

臺南
TAINAN



臺南市國民教育輔導團

Compulsory Education Advisory Group of TAINAN City



教育是幫孩子裝上
飛向夢想的翅膀

國教輔導團英語組 第八區到校諮詢服務

安定國中江怡靜

2022/5/31



臺南市國民教育輔導團網站

<http://ceag.tn.edu.tw/>



永續發展雙語社團課

Sustainable Developing Bilingual Club

表4 國民小學及國民中學課程規劃

單位：每週節數

教育階段 階段 年級 領域/科目			國民小學						國民中學		
			第一學習階段		第二學習階段		第三學習階段		第四學習階段		
			一	二	三	四	五	六	七	八	九
部定課程	領域學習課程	語文	國語文(6)		國語文(5)		國語文(5)		國語文(5)		
			本土語文/ 新住民語文(1)		本土語文/ 新住民語文(1)		本土語文/ 新住民語文(1)		英語文(3)		
					英語文(1)		英語文(2)				
		數學	數學(4)		數學(4)		數學(4)		數學(4)		
		社會	生活 課程 (6)		社會(3)		社會(3)		社會(3) (歷史、地理、公民 與社會)		
		自然科學			自然科學(3)		自然科學(3)		自然科學(3) (理化、生物、地球 科學)		
		藝術			藝術(3)		藝術(3)		藝術(3) (音樂、視覺藝術、 表演藝術)		
		綜合活動			綜合活動(2)		綜合活動(2)		綜合活動(3) (家政、童軍、輔導)		
		科技							科技(2) (資訊科技、 生活科技)		
		健康與體育	健康與體育(3)		健康與體育(3)		健康與體育(3)		健康與體育(3) (健康教育、體育)		
		領域學習節數		20 節		25 節		26 節		29 節	
校訂課程	彈性學習課程	統整性主題/專題/ 議題探究課程		2-4 節		3-6 節		4-7 節		3-6 節	
		社團活動與技藝課程									
		特殊需求領域課程									
		其他類課程									
學習總節數			22-24 節		28-31 節		30-33 節		32-35 節		

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社團課

- 英語口說訓練社(2011~2013)
- 英語繪本故事社(2013~2014)
- 國際事務探究社(2015, 2018)
(International Affairs Study Club)
- 英語情境布置社(2016)
- 英語香草故事社(2017, 2019)
- 紅髮安妮故事社(2020)
- PBL傳愛心視界社(2021)
- SDGs研究社(2021)
- 玫瑰蜜香SDGs那堤社(2022)



Reciprocal Reading Strategies

Predict

What do you think the text will be about? Why do you think this?



Clarify

Is there anything you need to make clearer, such as words, phrases or ideas?



Question

Deduction Questions about what the text doesn't tell us, but we can work it out from clues in the text.

Inferential Questions about what the text doesn't tell us, but we can work it out from our knowledge and experience.

Authorial Questions about the author's use of language.

Literal Questions about what is actually going on in the text (the more obvious things).

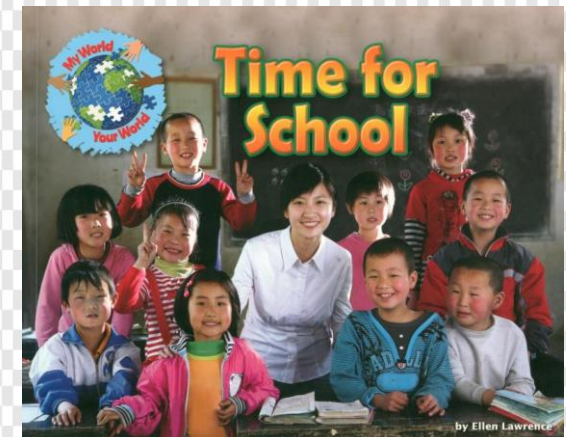
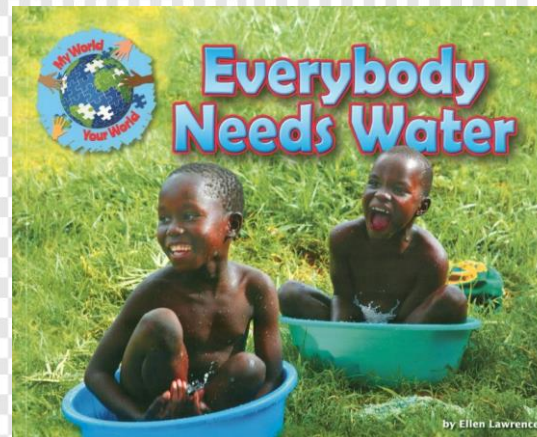
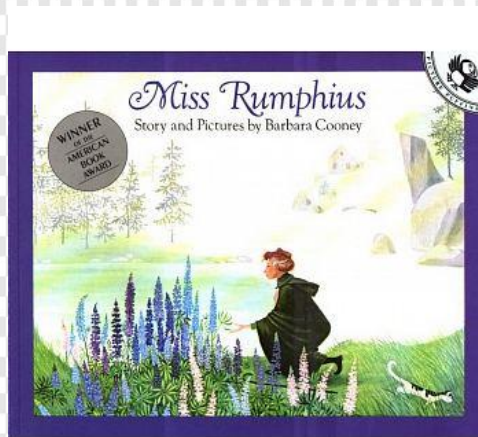
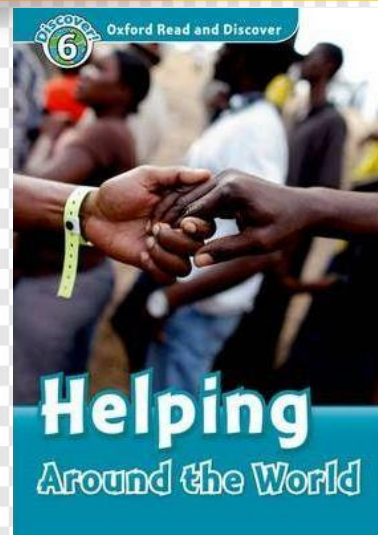
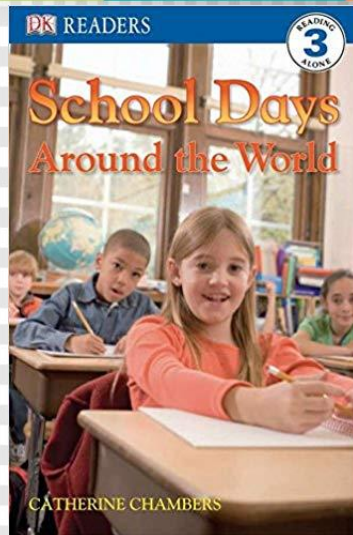


Summarise


Sum up the text and go over what you've found out. Were your predictions correct?



Picture Books



104會考



The idea may hit you once or twice a year. You come home on a hot summer day, hoping to have a cool bath, and find out there is no water. Then you see how important water is in your everyday life. However, in many parts of the world, water is not just about one's everyday needs.

In countries like Tanzania, water is hard to get, and the job of collecting water falls on women's shoulders. Girls are often kept home from school to collect water while their brothers stay at school studying. Studies show Tanzanian girls who live 15 minutes from clean water spend 12% more time at school than those who live an hour away. More time spent collecting water means less time for learning. For these girls, "Knowledge is power" is not just words; it is a sad fact in real life. With less time spent at school, their chances of getting well-paid jobs are small, and they often have no voice in important matters, like who to marry. These girls are often married into poor families. They have little money or knowledge to take care of their children, who often end up dying young. For the baby girls who are lucky enough to live, their life may still center around "water," just like it did for their mothers.

Cody: Jamie, where were you yesterday?

Jamie: I was at my grandparents' house by the beach.

Cody: How was the beach?

Jamie: The beach was okay, but the water wasn't so nice.

Cody: How come?

Jamie: There was a lot of trash in it. Many years ago, the water was very clean. The beach was perfect for holidays then.

Cody: What did you do there?

Jamie: We visited an island.

Cody: Did you enjoy it?

Jamie: No I didn't. Kim and I explored for a few minutes under the sea, and then we stopped.

Cody: What happened?


Jamie: The coral reefs there are all dead. The sea water was too warm, and it bleached them.

Cody: That's sad. Coral reefs are like the rainforests of the sea.

Jamie: You can say that again! Coral reefs around the world are dying, and many sea animals are in trouble.

U5, B2 Han-Lin


Rima Misses the Rainforest



Rima is an eleven-year-old girl from Indonesia. She lives on a palm tree farm with her family. Two years ago, the farm was a part of rainforest. **The forest provided a nice home for many animals like birds, monkeys, and elephants.** It was also a playground for Rima and her little brother. They were happy in the forest.



One day, a man from a big company visited Rima's village and everything changed after that. People burned trees and then planted palm trees. Little by little, **the rainforest disappeared.** Rima and her brother were sad.



Now, there are only palm trees around Rima's house. People get palm oil from the trees and sell it. They make money this way. The adults are happy, but Rima isn't. **The rainforest was full of life before, but now there are no animals.** She misses the good old days.



Does Gender Matter? (U6, B4, Han-Lin)

Picture that you're sick in a hospital. A nurse comes up to you and brings you to a room. Inside, the doctor is sitting at a desk. Now, be honest. You pictured the nurse as a woman and the doctor as a man, didn't you? Then, you might hold a gender stereotype, and you should stop it.

Gender stereotypes can lead to many problems. People often say boys should be strong, brave, and good at sports. As for girls, they should be thin, kind, and good at cooking. **These stereotypes can push people into hiding their true selves.** For example, men seldom build a career in fashion or art, and women seldom choose a career in sports or science. Because of this, our world may lose many talents, so it's important to fight gender stereotypes.

Many people try to break gender stereotypes. Take Jason Wu and Kuo Hsing-chun for example. Jason Wu is an excellent fashion designer. His mom never stopped him from playing with dolls as a child, and she was always there for him. As for Kuo Hsing-chun, she believes women can be strong, too. To show this, she broke many world records. Both Jason Wu and Kuo Hsing-chun are able to live lives to the full because they didn't let gender stereotypes hold them back.

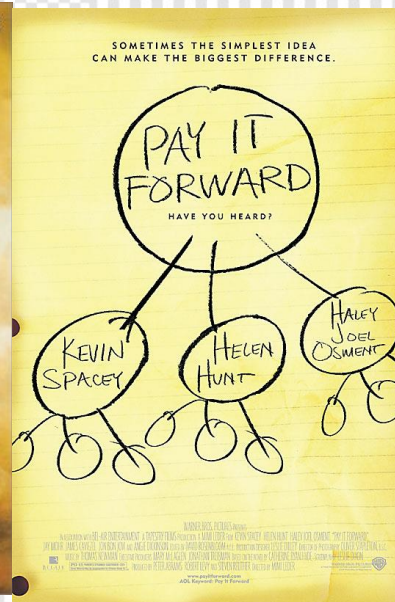
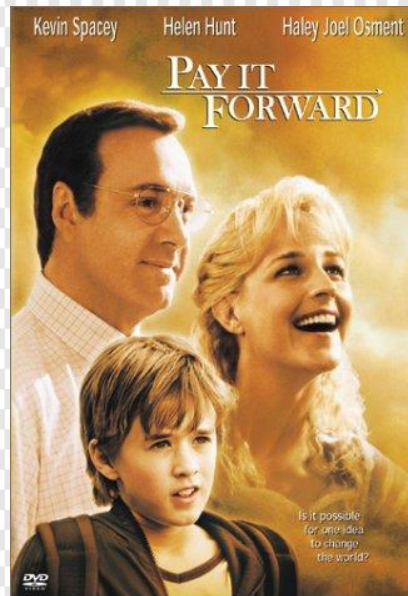
Everyone is special and different in their own way. Believe in yourself. Don't let gender stereotypes define you.

學習表現

- 英7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。
- 英8-IV-4 能了解、尊重不同之文化習俗。
- 社 2a-IV-3 關心不同的社會文化及其發展，並展現開闊的世界觀。
- 健1a-IV-4 理解促進健康生活的策略、資源與規範。
- 視 3-IV-3 能應用設計思考及藝術知能，因應生活情境尋求 解決方案。

PBL傳愛心視界社(2021)

- 九年級全球視野彈性課程的預做
- 融入PBL (project-based learning)
- Pay It Forward
- Syllabus



PBL傳愛心視界社(2021)

臺南市政府教育局 | 我的雲端硬碟 - Google 雲端硬碟 | 0628 2021 PBL傳愛心視界 - Google

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0628 2021 PBL傳愛心視界

1/2

設定背景 | 清除畫面

在 Jamboard 上開啟

```
graph LR;
    Center[summer 傳愛任務] --- H[H Help];
    Center --- F[F Help];
    Center --- Care[Care];
    H --- H1[多幫媽媽做家事(明聰)];
    H --- H2[幫家人做家事(韶芳)];
    H --- H3[幫忙做家事(歆蓓)];
    H --- H4[多幫家裡做家事(好萱)];
    H --- H5[幫媽媽按摩(羽婕)];
    F --- F1[教同學功課(柔錡)];
    F --- F2[多跟同學聊天(瑛綺)];
    F --- F3[幫助同學的社會科(仕均)];
    F --- F4[教同學功課(孟妍)];
    Care --- C1[幫朋友解決不開心的事情(夢霖)];
    Care --- C2[幫朋友走出情傷，教他如何走出被甩的痛苦中，並控制情緒(柏冠)];
    Care --- C3[聽朋友訴說不開心的事情(筠靜)];
    Care --- C4[幫同學走出情傷(柏冠)];
    Care --- C5[幫同學改改那不好個性(俊羽)];
    Care --- C6[送禮物給朋友(婉鈺)];
    Care --- C7[打給通訊錄裡面的每個朋友確認他們還沒掛(渝庭)];
    Care --- C8[幫鮑魚家的植物變成五彩斑斕的黑(渝庭)];
    Care --- C9[關心朋友在這個暑假有沒有變得更廢(心怡)];
```

Windows | 79°F Cloudy | 11:21 PM 5/25/2022

PBL傳愛心視界社(2021)

臺南市政府教育局 x 我的雲端硬碟 - Google 雲端硬碟 x 0628 2021 PBL傳愛心視界 - Google x

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0628 2021 PBL傳愛心視界

2/4

設定背景 清除畫面

在 Jamboard 上開啟

我有話想告訴大家~

希望大家安全 全不要 染疫 (廷恩)

盡量不要出門 (筠靜)

注意身體健康 注意身體健康 (浚愷)

出門要帶口罩 mask (廷嘉)

不要去找朋友打牌、不要去茶藝館、記得帶口罩、醫護很辛苦、體諒他們 (宥杰)

不要當防疫破格(口) (夢霖)

我好像鮑魚 好想看看她變胖了沒 鮑魚出門記得戴口罩 鮑魚我愛你 (渝庭)

Care

Love

Windows 79°F Cloudy 11:22 PM 5/25/2022

PBL傳愛心視界社(2021)

- One Day



教育關鍵字: SDGs

- 110學年第一學期: SDGs研究社
- 110學年第二學期: 玫瑰蜜香之SDGs那堤



SDGs

由於氣候變遷、經濟成長、社會平權、貧富差距等難題，2015年，聯合國宣布了「2030永續發展目標」（Sustainable Development Goals, SDGs），包含消除貧窮、減緩氣候變遷、促進性別平權等17項 SDGs 目標，指引全球共同努力、邁向永續。當時，有193個國家同意在2030年前，努力達成SDGs 17項目標。

SDGs



整理：Impact Hub Taipei

SDGs 研究社(2021)

- [Syllabus](#)
- [PPT](#)
- [Team Presentation](#)
- [Final Exam](#)



SDGs 研究社(2021)

- SDGs 2: Zero Hunger
- SDGs 4: Quality Education
- SDGs 12: Responsible Consumption and Production



一學期的 SDGs 社團課程，你有得感想 (20%)
雖然一開始因為只有自己覺得太高興，算攞爛，但後來還
現在在往國際進行發展，關於這 SDGs 就是一個契機，令大家能與世界接軌，知
道這世界還有多少能夠改善的，真的有很多層面是身在台灣的自己所想不到的，這是堂特別的課
，還挺不錯 經歷。(我本來就對世界很有興趣)

good!

SDGs 有
完了 個 SDGs 研究社的課程，我覺得我學到的東西非常
的多，除了 SDGs 本身的内容之外，我也知道了要如何上臺報告的效
才會比較上好，在回到 SDGs 本身，也學到了平時上課時不一定會去了解
到的事物，而且 SDGs 是國際上的一個大目標，也從中學到了許多的英
文單詞和文法，總結來說我覺得就是受益良多，是個很好的社團，在
團 到

玫瑰蜜香SDGs那堤社(2022)

- Why this club?
- Practical examples



To Be Continued...

微笑台灣 創意教案

四、競賽主題與內容

(一) 以高中職、國中、國小學生為教學對象，不限科目、領域、主題，內容以《微笑台灣》或相關在地內容素材作為教材或教具，並融合永續發展目標 SDGs，製作具有台灣特色和符合永續目標的創意教案。

接軌國際
ESDG
111年永續發展教育校本課程方案徵件活動
轉動未來

總獎金 36萬
新臺幣

活動對象	我國公私立國小、國中、高中職教師之學校經營團隊或教學團隊
活動日期	研習營2022年7月15日(五) 決審暨頒獎典禮2022年8月12日(五)
活動地點	中鼎集團第二總部大樓 台北市北投區福善路16號
報名日期	即日起至6月15日(三)
聯絡方式	02-2769-8599 #102 楊小姐 Teresa Yang
E-mail	teresa@ctcief.org

主辦單位 CTCI EF 氣候變遷 CLIMATE CHANGE

主辦單位保有修改、終止、變更活動內容細節之權利，資訊請以官網公布為主。

Share with us

- 請老師們和我們分享您的跨領域教學/課程的活動、教學策略等。
- 請寫在Jamboard上。

<https://jamboard.google.com/d/1ExD3nJkIJfkE5izdkE8cS0S-amXMWRJgtqSe7C0ekaM/edit?usp=sharing>



Thank you!