

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

學校名稱 School	Keelung Municipal Cheng Kung Junior High School		課程名稱 Course	認識自我 VS. 認識他人
單元名稱 Unit	1.To introduce yourself and to understand our school's environment. 2.To know myself and to the others. 3.To write the career manual. 4.To fill the career file.		學科領域 Domain/ Subject	Comprehensive Domain (Guidance)
教材來源 Teaching Material	1.Textbook 2. Self-designed PPT. 3. Manual and file from the Ministry of Education.		教案設計者 Designer	李秋碧 Jebby Li
實施年級 Grade	Grade 7	本單元共 <u>4</u> 節 The Total Number of Sessions in this Unit		
教學設計理念 Rationale for Instructional Design	1. Make the students introduce themselves and let them understand more each other. 2. Lead the students to understand the location of every office and environment about our school. 3. Introduce the function of every office in our school for the students. 4. Make the students analyze themselves and understand the others more. 5. Direct the students to fill the Career Manual and explain its relative function for entering high schools. 6. Direct the students to write the Career File and explain the function related to the Career Manual.			
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A1 身心素質與自我精進 B1 符號運用與溝通表達		
	領綱 Domain/Subject Guidelines	綜-J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。 綜-J-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。		

	校本素養指標 School-based Competences	1. 成-國-1:能協同非語言符號，妥善運用第一外語與他人對話。 2. 成-思-2:能建立道德實踐的規範，並培養公民意識。
學科學習重點 Learning Focus	學習表現 Learning Performance	1a-IV-1 自我探索與成長 2a-IV-1 人際互動與經營 2a-IV-2 團體合作與領導
	學習內容 Learning Contents	輔 Aa-IV-1 自我探索與尊重差異 輔 Dc-IV-1 人際關係與團體互動
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject 1. Students have already established their basic abilities and knowledge that learned during elementary schools. 2. Students have the experiences of grouping, discussing and cooperating. 3. School have the basic abilities in English both speaking and listening.	
	英語準備度 Readiness of English 1. Students already learned some basic vocabulary about daily usage English from elementary schools. 2. Students are already familiar with classroom English they learned in the beginning of this semester. 3. Students have some basic oral abilities and listening abilities in English.	
單元學習目標 Learning Objectives	1. Students can understand more about themselves. 2. Students can comprehend more about their classmates. 3. Students can get along well each other and develop the spirit of helping the others through their understanding more each other.	
中／英文使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	1. Warm-up. 2. Motivation time. 3. Teacher greeting students. 4. Teacher asking questions. 5. Teacher giving feedbacks.	1. Students greeting Teacher. 2. Students answering the questions to Teacher. 3. Students discussing one another.
教學方法 Teaching Methods	1. Didactic instruction. 2. Film watching. 3. Cooperation learning. 4. Grouping discussion. 5. Communicative teaching method. 6. Inspiring teaching method.	
教學策略 Teaching Strategies	1. Film watching. 2. Oral interaction interrogation. 3. Pair discussion.	

	4. Grouping discussion. 5. Personal opinion sharing.
教學資源及輔助器材 Teaching Resources and Aids	1. Power Point 2. Films 3. Google, blackboard
評量方法 Assessment Methods	1. Oral assessment 2. Implementation assessment 3. Personal representation assessment 4. Class performance assessment
評量規準 Rubrics	Worksheets in bilingual language
議題融入 Issues Integrated	1.人權教育 2.品德教育 3.閱讀素養

教學流程 Teaching Procedures

第一節	準備階段 Preparation stage	時間 Time	
	1. Greeting to students. 2. Check the absent students. 3. Motivate them to answer what's going up with them the day.		5mins.
	發展階段 Development stage		35mins.
1. Ask the students to introduce themselves on the podium. 2. Introduce the students the location of every office and its responsibilities. 3. Introduce the environment at our school.			
	總結階段 Summary stage	5mins.	
	1. Ask the students where they will go if they need to apply their transcript. 2. Ask the students what they will confront if they violate the school rules. 3. Remind the students the contents for next week.		
	第一節結束 End of the first session		
第二節	準備階段 Preparation stage	10mins.	
	1. Greeting to students. 2. Check the absent students. 3. Motivate them to answer what's going up with them the day.		

	<p style="text-align: center;">發展階段 Development stage</p> <ol style="list-style-type: none"> 1. Introduce to the students about what is going to run. 2. Watch an animated film about knowing himself(herself). 3. Ask the students whether they understand themselves or not. 4. Ask the students whether they understand their classmates or not. 5. Ask the students to fill in the Johari Window and discuss in groups. 6. Ask the students to answer the questions on the worksheet. <p style="text-align: center;">總結階段 Summary stage</p> <ol style="list-style-type: none"> 1. Ask the representative of each group to report on the podium. 2. Ask the students whether they know themselves or not after reporting. 3. Encourage the students to develop themselves in compliance with their characteristic. 4. Remind the students the contents for next week. <p style="text-align: center;">第二節結束 End of the second session</p>	<p style="text-align: center;">25mins.</p> <p style="text-align: center;">10mins.</p>
<p style="text-align: center;">第三節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <ol style="list-style-type: none"> 1. Greeting to students. 2. Check the absent students. 3. Encourage the students to share orally what's going up with them the day. <p style="text-align: center;">發展階段 Development stage</p> <ol style="list-style-type: none"> 1. Introduce to the students about what is going to run. 2. Direct the students to fill the Career Manual. 3. Explain the functions about the Career Manual to the students. 4. Direct the students individually if they have some questions. <p style="text-align: center;">總結階段 Summary stage</p> <ol style="list-style-type: none"> 1. Encourage the students to develop themselves in compliance with their characteristic. 2. Remind the students the contents for next week. <p style="text-align: center;">第三節結束 End of the third session</p>	<p style="text-align: center;">10mins.</p> <p style="text-align: center;">30mins.</p> <p style="text-align: center;">5mins.</p>

<p>第四節</p>	<p>1. Greeting to students. 2. Check the absent students. 3. Encourage the students to share orally what’s going up with them the day.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. Introduce to the students about what is going to run. 2. Direct the students to fill the Career File. 3. Explain the functions about the Career File to the students. 3. Direct the students individually if they have some questions.</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. Encourage the students to develop themselves in compliance with their characteristic. 2. Remind the students the contents for next week.</p> <p style="text-align: center;">第四節結束 End of the third session</p>	<p>10mins.</p> <p>30mins.</p> <p>5mins.</p>
<p>參考資料 References</p>	<p>1.The Curriculum Guidelines about 12-year basic education issued by the Ministry of Education. 2.The Curriculum Guidelines in Comprehensive Domain about 12-year basic education issued by the Ministry of Education. 3.Textbook 4. Google on Net</p>	