

# 壹、彈性學習課程計畫

## 【八】年級彈性學習課程計畫

上學期(21)週共(105)節、下學期(20)週共(100)節，合計(205)節。

上學期			
類 別 週次 節數	統整性主題/專題/議題探究課程	社團活動與技藝課程	其他類課程
第 1-21 週	2	2	1
總計	42	42	21

下學期			
類 別 週次 節數	統整性主題/專題/議題探究課程	社團活動與技藝課程	其他類課程
第 1-20 週	2	2	1
總計	40	40	20

## 一、統整性主題/專題/議題探究課程

### (二)課程規劃與實施內涵-國中

每週學習節數(2)節，上學期(21)週共(42)節、下學期(20)週共(40)節，合計(82)節。

課程名稱	萬巒追追追		實施年級	8年級
課程目標	從認識萬巒地理環境和歷史軌跡開始，以分組分工、蒐集資料、和實作課程，使學生貼進自己家鄉，進而產生對家鄉的認同感。透過深化課程、資料蒐集、照片拍攝、親自訪問等，讓學生更瞭解萬巒在地文化，能大方勇敢向別人介紹自己的家鄉。			
核心素養 具體內涵	社-J-A1 探索自我潛能、自我價值與生命意義，培育合宜的人生觀。 社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題 及其影響，並思考解 決方法。 社-U-B1 運用語言、文字、圖表、影像、肢體等表徵符號，表達經驗、思想、價值與情意，且能同理他人所表達之意涵，增進與他人溝通。 社-U-B3 體會地理、歷史及各種人類生活規範間的交互影響，進而賞析互動關係背後蘊含的美感情境。 社-E-C2 建立良好的人際互動關係，養成尊重差異、關懷他人及團隊合作的態度。 藝-J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 科-J-C2 運用科技工具進行 溝通協調及團隊合作，以完成科技專題活動。			
議題融入	社會/藝術/生科/綜合 環境教育/資訊教育/閱讀素養/戶外教育/多元文化/食農教育			
學習重點	學習 表現	地 1c-IV-1 利用地理基本概念與技能，檢視生活中面對的選擇與決策。 社 3c-IV-1 聆聽他人意見，表達自我觀點，並能以同理心與他人討論。 公 3c-V-2 善用討論形成共識。 3c-III-2 發揮各人不同的專長，透過分工進行團隊合作。 運 c-IV-2 能選用適當的資訊科技與他人合作完成作品。		
	學習 內容	Ca-II-1 居住地方的環境隨著社會與經濟的發展而改變。 地 Ca-IV-3 聚落地名的命名與環境、族群文化的關係。 地 Aa-V-3 資料的來源與蒐集。 地 Ac-V-2 資料整理、分析與展示。		

		地 Cg-V-2 多元族群共同塑造的文化特色。 資 T-IV-1 資料處理應用專題。		
表現任務	1. 完成萬巒鄉鎮的地圖拚圖與周邊鄉鎮關係位置圖 2. 運用資訊科技來蒐集、記錄、整理、及保存上下學期的學習單及資料 3. 各組發揮創意完成走讀地圖及手繪食譜 4. 發揮分工合作精神，完成定期的小組報告			
教學資源	智慧黑板、學習單、教學影片、平板			
上學期				
教學進度	單元名稱	單元內容與學習活動	節數	備註
第 1 週	課程介紹	1. 本學期課程介紹 2. 本學期課程要求	1	閱讀素養
第 2-4 週	追蹤自然(一)	1. 認識萬巒地理位置(相對/絕對位置) 2. 千山「萬」水，層「巒」疊嶂—認識萬巒地名由來及周邊地貌 3. 完成萬巒鄉的地圖拚圖	3	社會/藝術 環境教育 資訊教育
第 5-7 週	追蹤自然(二)	1. 傍水而生客家桃花源—認識萬巒的水文、土壤及生態 2. 認識萬巒新門牌：請同學觀察並拍攝自家的門牌，並能說門牌的顏色及圖紋、圖案象徵意義	3	社會 / 藝術 / 生科 環境教育 資訊教育
第 8-9 週	追尋人文(一)	1. 認識萬巒的人口組成(族群、性別、年齡結構、人口成長) 2. 瞭解人口與聚落的關係(客家、閩南、平埔族的聚落)	2	社會/生科 環境教育 資訊教育 多元文化
第 10-12 週	追尋人文(二)	1. 認識萬巒與周邊鄉鎮的互動 2. 認識萬巒重要的交通路線(大眾運輸交通工具) 3. 完成萬巒與周邊鄉鎮關係位置圖	3	社會/藝術/生科 環境教育 資訊教育 多元文化

第 13-15 週	追昔古今(一)	<ol style="list-style-type: none"> <li>1. 認識胼手胝足開墾史</li> <li>2. 認識客家精神六堆史</li> </ol>	3	社會/生科 多元文化 閱讀素養
第 16-18 週	追昔古今(二)	<ol style="list-style-type: none"> <li>1. 家鄉故事多～各組蒐集與萬巒相關的歷史故事，或者訪問家中(村內)耆老有趣的故事，並以任何方式(說的、唱的、演的)來呈現。</li> <li>2. 介紹村莊(聚落)的古蹟建築(五溝水的伙房(客家傳統建築)、劉氏宗祠、觀海山房、半月池、萬巒分駐所、公共洗衣場等)：各組蒐集資料，歸納整理，以書面報告方式呈現。</li> </ol>	3	社會/藝術/生科 多元文化 戶外教育 閱讀素養
第 19-21 週	追昔古今(三)	<ol style="list-style-type: none"> <li>1. 參觀萬巒國小及對面土地公廟的百年遺址，並畫出此段路程的「走讀地圖」。</li> <li>2. 請學生分享參觀心得及走讀地圖設計理念</li> </ol>	3	社會/藝術/生科 多元文化 戶外教育 閱讀素養
下學期				
第 1-3 週	追遠信仰(一)	<ol style="list-style-type: none"> <li>1. 認識民間信仰產生的原因</li> <li>2. 認識萬巒信仰的種類：基督教、天主教、道教、佛教、民間信仰等</li> <li>3. 認識不同信仰的面貌</li> </ol>	3	社會/生科 多元文化 閱讀素養
第 4-6 週	追遠信仰(二)	<ol style="list-style-type: none"> <li>1. 瞭解與信仰相關的文化習俗與古蹟建築：萬金天主堂、客家聚落的宗祠、伯公信仰、五溝的攻砲城等</li> <li>2. 請學生分享家中現在信仰的方式和地方</li> </ol>	3	社會/藝術/生科 多元文化 戶外教育 閱讀素養
第 7-9 週	追覓美食(一)	<ol style="list-style-type: none"> <li>1. 認識萬巒在地的農產品：香蕉、芭樂、檳榔、火龍果等</li> <li>2. 認識萬巒聞名的特產：百香果、可可、粄條、豬腳等</li> <li>3. 為什麼以豬腳聞名？從地緣及歷史發展來探究</li> </ol>	3	社會/生科/綜合 資訊教育 戶外教育
第 10-12 週	追覓美食(二)	<ol style="list-style-type: none"> <li>1. 從產地到餐桌(farm-to-table)～百香料理上菜囉！ 百香果是萬巒在地農產品，可結合在地農園(廣益合作社等)，讓學生體驗百香果生產過程。並結合家政課程，用百香果作家常菜(百香雞肉沙拉、百香南瓜、百香木瓜)，使學生透過觸碰、聞香、品嚐的一連串互動，營造出五感體驗，水果入菜、擺盤，也同時增加生活美感。</li> <li>2. 畫出美味：在體驗手作過程後，畫出各組風味的手繪食譜</li> </ol>	3	社會/藝術/生科/綜合 食農教育 資訊教育
第 13-14 週	追覓美食(三)	<ol style="list-style-type: none"> <li>1. 各組上網搜尋或實地探訪萬巒在地的私房料理、美食餐廳或在地農產作成的飲品等，在課堂上用 ppt 呈現及口頭報告。</li> </ol>	2	社會/生科/綜合 資訊教育

				戶外教育
第 15-17 週	追追萬巒(一)	1. 統整上下學期所學有關萬巒的資訊(心智圖) 2. 各組討論如何向他人介紹你所認識的萬巒	3	社會/藝術/生科 資訊教育 閱讀素養
第 18-20 週	追追萬巒 (二)	1. 各組分工並以 ppt 口頭報告 2. 期末大追擊：筆試測驗	3	社會/生科 資訊教育 閱讀素養

課程名稱	多元閱讀主題探究(一)	實施年級	八年級(一)
課程目標	一、培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。 二、提升學習英語文的興趣並涵育積極的學習態度，主動涉獵各領域知識。 三、建構有效的英語文學習方法，強化自學能力，奠定終身學習之基礎。 四、尊重與悅納多元文化，培養國際視野與全球永續發展的世界觀。 五、培養以英語文進行邏輯思考、分析、整合與創新的能力。		
核心素養 具體內涵	英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。 藝-J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。 藝-J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。 藝-J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝-J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力 科-J-B3 了解美感應用於科技的特質，並進行科技創作與分享。		
議題融入	品德教育、家政教育、生命教育、環境教育、資訊教育、多元文化教育		

學習重點	學習表現	<p>1-IV-2能聽懂常用的教室用語及日常生活用語。</p> <p>1-IV-3能聽懂基本或重要句型的句子。</p> <p>1-IV-4能聽懂日常生活對話的主要內容。</p> <p>2-IV-4能以簡易的英語描述自己、家人及朋友。</p> <p>2-IV-5能以簡易的英語表達個人的需求、意願和感受。</p> <p>3-IV-9能了解故事的主要內容與情節。</p> <p>3-IV-10能辨識簡易故事的要素，如背景、人物、事件和結局。</p> <p>4-IV-5能依提示寫出正確達意的簡單句子。</p> <p>4-IV-6能將簡易的中文句子譯成英文。</p> <p>*4-IV-7能寫簡單的賀卡、簡訊、書信、電子郵件等。</p> <p>視 1-IV-2 能使用多元媒材與技法，表現個人或社群的觀點。</p> <p>視 1-IV-4 能透過議題創作，表達對生活環境及社會文化的理解。</p> <p>表 1-IV-1 能運用特定元素、形式、技巧與肢體語彙表現想法，發展多元能力，並在劇場中呈現。</p> <p>運 c-IV-2 能選用適當的資訊科技與他人合作完成作品。</p>
	學習內容	<p>Ac-IV-2 常見的教室用語。</p> <p>Ac-IV-3 常見的生活用語。</p> <p>Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）</p> <p>Ad-IV-1 國中階段所學的文法句型。</p> <p>B-IV-2 國中階段所學字詞及句型的生活溝通。</p> <p>B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。</p> <p>C-IV-1 國內外節慶習俗。</p> <p>C-IV-2 國內外風土民情。</p> <p>視 E-IV-2 平面、立體及複合媒材的表現技法。</p> <p>視 P-IV-3 設計思考、生活美感。</p> <p>表 E-IV-1 聲音、身體、情感、時間、空間、勁力、即興、動作等戲劇或舞蹈元素。</p> <p>資 T-IV-2 資訊科技應用專題。</p>
表現任務		<ol style="list-style-type: none"> <li>1.融入劇本角色扮演,培養英語文聽、說的能力。</li> <li>2.寫簡單的賀卡、簡訊、書信、電子郵件等,培養英語文讀寫的能力。</li> <li>3.製作教師卡,並用英文寫感謝詞,於教師節送給老師</li> <li>4..Halloween 恐怖娃娃製作,完成後,上台發表,用英文介紹自己的娃娃</li> </ol>

	5.Christmas card 製作,用英文寫上祝福詞,並和其它國家學生交換卡片			
教學資源	1. Reader's Theater Script 2. Book 3: How We Make Products 3.Bamboozle and Quizizz 4.iPad, worksheet, and PPT			
教學進度	單元名稱	單元內容與學習活動	節數	備註
第 1-4 週	- Reader's Theater	<ol style="list-style-type: none"> <li>1. Script Selection: Choose the script or story for the performance.</li> <li>2. Script Reading: Have the students read through the script to understand the characters and storyline.</li> <li>3. Character Development: Assign roles and have students develop their characters, including their steps and actions in the performance.</li> </ol>	4	英文繪本
第 5 週	-Teacher's Day Lesson or Activity (September 28, 2024) - Reader's Theater	<ol style="list-style-type: none"> <li>1. Teacher's Day Activity Instructions: <ul style="list-style-type: none"> <li>• Students pick a token to create - card, bookmark, etc.</li> <li>• Add a heartfelt English message of gratitude.</li> <li>• Creativity: Encourage artistic and unique designs.</li> <li>• Allocate a specific time for completion.</li> <li>• Students give tokens during the Teacher's Day Celebration.</li> <li>• Tokens can be displayed in the classroom as a reminder of appreciation.</li> </ul> </li> <li>2. Rehearsals: Begin practicing the script with emphasis on voice projection, expression, and character movements.</li> </ol>	1	品德教育 生命教育 視覺藝術
第 6 - 9 週	- Reader's Theater	<ol style="list-style-type: none"> <li>1. Prop and Costume Planning: Brainstorm and plan for any props or costumes that will enhance the performance.</li> <li>2. Prop and Costume Creation: Start creating the props and costumes needed for the performance.</li> <li>3. Dress Rehearsal: Conduct a dress rehearsal including costumes, props, and full performance.</li> </ol>	4	視覺藝術

第 10 週	-Halloween (October 31, 2024) -Reader's Theater	<p>1. Doll Transformation Project Instructions:</p> <ul style="list-style-type: none"> <li>• Each student selects an ordinary doll to transform into a spooky character.</li> <li>• Encourage students to use their creativity to design costumes and details that embody the spirit of Halloween.</li> <li>• Provide art supplies such as fabric, paint, markers, and other craft materials for the transformation.</li> <li>• After completing their spooky creations, students will showcase their transformed dolls in class.</li> <li>• Decorated dolls will be displayed throughout the school to add a spooky Halloween ambiance to the halls.</li> </ul> <p>2. Final Performance: Showcase the final performance with props, movements, and expressive reading in the Reader's Theater.</p>	1	多元文化教育 視覺藝術
第 11 週	Lesson 1: Making Products by Hand – Games and Lesson	<ol style="list-style-type: none"> <li>1. Padlet Game: Type 15 products that you can see inside the classroom within 3 minutes</li> <li>2. Lesson Discussion</li> <li>3. Use the word “machine” in a sentence Activity</li> <li>4. Video: How we make pencils</li> <li>5. Video: Unbelievable Hand-Pulled Noodle Making</li> <li>6. Let's Review Activity</li> <li>7. Video: How to make a ring</li> <li>8. Video: How to make an Acoustic Guitar</li> </ol>	1	資訊科技
第 12 週	Lesson 1: Making Products by Hand – Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let's Read the Book Activity</li> <li>2. Assessment: Find the words; complete the sentences; write true or false; and answer the questions.</li> </ol>	1	英文繪本
第 13 週	Lesson 1: Making Products by Hand – Performance Task	<p>1. Recycled Jewelry Making Activity Instructions:</p> <ul style="list-style-type: none"> <li>• Collect a variety of recycled materials such as beads, buttons, and fabric scraps.</li> <li>• Encourage students to use the recycled materials to make jewelry such as necklaces, rings, and earrings.</li> <li>• Have students present their finished jewelry pieces to the class, explaining the materials used and their creative process.</li> <li>• After the presentations, display the jewelry creations in the school</li> </ul>	1	環境教育

		hall for viewing by the school community.		
第 14 週	Lesson 2: Clothes – Games and Lesson	<ol style="list-style-type: none"> <li>1. Lesson Discussion</li> <li>2. Video: How To Sew Jeans Tutorial Home Made</li> <li>3. Video: How to Finger Knit for Beginners</li> <li>4. Discover fun fact about Knitting</li> <li>5. Let’s Review Activity</li> </ol>	1	資訊科技
第 15 週	Lesson 2: Clothes – Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let’s Read the Book Activity</li> <li>2. Assessment: Find and write the words; Write true or false; Complete the sentences; Color. Then write the colors, clothes, and materials; and Q &amp; A.</li> </ol>	1	英文繪本
第 16 週	Lesson 2: Clothes – Performance Task	<ol style="list-style-type: none"> <li>1. Knitting Activity Instructions: <ul style="list-style-type: none"> <li>• Provide yarn and knitting needles to the students.</li> <li>• Let students choose what they want to knit, such as a hat, bracelet, headband, or any other useful item.</li> <li>• Teach basic knitting techniques to the students, or provide resources for them to learn independently.</li> <li>• Allow students to start knitting their chosen items using the provided materials and techniques.</li> <li>• Guide students in finishing off their knitted items neatly.</li> </ul> </li> </ol>	1	家政教育
第 17-18 週	-Christmas Day Lesson and Crafting Activities (December 25, 2024)	<ol style="list-style-type: none"> <li>1. Lesson Discussion about Christmas Day</li> <li>2. Christmas Card International Exchange Activity Instructions: <ul style="list-style-type: none"> <li>• Each student makes a Christmas card with a personalized message in English.</li> <li>• Emphasize the purpose of sending the cards to partner schools in other countries as part of the international exchange program.</li> <li>• Encourage creativity in the design of the cards using festive decorations and symbols.</li> <li>• Cards will be exchanged from the partner school.</li> <li>• Students will read and share their cards in the class after receiving.</li> </ul> </li> </ol>	2	視覺藝術
第 19 週	Lesson 3: Plastic Products – Games and Lesson	<ol style="list-style-type: none"> <li>1. Bamboozle Game: Plastic or Wood</li> <li>2. Lesson discussion</li> <li>3. Video: How to Make a Plastic Bottle</li> </ol>	1	環境教育 資訊科技

		<ol style="list-style-type: none"> <li>4. Video: Making Plastic Toys</li> <li>5. Discover fun fact about Recycling</li> <li>6. Video: Recycled Materials</li> <li>7. Let's Review Activity</li> </ol>		
第 20 週	Lesson 3: Plastic Products – Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let's Read the Book Activity</li> <li>2. Assessment: Write the words; Find and write the words; Number the sentences in order; and Draw and write about two plastic products that you use at home.</li> </ol>	1	英文繪本
第 21 週	Review	<ol style="list-style-type: none"> <li>1. 5 Minute Review</li> <li>2. Quizizz Game: Test about Lessons 1-3</li> </ol>	1	資訊科技

課程名稱	多元閱讀主題探究(二)		實施年級	八年級(二)
課程目標	<p>一、培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。</p> <p>二、提升學習英語文的興趣並涵育積極的學習態度，主動涉獵各領域知識。</p> <p>三、建構有效的英語文學習方法，強化自學能力，奠定終身學習之基礎。</p> <p>四、尊重與悅納多元文化，培養國際視野與全球永續發展的世界觀。</p> <p>五、培養以英語文進行邏輯思考、分析、整合與創新的能力。</p>			
核心素養 具體內涵	<p>英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p>英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。</p> <p>藝-J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝-J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝-J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝-J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力</p> <p>科-J-B3 了解美感應用於科技的特質，並進行科技創作與分享。</p>			
議題融入	品德教育、家政教育、生命教育、環境教育、資訊教育、多元文化教育			
學習重點	學習 表現	<p>1-IV-2 能聽懂常用的教室用語及日常生活用語。</p> <p>1-IV-3 能聽懂基本或重要句型的句子。</p> <p>1-IV-4 能聽懂日常生活對話的主要內容。</p> <p>2-IV-4 能以簡易的英語描述自己、家人及朋友。</p> <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p> <p>3-IV-9 能了解故事的主要內容與情節。</p> <p>3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>4-IV-6 能將簡易的中文句子譯成英文。</p> <p>*4-IV-7 能寫簡單的賀卡、簡訊、書信、電子郵件等。</p> <p>視 1-IV-2 能使用多元媒材與技法，表現個人或社群的觀點。</p>		

		<p>視 1-IV-4 能透過議題創作，表達對 生活環境及社會文化的 理解。</p> <p>表 1-IV-1 能運用特定元素、形式、 技巧與肢體語彙表現想 法，發展多元能力，並在 劇場中呈現。</p> <p>運 c-IV-2 能選用適當的資訊科技與他人合作完成作品。</p>		
	學習 內容	<p>Ac-IV-2 常見的教室用語。</p> <p>Ac-IV-3 常見的生活用語。</p> <p>Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）</p> <p>Ad-IV-1 國中階段所學的文法句型。</p> <p>B-IV-2 國中階段所學字詞及句型的生活溝通。</p> <p>B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。</p> <p>C-IV-1 國內外節慶習俗。</p> <p>C-IV-2 國內外風土民情。</p> <p>視 E-IV-2 平面、立體及複合媒材的表現技法。</p> <p>視 P-IV-3 設計思考、生活美感。</p> <p>表 E-IV-1 聲音、身體、情感、時間、 空間、動力、即興、動作等戲劇或舞蹈元素。</p> <p>資 T-IV-2 資訊科技應用專題。</p>		
表現任務	<ol style="list-style-type: none"> <li>1. 燈籠製作，並用英文在燈籠上寫上祝福語，將燈籠放於校園展示</li> <li>2. 製作母親節卡片，並用英文寫出對母親的感謝及祝福</li> <li>3. 利用回收物品創作出新的物品，上台用英文介紹自己的作品</li> <li>4. 提升學習英語文的興趣並涵育積極的學習態度，主動涉獵各領域知識。並以此分享報告。</li> </ol>			
教學資源	<ol style="list-style-type: none"> <li>1. Book 3: How We Make Products</li> <li>2. Bamboozle and Quizizz</li> <li>3. iPad, worksheet, and PPT</li> </ol>			
教學進度	單元名稱	單元內容與學習活動	節數	備註
第 1 週	*Lantern Festival (February 12, 2025)	<ol style="list-style-type: none"> <li>1. Lantern Making Activity Instructions: <ul style="list-style-type: none"> <li>• Collect plastic bottles, jars, and cardboard.</li> <li>• Students write hopeful wishes in English on the lanterns.</li> <li>• Use paints and markers to decorate the lanterns.</li> <li>• Display the lanterns around the school campus.</li> </ul> </li> </ol>	1	視覺藝術
第 2 週	Lesson 4: Cars – Games and Lesson	<ol style="list-style-type: none"> <li>1. Q and A Activity: Do you have a car? What’s the brand of your car?</li> <li>2. Lesson Discussion</li> </ol>	1	資訊科技

		<ol style="list-style-type: none"> <li>3. Video: How to Make a Car</li> <li>4. Video: How to Paint a Car</li> <li>5. Discover fun fact about Cars</li> <li>6. Let's Review Activity</li> </ol>		
第 3 週	Lesson 4: Cars – Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let's Read the Book Activity</li> <li>2. Assessment: Find and write the words; Circle the correct words; Complete the sentences; and Answer the questions.</li> </ol>	1	英文繪本
第 4 週	Lesson 4: Cars – Performance Task	<ol style="list-style-type: none"> <li>1. Recycled Material Car Making Activity Instructions: <ul style="list-style-type: none"> <li>• Divide the students into groups of 6.</li> <li>• Provide the groups with recycled materials such as plastic bottles, bottle caps, cardboard, and any other suitable items for car making.</li> <li>• Instruct the groups to use the recycled materials to construct cars, encouraging creativity and innovation.</li> <li>• Have each group present their recycled material cars, explaining the materials used and highlighting the importance of recycling and reusing materials.</li> <li>• Arrange for the display of the students' recycled material cars in the school hall for viewing by the school community.</li> </ul> </li> </ol>	1	環境教育 視覺藝術
第 5 週	Lesson 5: Food – Games and Lesson	<ol style="list-style-type: none"> <li>1. Game: What Am I? Food</li> <li>2. Lesson Discussion</li> <li>3. Q and A Activity: What is your favorite food? Why?</li> <li>4. Video: Inside a Rice Noodle Factory</li> <li>5. Video: This Chef Can Make 128 Noodles in 10 Seconds</li> <li>6. Video: How Chocolate is Made</li> <li>7. Let's Review Activity</li> </ol>	1	資訊科技
	International Language Exchange Program Introduction – Lesson [25 minutes]	<p>-----</p> <ol style="list-style-type: none"> <li>1. Program Objectives - Students will practice English, learn about new cultures, and make friends.</li> <li>2. Participants - Junior high school students from different countries, ages 11-15, will join.</li> <li>3. Session Structure - Each session has a short introduction, presentations, a Q&amp;A, group discussions, and a wrap-up.</li> <li>4. Groupings for Presentations - Students will be placed in small groups to share ideas and learn from each other.</li> </ol>		

第 6 週	Lesson 5: Food – Assessment with Speaking Test  International Language Exchange Program- Group work for the Canva Presentation [25 minutes]	<ol style="list-style-type: none"> <li>1. Let’s Read the Book Activity</li> <li>2. Assessment: Write the words; Write noodles or chocolate bars; Number the sentences in order; Circle the correct words; and What is your favorite food? When do you eat it?</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1. Students will gather in their assigned groups and receive iPads to work with.</li> <li>2. Each group will use Canva to create their presentation on a selected topic about their culture or country.</li> <li>3. Once completed, students will present their finished work to their teacher for feedback and review.</li> </ol>	1	英文繪本
第 7 週	Lesson 5: Food – Performance Task  International Language Exchange Program- Group work for the Canva Presentation [25 minutes]	<ol style="list-style-type: none"> <li>1. Chocolate Making and Sharing Activity Instructions: <ul style="list-style-type: none"> <li>• Guide students through the process of making chocolate bars in the kitchen, ensuring all necessary ingredients and equipment are available.</li> <li>• Encourage students to narrate the process of making chocolate bars in English as they work, practicing their language skills.</li> <li>• After making the chocolate bars, facilitate a discussion where students can share their experiences and the valuable lessons they learned during the activity.</li> <li>• Allow students to share the chocolates they made with their teachers and classmates, promoting a sense of accomplishment and camaraderie.</li> </ul> </li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1. Students will gather in their assigned groups and receive iPads to work with.</li> <li>2. Each group will use Canva to create their presentation on a selected topic about their culture or country.</li> <li>3. Once completed, students will present their finished work to their teacher for feedback and review.</li> </ol>	1	家政教育

第 8 週	<p>Lesson 6: Homes – Games and Lesson</p> <p>International Language Exchange Program- Group work for the Canva Presentation and Practice [25 minutes]</p>	<ol style="list-style-type: none"> <li>1. Lesson Discussion</li> <li>2. Video: Taiwan Apartment Tour</li> <li>3. Video: How to Make Your Own Concrete</li> <li>4. Video: How to Plaster a Wall</li> <li>5. Discover fun fact in Germany</li> <li>6. Let’s Review Activity</li> </ol> <ol style="list-style-type: none"> <li>1. Students will complete and finalize their Canva presentations in groups.</li> <li>2. Each group will practice delivering their presentation together.</li> <li>3. All groups will present to ensure a smooth flow for the final program.</li> </ol>	1	資訊科技
第 9 週	International Language Exchange Program – Presentation of Students	<ol style="list-style-type: none"> <li>1. Students will present their Canva presentations to peers from other countries.</li> <li>2. They will share information about their culture, traditions, or topics they've prepared.</li> <li>3. After each presentation, students from different countries will ask questions and discuss what they’ve learned.</li> </ol>	1	英文繪本
第 10 週	*Easter Sunday (April 20, 2025)	<ol style="list-style-type: none"> <li>1. Easter Egg Hunt Instructions: <ul style="list-style-type: none"> <li>• Hide Easter eggs around the classroom.</li> <li>• Place English words inside each egg.</li> <li>• Let students race to find the eggs and read the English words inside and use the words in sentences.</li> </ul> </li> </ol>	1	多元文化教育
第 11 週	*Earth Day (April 22, 2025)	<ol style="list-style-type: none"> <li>1. Upcycling Coin Bank Activity Instructions: <ul style="list-style-type: none"> <li>• Collect empty plastic bottles, cans, colorful paper, glue, scissors, and any decorative materials.</li> <li>• Ensure the containers are thoroughly cleaned and dried before use.</li> <li>• Encourage students to design and cut the containers to create coin bank shapes, leaving an opening for inserting coins.</li> <li>• Let students use colorful paper, paints, and other decorative materials to personalize and decorate their coin banks.</li> <li>• Create a coin slot on the container for inserting coins.</li> <li>• Have students present their upcycled coin banks, explaining the materials used and the upcycling process.</li> </ul> </li> </ol>	1	環境教育 視覺藝術

第 12 週	Lesson 6: Homes – Performance Task	<ol style="list-style-type: none"> <li>1. Recycled Material Mini House Building Activity Instructions: <ul style="list-style-type: none"> <li>• Divide the students into 5 groups, ensuring each group has a fair distribution of resources and skills.</li> <li>• Provide each group with a variety of recycled materials such as cardboard, plastic bottles, newspaper, and other suitable items for building the mini houses.</li> <li>• Instruct the groups to use the recycled materials to construct mini houses, fostering creativity and teamwork within each group.</li> <li>• After completing the mini houses, have each group explain the materials they used and the creative process behind their output.</li> <li>• Arrange for the display of the students' mini houses in the school hall, allowing the school community to appreciate their efforts and creativity.</li> </ul> </li> </ol>	1	環境教育 視覺藝術
第 13 週	*Mother's Day (May 11, 2025)	<ol style="list-style-type: none"> <li>1. Mother's Day Card Crafting Instructions: <ul style="list-style-type: none"> <li>• Provide students with paper, markers, stickers, and other crafting materials.</li> <li>• Encourage students to write heartfelt messages in English expressing love and appreciation for their mothers.</li> <li>• Guide students to craft personalized cards for their mothers using the supplies provided.</li> <li>• After crafting, students can present their handmade cards to their mothers as a token of affection.</li> </ul> </li> </ol>	1	生命教育 品德教育
第 14 週	Lesson 7: Books – Games and Lesson	<ol style="list-style-type: none"> <li>1. Lesson Discussion</li> <li>2. Video: How to make books</li> <li>3. Discover fun fact about Books</li> <li>4. Let's Review Activity</li> </ol>	1	資訊科技
第 15 週	Lesson 7: Books – Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let's Read the Book Activity</li> <li>2. Assessment: Complete the sentences; Number the sentences in order; Find and write the words from pages 16-17; and Answer the questions.</li> </ol>	1	英文繪本
第 16 週	Lesson 7: Books – Performance Task	<ol style="list-style-type: none"> <li>1. Book-based Drama Activity Instructions: <ul style="list-style-type: none"> <li>• Divide the students into 4 groups, ensuring each group has a mix of talents and skills.</li> <li>• Assign the task of creating a 3-5 minute drama on the theme of buying</li> </ul> </li> </ol>	1	

		<p>books or utilizing books in various situations.</p> <ul style="list-style-type: none"> <li>• Encourage the use of English dialogue in the dramas, allowing students to practice conversational English in a creative context.</li> <li>• Provide time for each group to rehearse and then perform their book-themed dramas for the class.</li> <li>• Facilitate a discussion after each performance where students can share their thoughts and provide constructive feedback to their peers.</li> </ul>		
第 17 週	Lesson 8: Electronic Products– Games and Lesson	<ol style="list-style-type: none"> <li>1. Lesson Discussion</li> <li>2. Bamboozle Game: Name the Electronic Products</li> <li>3. Video: How to Make Cellphone</li> <li>4. Video: Taiwan Microchip</li> <li>5. Discover fun fact about how to make cellphones</li> <li>6. Let’s Review Activity</li> </ol>	1	資訊科技
第 18 週	Lesson 8: Electronic Products– Assessment with Speaking Test	<ol style="list-style-type: none"> <li>1. Let’s Review the Book Activity</li> <li>2. Assessment: Write the words; Complete the sentences; Write true or false; Find and write the words; and What electronic products do you use every day? What do you use them for?</li> </ol>	1	英文繪本
第 19 週	Lesson 8: Electronic Products– Performance Task	<ol style="list-style-type: none"> <li>1. Gadget Interview Activity Instructions: <ul style="list-style-type: none"> <li>• Provide each student with a worksheet containing questions about the number of gadgets, brands, and usage patterns.</li> <li>• Instruct the students to interview people around the school in English to gather information about the number of gadgets they own, the brands, and the frequency of usage.</li> <li>• After the activity, gather the data collected by the students and compile it to analyze the usage of gadgets such as cellphones, iPads, laptops, etc.</li> <li>• Review the compiled data with the students to identify trends, such as the most commonly used gadgets and preferred brands among the surveyed individuals.</li> </ul> </li> </ol>	1	資訊教育
第 20 週	Review	<ol style="list-style-type: none"> <li>1. 5 Minute Review</li> <li>2. Quizizz Game: Test about Lessons 4-8</li> </ol>	1	資訊科技