新北市海山國民小學115學年度六年級第一學期英語課程計畫　設計者：[黃淑梅、張維玲、羅捷方、莊淑姬]

一、學習節數：

(一)部定課程：每週(2)節，實施(21)週，共(42)節。

(二)校訂課程：每週(1)節，實施(21)週，共(21)節。

二、校訂課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1.■統整性主題/專題/議題探究課程：Explore - Our World　2.□社團活動與技藝課程：＿＿＿＿＿＿

3.□特殊需求領域課程：＿＿＿＿＿＿　4.□其他類課程：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

三、本課程是否實施混齡教學：□是 ■否

四、課程內涵：

總綱核心素養	■ A1身心素質與自我精進 ■ A2系統思考與解決問題 □ A3規劃執行與創新應變 ■ B1符號運用與溝通表達 ■ B2科技資訊與媒體素養 □ B3藝術涵養與美感素養 □ C1道德實踐與公民意識 ■ C2人際關係與團隊合作 ■ C3多元文化與國際理解	**領域核心素養**	**英語領域** **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。 **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。 **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。 **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。 **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。 **英-E-C3** 認識國內外主要節慶習俗及風土民情。

			綜合活動領域 **綜-E-B2** 蒐集與應用資源，理解各類媒體內容的意義與影響，用以處理日常生活問題。 **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。 **社會領域** **社-E-B1** 透過語言、文字及圖像等表徵符號，理解人類生活的豐富面貌，並能運用多樣的表徵符號解釋相關訊息，達成溝通的目的，促進相互間的理解。 **社-E-C3** 了解自我文化，尊重與欣賞多元文化，關心本土及全球議題。
閱讀素養議題			**閱讀歷程** **閱 III-E1** 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 **閱 III-E3** 熟悉與學科學習相關的文本閱讀策略。 **閱 III-E6** 發展向文本提問的能力。 **閱讀態度** **閱 III-E13** 願意廣泛接觸不同類型及不同學科主題的文本。
其他議題實質內涵			**環境教育** **環 E5** 覺知人類的生活型態對其他生物與生態系的衝擊。 **環 E16** 了解物質循環與資源回收利用的原理。 **國際教育** **國 E1**

	了解我國與世界其他國家的文化特質。 **國 E4** 了解國際文化的多樣性。 **國 E5** 發展學習不同文化的意願。 **家庭教育** **家 E5** 了解家庭中各種關係的互動(親子、手足、祖孫及其他親屬等)。
具體學習目標	**部定課程** 1. 能藉由歌曲、桌遊及角色扮演等活動，複習以往學過主題字彙(Actions, Illness & Body Parts, Places, Transportation)、句型及發音(長母音 a_e / ai / ay / e_e / ee / ea / i_e / ie / igh / o_e / oa / ow / u_e / ue / ui)內容。 2. 能聽辨、唸讀字母相對應的發音，並運用所學 Phonics 規則拼讀及辨識 ar, or, ir, ur, final y, oi, oy, ou, ow 對應發音例字，朗讀並吟唱韻文歌詞。 3. 能聽懂及讀懂課文故事內容，透過師生問答、朗讀故事、故事排序、角色扮演、學習單等活動熟習內容，並搭配 HiTeach, Learnmode, Nearpod, Wordwall, Padlet 等平台與遊戲確認故事閱讀理解、句型應用熟習口語及書寫概念。 4. 能藉由故事、歌曲、影片、遊戲及角色扮演等活動，認讀、辨識及拼寫主題 Countries 相關字彙(the USA, the UK, France, Vietnam, Korea, Japan, Taiwan, Australia)與應用句型(Where are you from? I'm from Taiwan./ Is she from the USA? Yes, she is. No, she isn't. She's from the UK.)。 5. 能藉由故事、歌曲、影片、遊戲、調查表及角色扮演等活動，認讀、辨識及拼寫主題 Activities 相關字彙(play basketball, play video games, ride a bike, visit my friend, watch TV, go shopping, go camping)與應用句型(What do you like to do in your free time? I like to ride a bike./ What does he like to do in his free time? He likes to go camping.)。 6. 能藉由故事、歌曲、影片、遊戲及角色扮演等活動，認讀、辨識及拼寫主題 Fruit, Food & Price 相關字彙(eggs, oranges, strawberries, watermelons, cookies, hamburgers, hot dogs, sandwiches) 與應用句型(How many eggs do you need? I need ten eggs./ How much is the hot dog? It's fifty-five dollars./ How much are the cookies? They're one hundred dollars.)。 7. 能藉由故事、歌曲、影片、遊戲及角色扮演等活動，認讀、辨識及拼寫主題 Meals 相關字彙(breakfast, rice, soup, lunch, noodles, dinner, bread, chicken)與應用句型(What would you like for breakfast? I would like some bread. / Would you like some rice for lunch? Yes, please. / No, thank you.)。 8. 能了解 Moon Festival 節慶活動引導對節慶的認識及討論，並透過常見節慶活動來熟習相關字彙(have a barbecue, watch the full moon, eat the mooncake, peel the pomelo)與應用句型(Happy Moon Festival! / Would you like some mooncakes?)。

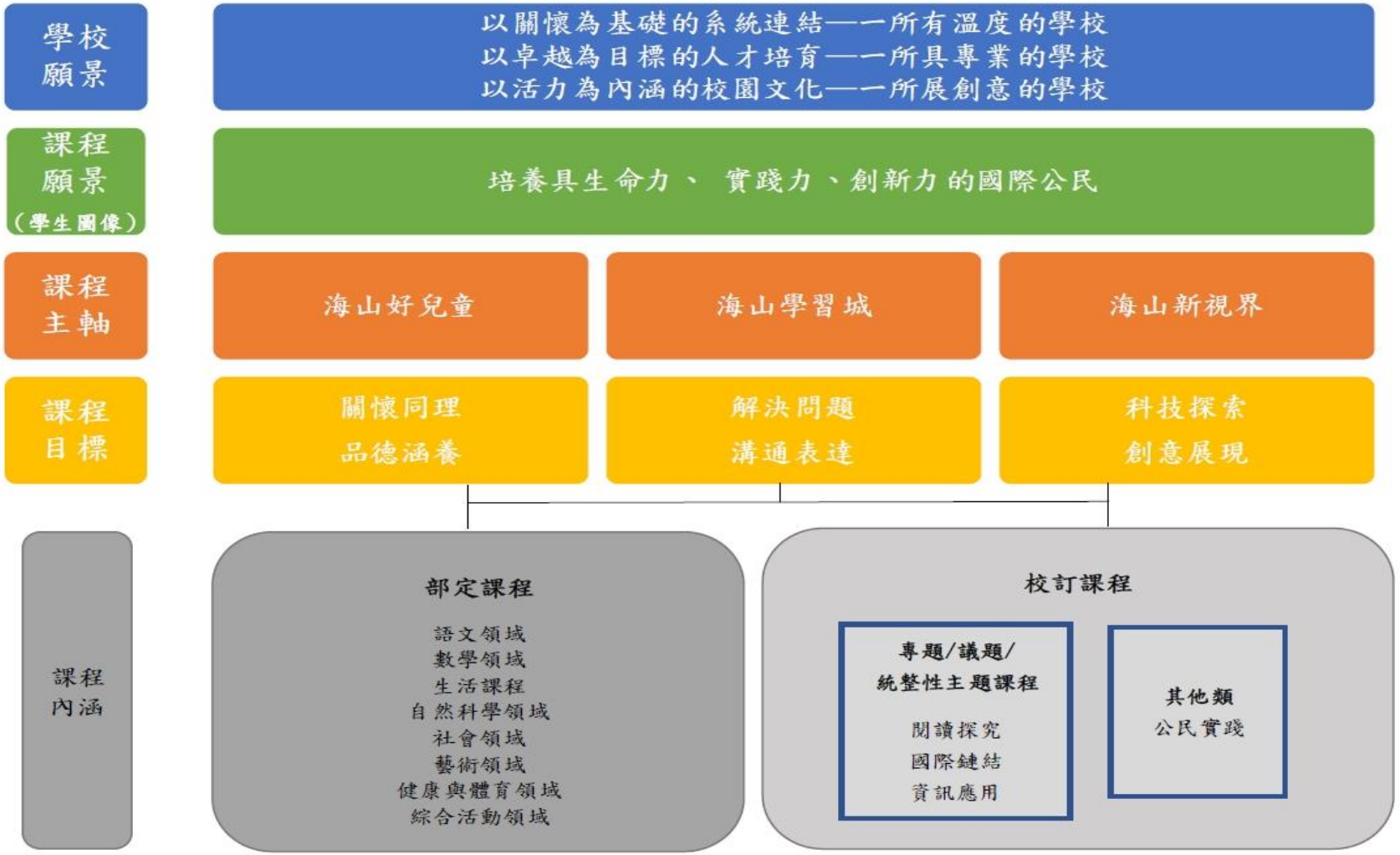
9. 能了解 Moon Festival 節慶活動環境保護議題進行 Green Moon Festival 的認識及討論，並透過可身體力行的實際行為來練習應用句型(We can use the peel for cleaning. / We can do something that is good for the Earth on a green Moon Festival.)。
10. 能透過 Different Moon Festival 及 New Life in Taiwan 活動中進行口頭報告、同儕練習等活動，達成應用習得單字與句型、認識不同國家有不同文化的目標，以展現尊重他人成果、理解多樣生活型態、強化個人英語文、理解並尊重不同國際文化之素養。

校訂課程(英閱繪)

1. 能透過繪本“How to Make an Apple Pie and See the World”主題討論與設計食譜等活動，達成熟悉及應用主題My Recipe相關字彙(sugar, flour, eggs, oil, salt, baking soda, raisins, cinnamon, apples)與句型(We want to make a/an (recipe). We need the (ingredients). There are (number) steps.)的目標，以強化個人英語文之素養。
2. 能透過影片引導、繪本討論、學習單、口語表達等活動，練習主題相關食物來源、國家位置、交通工具和製作食譜的句子，藉由設計小組各國簡易食譜、影片錄製上傳到Canva平台、觀看影片成果並給予回饋等活動，結合英語以展現多元文化與國際理解、運用所學進行簡易日常溝通之素養。
3. 能透過繪本“Before We Eat From Farm to Table”主題討論與歌曲情境等活動，達成熟悉及應用主題gratitude相關字彙(folks, provide, plow, seeds, tend ,graze the cattle, gather, wheat, crates, sort, chores, clerks)與句型(Let’s give thanks./ Sending thanks.)的目標，以展現感恩的態度與互相理解及強化個人英語文之素養。
4. 能透過影片引導、繪本討論、學習單、口語練習相關食物和製作食譜的影片引導、Think-Puzzle-Explore模式、上網找資料設計各國食物特色及Show and Tell口頭報告、影片錄製上傳到Padlet平台、觀看影片成果並給予回饋等活動，達成多元文化與國際理解的目標，結合英語與綜合活動領域，以展現多元文化與國際理解、運用所學進行簡易日常溝通之素養。
5. 能透過影片引導、繪本討論、口語練習相關品德和國際教育議題影片引導、Think-Puzzle-Explore模式腦力激盪、聆聽同學意見回饋、各小組製作簡報、海報或小組討論食物製作等活動，達成學生可以表達感謝並寄送感謝卡給生活周遭辛苦人員的目標，結合英語與綜合活動領域，以展現運用所學進行簡易日常溝通及培養感恩的態度之素養。

五、課程架構：

(1)全校課程總體架構圖



(2)課程內涵表

新北市板橋區海山國民小學「學校本位課程」發展架構表

課程主軸	學習內涵	對應 12 年新課綱核心素養
海山好兒童 (生命力)	• 能理解他人情緒，並懂得對他人表達關懷、體貼與付出 (A1) • 能適切掌握自我的情緒及調適(A1) • 成為海山好兒童－認真、負責、愛清潔、有禮貌(C1)	A1 身心素養與自我精進 B3 藝術涵養與美感素養 C1 道德實踐與公民意識
海山學習城 (實踐力)	• 透過體驗學習，自行解決生活及課業上的問題(A2) • 能運用工具、尋找適當夥伴及師長，以解決問題(A2) • 能清楚地表達想法；能仔細聆聽他人意見(B1) • 能以口語或是文字有邏輯地表達內心確實的想法(B1) • 能尊重、理解不同觀點並解決衝突(C2) • 在分組學習中，同理他人需求並對自我行為有所知覺(C2) • 能自己找資料、保有自主學習的熱情(A2) • 能自己找資料，解決生活問題，關懷環境(A2.C1) • 透過已知推論未知，擬訂計畫提出創新的想法(A2)	A2 系統思考與解決問題 B1 符號應用與溝通表達 C2 人際關係與團隊合作
海山新視界 （創新力）	• 能善用學習策略，提出創新性的想法(A3) • 善用科技資訊及媒體(B2) • 進行國際理解及國際議題的探索(C3) • 能有理有據地闡述自我觀點(B1) • 具備探索問題的思考能力與能自己找資料解決問題的能力(A2) • 具備分組學習時與他人建立良好的互動關係的能力，以及 • 團隊合作時，溝通協調，包容異己的合作素養(C2)	A3 規劃執行與創新應變 B2 科技資訊與媒體素養 C3 多元文化與國際理解

(3)校訂課程架構表

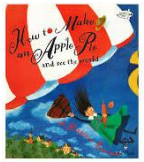
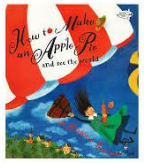
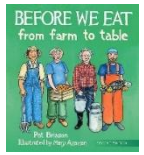
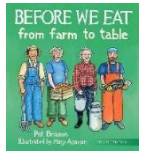
學習階段		第一學習階段		第二學習階段		第三學習階段	
		一	二	三	四	五	六
課程主軸		海山好兒童		海山學習城		海山新視界	
課程目標		關懷同理 品德涵養		解決問題 溝通表達		科技探索 創意展現	
專題： 閱讀探究	上學期	閱讀閱有趣/小一新生上學趣	走讀觀察家/海山好鄰居	閱讀經典- 三國演義	閱讀經典- 西遊記	閱讀經典- 一千零一夜	閱讀經典- 湯姆歷險記
	下學期	悅讀模範生/品格好孩子	情緒停看聽/解「讀」高手	護樹有術	神奇昆蟲進化所	臺灣的英雄	「議」起看世界
議題： 國際鏈結	全學期	My School FUN FUN FUN	My Neighborhood	My Life–Growth	My Life–Growth	Explore– My World	Explore– Our World
	上學期					異國文化博覽會	為愛發聲 I-序曲
	下學期					聖食傳說	為愛發聲II—進行曲
統整主題： 資訊應用	上學期			生活小幫手	網住學習力	品德方程式	影像開麥拉
	下學期			影像魔法變身秀	精彩簡報我創造	創意遊戲小達人	
其他類： 公民實踐	全學期					海山小公民 I	海山小公民II

(4)部定課程內容

Super Fun 7 (何嘉仁版)					
週次	單元	主題	學習內容		核心素養/議題融入
			Phonics or Vocabulary	Sentence	
1-10	Review of Previous Lessons	Topic & Phonics Review	*Topic Review: Actions, Illness & Body Parts, Places, Transportation *Phonics Review: long vowels	What are you doing? I'm cooking. What's he doing? He's jumping. What's wrong? I have a fever. What's wrong? Her legs hurt. Where are you going? I'm going to the park. Where's the library? It's next to the hospital. How can I get to the zoo? I can get there by bus. Can we get to the park on foot? Yes, we can. / No, we can't.	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2
	Phonics 1~2	Phonics	ar, or, ir, ur		英-E-B2
	Culture & Festivals: Moon Festival	Festival	have a barbecue, watch the full moon, eat the mooncake, peel the pomelo	Happy Moon Festival! Would you like some mooncakes?	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C3 環 E5 環 E16 國 E1 國 E5
	Topic 1: Family Sharing Day — Lesson 1: Where Are You From?	Country	the USA, the UK, France, Vietnam, Korea, Japan, Taiwan, Australia	Where are you from? I'm from Taiwan. Is she from the USA? Yes, she is. No, she isn't. She's from the UK.	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 社-E-B1 社-E-C3 閱 III-E3 家 E5 國 E1 國 E4 國 E5
	Topic 1: Family Sharing Day — Lesson 2: What Do You Like to Do?	Activity	play basketball, play video games, ride a bike, visit my friend, watch TV, go shopping, go camping	What do you like to do in your free time? I like to ride a bike. What does he like to do in his free time? He likes to go camping.	
	Review 1		All the above.		

11-21	Phonics 3~5			-y, oi, oy		英-E-B2
	Topic 2: Eat Healthy Food	Lesson 3: How Many Eggs Do You Need?	Fruit, Food & Price	eggs, oranges, strawberries, watermelons, cookies, hamburgers, hot dogs, sandwiches	How many eggs do you need? I need ten eggs. How much is the hot dog? It's fifty-five dollars. How much are the cookies? They're one hundred dollars.	英-E-A1 英-E-A2 英-E-B1 閱 III-E6 英-E-B2 英-E-C2
		Lesson 4: What Would You Like for Breakfast?	Meals	breakfast, rice, soup, lunch, noodles, dinner, bread, chicken	What would you like for breakfast? I would like some bread. Would you like some rice for lunch? Yes, please. / No, thank you.	
	Review 2			All the above.		

(5)校訂課程內容

<table>
<tr><th colspan="8">英閱繪 (Explore–Our World)</th></tr>
<tr><th rowspan="2">週次</th><th rowspan="2">主題</th><th rowspan="2" colspan="2">繪本 / 活動</th><th colspan="2">學習內容</th><th rowspan="2">課程主軸</th><th rowspan="2">核心素養/議題融入</th></tr>
<tr><th>Vocabulary</th><th>Sentence</th></tr>
<tr><td>1-5</td><td>My Recipe</td><td>How to Make an Apple Pie and See the World</td><td></td><td rowspan="2">1. Food:
sugar, flour, eggs, oil, salt, baking soda, raisins, cinnamon, apples
2. Continents:
Europe, Asia, North America
3. Countries:
Italy, France, the UK/England, Sri Lanka Jamaica, the USA/Vermont
4. Transportation:
steamship, train, boat, elephant, car, banana, boat, plane, parachute, bus</td><td>1. Where is the (food) from?
The (food) is from (country).
2. How did the girl go to (country)?
She went to (country) by (transportation).</td><td>海山好兒童（生命力）
海山學習城（實踐力）
海山新視界（創新力）</td><td>英-E-A1
英-E-A2
英-E-B1
英-E-B2
英-E-C2
閱 III-E1
閱 III-E3
閱 III-E13
國 E1</td></tr>
<tr><td>6-10</td><td>My Recipe</td><td>How to Make an Apple Pie and See the World</td><td></td><td>1. We want to make a/ an (recipe).
2. We need the (ingredients).
3. There are (number) steps.
Step 1: _____
Step 2: _____
Step 3: _____
Step 4: _____</td><td>海山好兒童（生命力）
海山學習城（實踐力）
海山新視界（創新力）</td><td>英-E-A1
英-E-A2
英-E-B1
英-E-B2
英-E-C2
國 E4</td></tr>
<tr><td>11-15</td><td>Gratitude</td><td>Before We Eat: From Farm to Table</td><td></td><td>plowed the ground, folks, provide, planted the seeds, tended fields, graze the cattle, gathered, raised wheat, packed the crates, sorted, grocery-selling chores, clerks</td><td>1. Let’s give thanks.
2. Sending thanks.
3. Thank the drivers/ farmers/ workers.</td><td>海山好兒童（生命力）
海山學習城（實踐力）
海山新視界（創新力）</td><td>英-E-A1
英-E-A2
英-E-B1
英-E-B2
英-E-C2
綜-E-B2
綜-E-C2
閱 III-E1
閱 III-E3</td></tr>
<tr><td>16-21</td><td>Gratitude</td><td>Before We Eat: From Farm to Table</td><td></td><td>fluffy, sugar, flour, refrigerate, tray, roll, salt, yeast, spread, recipe, dough, evenly, wrap, slice</td><td>1. Let’s make a pizza toast.
2. We would like to make some cookies.
3. The hamburger is from the USA.
4. How many eggs/How much butter /flour do you need?</td><td>海山好兒童（生命力）
海山學習城（實踐力）
海山新視界（創新力）</td><td>英-E-A1
英-E-A2
英-E-B1
英-E-B2
英-E-C2
綜-E-B2
綜-E-C2
國 E1
國 E4</td></tr>
</table>

六、本課程融入議題情形

1.是否融入安全教育(交通安全)：□是(第____週)　■否

2.是否融入戶外教育：□是(第____週)　■否

3.是否融入性別平等教育議題：□是(第____週)　■否

4.其他議題融入情形(有的請打勾)：□生命教育、□人權、■環境、□海洋、□品德、□法治、□科技、□資訊、□能源、□防災、■家庭教育、□生涯規劃、□多元文化、■閱讀素養、■國際教育、□原住民族教育　□STEAM

七、素養導向教學規劃：自編教材(紅)、議題融入(藍)、英語檢測改善策略(深藍)

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
W1~W5	**英語** 5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	**英語** B-III-2 國小階段所學字詞及句型的生活溝 通。	**部定：Review of Previous Lessons** **Activity 1: Summer Trip Sharing** 1. Have students share their summer vacation travel experiences, whether they visited places in Taiwan or traveled abroad. Begin with some guiding questions to encourage them to share with the whole class: (1) Where did you go during summer vacation? (2) Did you plan a trip before you went there? (3) What did you see or do there? (3) Who did you travel with? (4) What was your favorite part? (5) Did you learn something new about there? (6) Was everything okay during the trip? Was it the same as what you had planned? (7) Where will you like to go next time? 2. Have students point out the places they visited and the modes of transportation they used during the trip, using the world map and referring to student book p. 9. 3. Have students review the places they visited, the modes of transportation they	10	Canva Slides	形成性－口說評量／能用簡易句型分享暑假期間安排的旅程及分享經驗。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ ➢2-III-1 能唸出英語的語音。	**英語** ◎Ad-III-2 簡易、常用的句型結構。 ◎Ab-III-1 子音、母音及其組合。	used, and the sentences they learned. **Activity 2: Topic Review** 1. Have students in reviewing all the topics they have learned: Actions, Illness & Body Parts, Places, and Transportation. 2. Have students take turns choosing different vocabulary words from the topics reviewed (e.g., actions, places, transportation, illness & body parts) and using them in complete sentences. **Activity 3: Phonics Review** 1. Have students review long vowel sounds and practice reading and using phonics words that contain them. 2. Have students take turns reading aloud new vocabulary words that follow the phonics rules they've previously learned. The teacher displays each word on th board to guide the activity. 3. Create bingo cards with phonics words (e.g., gray, these, light, rope, June). Call out the words or their vowel sounds. Students mark the matching word on their cards.		Hess Student Book: Super Fun 7 / E-book pp. 8-9 Hess Student Book: Super Fun 7 / E-book pp. 10-11	形成性－口語評量/能跟著老師複習之前學過的四個主題內容。 形成性-口語評量/能跟著老師複習學過的phonics。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎ ➢2-III-1 能唸出英語的語音。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	**英語** ◎Ab-III-1 子音、母音及其組合。 ◎Ad-III-2 簡易、常用的句型結構。	**Activity 4: Room Escape Detective Game Time** 1. Students work in groups to guess the correct words or sentences based on a story and the hints provided on the teacher's slides. 2. Each group uses their iPads or exercise books to take a picture of the clue. 3. They can mark or annotate the picture to help solve the puzzle and find the correct answer. 4. The group that finds the correct answer can move on to the next case. 5. The first group to solve all the cases correctly and complete the challenge wins the Room Escape Detective Game!		Canva Slides	形成性-實作評量/能透過遊戲想出複習內容中的字詞或句子並說出來。		
	◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ ➢3-III-6 能看懂課堂中所學的簡	＊◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。	**部定：Culture & Festivals** **Culture & Festival: Moon Festival** **Activity 1: Story Time** 1. Play E-book and explain the story of the video. 2. Have students read student book. pp. 74-77 story out loud and ask some questions to stimulate students. (1) Where are they? (2) What does Mike want to do during Moon Festival?		Hess Student Book: Super Fun 7 / E-book pp. 74-77	形成性-口語評量/能根據課文或自身想法回答問題。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	易短文之主要內容。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。		(3) What can you see that relates to Moon Festival in the supermarket? (4) Why does Emma say, “It’s not good for the earth?” (5) What’s the bad thing for the earth if we have a barbecue? (6) What can we do to have a “green Moon Festival”? (7) What are Alan and Wendy doing next to the river bank? (8) Except for using the peel of the pomelo for cleaning, what else can we do to help them have a green Moon Festival?				**環境教育** 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。	
	英語 ◎ ➢3-III-1 能辨識課堂中所學的字詞。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字詞及句型的生活溝通。	**Activity 2: Vocabulary** 1. Brainstorm list of things students commonly do during Moon Festival. 2. Have students read the vocabulary (have a barbecue, watch the full moon, eat the mooncake, peel the pomelo) and check the words they brainstormed. 3. Good for the Earth / Bad for the Earth Jump Game: (1) Each student writes one sentence that is good for the Earth using the four new vocabulary words on a piece of paper (e.g., “I use my own cup to fill		Canva Slides Exercise Book	形成性 - 實作評量/ 1. 能依所學單字寫出正		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			the drink on Moon Festival.") and another sentence that is bad for the Earth on a separate piece of paper (e.g., "I have so much meat for barbecue on Moon Festival."). All of the sentences are placed in a jar. (2) Students in each group take turns standing in the middle of the classroom. (3) When the teacher reads a sentence from the jar, students jump to the side labeled "Good for the Earth" or "Bad for the Earth" based on what they hear. (4) The winning group is the one that gets the most correct answers within 2 minutes.			反兩面的句子。 2. 能聽辨句子選擇正確的對應結果。		
	英語 ◎➢3- III-6 能看懂課堂中所學的簡易短文之主要內容。 ＊◎1- III-12 能聽懂簡易故事及短劇的主要	英語 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字	**Activity 3: Moon Festival in Different Countries** 1. Read the paragraph on student book pp. 78-79. 2. Watch the video: (1) Full-Moon Lantern Festival in Hoi An, Vietnam https://tinyurl.com/2b2lwf25 (2) How to make basic "tsukimi dango (moon-viewing dumplings)". https://tinyurl.com/23hrfvyq		Hess Student Book: Super Fun 7 / E-book pp. 78-79 Videos	形成性-實作評量/能完成習作練	國際教育 國 E1 了解我國與世界其他國家的文化特質。 國 E5 發展學習不同文化的意願。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	內容。 ＊ ➢4-III-6 能書寫課堂中所學的句子。 ◎➢8-III-2 能了解課堂中所介紹的國內主要節慶習俗。 **英語** ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ◎ 5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發	詞及句型的生活溝通。 ◎ C-III-2 國內外主要節慶習俗。 **英語** ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ab-III-1 子音、母音及其組合。	3. Finish workbook p. 44 and p. 45 **Activity 4: My Green Moon Festival** 1. Students post pictures of themselves doing something for the Green Moon Festival and write a sentence starting with “I _____ during this Moon Festival” on Padlet to share with others. 2. Classmates can then leave feedback under each post. **部定：Phonics Fun 1~2** **Phonics Fun 1: ar, or** **Activity 1: Phonics Time** 1. Introduce “ar, or” sounds. https://tinyurl.com/2bazynj6 https://tinyurl.com/y96co7pe https://tinyurl.com/y2wp6nwd https://tinyurl.com/24p75xgf https://tinyurl.com/2apj4uze 2. Have students identify words with the “ar” and “or” spelling patterns that sound like “er” at the end of a word. 3. Pop-out words: students come up with words with “ar” and teacher points out that sometimes “ar” “or” sounds like “er” at the end of a word (e.g., dollar, doctor). 4. Read and Chant:		Workbook pp. 44-45 Padlet https://padlet.com/ Hess Student Book: Super Fun 7 / E-book pp. 12-13 Canva Slides	習。 總結性-實作評量/能根據自身所學實踐在節慶活動中並寫下句子。 形成性-實作評量/ 1. 能依據發音規則唸出課本中的單字。 2. 能用發音規則讀出韻文。 3. 能說出相關字音的其他字詞。	**環境教育** 環 E16 了解物質循環與資源回收利用的原理。	

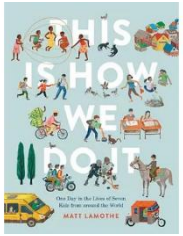
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	音及適切的速度朗讀或吟唱簡易歌謠韻文。 **英語** ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ◎ 5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能	**英語** ◎Ab-III-1 子音、母音及其組合。 ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ab-III-1 子音、母音及其組合。	(1) Students work in pairs to practice the contents. (2) Ask some volunteers to chant. (3) Listen to E-book and chant together. 5. Finish the exercise of student book p. 42. **Activity 2: Wordwall Game** 1. Have students scan QR Code to login the game. 2. Explain how to play the game to review the phonics. 3. Students need to find out the matching answers. **Phonics Fun 2: ir, ur** **Activity 1: Phonics Time** 1. Introduce “ir, ur” sounds. https://tinyurl.com/yrkcj3r5 https://tinyurl.com/28bdw4w4 2. Conclude “the bossy R.” When the vowels with “r”, they change the sound into different sounds. 3. Twisting hands and legs (1) Students listen to the words with the “bossy R” sound (ar, er, ir, or, ur), and use their hand and leg to tap on the board on the ground. (2) Two groups compete with each other		Wordwall https://wordwall.net/ Hess Student Book: Super Fun 7 / E-book pp. 14-15 Canva Slides	形成性-實作評量/能辨識不同的 ar/or 字詞。 形成性-實作評量/ 1. 能辨識不同的 ir/ur 字詞。 2. 能用發音規則讀出韻文。 3. 能聽辨不同的生字並選出正確的答案。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 **英語** ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	**英語** ◎Ab-III-1 子音、母音及其組合。 ＊◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 B-III-2 國小	at the same time. The one who taps incorrectly or crashes their body first loses the game. 4. Read and Chant: (1) Students work in pairs to practice the contents. (2) Ask some volunteers to chant. (3) Listen to E-book and chant together. 5. Finish the exercise on student book p. 14. **Activity 2: Blooket Game** 1. Have students scan QR Code to login the game. 2. Explain how to play the game to review the phonics. 3. Students need to find out the odd one from the other two words. **部定：Topic 1 Family Sharing Day - Lesson 1 Where Are You From?** **Activity 1: Family Sharing Day** Have students read student book pp. 16-17 sentences and ask some questions to stimulate them. (1) What does your _____ like to do? (2) What do you like to do with your family?		Blooket https://www.blooket.com/ Hess Student Book: Super Fun 7 / E-book pp. 16-17 Canva Slides	形成性-實作評量/能辨識不同的發音字。 形成性-口說評量/能根據自身想法回答問題。	**家庭教育** 家E5了解家庭中各種關係的互動(親子、手足、祖孫及其他親屬等)。	

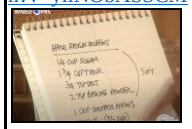
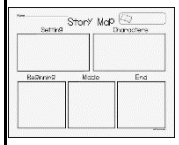
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	◎ ➢3-III-6 能看懂課堂中所學的簡易短文之主要內容。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	階段所學字詞及句型的生活溝通。	**Activity 2: Story Time** 1. Play E-book and explain the story of the video. 2. Have students read student book pp. 18-25 story out loud and ask some questions to stimulate them. (1) What is Wendy's mom doing? (2) Where is Wendy's mom from? (3) Do you know any Vietnamese food in the pictures? (4) What are Wendy and her mom going to do on Family Sharing Day? (5) Where's Vietnam? (6) How long is the flight from Taiwan to Vietnam? (7) How's the weather in Vietnam? (8) Where is Alan from? (9) Where is Ken from? (10) Where is Emma from? (11) What can they do with their family in their countries? (12) How can you make a spring roll? (13) What does Ken like to do? (14) What does Wendy like to do? (15) What does Wendy's mom like to do? (16) What exactly do the kids do with their families on Family Sharing Day? 3. Review the sentences and have students		Hess Student Book: Super Fun 7 / E-book pp. 18-25	形成性-口說評量/能根據課文或自身想法回答問題。	**國際教育** 國 E4 了解國際文化的多樣性。。 國 E1 了解我國與世界其他國家的文化特質。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ➢4-III-1 能抄寫課堂中所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。	repeat sentences with every character. **Activity 3: Brainstorming Time** 1. Have students highlight the sentences in the story dialogue 2. Students make the sentence in exercise book according to the patterns: (1) How about ____ing and ____ing on _____ Day? (2) _____ has the best _____. (3) The _____ next to _____ is _____. (4) We're going to _____. First, _____. Then, _____. (5) I like to _____. I also like to _____. **Activity 4: Story Brainstorm** 1. Have students open the Blooket game. They should recall the story and think about the answers based on student book pp. 16-25. 2. Check answers once again and discuss with students. 3. Show the winner in the screen and praise students for their hard work.		Exercise Book Hess Student Book: Super Fun 7 / E-book pp. 16-25 Blooket https://www.blooket.com/	形成性-實作評量/能應用故事中的句型造句。		
	◎ ➢5-III-9 能運用所學	Ac-III-4 國小階段所學字	**Activity 5: Vocabulary** 1. Show students the countries on the map: Taiwan, the UK, the USA, France,		Hess Student Book: Super Fun 7 / E-book	形成性-實作評量/能		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
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	的字母拼讀規則讀出英文字詞。	詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	Vietnam, Korea, Japan, Australia. 2. Show students the flag of each country. 3. Have students log in their accounts for HiTeach class. Brainstorm and type in anything students know about each country with their iPads. 4. Present the word cloud on the screen and discuss the result with students. 5. Watch the short videos that provide more details about the countries. (1) The UK https://tinyurl.com/2dfuxp5x (2) The USA https://tinyurl.com/2ywwlfhs (3) Japan https://tinyurl.com/yhskb9hm (4) France https://tinyurl.com/y3wytr73		pp. 26-27 Videos	根據主題，回答並寫出對於該國家文化的先備知識。		
	英語 ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	**英語** ◎Ad-III-2 簡易、常用的句型結構。	**Activity 6: Sentence Pattern** 1. Have students log in their accounts for HiTeach class. 2. Explain the sentence pattern. Where are you from? I'm from _____. Is he from _____? Yes, he is. Is she from _____? No, she isn't. She's from ___. 3. Show students some famous people and		Hess Student Book: Super Fun 7 / E-book pp. 28-29 Nearpod	形成性-實作評量/能運用學過的句型來猜測名人來自的國家。 形成性-實		

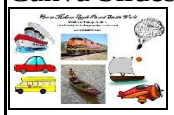
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎ ➢3-III-1 能辨識課堂中所學的字詞。 ◎ ➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 **社會** 2a-III-1 關注社會、自然、人文環境與生活方式的互動關係。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 **社會** Bb-III-1 自然與人文環境的交互影響，造成生活空間型態的差異與多	let students guess where they're from on Nearpod. Students can answer questions through multiple choice, open-ended questions, or written responses. 4. Finish workbook pp. 4-9. **Activity 7: This Is How We Do It!** 1. Students take a guess at the nationality of the seven students by looking at the pictures and asking the target questions: Is he from _____? / Is she from _____? 2. Teacher answers "yes" or "no", then shows the correct answers in the book afterward. 3. Picture clues / Visualize: students continue guessing the matching countries and the phrase "This is where I live" by referring to the pictures and sentences in the book. 4. Explain how differences in location and weather across countries influence the way people live. 5. Students continue guessing the matching countries and the phrase "This is what I eat for breakfast" by using the pictures and sentences in the book. 6. Select a topic from "This is how I go to		Workbook pp. 4-9 Storybook: This Is How We Do It: One Day in the Lives of Seven Kids from Around the World  Reading Strategy: Picture Clues, Visualize	作評量/能完成習作練習。 形成性-實作評量/能根據書中不同國家的文化和自己的生活來比較	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 **國際教育** 國 E5 發展學習不同文化的意願。 國 E1 了解我國與世界	☑實施跨領域

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	2a-III-2 表達在地與全球議題的關懷。	元。	school," "This is how I learn," "This is what I eat for lunch," "This is how I play," and "This is where I sleep," and discusses it with the students. 7. Using the images on Wordwall, students match each country to its corresponding daily routine. 8. Students complete the sentence "This is how I _____, and it's like the students in _____" on Padlet to highlight similarities and differences in daily life across cultures.			異同。	其他國家的文化特質。	
	英語 2-III-7 能作簡易的回答和描述。	**英語** ◎Ac-III-3 簡易的生活用語。	**校訂：Explore-Our World** **How to Make an Apple Pie and See the World** **Activity A: What's in an apple pie?** 1. Teacher shows an apple pie (or picture) to students and ask questions: (1) Have you ever tasted apple pie? (2) Where did you try it? Did you like it? (3) How would you describe the taste of apple pie? (4) What ingredients are used to make an apple pie? 2. Students watch a video about making an apple pie and take notes on the ingredients used by the man.	5	Canva Slides Video: From Reading Rainbow intro (0:00~0:54)	形成性-口語評量/能聽辨故事的文意並正確地回應。	**閱讀素養** 閱 III-E13 願意廣泛接	

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	學習表現	學習內容						
	英語 ＊3-III-7 能看懂繪本故事的主要內容。 9-III-2 能將事件依故事的發展加以排序。	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。 D-III-2 故事發展的排序。	3. Present the ingredients needed to make an apple pie. (Sugar, flour, eggs, oil, salt, baking soda, raisins, cinnamon, and apples) **Activity B: Reading Time** 1. Before reading (Prediction- Cover Talk) If you want to make an apple pie… (1) Where would you go to get the ingredients? (2) What would you bring? (3) Where does the girl get all the ingredients? (4) What does she bring? 2. While Reading (Q & A) (1) Have students write down the places the girl visited and the things she obtained from each place. (2) Students watch the story video and take notes. 3. After Reading (Sequencing) (1) Display a story map. (2) Students read it and put the events in order, including the setting, characters, and the beginning, middle, and end of the story.		https://www.youtube.com/watch?v=yiiNObASSCM  Video: From Reading Rainbow story (0:55~5:40)  Reading Strategy: Prediction, Cover Talk Story Map  Reading Strategy: Sequencing Canva Slides	形成性-口語評量/能根據文本或自身想法回答問題。 形成性-實作評量/能根據故事內容，完成故事大意內容排序。	觸不同類型及不同學科主題的文本。 **閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	

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	學習表現	學習內容						
	英語 ◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-III-4 能看懂課堂中所學的句子。	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。	**Activity C: The Ingredients** 1. Look and Match The teacher displays picture cards, and students match the source of each ingredient (Source→Product). (1) wheat→flour (2) chicken→eggs (3) Kurundu tree→cinnamon (4) cow→milk (5) seawater→salt (6) sugar cane→sugar (7) apple tree→apples **Activity D: Wordwall Game** 1. Have students scan QR Code to login the game. 2. Explain how to play the game to review the source of each ingredient. 3. Students need to find out the matching answers.		Wordwall https://wordwall.net/	形成性-實作評量/能根據正確配對，了解成分與來源的關係。	**閱讀素養** 閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	
	2-Ⅲ-7 能作簡易的回答和描述。 ◎2-Ⅲ-9 能以正確的發音及適切的	Ad-Ⅲ-2 簡易、常用的句型結構。 B-Ⅲ-2 國小階段所學字	**Activity E: Sentence Practice** Students watch the videos and get to know more about the source of the products. Teacher instructs students to say the sentences. (1) wheat→flour Mill the wheat into flour.		Video (1) https://www.youtube.com/watch?v=d_jrcZt qOwA  Video (2)	形成性-口語評量/能熟習句型用法，並觀察圖片，用所學句型回答教師的提		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	語調說出簡易句型的句子。 **英語** 2-III-7 能作簡易的回答和描述。 ◎ 2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	詞及句型的生活溝通。 **英語** Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。	(2) chicken→eggs Chickens lay eggs. (3) Kurundu tree→cinnamon Grind the kurundu bark into cinnamon. (4) cow→milk Cows produce milk. (5) seawater→salt Salt can be extracted from seawater through evaporation. (6) sugar cane→sugar Sugar is extracted from sugar cane. (7) apple tree→apples Apples grow on apple trees. **Activity F: The Countries** 1. Show the world map to the students. Students mark the countries the girl visited on the map. (1) Europe (Italy, France, the UK / England) (2) Asia (Sri Lanka) (3) North America (Jamaica, the USA/Vermont) 2. Instruct students to say the sentences. Where is the _____ from? The ____ is from ____. (1) The flour is from Italy. (2) The eggs are from France. (3) The cinnamon is from Sri Lanka. (4) The milk is from England.		https://www.youtube.com/watch?v=mxYMikfTfpg  Video (3) https://www.youtube.com/watch?v=szf 9mxMYA  Video (4) https://www.youtube.com/watch?v=mtNtfXSGbuw  Video (5) https://www.youtube.com/watch?v=0vVyw2rVA4Q  Video (6) https://www.youtube.com	問。 形成性-口語評量/能觀察圖片，用學到的句型練習回答教師的提問。	**國際教育** 國 E1 了解我國與世界其他國家的文化特質。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 2-Ⅲ-7 能作簡易的回答和描述。 ◎ 2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。	**英語** Ad-Ⅲ-2 簡易、常用的句型結構。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	(5) The sugar is from Jamaica. (6) The apples are from Vermont. **Activity G: The Transportation** 1. Teacher shows the picture cards and students say the transportation words. steamship/ train/ boat elephant/ car/ banana/ boat plane/ parachute/ bus 2. Teacher instructs students to say the sentences. How did the girl go to ___? She went to ___ by ___. (1) She went to Italy by steamship. (2) She went to France by train. (3) She went to the rainforest in Sri Lanka by elephant. (4) She went to the farm in England by car. (5) She went to Jamaica by banana boat. (6) She went to Vermont by parachute.		/watch?v=wvuiavj0pIo  World map  Google Map https://www.google.com.tw/maps/preview Canva Slides 	形成性-口語評量/能觀察圖片，用學到的句型練習回答教師的提問。		
W6~W10	**英語** ◎ ➢2-III-2 能說出課堂中所學的字詞。	**英語** Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 360	**部定：Topic 1 Family Sharing Day-** **Lesson 2 What Do You Like to Do?** **Activity 1: Vocabulary** 1. Show pictures of the teacher's leisure activities and ask students about the things the teacher likes to do.	10	Canva Slides Hess Student Book: Super Fun 7 / E-book pp. 30-31			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	◎ ➢3-III-1 能辨識課堂中所學的字詞。	字詞，其中必須拼寫220字詞）。	2. Show students various leisure activities: play basketball, play video games, ride a bike, visit my friends, watch TV, go shopping, and go camping. 3. Watch the video: Kids vocabulary - Hobbies and Interests- What do you like doing? - Learn English for kids. https://www.youtube.com/watch?v=N1o4oOXLOZc&t=49s 4. Students arrange the modes of transportation in the correct order based on the given topic (e.g., speed, size, or length) 5. Wordwall Game: (1) Have students scan QR Code to login the game. (2) Explain how to play the game to review vocabulary by arranging letters in the correct spelling order. (3) Group PK Game: Students in each group take turns going up to the stage to play the game one by one. The winning group is the one that uses the least amount of time to complete the spelling game.		Video Wordwall https://wordwall.net/	形成性-實作評量/能依照主題指示排出正確的單字順序。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎ ➢3-III-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。	**英語** ◎Ad-Ⅲ-2 簡易、常用的句型結構。	**Activity 2: Sentence Pattern** 1. Explain the sentence pattern. What do you like to do in your free time? I like to _____. What does he/she like to do in his/her free time? He/She likes to _____. 2. Students log in to their HiTeach accounts and submit their answers to complete the interest survey. 3. Present the results using the HiTeach 'Word Cloud' function and discuss them with the whole class. 4. Students post one of their hobbies using the sentence: "I like to _____ in my free time," along with a picture of themselves doing that activity on Padlet. 5. Ask students the target question: "What does he/she like to do in his/her free time?" Students respond by saying, "He/She likes to _____." 6. Students browse each other's work. If they find someone with the same interest, they can comment "Me too!" under the post to show they share that interest. Then, they record it on student book p. 32. 7. Finish the practice on student book p. 33 and workbook pp. 10-15.		HiTeach Padlet https://padlet.com/ Student Book p. 33 Wordbook pp. 10-15	形成性-實作評量/能依照自己的真實喜好寫出句子並依照同學的喜好來回答問題。 形成性-實作評量/能完成習作練習。		英語檢測改善策略

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎ ➢1-III-9 能聽懂簡易句型的句子。 ◎ ➢3-III-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	**Activity 3: Speaking Practice!** 1. Pose questions and ask students to make their sentences longer: (1) What do you like to do in your free time? I like to _____. (2) Add the time: I like to _____ on _____. (3) Add the place: I like to _____ on _____ at _____. (4) Add the companies: I like to _____ on _____ at _____ with _____. (5) Add the reason: I like to _____ on _____ at _____ with _____ because _____. 2. Students answer the questions one by one on the LearnMode website and submit their homework. 3. Have students share the results of their survey about how their friends go to school or return home. For example: “Emma is my friend. She gets to school from her house by scooter.”		LearnMode https://www.learnmode.net/home/	形成性-實作評量/能運用學過的句型錄製自己對主題的想法。		英語檢測改善策略

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 **社會** 2b-III-1 體認人們對社會事物與環境有不同的認知、感	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。 B-III-2 國小階段所學字詞及句型的生活溝通。 **社會** Bc-III-1 族群或地區的文化特色，各有其產生的背景因素，	**Activity 4: New Life in Taiwan** 1. Play E-book and explain the story of the video. 2. Have students read student book pp. 34-36 story out loud and ask some questions to stimulate students. (1) Where's Emma's mom from? (2) What does Emma's mom like to do in her free time? (3) What do Emma and Wendy's moms like to do together in their free time? 3. After the reading, have students complete the "Compare and Contrast" chart on the student book p.36. 4. Learning from SDGs 10: Reduced Inequalities by watching YouTube video: Reduced Inequalities SDG 10 Sustainable Development Goals for Kids: https://tinyurl.com/2xrj3wv8 Who is One-Forty? | One-Forty https://tinyurl.com/2bbanmay 5. Brainstorm Time! Read the content on student book pp. 34-37 and ask students questions: (1) If you were Emma, what could you do to help your mom adjust to the culture in Taiwan? (2) If you were Wendy, how could you		Hess Student Book: Super Fun 7 / E-book pp. 34-37 Videos	形成性-口語評量/能根據自身想法回答問	**國際教育** 國 E4 了解國際文化的多樣性。	☑實施跨領域

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	受、意見與表現方式，並加以尊重。 **英語** ◎ ➢3-III-1 能辨識課堂中所學的字詞。 ◎ ➢3-III-4 能看懂課堂中所學的句子。 ◎ ➢4-III-4 能依圖畫、圖示填寫簡單字詞。 ➢5-III-1 認讀與聽寫國	因而形塑臺灣多元豐富的文化內涵。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小階段所學字	show what's special about your mom? (3) If you were in this kind of situation, what could you do to reduce inequalities? (4) If you were an immigrant, what could you do to fit into Taiwanese culture? **部定：Review 1** **Activity 1: Reading Comprehension** 1. Review the vocabulary and sentences of Lesson 1 and 2. 2. Have students look at the message on the student book p. 38 and search for some information. 3. Look, Read, and Write: students need to read the introduction about Jeremy, rewrite the article below the introduction in their own words on student book p. 40, and complete the chart and reading comprehension questions on student book p. 41. **Activity 2: Workbook** Have students finish workbook pp. 16-21. **Activity 3: Nearpod-Time to Climb** 1. Begin by briefly reviewing the key content and vocabulary from Lessons 1		Hess Student Book: Super Fun 7 / E-book pp. 38-41 Workbook pp. 16-21 Nearpod	題。 形成性-實作評量/能完成習作練習。 總結性-實作評量/能		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	小階段字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。	詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	and 2 with the whole class. 2. Have students use their iPads to join a review game on the website Nearpod. This will reinforce their understanding in a fun and engaging way. 3. Praise the winner of the game to encourage participation. Then, go over all the questions and answers again with the class to check for understanding and clarify any mistakes.		https://nearpod.com/	運用所學內容，完成 Nearpod 題目挑戰。		
	英語 ＊4-III-6 能書寫課堂中所學的句子。 6-III-5 樂於接觸課外英語學習素材。	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。	**校訂：Explore- Our World** **How to Make an Apple Pie and See the World** **Activity H: How to Make a/an ( )?** 1. Students watch a video about how to make an apple pie. 2. Divide the students into groups of four and have students discuss the recipe they want to create. 3. Write down their group's recipe plan and use the Canva website to draw or design a picture of their dish. Students practice saying the key words and sentences related to their recipe. (1) We want to make a/an (recipe). (2) We need the (ingredients). (3) There are (number) steps.	5	Video: From Reading Rainbow How to make an apple pie (5:47~7:17) https://www.youtube.com/watch?v=yiiNObASSCM  iPad Canva Example: 	形成性-實作評量/能與小組討論並共同規劃點心食譜。		

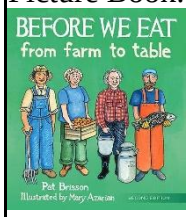
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ＊4-III-6 能書寫課堂中所學的句子。 6-III-5 樂於接觸課外英語學習素材。	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。	Step 1: _____ Step 2: _____ Step 3: _____ Step 4: _____ 4. Students introduce the recipe they created and show their plan to the class. Example:  **Activity I: Let's Make a/an ( )!** 1. Preparation (1) Gather the necessary ingredients and tools. (2) Introduction of Ingredients: introduce various ingredients and their places of origin. (e.g., "The tomatoes are from Italy.") 2. Cooking Time (1) Students use their iPads to record the cooking steps. (2) Say each step out loud before		Canva Slides	形成性-實作評量/能與小組成員按照規劃食譜共同完成點心。		

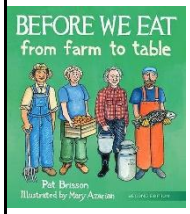
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 2-III-7 能作簡易的回答和描述。 ＊4-III-6 能書寫課堂中所學的句子。	**英語** Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。	performing it. (e.g., “First, we wash the apples.”) 3. Sharing and Tasting Students share their finished dishes and taste each other’s creations. 4. Conclusion and Evaluation Ask students for feedback and suggestions about the activity. (e.g., “What did you enjoy?” “What would you do differently next time?”) **Activity J: My Cooking Book** Students will create a digital cooking book using the Canva website. The book should include three parts: (1) Part 1: The plan of making a ___. This section serves as an introduction or overview of the cooking book’s theme. Students should explain why they chose the dish, what ingredients are needed, and what they hope to achieve. (2) Part 2: The record of making a ___. This section includes the step-by-step recipe, cooking instructions, and any helpful tips or notes. Students can add photos or screenshots of the cooking process.		iPad Canva	總結性-實作評量/能將製作點心食譜的過程與成果紀錄成電子小書，和小組成員一起與全班同學分享。		

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	學習表現	學習內容						
			(3) Part 3: The poster of the final dish. This is a showcase of the completed dish. Students should include: A photo or illustration of the final product and a short description of the dish.					
W11~W15	**英語** ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。	**英語** ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼	**部定：Phonics Fun 3~5** **Phonics Fun 3: final y** **Activity 1: Odd it Out** 1. Teach and practice. 2. Show students some “final y” words and ask them to find which sound is different from the others. **Activity 2: Read and Chant** 1. Students work in pairs to practice the contents. 2. Ask some volunteers to chant. 3. Listen to E-book and chant together. 4. Finish the exercise on student book p. 42. **Phonics Fun 4: oi / oy** **Activity 1: 4-In-A-Row Bingo** 1. Teach and practice. 2. Students work in pairs to play the game. 3. Players take turns saying a word or sentence from the board. If the player says it correctly, they color that word on the	10	Hess Student Book: Super Fun 7 / E-book p. 42 Canva Slides: final y  Hess Student Book: Super Fun 7 / E-book p. 43 Student Book p. 42 Hess Student Book: Super Fun 7 / E-book p. 44	形成性-實作評量/ 1. 能辨識不同的 y 發音。 2. 能用發音規則讀出韻文。 3. 能聽辨不同的生字並選出正確的答案。 形成性-實作評量/ 1. 能在遊戲中運用發音規則練習說		

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	學習表現	學習內容						
	◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 **英語** ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。	字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 **英語** ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。	board. If incorrect, they skip their turn. 4. The first player to color four words in a row (horizontally, vertically, or diagonally) wins the game. **Activity 2: Read and Chant** 1. Students work in pairs to practice the contents. 2. Ask some volunteers to chant. 3. Listen to E-book and chant together. 4. Finish the exercise on student book p. 44. **Phonics Fun 5: ou / ow** **Activity 1: Race to the Top** 1. Teach and practice. 2. Students work in pairs to play the game. 3. The players take turns rolling the die, find that number on their sheet, and read the word above it. 4. Any player filling up one entire column wins the game. **Activity 2: Read and Chant** 1. Students work in pairs to practice the contents. 2. Ask some volunteers to chant. 3. Listen to E-book and chant together. 4. Finish the exercise on student book p. 46.		 Hess Student Book: Super Fun 7 / E-book p. 45 Student Book p. 42 Hess Student Book: Super Fun 7 / E-book p. 46  Hess Student Book: Super Fun 7 / E-book p. 47 Student Book p. 46	出生字。 2. 能用發音規則讀出韻文。 3. 能聽辨不同的生字並選出正確的答案。 形成性-實作評量/ 1. 能在遊戲中運用發音規則練習說出生字。 2. 能用發音規則讀出韻文。 3. 能聽辨不同的生字並選出正確的答案。		

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	學習表現	學習內容						
	英語 ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ ➢3-III-4 能看懂課堂中所學的句子。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	**部定：Topic 2 Eat Healthy Food - Lesson 3 How Many Eggs Do You Need?** **Activity 1: Match Maker** 1. Teach and practice theme words: eggs, oranges, strawberries, watermelons, cookies, hamburgers, hot dogs, sandwiches 2. Ask students to match pictures with the correct words. **Activity 2: Sentence Pattern** 1. Teach and practice these sentences: (1) How many eggs do you need? I need ten eggs. (2) How much is the hot dog? It's fifty-five dollars. (3) How much are the cookies? They're one hundred dollars. 2. Students finish the exercise on student book p. 60. 3. Students work in pairs on student book p. 61.		Hess Student Book: Super Fun 7 / E-book pp. 58-61 Canva Slides Hess Student Book: Super Fun 7 / E-book pp. 58-61 Canva Slides Student Book pp. 60-62	形成性-實作評量/能在配對遊戲中，熟悉本單元主題單字。 形成性-實作評量/能在問答練習中熟習如何應用句型。		
	英語 ◎ ➢2-III-9 能以正確的發音及適切	**英語** ◎Ad-III-2 簡易、常用的句型結構。	**Activity 3: Board Game** 1. Students work in pairs to play the game. 2. Students take turns flicking their erasers. When an eraser lands on a picture, they should use the sentence pattern from		Board Game Flicker	形成性-實作評量/能在遊戲中運用本單元句		

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	學習表現	學習內容						
	的語調說出簡易句型的句子。		Lesson 3 to ask and answer questions with each other.			型完成問答練習。		
	英語 ＊◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ◎9-III-3 能綜合相關資訊作簡易的猜測。	**英語** ＊◎Ae-III-2 繪本故事、兒童短劇。 ◎D-III-3 依綜合資訊作簡易猜測。	**校訂：Explore- Our World** **Before We Eat: From Farm to Table** **Activity A: Story time** 1. Show students Canva Slides about the story. Before reading: 1. Cover Talk & Picture Clue- use Canva Slides to present the cover. 2. Students look at the book cover and pose some questions: (1) What's the title? Who is the author? (2) What do you see from the cover? (3) What do they do? (4) What is the book about? While reading: 1. Finger Pointing: each student uses an iPad to point to each word on every page with their finger and reads the entire story aloud along with the teacher. 2. Picture Clue & Context Clue &Prediction: the teacher poses questions to guide students in using visual and contextual	5	Picture Book:  Reading Strategy: Cover Talk, Picture Clue, Prediction Canva Slides Reading Strategy: Finger Pointing, Picture Clue, Prediction, Context Clue iPad	形成性-口語評量/能回答教師提問。 形成性-口語評量/能運用圖片線索預測故事	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 **閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	

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	學習表現	學習內容						
	英語 ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ＊◎3-III-7 能看懂繪本故事的主要內容。 ◎9-III-1 能夠將所學字詞做簡易歸類。 ＊◎3-III-7 能看懂繪本故事的主要內容。 ➢2-III-7 能作簡易的回答和描述。	**英語** ＊◎ Ae-III-2 繪本故事、兒童短劇。 ◎Ad-III-2 簡易、常用的句型結構。 D-III-1 所學字詞的簡易歸類。 ＊◎ Ae-III-2 繪本故事、兒童短劇。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360	hints to make predictions about the story. **Activity B: Elements for the Story** 1. Story Elements: (1) Explain the elements of the story: setting, characters, problem, and solution. (2) Show students Canva Slides and have students select the elements based on the scenes. (3) Check answers with the whole class. 2. Vocabulary & sentences from the story: Let's give thanks, Folks, provide, plowed the ground, planted the seeds, tended fields, graze the cattle, gathered eggs, raised wheat, packed the crates, sorted boxes, thank the drivers, grocery-selling chores, clerks, sending thanks, workers **Activity C: Read and Match** 1. Play the video of the story "Before We Eat: From Farm to Table." 2. Explain the worksheet and have students finish it. **Activity D: Worksheet-Reading Comprehension** 1. Play the video of the story.		Picture Book:  Canva Slides Video: https://www.youtube.com/watch?v=5UoVbRcStxk  Worksheet Video:	內容，說出自身看法。 形成性-口說評量/能根據故事內容回答教師提問。 形成性-學習單評量/能根據故事內容並完成學習單。		

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	學習表現	學習內容						
	＊➢4-Ⅲ-6 能書寫課堂中所學的句子。	字詞，其中必須拼寫220字詞）。	2. Review the story. 3. Give each student one worksheet. 4. Students have to read the questions and recall the story. Think about the description for the story and finish the questions. 5. Pose questions on the Slides. 6. Ask students to answer questions and win the points for themselves. 7. Check the answers together and review the whole story.		Story Time: Before We Eat: From Farm to Table https://www.youtube.com/watch?v=5UoVbRcStxk  Worksheet Canva Slides		閱讀素養 閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	
	英語 ＊ ◎ 1-III-12 能聽懂簡易故事及短劇的主要內容。 9-III-2 能將事件依故事的發展加以排序。 ◎ ➢5-III-4 能聽懂日常生活應對中	英語 ＊◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 D-III-2 故事發展的排序。 Ac-III-4 國小階段所學字詞（能聽、	**Activity E: Story Sequence** 1. Watch the video about how food comes from a farm to your table. 2. Divide the story into several pictures and sentences, and show them to the students. 3. Discuss the story events with the students and find clues to help put the sentences in the correct order. 4. Summarize the story, identify its components, and arrange the pictures and sentences in the correct sequence. **Activity F: Think-Puzzle-Explore** 1. Introduce the thinking routine and guide students to focus on the theme of gratitude. Encourage them to develop a		Video: Story Time: Before We Eat: From Farm to Table https://www.youtube.com/watch?v=5UoVbRcStxk  Reading Strategy: Summarize Video: Farms and Food for Kids | Learn how food comes from a farm to your table https://www.youtube.com/watch?v=WazK8e88axE	形成性-實作評量/能根據故事內容記下重點並進行正確的排序。 形成性-口說評量/能根據簡報內	閱讀素養 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	

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	學習表現	學習內容						
	常用語句，並能作適當的回應。	讀、說360字詞，其中必須拼寫220字詞）。	grateful attitude and express appreciation to the people who help us. (1) Think: Who do people usually thank? (Encourage students to brainstorm people in their lives or community who help them- like farmers, teachers, parents, doctors, etc.) (2) Puzzle: Why should we thank them? (Invite students to reflect on the reasons behind expressing gratitude- what these people do for us and how it impacts our lives.) (3) Explore: Who do you want to thank in your life, and how can you show your appreciation? (Encourage personal reflection and action—writing a thank-you note, saying thank you, or doing something kind in return.) 2. All students develop their own investigative questions, write down their ideas on sticky notes, and post them on the Think–Puzzle–Explore poster.		 Canva Slides	容，正確回答題目。		
	英語 ＊ ➢4-III-6 能書寫課堂中所學的句	**英語** ◎Ad-III-2 簡易、常用的句型結構。	**Activity G: Showing Our Gratitude** 1. Watch the video about how eggs go from the farm to our table. 2. Break the video into several key pictures		Videos: How we collect eggs safely for over 10,000 hens! https://www.youtube.com			

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	學習表現	學習內容						
	子。 **綜合活動** 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。 **英語** ＊ ➢4-III-6 能書寫課堂中所學的句子。 **綜合活動** 2c-III-1 分析與判讀各類資源，規	**綜合活動** Bb-III-2 團隊運作的問題與解決。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 **綜合活動** Bc-III-3 運用各類資源解	and sentences, and present them to the students. 3. Discuss the scenes with the students and ask questions to deepen their understanding of the video. 4. Divide the students into groups and have them complete thank-you card ideas and sentences using their iPads. 5. Teach students to develop a grateful attitude by reflecting on the eggs they eat every day. **Activity H: Thank You Card** 1. Watch the video about how carrots go from the farm to the fork. 2. Break the video into several key pictures and show them to the students. 3. Discuss the scenes with the students and ask questions to help them understand the content more deeply. 4. Divide the students into groups and have them complete thank-you cards using their iPads. 5. Search for farm websites and send the thank-you cards to the hardworking farmers. 6. Encourage students to respect and be grateful for the eggs and vegetables they		/watch?v=XIfO0NS-cYY  How Millions of Eggs are Produced In Poultry Farms | Automatic Egg Production Farm https://www.youtube.com/watch?v=p8MyDmG_8dE iPad Video: Crunchy Carrots: from farm to fork https://www.youtube.com/watch?v=Pf74rrn1uLk  iPad Thank You Cards	形成性-實作評量/能用平板搜尋關於感謝農夫養雞生蛋的辛苦並完成感謝的信。 形成性-實作評量/能用平板搜尋關於感謝農夫種植蔬菜的辛苦並完成感謝的信送給農夫。		☑實施跨領域

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	學習表現	學習內容						
	劃策略以解決日常生活的問題。	決問題的規劃。	eat every day.					
W16~W21	**英語** ◎ ➢2-III-2 能說出課堂中所學的字詞。 ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ ➢3-III-1 能辨識課堂中所學的字詞。 ◎ ➢3-III-4 能看懂課堂中所學的句子。	**英語** Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。	**部定：Topic 2 I Like School-Lesson 4 What Would You Like for Breakfast?** **Activity 1: Hidden Picture** 1. Teach and practice theme words: breakfast, rice, soup, lunch, noodles, dinner, bread, chicken 2. Divide the class into 2 teams. 3. Open Canva Slides: Hidden Picture Game. 4. Each team takes turns guessing the hidden picture beneath the colored shapes. 5. Students finish the exercise on student book pp. 62-63. **Activity 2: Sentence Pattern** 1. Teach and practice the sentence patterns: What would you like for breakfast? I would like some bread. Would you like some rice for lunch? Yes, please. / No, thank you. 2. Students work in pairs on the activity on student book p. 64. 3. Students finish the exercise on student book p. 65.	12	Hess Student Book: Super Fun 7 / E-book pp. 62-63 Canva Slides: Hidden Picture Game. Hess Student Book: Super Fun 7 / E-book pp. 64-65 Canva Slides	形成性-實作評量/能在遊戲中熟習本單元主題單字。 形成性-口語評量/能在問答練習中熟習本單元句型。		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 6-Ⅲ-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活	**英語** Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。	**Activity 3: Board Game** 1. Students work in pairs to play the game. 2. Students take turns flicking their erasers. When an eraser lands on a picture, they should use the sentence pattern from Lesson 4 to ask and answer questions with each other. **<u>Topic 2: Eat Healthy Food</u>** **Activity 1: Reading Relay** 1. Play the video of the story. 2. Have students to think about Q&A of the story- ask comprehension questions to check understanding. 3. Students listen and read the story with E-book. 4. Split students into 2 groups. 5. Have each group takes turns reading the story aloud, one sentence or paragraph at a time. **Activity 2: Reader's Theater** 1. Divide students into groups and assign each student a role from the story (narrator, characters, etc.). 2. Give students time to rehearse their parts. 3. Each group performs their version of the story in front of the class.		Board Game: Let's Race Hess Student Book: Super Fun 7 / E-book pp. 48-57 Canva Slides Reading Strategy: Q&A Hess Student Book: Super Fun 7 / E-book pp. 66-68	形成性-實作評量/能在遊戲中運用本單元單字和句型完成問答練習。 形成性-實作評量/能根據分配到的角色，用不同語調呈	**閱讀素養** 閱 III-E6 發展向文本提問的能力。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	動）。 **英語** ◎ ➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎ ➢3-III-1 能辨識課堂中所學的字詞。	**英語** Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。	4. Read the story: Helpers on the Farm 5. Listen to E-book and read the story together. 6. Ask students some questions about the story to check their reading comprehension. 7. Students finish the exercise of the student book (p. 68). **部定：Review 2** **Activity 1: Reading and Writing Practice** Students finish the exercise on student book pp. 70-73. **Activity 2: Board Game** 1. Students review vocabulary, grammar, and story content from Super Fun 7. 2. Divide the class into groups. 3. Choose a group to start and ask questions. 4. Continue until all questions are answered and the group with the highest score wins. **Activity 3: Cool English Practice** 1. Introduce some resources from the website and assign tasks for students to complete. 2. Have students explore and practice using the English resources based on their		Reading Strategy: Q&A Student Book p. 68 Hess Student Book: Super Fun 7 / E-book pp. 70-73 Board Game: Jeopardy Cool English https://www.coolenglish.edu.tw/	現出故事情節。 形成性-實作評量/能在遊戲中完成課本主題練習活動。 形成性-實作評量/能在英語學	**閱讀素養** 閱 III-E6 發展向文本提問的能力。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			interests.			習網站練習主題相關任務與自學。		
	英語 ➢2-III-7 能作簡易的回答和描述。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢2-III-7 能作簡易的回答和描述。 ◎➢3-III-4 能看懂課堂中所學的句子。 ＊➢4-III-6	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360	**校訂：Explore- Our World** **Before We Eat: From Farm to Table** **Activity I: Guess the Country by Its Food | Country Quiz** 1. Use the video to present and feature different traditional foods from various countries. 2. Have students guess the country by writing on mini whiteboards. 3. Reveal the answers after 20 seconds and discuss with students. **Activity J: Special Food Presentation** 1. Begin with a quick review of the countries and their famous foods from previous activities. Use Canva Slides to refresh students' memory. 2. Discuss the details of the food and provide a sample script. Hello! We're Team _____. I'm_____. We want to introduce hamburgers. They are from the USA. 3. Each team chooses a special food they	6	Video: Guess the Country by its Food 😋 | Country Quiz https://www.youtube.com/watch?v=QedYY5Mx78g iPad	形成性-口說評量/能根據影片內容，正確回答題目。 形成性-口	**國際教育** 國 E1 了解我國與世界其他國家的文化特質。 **國際教育** 國 E4 了解國際文化的多樣性。	☑實施

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	能書寫課堂中所學的句子。 **綜合活動** 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。 **英語** ◎ ➢4- Ⅲ -3 能拼寫國小階段基本常用字詞。 ＊ ➢4-III-6 能書寫課堂中所學的句子。 **綜合活動** 2c-III-1 分析與判讀各類資源，規	字詞，其中必須拼寫220字詞）。 **綜合活動** Bc-III-3 運用各類資源解決問題的規劃。 **英語** B-III-2 國小階段所學字詞及句型的生活溝通。 **綜合活動** Bc-III-3 運用各類資源解決問題的規	want to present and use iPads to search for the information and pictures for the food (e.g., what to buy, how to buy, how to cook, where do they come from, etc.). 4. Students create slides (e.g., a picture of the food, a short description, ingredients, cooking method, and country of origin, etc.) to present their food and encourage classmates to ask questions or share if they've tried the food. **Activity K: Making a Fruit Salad** 1. Watch the video that shows how to make a fruit salad. 2. Introduce and explain new vocabulary: zest, pour, honey, chop. 3. Divide students into teams. Each team will plan and make their own fruit salad. 4. Plan the fruit sala recipe and discuss with team members: (1) What fruits they want to include? (2) What ingredients or tools they need to bring? (3) Who will bring these items? 5. Each student writes down their team's fruit salad recipe, including: ingredients (e.g., 2 apples, 3 bananas, 1 orange), steps (e.g., "Chop the apples," "Pour the		Canva Slides Video: Fruit Salad Recipe https://www.youtube.com/watch?v=CxbBQar9les Exercise Book	說評量/學生能根據討論的食物內容，用 iPad 記錄下來並說出。 形成性-實作評量/學生能根據討論的食物內容，寫在作業簿。		跨領域 ☑實施跨領域

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	劃策略以解決日常生活的問題。 **英語** ◎➢4-Ⅲ-3 能拼寫國小階段基本常用字詞。 ＊ ➢4-III-6 能書寫課堂中所學的句子。 **綜合活動** 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。 **英語**	劃。 **英語** B-III-2 國小階段所學字詞及句型的生活溝通。 **綜合活動** Bc-III-3 運用各類資源解決問題的規劃。 **英語**	honey," etc.) and a title for their recipe. **Activity L: Easy Pizza Toast** 1. Watch the video that shows how to make easy pizza toast. 2. Introduce and explain new vocabulary: spread evenly, parsley, melted, salt. 3. Divide students into teams. 4. Plan the pizza toast recipe and discuss with team members: (1) What ingredients do they want to use (e.g., chicken, corn, cheese, toast, butter)? (2) Who will bring these items? (3) What toppings and seasonings do they want to add on? 5. Each student writes down their team's pizza toast receipt on the exercise book and think about questions: (1) How much chicken / corn / toast / butter do you need? (2) How many slices of toast? (3) Do you want to use butter or tomato sauce? (4) How long will you bake it? **Activity M: Make Your Own Cookies** 1.Watch the videos about bread you'll ever		Video: EASY PIZZA TOAST RECIPE https://www.youtube.com/watch?v=YYBEAYw9C54 Exercise Book	形成性-實作評量/學生能根據討論的食物內容，寫在作業簿。		☑實施跨領域

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	＊ ➢4-III-6 能書寫課堂中所學的句子。 6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。 **綜合活動** 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。 **英語** ＊ ➢4-III-6 能書寫課堂中所學的句子。 6-III-6 在生	B-III-2 國小階段所學字詞及句型的生活溝通。 **綜合活動** Bc-III-3 運用各類資源解決問題的規劃。 **英語** B-III-2 國小階段所學字詞及句型的生活溝通。	make (beginner bread recipe) and 3-ingredient Butter Cookies Recipe. 2. Introduce and explain new vocabulary: flour, dough, wrap, roll out, tray, fluffy, sugar, slice, refrigerate. 3. Divide videos into many pictures and show them to students. 4. Discuss the steps with students and assign each student one ingredient to bring (e.g., flour, sugar, butter, eggs). 5. Students say “We would like to make some cookies.” 6. Use sentence patterns to ask questions: (1) How many eggs do you need? (2) How much water do you need? (3) How much milk do you need? (4) How much butter do you need? 7. Students discuss what items they should bring for their teams and do it next time. **Activity N: Potluck Party** 1. Divide students into groups and have students to synthesize the issue, the problem, and the information coming from in their groups. 2. All the students gets an iPad to brainstorm what they can make or cook. 3. Students share their ideas and decide on		Video: ASIEST Bread You'll Ever Make (Beginner Bread Recipe) https://www.youtube.com/watch?v=BsgUcpTLQww 3-Ingredient Butter Cookies Recipe https://www.youtube.com/watch?v=jVI2eNW5iuM Canva Slides Canva Slides iPad	形成性-實作評量/學生能根據討論的食物內容，寫在作業本上並下次帶來。		☑實施跨領域 ☑實施

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	活中接觸英語時，樂於探究其意涵並嘗試使用。 **綜合活動** 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。 **英語** ◎➢2- Ⅲ -9 能以正確的發音及適切的語調說出簡易句型的句子。 **綜合活動** 2b-III-1 參與各項活動，適切表現自己在團	**綜合活動** Bc-III-3 運用各類資源解決問題的規劃。 **英語** B-III-2 國小階段所學字詞及句型的生活溝通。 **綜合活動** Bb-III-2 團隊運作的問題與解決。	one dish to make as a group and write down or draw the dish on Exercise Book. (1) fruit salad (2) pizza toast (3) chocolate bread (4) chicken salad (5) yummy cookies **Activity O: Show and Tell- Food Presentation & Reflection** 1. Selected students or groups introduce their dish and explain the content of the dish and recipes: (1) The name of the dish. (2) The ingredients used. (3) The steps to make it. (4) Why they chose it? 2. All students enjoy the food together and say thank you to people who help us in our daily lives. 3. Record their videos to explain the details of the recipe and upload their videos to Padlet website with iPads. 4. Students take turns watching the videos. Encourage them to give points, reactions to the videos they like most. 5. Give feedback for other groups and use the sentence like: I like the dish		Exercise Book Canva Slides Padlet https://padlet.com/	形成性-實作評量/能與小組成員共同討論一樣美食，並設計出美食製作規劃方案。 總結性-實作評量/能根據每組所需的食物食材，完成製作與錄製影片上傳至Padlet任務。		跨領域 ☑實施跨領域

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	體中的角色，協同合作達成共同目標。		because…to praise for other team's hard work.					

八、本課程是否有校外人士協助教學

■否，全學年都沒有(以下免填)

□有，部分班級，實施的班級為：_____

□有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		□簡報□印刷品□影音光碟 □其他於課程或活動中使用之教學資料，請說明：			

*上述欄位皆與校外人士協助教學與活動之申請表一致

九、課程計畫，自編或改編之佔比為 100%

十、法律規定教育議題實施規畫

法律規定教育議題						
序號	**研習項目**	**時數**	**期程**	**公文/法規依據**	**實施週次**	**115 上實施節數**
1	性別平等教育	4 小時	每學期	性別平等教育法第 17 條		
2	性侵害防治教育	2 小時	每學期	性侵害犯罪防治法第 9 條		
3	環境教育	4 小時	每學年	環境教育法第 19 條	2	0.5
4	家庭教育	4 小時	每學年	家庭教育法第 12 條	4	0.5
5	家庭暴力防治課程	4 小時	每學年	家庭暴力防治法第 60 條		
6	全民國防教育	不限	/	全民國防教育法第 7 條		
7	國際教育	4 堂課	每學年	109.02.20 新北教新字第 1090294487 號函	2、4、5、8、16、17	3
8	交通安全教育	4 小時	每學年	111 年 6 月 1 日新北教社字第 1111024582 號函 111.07.07 新北教社字第 111125737 號函		
9	其他安全教育議題	不限	/	111.02.25 新北教工環字第 1110333562 號函		
10	生命教育	不限	/	111.11.02 臺教學一字第 1112806266 號函		
11	戶外教育	不限	/	一般性補助款考核項目		
12	兒童及少年性剝削	不限	每學年	兒童及少年性剝削防制條例		

	防治教育			第 4 條		
13	防災教育課程	不限	/	98.02.17 北府教環字第 0980095022 號函		
14	品德教育	不限	/	94.12.06 北府教特字 第 0940840650 號函 107.05.03 臺教國署國字第 1070049374 號函		
15	資訊素養觀念宣導	不限	/	108.03.11 新北教研資字第 1080399532 號函		