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| **學校名稱**  **School** | | 基隆市信義國小 | | **課程名稱**  **Course** | 國際教育 | |
| **單元名稱**  **Unit** | | Goal!2022 | | **學科領域**  **Domain/ Subject** | 其他領域:彈性國際教育 | |
| **教材來源**  **Teaching Material** | | Teacher-designed | | **教案設計者**  **Designer** | 廖彩妤 | |
| **實施年級**  **Grade** | | 5 | | **本單元共 4 節**  **The Total Number of Sessions in this Unit** | | |
| **教學設計理念**  **Rationale for Instructional Design** | | |  | | --- | | 2022年國際足聯男子世界杯（FIFA Men's World Cup）賽事將於11月進行，首次在年末進行，也是世界杯歷史上第一次由中東國家主辦。  利用時事融入國際教育，引導五年級學生將生活與英語連結，且透過世界杯足球賽引發學生學習英語興趣及國際文化素養，表達個人意見。  藉此豐富學生雙語語言學習， 營造真實雙語情境之生活化，培養學生多元國際觀點。 | | | | | |
| **學科核心素養**  **對應內容**  **Contents Corresponding to the Domain/Subject Core Competences** | | **總綱**  **General Guidelines** | **B1** 符號運用與溝通表達 | | | |
| **領綱**  **Domain/Subject Guidelines** | 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。 | | | |
| **校本素養指標**  **School-based Competences** | ※若無則免填。Please skip if there is no school-based curricula. | | | |
| **學科學習重點**  **Learning Focus** | | **學習表現**  **Learning Performance** | 英5-Ⅲ-4 能聽懂日常生活應對中常用語句，並能作適當的回應。  英 6-Ⅲ-5樂於接觸課外英語學習素材。 | | | |
| **學習內容**  **Learning**  **Contents** | B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。  C-Ⅲ-2 國內外主要節慶習俗。 | | | |
| **學生準備度**  **Students’ Readiness** | | * Students can uses basic English to express their ideas. * Students can help each other to do the task. * Students can use various ways to communicate to each other. | | | | |
| 英語準備度 Readiness of English   * 學生上課前已學習過基礎英語單字與句型 | | | | |
| **單元學習目標**  **Learning Objectives** | | * Students would be able to use the pattern to express their ideas. * Students would be able to express the following patterns of a dialogue. * **Who are you supporting in the 2022 World Cup?** * **I support Qatar.** * Students would be able to use the following patterns to write the sentences. * I see . (I see you waving your hands.) * I hear . (I hear your voice.) * Great/best/Good * Students would be able to working on pair activity | | | | |
| **中／英文**  **使用時機**  **Timing for Using Chinese/ English**  ※請填寫清楚何時、何處使用中/英文。  Please describe in detail when and where you use Chinese/English. | | **教師 Teacher** | | | **學生 Students** | |
| 英文:  1.課堂中暖身及指示用語  2.講解活動規則及鼓勵回饋  中文:  足球規則及學生有疑問的時刻 | | | 英文  1.用基礎英文表達想法  2.練習英語句型  3.鼓勵及教室用語 | |
| **教學方法**  **Teaching Methods** | | 討論法  聽寫教學  合作學習教學  遊戲教學 | | | | |
| **教學策略**  **Teaching Strategies** | | 異質小組合作學習  真實情境教學  多媒體交互學習 | | | | |
| **教學資源及輔助器材**  **Teaching Resources and Aids** | | 電腦設備、投影機、小白板丶 白板筆、教材,學習單、海報紙 | | | | |
| **評量方法**  **Assessment Methods** | | Performance assessment. | | | | |
| **評量規準**  **Rubrics** | | Performance assessment:  個人及小組加分(根據學習表現給予分數) | | | | |
| **議題融入**  **Issues Integrated** | | 國際教育  養成參與國際活動的知能 | | | | |
| **教學流程 Teaching Procedures** | | | | | | |
| **第一節** | **準備階段 Preparation stage**   1. **Warm up**  * **Picture Walk**  1. T shows slides “**The mascot for Qatar 2022** ”, asks Students to guess “Where are they doing “and links up to today’s topic “**FIFA WORLD CUP 2022**”.2.jpg   **發展階段 Development stage**   1. **Presentations**  * **Listening the song**  1. T plays the MV of the song “**Hayya Hayya (Better Together)**” (music from the FIFA world cup Qatar 2022 official soundtrack). 2. T plays the RT of the song **Hayya Hayya.** 3. **Drilling** the lyrics: T-CG/GS/S 4. **Singing the song** together. 5. **Activities**  * **Task**: **“To think about the World Cup 2022** ”  1. T writes down the rules of **the World Cup** on the board. 2. T: “Please look around the rules, and ask questions” 3. Students use their questions to introduce the rules of **the World Cup**. 4. T draws a“?” on the board to collect the Students’ patterns.   **總結階段 Summary stage**   1. **Worksheet**  * **Task**: **“How hot is it in Qatar**”  1. T instructs students to **think and find the ways to solve the problem.** 2. Students fill in the blanks at the bottom of the worksheet. 3. **Wrap up**  * **Review**: T review the content of today’s class briefly. * **Assignment**: T assigns the worksheet to students and explains how to do it. | | | | | **時間 Time** |
| 5分鐘  25分鐘  10分鐘 |