巧。 Bb-II-1 團隊合作的意義與重要性。 Bb-II-3 團體活動的參與態度。 Cd-II-2 環境友善的行動與分享。	What does it mean to eat seasonally?	4	<b>SWBAT</b> <ul style="list-style-type: none"> <li>understand what seasonal eating is.</li> <li>cooperate with teammates.</li> <li>tell different seasons of a year.</li> <li>identify the common seasonal fruits and vegetables in Taiwan.</li> <li>gather the information and write a summary report.</li> </ul>	1. 常見夏日蔬果 a. Ss share summer assignment. b. Talk about summer fruit and vegetables. 2. 四季蔬果分類大挑戰 a. Sorting Activity- sort the fruit and vegetables into four seasons. 3. 大家來找碴 a. I spy: Read the conversations and find out the mistakes about the season and fruit or vegetables.
			Why do we need to eat seasonal fruit and vegetables?	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>cooperate with teammates.</li> <li>realize the importance and benefits of seasonal eating.</li> <li>gather the</li> </ul>	1. 為什麼要食當季? a. Group discussion b. Sharing c. Teacher's conclusion d. Note-taking

					information and write a summary report.	
			How to promote seasonal fruit and vegetables?	4	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• cooperate with teammates.</li> <li>• understand different ways of promotion.</li> <li>• gather the information and write a summary report.</li> </ul>	<b>1. 搶救農民大作戰 Part 1 - 學生腦力激盪篇</b> <ol style="list-style-type: none"> <li>T shows the news about over-productive pomelos.</li> <li>Ss discuss in groups -how to help the farmers.</li> <li>Sharing</li> </ol> <b>2. 搶救農民大作戰 Part 2 - 市場、政府作為篇</b> <ol style="list-style-type: none"> <li>T shows the videos about how to promote the products. <ul style="list-style-type: none"> <li>- Hold a festival</li> <li>- Work with supermarkets</li> <li>- Design creative dishes</li> <li>- Make different products</li> </ul> </li> <li>Ss take notes.</li> </ol>
			Let's promote seasonal fruit and vegetables in Taiwan!	10	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• negotiate with teammates to decide the job assignment.</li> <li>• cooperate with teammates and</li> </ul>	<b>1. 合作團隊的組成</b> <ol style="list-style-type: none"> <li>Do you want to work alone or work as a team? <ul style="list-style-type: none"> <li>-Ss share the pros and cons</li> </ul> </li> </ol>

					<p>make a video.</p> <ul style="list-style-type: none"> <li>• gather the information and write scrips for the video.</li> <li>• apply different ways of promotion to make a video.</li> <li>• make a video to promote seasonal fruit or vegetables in Taiwan.</li> </ul>	<p>of work as a team or work as a team.</p> <ul style="list-style-type: none"> <li>b. Let's vote!</li> <li>c. Let's team up!- Find out your team members.</li> </ul> <p><b>2. 我們的行銷計劃與劇本-廣告製作!</b></p> <ul style="list-style-type: none"> <li>a. Each team chooses one winter fruit or vegetables to do promotion.</li> <li>b. T shows good advertisement and tell Ss we are going to make an AD to promote the fruit or vegetables.</li> <li>c. Group work- promotion plan.</li> <li>d. Make a schedule plan</li> <li>e. Write scrips and prepare the props they need for their promotion videos.</li> </ul> <p><b>3. 年度最佳推銷廣告片</b></p> <ul style="list-style-type: none"> <li>a. Ss practice</li> </ul>
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						<p>their promotions.</p> <p>b. Let's make videos! -T use iPad to shoot the videos.</p> <p>c. Ss watch the videos and write the feedback form.</p> <p>d. Let's choose the best AD of 2024.</p> <p>e. Ss reflection: T use 4F chart to lead Ss think about their teamwork of making AD.</p>
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
心校園 新視野 School DFC	<p>【綜合】</p> <p>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。</p> <p>2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。</p>	<p>【綜合】</p> <p>Ba-II-3 人際溝通的態度與技巧。</p> <p>Bb-II-1 團隊合作的意義與重要性。</p> <p>Bb-II-3 團體活動的參與態度。</p>	What's the school <b>problem</b> in Xinshi?	4	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>cooperate with teammates.</li> <li>identify Pros and Cons.</li> <li>know four elements of a school.</li> <li>gather the information and write a summary report.</li> </ul>	<p>1. <b>新市的美麗與哀愁</b></p> <p>a. Xinshi "Pros and Cons" -Winter assignment sharing within groups.</p> <p>b. Teacher reviews the 4 elements of a school</p> <ul style="list-style-type: none"> <li>People</li> <li>Facilities</li> <li>School rules</li> </ul>



						<p>- Curriculum</p> <p>2. 新市會更好-問題分類</p> <p>a. Ss choose one problem from the “cons” and write it on a pose-it note.</p> <p>b. Ss share the pose-it note to the class, and stick it on the correct boxes of the 4 elements.</p> <p>c. Let’s focus on the problems on the most pose-it notes school elements.</p> <p>d. Let’s vote!-to choose one school</p>
			Let’s find out the <b>solution.</b>	8	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• cooperate with teammates.</li> <li>• think about the possible solutions to the problems</li> <li>• search and collect the information</li> <li>• gather the information</li> </ul>	<p>1. 團隊組成</p> <p>a. T leads Ss to think about how their teamwork last semester was.</p> <p>b. Ss share their experience and talk about the problems they had about their teamwork.</p> <p>c. T uses</p>

					<p>and write a summary report.</p>	<p>“Problem-Think-Solution-Do” strategies to guide Ss how the solve the problems.</p> <p>d. Let’s team up!- Ss find their team members.</p> <p><b>2. 問題探討</b></p> <p>a. T uses “K-W-L chart” to lead Ss think about the problem they choose.  -What did I know?  -What I want to know?  -What do I learn?</p> <p>b. Ss brainstorm what do they know about the problem and write down what they want to know.</p> <p><b>3. 專家幫幫忙</b></p> <p>a. T invites a special guest who is familiar with the topic to answer Ss’ questions.</p> <p>b. Ss take note to complete the</p>
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						<p>“KWL chart” -What I learn?</p> <p>4. 學生自主搜尋資訊</p> <p>a. T provides a list of questions about the topic. Ss work in groups to discuss about the answer.</p> <p>b. Let’s find out more about the topic-Ss use iPads to google the information.</p> <p>c. Let’s share the ideas.</p>
			Let’s make a video for Xinshi!	6	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• negotiate with teammates to decide the job assignment.</li> <li>• cooperate with teammates and make a video.</li> <li>• gather the information and write scrips for the video.</li> <li>• make a video to show the</li> </ul>	<p>1. <b>Canva 簡報製作</b></p> <p>a. Prepare the contents for their video.</p> <p>b. Write the script for their video.</p> <p>c. Practice the presentation.</p> <p>2. <b>影片拍攝</b></p> <p>a. Ss in groups take turns to make the video.</p> <p>b. T takes videos for the Ss.</p>

					solutions to school problems in Xinshi.	
			<b>Sharing and Reflection.</b>	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>• cooperate with teammates.</li> <li>• share their ideas with each other.</li> <li>• appreciate other's work.</li> </ul>	<b>1. 新市影展</b> <ol style="list-style-type: none"> <li>Ss watch the video together and use the feedback from to give each group a score.</li> <li>Let's choose the best video in Xinshi.</li> <li>Ss' 4F chart reflection: lead Ss think about their teamwork of making the video</li> <li>Ss share their reflection.</li> </ol>

### 五年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<b>新市好運稻</b> <b>Rice in Xinshi</b>	<b>【綜合】</b> 2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。 3c-III-1 尊重與關懷不同的族群，理解並	<b>【綜合】</b> Bb-III-2 團隊運作的問題與解決。 Bb-III-3 團隊合作的技巧。 Cc-III-3 生活在不同文化中的經驗和感受。 Cc-III-4 對不	Rice Now and Then	5	<b>SWABT</b> <ul style="list-style-type: none"> <li>• understand the factual knowledge about rice.</li> <li>• understand the differences of rice culture between now and then.</li> <li>• understand the</li> </ul>	<b>1. 「米」知多少?</b> <ol style="list-style-type: none"> <li>Fun fact about rice</li> </ol> <b>2. 「米」的過去與現在</b> <ol style="list-style-type: none"> <li>How much rice do you eat?</li> <li>Discuss the changes of rice eating amount and the</li> </ol>

	欣賞多元文化。	同族群的尊重、欣賞與關懷。			importance of rice from different aspects. <ul style="list-style-type: none"> <li>work as a team and finish the learning tasks.</li> </ul>	reasons <b>3. 「米」的重要性</b> a. Discuss the importance of rice
			Rice Products in Taiwan	5	<b>SWABT</b> <ul style="list-style-type: none"> <li>know the difference between rice products and rice dishes.</li> <li>know the traditional rice products in Taiwan.</li> <li>understand the producing process of the rice products.</li> <li>work as a team and finish the learning tasks.</li> </ul>	1. 「米料理」 v.s. 「米製品」 a. Identify the difference between rice dishes and rice products <b>2. 認識台灣特有米製品</b> a. Get to know the rice products in Taiwan b. Get to know different types of rice
			Time to Cook Rice	6	<b>SWABT</b> <ul style="list-style-type: none"> <li>know the difference between rice products and rice dishes.</li> <li>know the traditional rice products in Taiwan.</li> <li>understand the producing process of the</li> </ul>	1. 煮「米」大挑戰 a. Rice cooking steps b. The important qualities of cooking rice c. Who can have better teamwork? d. Let's form a rice cooking team!

					<ul style="list-style-type: none"> <li>rice products.</li> <li>work as a team and finish the learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>e. It's time to cook rice!</li> <li>f. Rice cooking reflection</li> </ul>
			Rice Dishes Around the World	2	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the special rice dishes and rice eating culture from different countries.</li> <li>work as a team and finish the learning tasks.</li> </ul>	1. 世界特有「米料理」 <ul style="list-style-type: none"> <li>a. Know about the special rice dishes around the world</li> </ul>
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
心淡水 新發現 Let's make Xinshi more friendly!	<b>【綜合】</b> 2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。 3c-III-1 尊重與關懷不同的族群，理解並欣賞多元文化。	<b>【綜合】</b> Bb-III-2 團隊運作的問題與解決。 Bb-III-3 團隊合作的技巧。 Cc-III-1 不同族群的優勢與困境。 Cc-III-4 對不同族群的尊重、欣賞與關懷。	Get to Know Different Types of Disability	1	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the three types of disability.</li> </ul>	1. 認識不同類型的障礙類別 <ul style="list-style-type: none"> <li>a. Get to know the three types of disability</li> </ul>
			A Day in the Life	6	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the three types of disability.</li> <li>experience the life of people with disabilities.</li> <li>understand the inconvenience of people with disabilities. respect the people with special needs.</li> </ul>	1. 體驗活動 <ul style="list-style-type: none"> <li>a. A day in the life</li> <li>b. Reflection time</li> </ul>
			Get to Know the Accessible	3	<b>SWBAT</b> <ul style="list-style-type: none"> <li>know the three types of</li> </ul>	1. 認識不同的無障礙設施 <ul style="list-style-type: none"> <li>a. What is an</li> </ul>

			Facilities		<p>disability.</p> <ul style="list-style-type: none"> <li>know different types of accessible facilities.</li> <li>understand how the accessible facilities can help.</li> </ul>	<p>accessible facility?</p> <p>d. Accessible facilities in the life-Discussion and video watching</p>
			Let's Make Xinshi More Friendly!	10	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>know their roles in the team.</li> <li>play the roles and finish the team missions together.</li> <li>figure out the needs of the people with disabilities.</li> <li>observe the accessible environment in Xinshi.</li> <li>respect the people with special needs.</li> </ul>	<p>1. 創造友善新市行動</p> <p>a. How was your teamwork?</p> <p>b. What's your role in the team?</p> <p>c. Let's form a team!</p> <p>d. School observation</p> <p>e. What can we do to make Xinshi more friendly?</p>

## 六年級

上學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
新市 零剩食 Food Waste in Xinshi	<p><b>【綜合】</b></p> <p>2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作</p>	<p><b>【綜合】</b></p> <p>Ba-III-3 正向人際關係與衝突解決能力的建立。</p> <p>Bb-III-1 團體</p>	Our School Lunch	5	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>collaborate with team members.</li> <li>organize and classify the ideas.</li> </ul>	<p>1. 我的午餐問卷調查</p> <p>a. School lunch questionnaire (summer vacation HW)</p>

	<p>達成共同目標。</p> <p>3d-III-1 實踐環境友善行動，珍惜生態資源與環境。</p>	<p>中的角色探索。</p> <p>Bb-III-2 團隊運作的問題與解決。</p> <p>Bb-III-3 團隊合作的技巧。</p> <p>Cd-III-2 人類對環境及生態資源的影響。</p> <p>Cd-III-3 生態資源與環境保護行動的執行。</p> <p>Cd-III-4 珍惜生態資源與環境保護情懷的展現</p>			<ul style="list-style-type: none"> <li>organize and classify the ideas.</li> </ul>	<p>b. School lunches around the world</p> <p><b>2. 營養午餐多重重要？</b></p> <p>a. My impression of school lunch</p> <p>b. Why do we need school lunch?</p> <p>c. Ideas sorting and label perspectives.</p> <p><b>3. 一週午餐觀察紀錄</b></p> <p>a. What is food waste?</p> <p>b. leftovers or food scraps?</p> <p>c. Lunch leftovers observation steps</p> <p>d. Why did we have leftovers?</p> <p>e. Ideas sorting and label perspectives.</p> <p>f. Group sharing</p>
			Leftovers Measurement	4	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>understand the steps of leftovers measurement.</li> <li>explore the negative impact of food waste.</li> <li>collaborate with</li> </ul>	<p><b>1. 廚餘秤重調查-前測</b></p> <p>a. Leftover measurement-4W1H (Why, When, Who, Where, How)</p> <p>b. The steps of</p>



					<p>team members.</p> <ul style="list-style-type: none"> <li>• collect and analyze the data of leftovers measurement.</li> </ul>	<p>measurement</p> <p>c. Grouping and reminder</p> <p><b>2. 廚餘與我們的生活</b></p> <p>a. Negative impact of food waste</p> <p>b. Graphic organizer writing</p> <p>c. Revise the writing</p> <p>d. Let's make a video. (Steps and instruction, Video rubrics)</p> <p><b>3. 廚餘秤重調查分析</b></p> <p>a. The result of leftovers measurement (data analysis)</p> <p>b. My reflection about the result</p> <p>c. How to use a food recycler?</p>
			Our School Kitchen	3	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• recommend the team leaders.</li> <li>• team up with the leaders.</li> <li>• design the questions for Q&amp;A session.</li> <li>• complete the</li> </ul>	<p><b>1. 營養師大哉問</b></p> <p>a. The qualities of a good leader</p> <p>b. Class recommendation</p> <p>c. Let's team up</p> <p>d. The school</p>

					<p>Q&amp;A sheet during the presentation.</p> <ul style="list-style-type: none"> <li>• collaborate with team members.</li> <li>• follow the rules when visiting the kitchen.</li> <li>• observe the kitchen staff during the tour.</li> <li>• understand the introduction of school kitchen.</li> <li>• complete the observation form after the tour.</li> <li>• reflect the experience of the tour.</li> </ul>	<p>dietitian</p> <p>e. What do we want to know about school lunch?</p> <p><b>2. 專家講座</b></p> <p>a. Dietitian Q&amp;A</p> <p>b. Kitchen tour orientation</p> <p><b>3. 學校餐廚踏查</b></p> <p>a. Kitchen Tour</p> <p>b. My learning and reflection</p>
			Class Promotion	7	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• understand what promotion is.</li> <li>• Identify collaboration rules.</li> <li>• assign jobs with each other.</li> <li>• finish their own tasks.</li> <li>• check on the schedule.</li> <li>• solve the conflict and collaborate with team members.</li> <li>• follow the rubrics</li> </ul>	<p><b>1. 零剩食宣導</b></p> <p>a. Class Promotion 3W1H (Why, When, Who, How)</p> <p>b. Team cooperation rules</p> <p>c. Identify appropriate or inappropriate cooperation.</p> <p>d. Assign the tasks.</p> <p><b>2. 宣導主題與重點</b></p>

					to complete team promotion.	<ul style="list-style-type: none"> <li>a. You are a KOL.</li> <li>b. The cause and effect of a good promotion</li> <li>c. What makes a good promotion?</li> <li>d. Choose the promotion topics.</li> </ul> <p><b>3. 小組合作時間</b></p> <ul style="list-style-type: none"> <li>a. Class promotion schedule</li> <li>b. Class promotion preparation</li> <li>c. Check on the problems in the schedule.</li> <li>d. How to resolve a conflict?</li> <li>e. Team Practice and evaluation</li> </ul>
			Reflection	2		<p><b>1. 廚餘秤重調查-後測</b></p> <ul style="list-style-type: none"> <li>a. Leftover measurement-4W1H (Why, When, Who, Where, How)</li> <li>b. Grouping and reminder</li> <li>c. The result of leftovers</li> </ul>

						<p>measurement (data analysis)</p> <p>d. My reflection about the result</p> <p>2. 合作省思</p> <p>a. My self-evaluation form</p> <p>b. Teamwork Reflection</p>
下學期	學習表現	學習內容	單元名稱	節數	教學目標	教學內容及教學活動
<p>心淡水新世界</p> <p>A Place for Everyone</p>	<p><b>【綜合】</b></p> <p>2c-III-1 分析與判讀各類資源，規劃策略以解決日常生活的問題。</p> <p>2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。</p> <p>3c-III-1 尊重與關懷不同的族群，理解並欣賞多元文化。</p>	<p><b>【綜合】</b></p> <p>Bc-III-3 運用各類資源解決問題的規劃。</p> <p>Bb-III-2 團隊運作的問題與解決。</p> <p>Bb-III-3 團隊合作的技巧。</p> <p>Cc-III-4 對不同族群的尊重、欣賞與關懷。</p>	A Day in the Life	3	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>Review the concepts from the last semester.</li> <li>Understand the importance of different accessibilities to the people with disabilities.</li> <li>Recall the project of campus observation. Identify the functions of different accessibilities.</li> <li>Explain whether the accessibility design helpful or unhelpful.</li> </ul>	<p>1. 障礙類別-生活中的誤解及挑戰</p> <p>a. Review different types of disability</p> <p>b. Concept review</p> <p>c. Let's talk about their daily life! (Kahoot!)</p> <p>2. 公平的無障礙設施-無障礙設施輔具的功用及公平性</p> <p>a. To understand each other</p> <p>b. What's "equity"?</p> <p>c. Review the accessibility.</p> <p>d. Helpful or unhelpful</p> <p>3. 新市踏查任務-</p>

						<p>回顧經驗並擴大環境效益</p> <ol style="list-style-type: none"> <li>Assignment Discussion</li> <li>The Disability-friendly Environment</li> <li>Review the criteria.</li> <li>Review the school mission.</li> <li>From school to community</li> </ol>
			Let's create the equity!	2	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>Understand the procedure of a proposal.</li> <li>Evaluate their personal strengths.</li> <li>Find the suitable teammates.</li> <li>Assign the proposal tasks.</li> </ul>	<ol style="list-style-type: none"> <li>無障礙創新設計提案-優勢探索 <ol style="list-style-type: none"> <li>What is "proposal"?</li> <li>Proposal steps</li> <li>Skills and personal strength</li> </ol> </li> <li>分組與分工討論 <ol style="list-style-type: none"> <li>Team up scenarios discussion</li> <li>Team up and find a leader.</li> <li>Proposal tasks introduction</li> <li>Proposal tasks assignment</li> </ol> </li> </ol>
			Community Field Study!	3	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>Collaborate with teammates.</li> <li>Follow the</li> </ul>	<ol style="list-style-type: none"> <li>社區踏查步驟規範與路線 <ol style="list-style-type: none"> <li>Steps and missions</li> </ol> </li> </ol>

					<p>instruction to do the field study.</p> <ul style="list-style-type: none"> <li>• Keep the record through the field study.</li> </ul>	<ul style="list-style-type: none"> <li>b. Observation Rules</li> <li>c. Explain the study route and worksheet.</li> </ul> <p>4. 社區踏查攝影測量與紀錄-導師協同</p> <ul style="list-style-type: none"> <li>a. Criteria checking, measuring, and recording</li> <li>b. Upload the pictures.</li> </ul> <p>5. 總整內容確立動機</p> <ul style="list-style-type: none"> <li>a. Organize the findings at each place.</li> <li>b. Discuss the group proposal motivation.</li> </ul>
			Proposal Development	6	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• Learn different accessible designs with new technology.</li> <li>• Apply the concept and design a disability-friendly accessibility.</li> <li>• Present the design.</li> <li>• Collaborate with teammates.</li> <li>• Select the best design.</li> </ul>	<p>1. 無障礙輔具新科技</p> <ul style="list-style-type: none"> <li>a. Reading “New technology about accessibility”</li> <li>b. Analyze the target group, functions and specialty from the passage.</li> </ul> <p>2. 分工執行提案</p> <ul style="list-style-type: none"> <li>a. Emphasis the goal of the proposal.</li> </ul>

						<p>(Make something useful, special and better.)</p> <p>b. Group Project Execution</p> <p>3. 提案練習</p> <p>a. Explain the rubrics.</p> <p>b. Group practice</p> <p>4. 發表票選</p> <p>a. Peer Evaluation</p> <p>b. Voting</p>
			Speech and Reflection	4	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>• Summary the content from the speech.</li> <li>• Reflect the teamwork.</li> <li>• Reflect the personal growth.</li> </ul>	<p>1. 生命歷程講座</p> <p>a. The best accessibility design</p> <p>b. YouTuber sharing</p> <p>c. Note-taking</p> <p>2. 給組員的感謝</p> <p>a. Review the learning process.</p> <p>b. My appreciation to the team and my partners.</p> <p>3. 我的成長與收穫</p> <p>a. My strength and growth</p> <p>b. Something I can do better</p>

## 伍、 教學素材

新市國小雙語實驗課程為自編課程，因此未使用線上教材或教科書，教材發展方式以課程領域綱要為基礎，參照議題融入手冊，從校本課程出發規劃雙語實驗課程。團隊活用 Google 雲端硬碟共享資源，彼此成為相互的教學養分，所有雙語課程教材，皆依循領域綱要內涵，經團隊共同備課、教授專業指導後，產出自編教材。教師善用多模態(multimodality)此概念於教材設計中，除了參考線上影音資源製作 PPT、使用真實教具之外，為了貼近在地化的課程本質，繪製繪本、錄製影片與互動式教具，讓學生能夠擁有更完整的學習體驗。



## 陸、 單元教案



## 柒、執行省思

### 一、雙語教學教師專業知能：

新北市持續推廣雙語相關知能研習及開辦雙語學分班供教師進修，本校仍持續鼓勵團隊教師、導師及領域教師積極參與，期以整備校內雙語教學動能。

### 二、課程主題內容設定方向：

團隊對於課程設計雖有動力及熱忱，但對於語言融入的設定及發展，仍覺得具有高度挑戰性。課程架構發展不易，以 DFC 課程為例，同年段的班級所要解決的方案皆不同，因此在課程內容發展上，需要為不同的班級客製化，也較難統整出一套固定的教學模組，且在某些特定課程年段的銜接上，團隊也認為需不斷根據課程之學習目標，逐年翻新調整對應之語言內容及評量規準。即便是簡單的師生互動或生生互動，當語言融入學科領域，勢必要全盤的考量學習內容及語言的使用，才能引導學生在歷程中自然地運用雙語進行溝通。執行計畫時，邀請國立臺北教育大學戴雅茗教授，針對雙語教學與領域學習，給予教學團隊持續性的支持與陪伴，每學期固定兩次課程研討透過外部專業視角提供課程設計建議，確保課程發展能扣緊語言與領域融合的精神。