**教育部國民及學前教育署​補助國民中小學部分領域課程雙語教學實施計畫**

附件一

**計畫名稱：本土雙語教育模式之建構與推廣：​以臺灣國中小為現場之實踐**

**雙語課程教案設計**

**The Design of Bilingual Lesson Plan**

※以下表格採中文或英文填寫皆可，但鼓勵以英文填寫。The following blanks can be filled in Chinese or English, but English is encouraged.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **學校名稱**  **School** | | **基隆市立成功國民中學** | | **課程名稱**  **Course** | 健康與體育領域 | |
| **單元名稱**  **Unit** | | Kickball&Ace Shooter  王牌射手 | | **學科領域**  **Domain/ Subject** | 體育&英文 (Physical Education & English) | |
| **教材來源**  **Teaching Material** | | **康軒健康與體育8上112年教師手冊**  **自編** | | **教案設計者**  **Designer** | Max/蕭明治 | |
| **實施年級**  **Grade** | | 8 | | **本單元共 4 節**  **The Total Number of Sessions in this Unit** | | |
| **教學設計理念**  **Rationale for Instructional Design** | | 有鑑於課綱108較重視合作及實作因此在設計本教案時，配合學生實作能力與認知能力溝通能力及團隊合作的能力在教學時，會以學生互相合作練習模式培養出技能、表達、與團隊協調能力，並且透過示範說明示範下認識足壘球各動作及各位置名詞，進而學習英文提升足壘球技能的目標。。  在評量工具與方式的設計方面，除多元評量的方式，也參考教育部「國民中學學生學習成就評量標準」之方式來進行設計與評量。係將認知、情意與技能實作部分訂定標準化後，以參照標準區分為 A、B、C、D、E 五個等級來進行評量(教育部, 2012)。 | | | | |
| **學科核心素養**  **對應內容**  **Contents Corresponding to the Domain/Subject Core Competences** | | **總綱**  **General Guidelines** | A2具備問題理 解、思辨分 析、推理批判 的系統思考 與後設思考 素養，並能行 動與反思，以 有效處理及 解決生活、生 命問題。  C2具備友善的 人際情懷及 與他人建立良好的互動 關係，並發展 與人溝通協 調、包容異己、社會參與及服務等團隊合作的素養。 | | | |
| **領綱**  **Domain/Subject Guidelines** | 健體-J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和 諧互動的素養。  健體-J-A2 具備理解體育與 健康情境的全 貌，並做獨立思考 與分析的知能，進 而運用適當的策略，處理與解決體 育與健康的問題 | | | |
| **校本素養指標**  **School-based Competences** | 成-國-1：能協同非語言符號，妥善運用第一外語與他人對話。  成-國-3：能提出行動創造自我表達的機會 | | | |
| **學科學習重點**  **Learning Focus** | | **學習表現**  **Learning Performance** | [認知] 1d-IV-1了解各項運動技能原理。  1d-Ⅳ-2 反思自己的運動技能。  [情意] 2c-Ⅳ-2 表現利他合群的態度，與他人理性溝通與和諧互動。  [技能] 3c-IV-1表現局部或全身性的身體控制能力，發展專項運動技能 | | | |
| **學習內容**  **Learning**  **Contents** | H.競爭類型運動  Hd-Ⅳ-1 守備/跑分性球類運動動作組合及團隊戰術。 | | | |
| **學生準備度**  **Students’ Readiness** | | 學科準備度 Readiness of Domain/Subject  1: Ss have ability to run  2: Ss know how to do warm up  3: Ss have group discussion and group working experience  4:Ss have the ability to swing badminton  5:Ss have the Experience of Tee-Ball | | | | |
| 英語準備度 Readiness of English  1: Ss understand greeting and related phrases  2: Ss understand simple instruction of movement  3: Ss understand vocabulary and phrases for noise and behavior control  4: Ss understand meeting and dismiss instruction. | | | | |
| **單元學習目標**  **Learning Objectives** | | * 能認識足壘球的基本規則(K)1 * 藉由課程能與隊友間傳接球時互相提醒鼓勵(A)2/3 * 能夠正確做出發滾球 (S)4 * 能夠正確做出踢球(S) | | | | |
| **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** | |
| When：   * T is greeting students * T is instructing for movement * T is Explaining Rule of activity * T is giving feedback * T is managing class   Where：   * Activities * Worksheet * Discuss | | | When：發問時   * Ss are answering questions * Ss are doing the activity * SS are giving feedback * SS are working on worksheet   Where：   * Activities * Worksheet * Discuss | |
| **教學方法**  **Teaching Methods** | | 示範教學法、分組練習法、提問討論及分享 | | | | |
| **教學策略**  **Teaching Strategies** | | 示範教學法、搭建鷹架、講述法、合作學習法、實作法、遊戲法、討論法。 | | | | |
| **教學資源及輔助器材**  **Teaching Resources and Aids** | | * 教學設備：**錐筒、泡棉球、、壘包、網子、電腦、字卡** | | | | |
| **評量方法**  **Assessment Methods** | | 1. 形成性評量：教師從引導學習過程中，藉由提問與觀察了解學生是否能 了解動作學習學習內容之進度。   2.總結性評量：Summative evaluation  (1)認知 ：說明足壘球守備位置、接傳球動作要領、及相關知識。  Cognitive : Demonstrate and explanation the position and skills progress and other knowledge。  . (2)情意 ：動作檢核表及教師課室觀察紀錄。  Affective ：Self-assessment and mutual evaluation of students' self-assessment and teacher's classroom observation record.  (3)技能 ：實作測驗動作，並做到 6-10 球命中目標為及格標準。  Skill ：Test the action, and get the goal 6-10 times for the pass standard | | | | |
| **評量規準**  **Rubrics** | | 如附件 | | | | |
| **議題融入**  **Issues Integrated** | | ※無則免填，若有，請填寫至多兩項。Please write down no more than two issues if there is any. | | | | |
| **教學流程 Teaching Procedures** | | | | | | |
| **第一節** | **準備階段 Preparation stage**   1. 安排場地 Arrange classroom   安排用具 Arrange equipment  字卡-足壘球的基本概念 Concept of Kickball  白板 White Board  集合點名 Bring in/Roll call  Warm up  熱身   1. 引起動機 Motivation   Q&A Ask Ss about what is Baseball.and Soccer , and have you ever watch or played them before?  詢問學生棒球與足球是甚麼並且詢問有沒有看過或打過。  T Intoduce Kickball。  老師介紹足壘球。  **發展階段 Development stage**   1. 活動一:講述足壘球的基本概念—與球場配置   1B-2B-3B-Home Plate   1. 投手-Roller   The pitcher is the player who Rolls the kickball from the roller's plate toward the catcher to begin each play   1. 捕手-Catcher   Catcher is a position for a lickball player. When a kicker takes their turn to kick, the catcher crouches behind home plate, in front of the  umpire, and receives the ball from the Roller   1. 野手-Position Player   In kickball, a position player(野手) is a player who on defense plays as an infielder or outfielder。  Infielder :  1B(First Baseman)一壘手  2B(2nd Baseman二壘手  3B(3rd Baseman)三壘手  SS(Short Stop)游擊手  Outfielder:  LF(Left Fielder)左外野手  CF(Center Fielder)中外野手  RF(Right Fielder)右外野手   1. Rule規則   **Kickball**  Every-play Starts from Roller’s Rolling then kicker`s kicking.  Kicker can not step over the kicking line  **Inning**: It is a game unit in kickball which includes both team`s offence(Top and Bottom)  **Offence:** The Visitor team starts the game in offense, with the Home team on defense. The goal of the offensive team is to get the runs(得分) by kicking the ball then get on bases  **Defense** : The players in the defensive team shall all be in fair territory when the kicker kicks the ball to catch the ball and get the runners out.  Success Defense ; How to get an OUT  **Tag out**—Tag a runner who is not on the base with the holding ball  **Fly out**---catch the hitting fly ball before landing  **Assist / Force out**---Fielder gets a grounder then throws to base before Runner  活動二   1. Roll the ball – Body movement practice   T explains the movement-Rolling the ball  Hold the ball with 2 hands,🡪 Left foot step forward🡪Knee down🡪Hand with ball benind🡪Roll the ball.  Ss follow the Instruction and do whole the 5 steps  when SS are doing the rolling movement, they should oral repeat the steps   1. Groups rolling the ball   2 people in 1 group, every group have one ball.  Rolling ball practice-S rolls the ball to the partner and catch it, then rolls back  活動三  Groups rolling ball competition  Divide 2 groups, every-one rolls the ball into the target, If the Roller misses the target, the roller should run to the ball and run back to the starting position to roll again. When the roller rolls ball into the target, runs to get the ball then runs back to give the ball to the next roller.  See which group can finish the earliest to win the game  **總結階段 Summary stage**  Review the task of this class  複習本節上課內容  Ask 3 volunteers to explain concept of kickball  找三名志願者講述足壘球概念  Ask 3 volunteers to explain What is Roller/Catcher and position player  找三名志願者各講述一個足壘球守備位置  Preview next class content  預習下週課程  Class dismiss  下課  **第一節結束 End of the second session** | | | | | **時間Time** |
| **5mins**  **5mins**  **5mins**  **5mins**  **10mins**  **10mins**  **5Mins** |
| **第二節** | **準備階段 Preparation stage**  1.安排場地 Arrange the court  安排用具 Arrange the gear  泡棉球Soccer  　網子Net  毛巾/水壺 Towels/bottles  集合點名Bring in / Roll call    2. Warm up  熱身  Make two straight lines for jogging formation  成兩個直排的慢跑隊形  3 laps jogging, then having the static stretch.  三圈慢跑後進行靜態伸展。  Having 30 jumping jack after static stretch.  靜態伸展後進行30下開合跳。  15 times push up  15下伏地挺身  二、引起動機(學習目標)   1. 分兩組進行踢球遊戲距離約5 公尺T divides SS into 2 groups for kickball game(5 meters away) 2. 看哪組踢進目標比較多球See which group can make more goal   …  **發展階段 Development stage**  活動一  Demonstrate Kicking  示範踢球  Practice Kicking the ball- Body movement practice  T explains the movement-Kicking the ball   1. Left foot step forward 2. Right leg take back 3. Right leg swing to kick the ball 4. Follow through   活動二  Kicking the ball to the partner   1. Spread out to exercise formation   分開成運動隊形   1. 2people in 1 group   One S kicks the ball to the partner and the other S catches the ball     1. Everyone does 15Rep then switches   每個人進行15下練習然後換人   1. During the practice, T keeps eyes on everyone’s motion and corrects the mistakes.   過程中注意學生動作並且適時修正動作    活動三Rolling and kicking  滾踢練習  1. Spread out to exercise formation  分開成運動隊形  2. Two people in 1 group  One S rolls the ball then the kicker kicks the ball back to the roller and catches the ball    3. Everyone do 15Reps then switches  每個人進行15下練習然後換人  4. During the practice, T keep eyes on everyone’s motion and corrects the mistakes.  過程中注意學生動作並且適時修正動作  **總結階段 Summary stage**  Conclusion activity  總結活動   1. Review the task of this class   複習本節上課內容   1. Q&A Exit ticket   通行密語利用問題與回答   1. Answer the Questions which are learned from today`s session to exit the class   回答今天課程學到的內容始可下課   1. Class dismiss   課程結束  **第二節結束 End of the second session** | | | | | **10mins**  **5mins**  **5mins**  **10mins**  **10mins**  **5mins** |
| **第三節** | **準備階段 Preparation stage**  安排場地 Arrange the court安排用具 Arrange the gear  準備泡棉球Soccer  準備壘包Bases  毛巾/水壺 Towels/bottles  集合點名Bring in / Roll call   1. Make sure Everyone`s physical condition   確認在場學生的身體狀況  Does anyone feel not good today?  有同學覺得身體狀況不佳的嗎?   1. Warm up   熱身  Make two straight lines for jogging formation  成兩個直排的慢跑隊形  3 Laps jogging, then having the static stretch.  三圈慢跑後進行靜態伸展。  Having 15 reps Push up and 30 jumping jack after static stretch.  靜態伸展後進行15下伏地挺身與30下開合跳。  Doing Dynamic warm up-Shuffle ,Carioca, sprint  動態熱身-側併步交叉步與衝刺  二、引起動機(學習目標)  Review t Rolling and Kicking  複習上週的滾踢球項目。  Introduce the new task Play-Catch  介紹本週的新訓練傳接球  Play catch is the basic drill for Kickball, it mean throwing and catching  傳接球為最基本的足壘球訓練其中包含了傳球與接球兩大部分  **發展階段 Development stage**  活動一  Demonstrate play catch  示範傳接球動作  Explain the detail and do’s & don’ts  足壘球-阿摩線上測驗說明傳接球的動作細節與注意事項。      When SS catch the ball   1. Eyes are always on the ball眼睛盯者球 2. Elbows keep relaxing手肘放輕鬆 3. Dopose hands in front of the chest when catching balls在胸口接球   When doing play catch   1. Get a partner找同伴2人一組 2. Try to throw partner’s chest傳球時以隊友胸口為目標 3. Throw the ball in distance of 5-10-15-20 meters each term從五公尺依序後退至20公尺 4. Start to throw with normal position from 15 meters        1. T should remind the SS Do Not throw too hard and always informs before throwing   記得提醒不要丟太快同時丟球時一定要注意同伴已準備好接球  Practical session   1. Spread out to exercise formation   分開成運動隊形   1. Play catch   傳接球   1. During the practice, T should keep eyes on everyone’s motion and correct the false motion.   過程中注意學生動作並且適時修正動作。  活動二  4點式轉傳練習  4 spots relay    活動三 ground ball  說明動作滾地球   1. Open your legs & feet wider than your shoulder, then toes point to the front. Squat down and til knee 90 degrees.   兩腳打開比肩膀寬一個腳步 腳尖面向正前方。下蹲至膝關節90度。   1. Catching hand places left side of body and down the ground, then reach in front of body, the catching toe point up and a little bit place front than the throwing foot.   接球手部位在身體左側放在地面上並且向前方延伸，接球腳尖朝上並在傳球腳尖前方如圖      Demonstrate the ground ball throwing  示範說明滾地球接傳   1. After catching, hands into the body接球後將球收至身體 2. Shoulder turns to target身體轉側面向目標 3. Do shuffle or across steps toward to the target向目標側併步或交叉步 4. Throwing the ball towards garget.將球傳至目標   基本技術分解動作- 內野手接滾地球分解動作.jpg @ GMTSoftball的相簿:: 痞客邦::      分開成運動隊形Separate to exercise formation       1. 2 people in 1 group to Catch the groundball then throw 15 pitches for each other. And the distance will be 10-15 meters.   兩人一組丟接滾地球，一人丟滾地接到後回傳各15顆。距離約10-15公尺。     1. During the practice, T should keep eyes on everyone’s motion and correct the mistake.   過程中注意學生動作並且適時修正動作    **總結階段 Summary stage**  Conclusion activity  總結活動   1. Review the task of this class and preview the next class   複習本節上課內容與預告下節課內容   1. Q&A Exit ticket   通行密語利用問題與回答   1. Answer the Questions which are learned from today`s session to exit the class   回答今天課程學到的內容始可下課   1. Class dismiss   收器材課程結束  **第三節結束 End of the second session** | | | | | 10min  5mins  5mins  5mins  5mins  5mins |
| 5mins  5mins |
| **第四節** | **準備階段 Preparation stage**  1.安排場地 Arrange the court  安排用具 Arrange the gear  泡棉球Soccers  壘包Bases  號碼衣Jersey  毛巾/水壺 Towels/S bottles  集合點名Bring in / Roll call  2. Warm up  熱身   1. Toe touch soccer drill 2. 8 rolling ball between legs 3. Ball circle around Waist 4. Shoulder circle with ball 5. Jumping Jack with ball   二、引起動機(學習目標)  1.T Prepare jersey  發號碼衣  2. T Review last class`s session  複習上週的動作。  **發展階段 Development stage**    活動一Baserunning competition  分組跑壘競賽  Odd team and Even Team rely competition， one team starts from home plate, another start from 2nd base, see which team is winner to decide which team is the home team later.  教學設計：球球你過來—競爭類型運動（守備跑分） 第一學習階段（國小低年級）    活動二 分隊比賽Kickball Game  Divide 2 teams into Odd numbers and Even numbers then give everyone Jersey. Let each team discuss line up and position in 5 mins. During the game 3outs or 3 runs in one inning have to change.(if there is no enough time, then everyone kick once then change ining) Teacher will be the umpire. See which team is the winner。    **總結階段 Summary stage**    總結活動   1. Review the task of this session   複習之前上課內容   1. Ask 3 volunteers for feedback of the game   找三名志願者講述比賽心得   1. Class dismiss   收器材課程結束  **第四節結束 End of the third session** | | | | | 10mins  5mins  10mins  15mins  5mins |
| **參考資料**  **References** | **康軒健康與體育8上112年教師手冊** | | | | |  |

※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.

附件

表一:踢球動作檢核表

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 項次 | 動作說明 | 是 | 否 | 無法觀察 |
| 預備期 | 1. 兩腳打開與肩同寬 2. 膝關節微彎 3. 眼睛直視目標 4. 重心保持平穩 |  |  |  |
| 動作期 | 1. 身體轉側面 2. 自由手(引導手)朝向目標/重心腳穩定支撐 3. 踢球腳伸直往後抬至與髖關節同高 4. 手掌面向後方 5. 眼睛直視目標 |  |  |  |
| 跟隨期 | 1. 踢球腳朝向目標踢去後保持延展 2. 軸心腳跟隨身體姿勢帶出後正面朝向目標 |  |  |  |
| 整體流暢性 | 1. 動作過程中保持眼睛看著目標重心保持穩定 |  |  |  |

表二:滾球動作檢核表

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 項次 | 動作說明 | 是 | 否 | 無法觀察 |
| 預備期 | 1. 兩腳打開與肩同寬 2. 持球手兩手手置於胸前 3. 眼睛直視目標 4. 重心保持平穩 |  |  |  |
| 動作期 | 1. 自由腳往前跨一步(引導手)朝向目標/自由腳朝向目標 2. 身體蹲低 3. 持球手(投球手)由下輕鬆往後擺置接近肩膀高度接著往前滾出球 4. 眼睛直視目標 |  |  |  |
| 跟隨期 | 1. 滾球手朝向目標丟去出手後保持延展 2. 軸心腳跟隨身體姿勢帶出後兩腳正面朝向目標 |  |  |  |
| 整體流暢性 | 1. 動作過程中保持眼睛看著目標重心保持穩定 |  |  |  |

表三:認知評量規準表

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| 認知表現 | 能深入了解地表現 局部或全身性 的身體控制能力，發展專項 運動技能。 Be able to understand local or systemic physical control ability skillfully and develop special motor skills. | 能完整認識地表現 局部或全身性 的身體控制能力，發展專項 運動技能。 Can correctly understand  local or systemic body control ability, the development of special motor skills. | 能大致知道表現 局部或全身性 的身體控制能力，發展專項 運動技能。 Can basically understand local or systemic body control ability, the development of special motor skills | 僅能部分地認識局部或全身 性的身體控制能力，發展專 項運動技能。 Only partial understand of local or systemic body control ability, the development of special motor skills | 未達 D 級。 Not up to Level D. |
| 認知評分 指引 | 1.2.3大題能深入完整地回答出相對應的位置。  4大題可以完整回答問題。 | 1.2.3大題能大部分回答出相對應的位置。  4大題可以大部分回答問題。 | 1.2.3大題能大約回答出相對應的位置。  4大題可以大約回答問題。 | 1.2.3大題僅能部分回答出相對應的位置。  4大題可以僅能部分回答問題。 | 未達D級 |

表四:情意評量規準表

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| 體育 學習 態度 | 能充分地表現 利他合群的態度、與他人理性溝通及和諧互動。 Can fully demonstrate altruism, rational communication with others and harmonious interaction. | 能適度地表現利他合群的態度、與他人 性溝通及和諧互動。 Can moderately express altruism, rational communication with others and harmonious interaction | 能大致地表現利他合群的態度、與他人理性溝通及和諧互動。 Can generally show altruism, rational communication with others and harmonious interaction. | 僅能在提醒下約略地表現利他合群的態度、與他人理 性溝通及和諧 互動。 Only under the reminder can show the altruism of the group, rational communication with others and harmonious interaction. | 未達 D 級。 Not up to Level D. |
| 情意 評分 指引 | 依照情意檢核表檢核四個等級全達到ˇ者則為A等級。 | 依照情意檢核表檢核達到三個ˇ者為B等級。 | 依照情意檢核表檢核達到二個ˇ者為C等級。 | 依照情意檢核表檢核達到一個ˇ者為D等級。 | 未達D級 |

表五:技能評量規範表

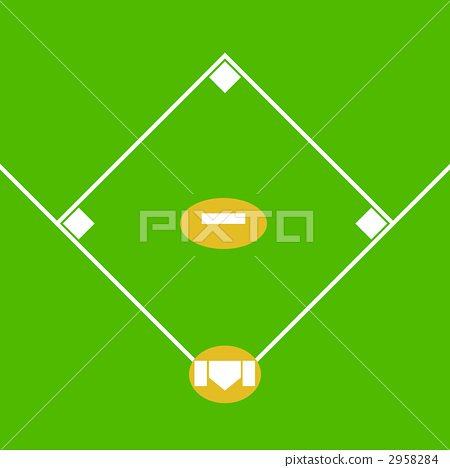
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| 技能表現 | 能熟練地表現 局部或全身性的身體控制能力，發展專項運動技能。 Be able to demonstrate local or systemic physical control ability skillfully and develop special motor skills. | 能正確地表現 局部或全身性的身體控制能力，發展專項運動技能。 Can correctly show local or systemic body control ability, the development of special motor skills. | 能基本地表現 局部或全身性的身體控制能力，發展專項運動技能。 Can basically show local or systemic body control ability, the development of special motor skills | 僅能部分地表 現局部或全身性的身體控制能力，發展專項運動技能。 Only partial performance of local or systemic body control ability, the development of special motor skills | 未達 D 級。 Not up to Level D. |
| 技能 評分 指引 | 技能檢核表中能達到9項以上的標準 | 技能檢核表中能達到7-9項的標準 | 技能檢核表中能達到5-7項的標準 | 技能檢核表中能達到3-5項的標準 | 未達D級 |

表六: Kickball&Ace Shooter Worksheet

Class班級\_\_\_\_\_\_\_\_\_\_ Name姓名:\_\_\_\_\_\_\_\_\_\_ No.座號:\_\_\_\_\_\_\_\_\_\_\_

1. Please write down every position in Kickball(總共9個) and draw the position and ground digram(球場/守位配置圖)

1. Please fill in the base-running order (跑壘順序)on below`s picture



1. Please explain the meaning of 3 kind of out below

Assist/force out(助殺) Tag out(觸殺) Fly out(接殺)

1. Please write doen your feedback for Kickball game

表七:情意檢核表

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 班級:802  任課教師:Max蕭明治  112學年度上學期:112年9月1日-113年1月19日 | | | | | | | | | | | | | | | | | | | | | |
| 評量要項  三階段  評分  座號  姓名 | | 責任層級參照 | | | | | | | | | | | | | | | | | | | 總  成  績 |
| 紀律與遵守 | | | | 參與及合作 | | | | 主動與抗壓 | | | | | | 讚美與領導 | | | | |
| 遵守紀律 | | 尊重他人 | | 參與練習 | | 團隊合作 | | 積極主動 | | | 壓力抗拒 | | | 欣賞讚美 | | | 領導表現 | |
| 一 | 二 | 一 | 二 | 一 | 二 | 一 | 二 | 一 | 二 | 一 | | 二 | 一 | | 二 | 一 | | 二 |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| .  .  . |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |
| 26 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  |  | |  |  |

#評量說明

1. 情意評量配合學期段考採二次紀錄，由教師在教學過程中觀察學生表現給與情意等級記錄之。
2. 二階段紀錄之方式能有利觀察學生進步與否。
3. 評量表中該學生給予ˇ者表示達到情意之目標
4. 四個等級全達到ˇ者則為A等級，達到三個ˇ者為B等級，達到二個ˇ者為C等級，達到一個ˇ者為D等級未達D級為E等級。