

鷺江國小 雙語實驗課程

校長：陳俊生





雙語課程架構

研
exploration

SCHOOL VISION

- A Happy Wonderland of Lifelong Learning
- A Campus of Excellence and Flourishing Minds



Core Values and Goals

Grow Up with a Promising Future
Being Independent

Cultivate Good Character
Being Reflective

Realize Fullest Potential
Being Intellectual

Pursue Excellence
Being Competitive

Curriculum Map

Self Development

Self-exploration (4th)
1-2-1
1-2-2

Self-exploration (5th)
1-3-1
1-3-2

Self-management (6th)
1-3-3
1-3-4

Life Management

Life Adjustment (4th)
2-2-3

Self-control and Discipline (5th)
2-3-1

Life Adjustment (6th)
2-3-2
2-3-3

Society Involvement

Interpersonal Interaction (4th)
3-2-1
3-2-2

Interpersonal Interaction (5th)
3-3-1
3-3-2

Cultural Respect (6th)
3-3-5

Self and Environmental Protection

Outdoor Life (4th)
4-2-2

Identification and Response to Crises (5th)
4-3-1

Environmental Protection (6th)
4-3-3



1. 緊繫學校願景

SCHOOL VISION

- A Happy Wonderland of Lifelong Learning
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願景	主軸	目標
城市樂學園 卓越心驚江	快樂成長	以「 安全健康 」來引導孩子鍛鍊體魄、養成習慣、建立態度、守法重紀，培育孩子獨立自主的 生活力
	尊重生命	以「 人文永續 」來引導孩子悅納人己、陶冶品格、增進群性、關心社會，涵養孩子關懷合作的 自省力
	開啟智慧	以「 多元適性 」來引導孩子了解自我、主動探索、發展潛能、創造思考，成就孩子得意自信的 學習力
	追求卓越	以「 前瞻創新 」來引導學校善用科技、重視績效、精緻品質、創新經營，營造學校專業品牌的 競爭力

2. 回歸課程綱要



綜合活動學習領域之內涵架構

課程總目標：培養學生具備生活實踐的能力

四大主題軸	自我發展	生活經營	社會參與	保護自我與環境
十二項核心素養	自我探索	生活管理	人際互動	危機辨識與處理
	自我管理	生活適應與創新	社會關懷與服務	戶外生活
	尊重生命	資源運用與開發	尊重多元文化	環境保護

3. 確認各年級學習指標



Self and Environmental Protection

Outdoor Life (4th)

4-2-2

Identification and Response to Crises (5th)

4-3-1

Environmental Protection (6th)

4-3-3

4. 掌握各學期學習內涵



4th Grade

Semester 1
Observation
& Curiosity

Semester 2
Knowledge
& Skill

Outdoor Life

4-2-2

Students participate in outdoor activities and experience nature with their basic knowledge and abilities.

- 4-2-2-1 Collect relevant information needed to participate in outdoor activities.
- 4-2-2-2 Follow the rules while participating in outdoor activities, and learn the knowledge and skills required for the activities .
- 4-2-2-3 Show curiosity and enthusiasm towards experiencing nature and being environmentally friendly.

Unit 3: Nature is awesome!



Self-exploration

Semester 1

1-3-1
Students develop an appreciation of others.

- 1-3-1-1 Give examples of personality traits and virtues found in people encountered in daily life (i.e. family members, peers, and community members)
- 1-3-1-2 Express sincere praise for people encountered in daily life.
- 1-3-1-3 Communicate understanding of thoughts, beliefs and opinions of others.

Unit 1: I am good at sharing.

Semester 2

1-3-2
Students explore, discover and validate their value as members of various groups.

- 1-3-2-1 Identify various roles personally played as a member of different groups.
- 1-3-2-2 Compare different roles in a single group.
- 1-3-2-3 Communicate personal thoughts on how to properly perform one's role in a group.

Unit 7: How many people are in your family?



Semester 1

- 3-3-5-1 Define advantages various ethnic groups possess in different cultures.
- 3-3-5-2 Define disadvantages various ethnic groups face in different cultures and feel empathy for those in disadvantageous situations.

Unit 1: There are 16 different groups of aboriginals in Taiwan.

Semester 2

- 3-3-5-3 Imagine the feeling and experience of living in a different culture.
- 3-3-5-4 Identify the attitude and manners that one should possess when associating with people from different cultures.
- 3-3-5-5 Role play ways to associate positively with others in a multicultural situation.

Cultural Respect

3-3-5

Students respect and care for different cultures and share strategies for getting along with others in a multi-cultural situation.

新北市蘆洲區鶯江國小四至六年級綜合英語課程架構

年段學期	四大主題軸	課程單元名稱	相對應之能力指標(十二項核心素養)
四上	Self Development	Unit 1: I can speak English.	Self-exploration 1-2-1
	Life Management	Unit 4: Holiday Exploration	Life Adjustment 2-2-3
	Society Involvement	Unit 2: What can she do?	Interpersonal Interaction 3-2-1
	Self and Environmental Protection	Unit 3: Nature is awesome!	Outdoor Life 4-2-2
四下	Self Development	(設計中)	Self-exploration 1-2-2
	Life Management		Life Adjustment 2-2-3
	Society Involvement		Interpersonal Interaction 3-2-2
	Self and Environmental Protection		Outdoor Life 4-2-2
五上	Self Development	Unit 1: I am good at sharing.	Self-exploration 1-3-1
	Life Management	Unit 2: What do you do after school?	Self-control and Discipline 2-3-1
	Society Involvement	Unit 3: How do you feel?	Interpersonal Interaction 3-3-1
	Self and Environmental Protection	Unit 4: What can you do to help Earth?	Identification and Response to Crises 4-3-1
五下	Self Development	Unit 7: How many people are in your family?	Self-exploration 1-3-2
	Life Management	Unit 5: What do you want to buy?	Self-control and Discipline 2-3-1
	Society Involvement	Unit 6: I want to be a <u>doctor</u> .	Interpersonal Interaction 3-3-2
	Self and Environmental Protection	Unit 8: Taiwan has earthquakes.	Identification and Response to Crises 4-3-1
六上	Self Development	Unit 3: I feel proud when I <u>play the guitar</u> .	Self-management 1-3-3
	Life Management	Unit 4: I can meet new friends in a new city.	Life Adjustment 2-3-2
	Society Involvement	Unit 1: There are 16 different groups of aboriginals in Taiwan.	Cultural Respect 3-3-5
	Self and Environmental Protection	Unit 2: People can reduce, reuse, and recycle to protect the Earth.	Environmental Protection 4-3-3
六下	Self Development	(設計中)	Self-management 1-3-3
	Life Management		Life Adjustment 2-3-3
	Society Involvement		Cultural Respect 3-3-5
	Self and Environmental Protection		Environmental Protection 4-3-3



Target Language

- What does he look like? vs. What is she like?
- He/she is my _____ <family member>
- Is he/she _____?
- Yes, he/she is _____.
- No, he s/she's not _____.

Target Vocabulary

Tall, short, strong, cute, brave, kind, honest, grandpa, grandma, mom, dad, sister, brother, friend, teacher

then earn 1 point for each word that fits the picture and that no other team has. The first team to 5 points wins. NSET and CT work together to note which words are doubles and which teams have earned points. Differentiate between physical and personality traits after each round. NSET and CT keep a running list on the board of all the words students come up with that are not physical qualities.

Category Cards (Pair work)

Ask students in partners to categorize provided words and pictures into physical and personality traits. NSET and CT circulate, checking for understanding and participation.

Production

Guess my picture (Whole group + Pair work)

NSET and CT play the game in front of the class to demonstrate how to play. How to play: Partner A selects a category card and hides it. Partner B may then ask "Is he/she _____?" filling in vocabulary words. Partner A responds using "Yes, he is _____" or "No, he's not _____". Partner B may ask 3 questions, and then must guess the card. If partner B is correct they earn a point. If not, no point is earned. Then A and B switch roles. Once students understand the concept, they can play with their partners. After each round they switch roles, trying to earn the most points. NSET and CT circulate, checking for understanding and participation.

5

10



Regular English Curriculum – key language and vocabulary	Summary and Closure	
Where's Dino? He's reading under the table. ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one-hundred. How's the weather? It's sunny. We can/can't go fishing.	<u>Toss the ball (whole group)</u> Show the students a new picture related to the lesson. Tossing a ball to a volunteer, ask them "Is he/she _____?" The student must respond, yes or no, before tossing the ball to another student and asking a different question.	5 Total 40 m
	Assessments	
Materials: Mini-Whiteboards/markers Category Cards Ball	Informal. Check students for accuracy while students are categorizing and during production circulate, checking for speaking ability.	



<p>early, late, am, pm, time, o'clock</p> <p><i>numbers 1-60</i></p>	<p>When students finish, instruct them to stand up and find 3 peers to ask and answer "What time is it?" "It's ___am/pm" and respond "That's early" or "That's late!" NSET and CT circulate checking for students understanding.</p> <p><u>Production</u> <u>Super Mario English Touch Game (small groups)</u> NSET and CT demonstrate the game with two student volunteers how to play the game with a large game board projected on the wall. Divide the class into groups of 4. Distribute Super Mario English Touch game boards to every group. NSET and CT circulate checking for students understanding</p> <p>* Differentiation: <u>Anchor Activities</u>- Explain to students that anytime they finish a class activity early they may choose a 'yellow' activity at any time throughout the unit ('yellow' boxes 1,3, 7, or 9) from the Anchor Bingo Activity chart. Introduce the 'purple' time zone activity (box 2) where students can calculate the time difference in various countries. (Introduce 'purple' boxes 4, 5, 6, and 8 in future lessons) Struggling students should receive individual assistance from the teacher or a more advanced classmate, and do <u>not</u> need to complete the bonus activity. (Purple activities involve more complex tasks, Yellow activities provide review and extra practice)</p>	10
Regular English Curriculum – key language and vocabulary		
<p>Where are you going? I'm going to the park.</p>	<p>Show students pictures representing the following daily routines: wake up, go to bed, do homework, play with friends, go to school</p>	2
<p>Where's the supermarket? It's on Blue Street.</p>	<p>Say "I _____ at <time of day>" Students can respond "that's early" or "that's late" depending on the time stated. Exaggerate the</p>	40 mi n



Bank, bookstore, hospital library, park, post office, supermarket, zoo.	times so that students can clearly determine an answer (for example: “I go to school at 8pm” should elicit the response “That’s late”)	total
	Assessments During practice time, assess individual students’ speaking ability. During the English Touch Game, circulate, noting students who struggle with identifying the time. Collect and check the graphic organizer for accuracy and completeness.	
Materials: Counting Video , Bingo game boards, images of clocks with various times, Time reading race PowerPoint projection, Time graphic organizer, Super Mario Touch game board.		
Reflection: <u>Students were not able to play the English Touch game because of some level testing I did at the beginning of class. However the rest of the lesson went well.</u> <u>Suggestions for improvements: Skip the reading race if time does not allow. Save the worksheet for the final 5 minutes of class time.</u>		

* Italics indicate prior knowledge CT~ Co-teacher NSET~ Native Speaking English Teacher



6. 提供外師依循的方向

1. 融入差異化教學的理念
2. 善用資訊設備融入教學
3. 參照學生語文能力程度
4. 中外師的角色清楚定位

Self
exploration





困難與挑戰

Self
exploration



準備期

1. 要與哪一個領域結合？
2. 外師要上哪些年級的課？
3. 哪些指標由導師來上？
哪些指標融入英語教學？
4. 外師觀看中師教學
5. 外師試教各年級，了解學生程度
6. 翻譯能力指標與學習意涵

Character Education





磨合期

1. 召開共識會議：行政人員+綜合領域+英語領域
2. 協同教師轉變：導師→英文老師
3. 外師理念溝通：以第一個外師為例

exploration





發展期

1. 逐步建構雙語課程：五年級→六年級→四年級
2. 外師資源雨露均霑：一~三年級繪本課程、Global Day廣播課程
3. 攪動現場產生質變：主教 V.S. 助教、中外師每週四討論課程





期待邁向成熟期！

