教育部
英語融入
彈性學習課程模組
工作圈研究計畫

課程使用說明

112年8月29日星期二

英語融入彈性學習課程〔設計原則〕

●彈性學習課程由學校自行規劃辦理全校性、全年級或班群學習活動，提升學生學習興趣並鼓勵適性發展，落實學校本位及特色課程。依照學校及各學習階段的學生特性，可選擇統整性主題／專題／議題探究、社團活動與技藝課程、特殊需求領域課程 或是其他類課程進行規劃，經學校課程發展委員會通過後實施。

●**彈性學習課程可以跨領域／科目或結合各項議題，發展「統整性主題／專題／議題探究課程」，強化知能整合與生活運用能力。**

●英語融入的方式：**創造英語使用的情境**
→ 提供英語習得的機會

	英語課 English course	彈性學習課程 Alternative curriculum (Flexible course)	領域課程 Subject matter course (EFL Context)		領域課程 Subject matter course (Real Immersion)
More language 語言導向 ⟷ **More content** 學科導向					
Who teaches?	English teachers	English teachers or other teachers	English teacher	Subject teacher	Subject teacher
			Co-Teaching		
What is the aim?	English language	Language and some content	Subject content and some language		Subject content
What do they teach?	English knowledge & English for communication	Subject matter knowledge, subject related language, and language use	Subject matter knowledge, subject related language, and language use		Subject matter knowledge

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統整性課程相關文獻-統整課程定義

- 完整的統整性課程架構需包含三個面向：
- 第一個面向為與各年級相關的**縱軸螺旋性課程**，
- 第二個面向為與**領域內知識深廣相關的橫軸**，
- 第三個面向為**跨領域相關之技能、主題、概念與論題的統整**，將知識連結起來以強化學習

統整性課程架構的三個面向
資料來源：摘要自陳怡倩（2016）
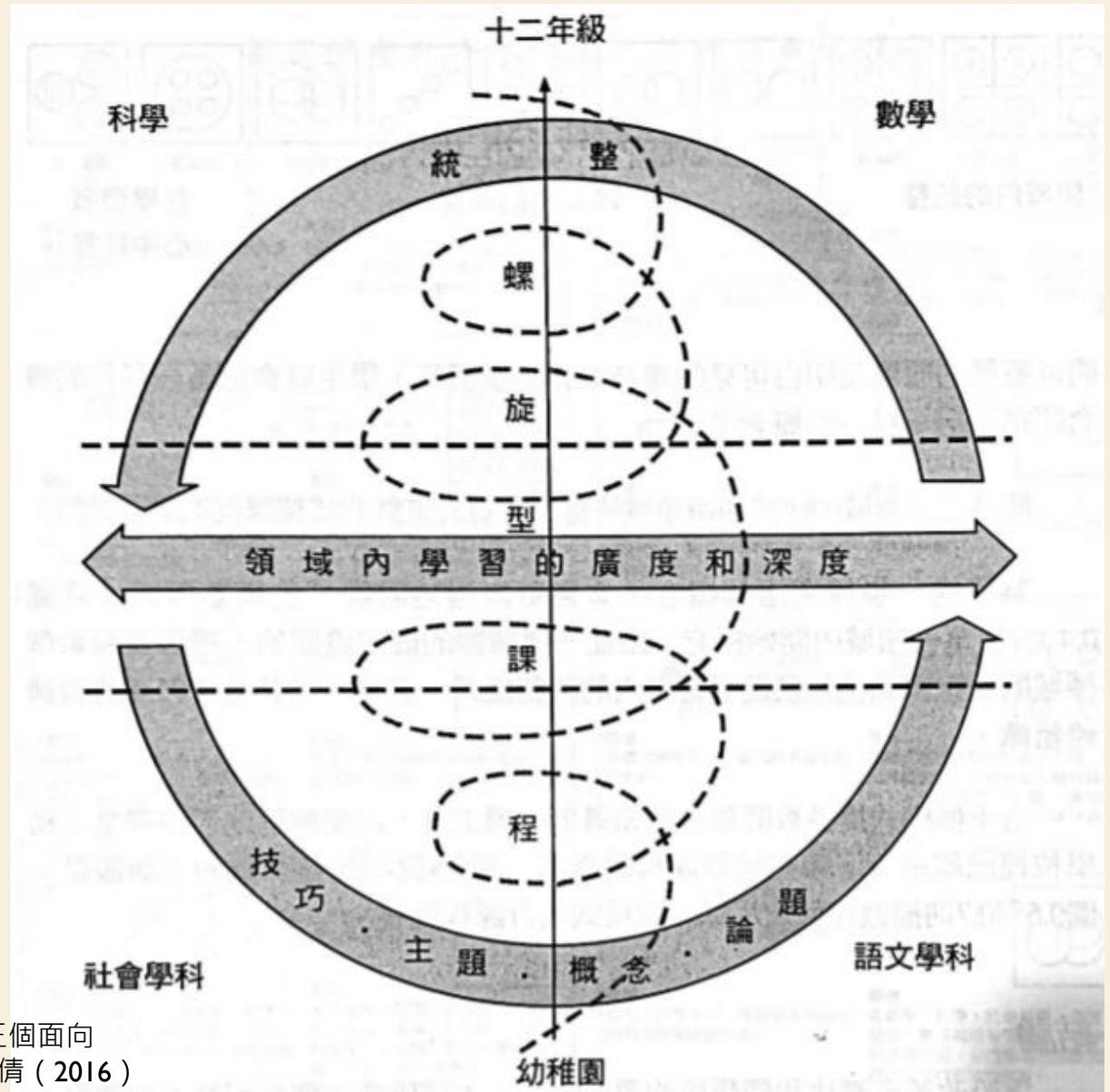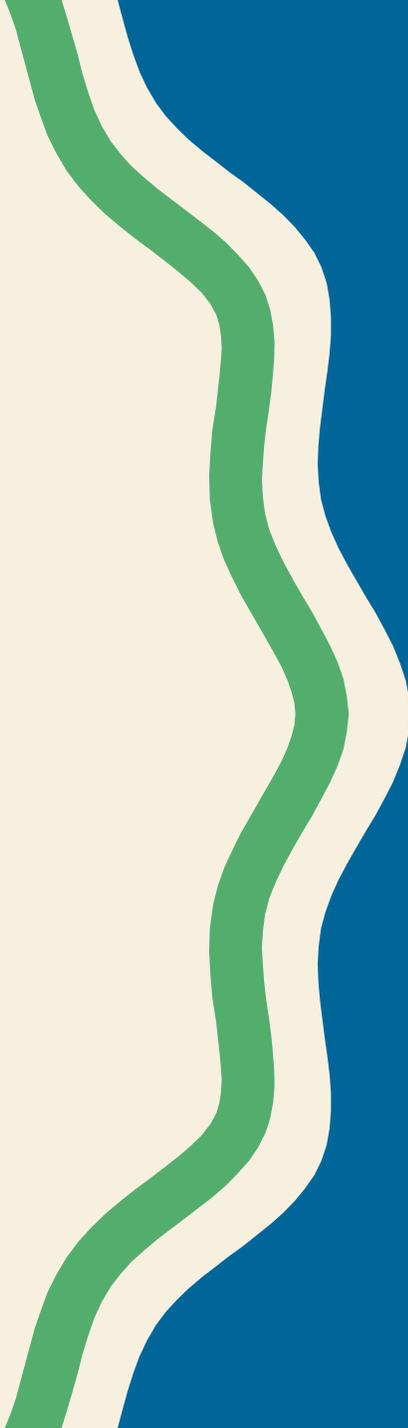
工作圈
課程研發成果

歷經工作圈會議的進行，由團隊成員分享討論各校課程發展情形與實施現況，並共同研擬模組課程教案資料格式，亦嘗試發展課程教材/學習單之可能模式。

工作圈
COMMUNITY OF PRACTICE (實踐社群)

共同興趣/目的

內隱知識建立

相互信任

群體智慧

知識分享

實踐分享

Forward design:

content
內容 → process
過程 → outcomes
成果

Central design:

process
過程 → content
內容

process
過程 → outcomes
成果

Backward design:

outcomes
成果 → content
內容

outcomes
成果 → process
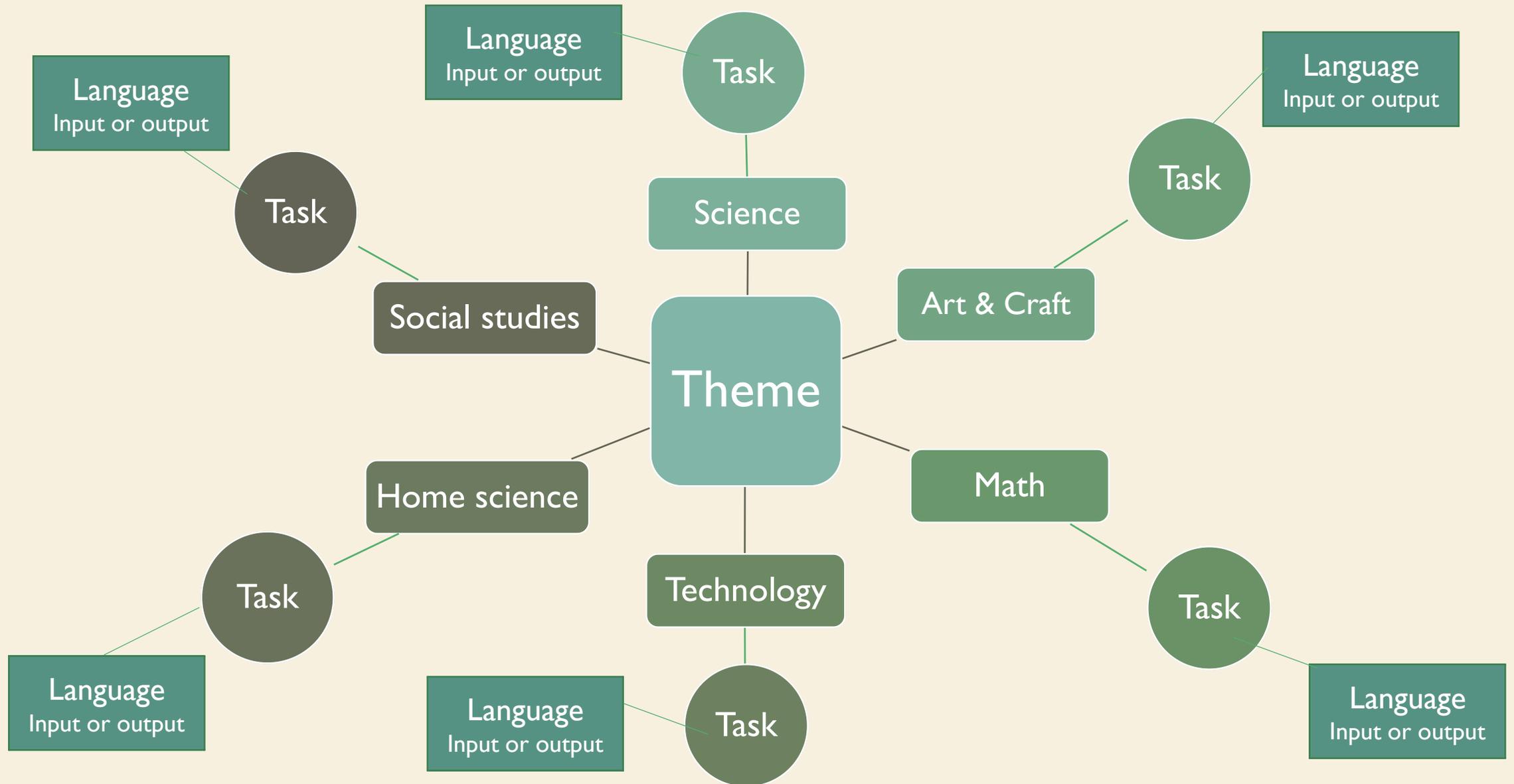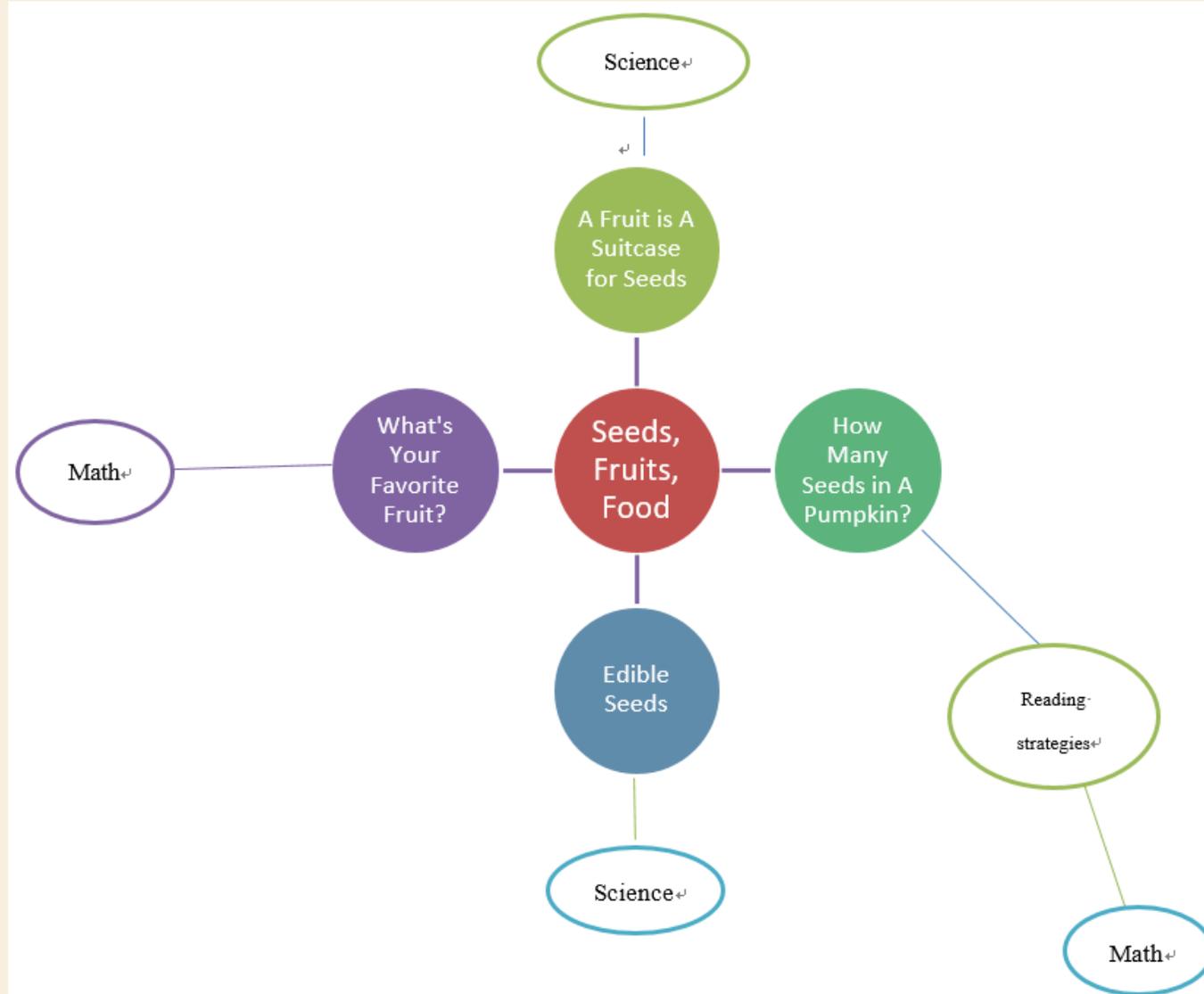過程
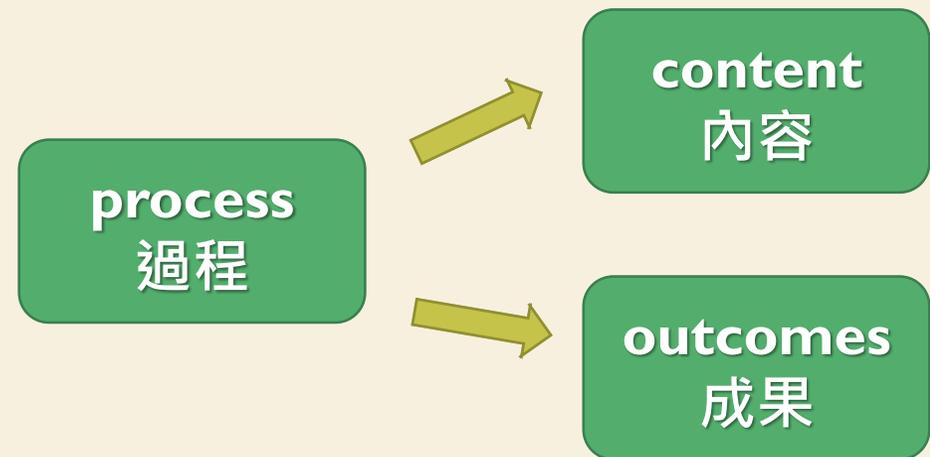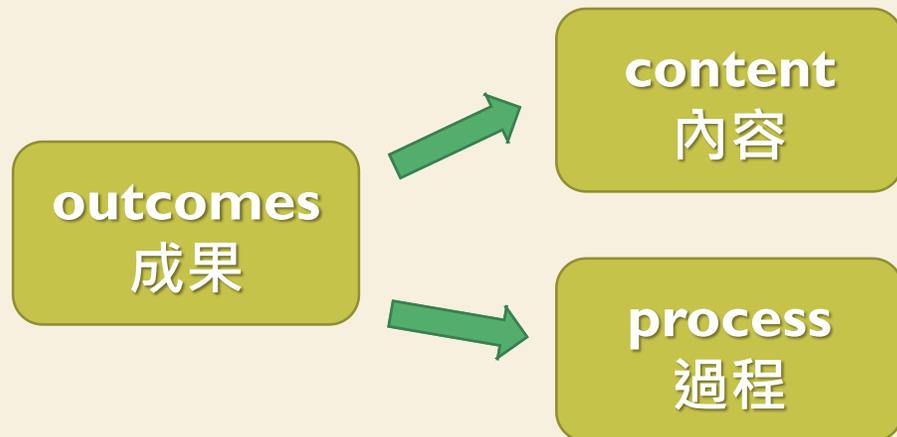
彈性學習課程發想脈絡圖

臺北市明道國小
主題名稱:SEEDS, FRUITS, AND FOOD / 實施年級:二年級

臺北市文山區明道國民小學「跨領域學習活動與英語鷹架一覽表」

Task	Subject content	Objective/Goal	Language
Students predict, observe, and record/explain the fruits and their seeds.	Students understand fruits and how the seeds distribute in the fruits.	1. SWBAT predict and observe the fruits and seeds. 2. SWBAT the better way to cut a fruit.	**Vocabulary**: apples, bananas, cherries, date, fig, guava, lemon, big, small, smooth, hairy, **Skills**: students understand teacher's instructions about how to cut the fruit (listening); students pick up words (cherries, date, fig, guava) from real fruits (listening and speaking); students observe and record the different properties of seeds (writing)‧‧‧ **Functions**: Students describe selected fruits according to its look and seeds.
Students skip count the seeds in one slice of pumpkin.	Students estimate the seeds number in one slice and apply skip counting.	1. °SWBAT understand‧‧skip counting. 2. SWBAT skip counting by 2, 5, and 10.	**Vocabulary**: students use 2, 4, 6, 8, 10..and 5, 10, 15, 20... **Skills**: students count in different ways. **Functions**: Students read multi-digit numbers and solve the task.
Students classify edible seeds into three groups.	Students classify edibles seeds according to purposes or functions.	1. SWBAT describe different seeds. 2. SWBAT classify seeds according to their characteristics.	**Vocabulary**: rice, corn, peas, beans, walnuts, pine nuts, almonds, sunflower seeds, vanilla **Skills**: students describe edible seeds (speaking), favorite seeds and eat-most seeds (writing) and pick up words from authentic source (video) (listening). **Functions**: Students describe edible seeds, e.g. It's rice. It's brown outside, but white inside.
Students interview classmates and read the bar chart.	Students create their favorite fruit bar chart and understand the information of a bar chart.	1. SWBAT interview with classmates. 2. SWBAT understand how a bar chart created.	**Vocabulary**: apples, bananas, watermelon, guava, grapes **Skills**: students write their favorite fruit (writing), interview their classmates (listening and speaking) and read the bar chart information (reading).

Task 4_附件五

nuts 堅果類	spices 香料	grains 穀物	
pine nuts	vanilla 香草	cereals 穀類	legumes 豆類
almonds		rice	peas
sunflower seeds		corn	red beans
			green beans

● → What seeds do you like the most?
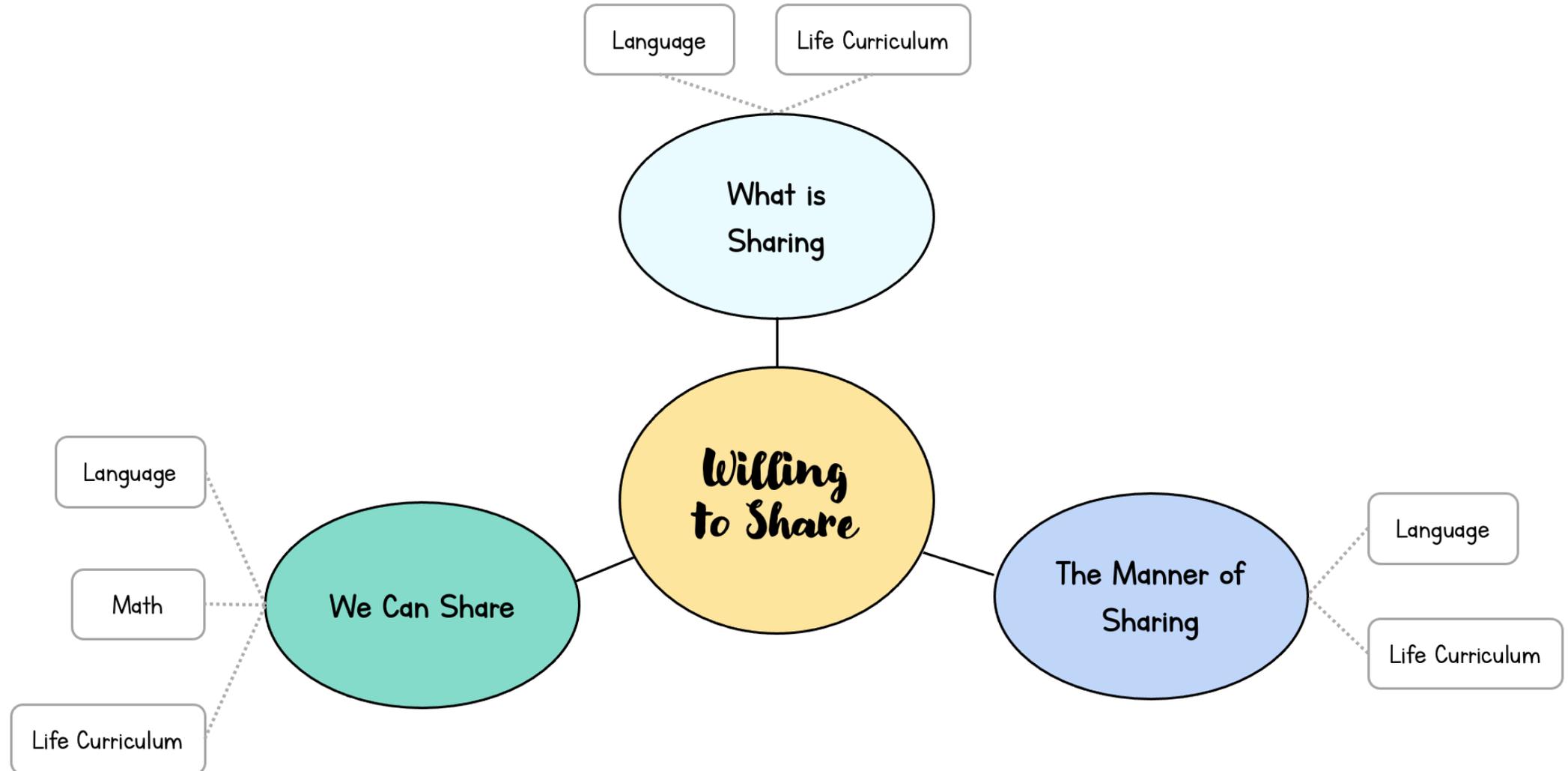
Nut: _____

Cereal: _____

Legume: _____

Spices: _____

● → What seeds do you eat the most?
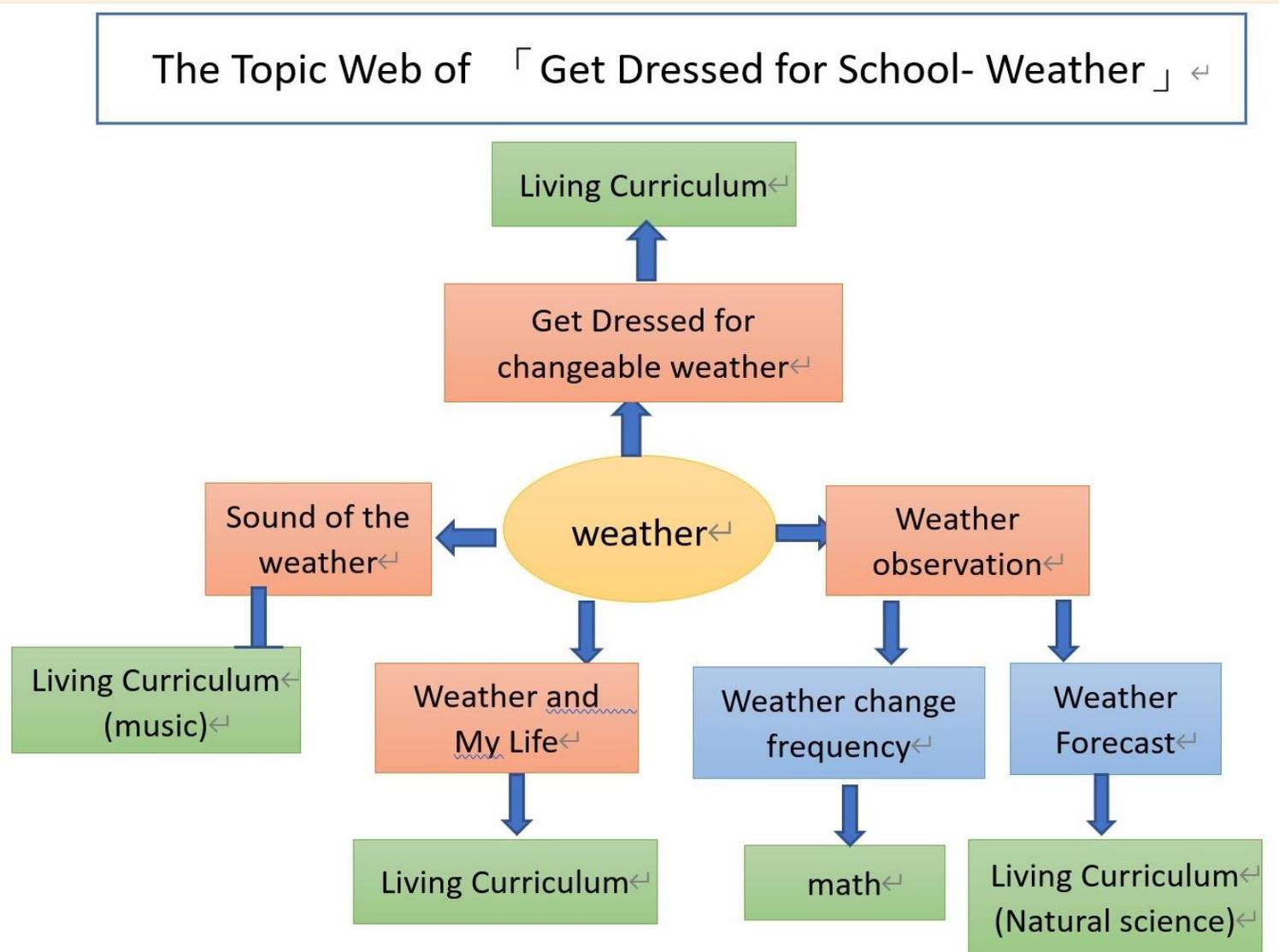
I eat _____ the most.

11

新北市新市國小「跨領域學習活動與英語鷹架一覽表」

Task	Subject content	Goal	Language
1. → ↵ **What is sharing**↵ -Storytelling "Llama Llama Time to Share"↵ -Story discussion & reflection↵ ↵ ↵	Life curriculum↵ Language↵	SWBAT understand the concept of sharing.↵ SWBAT know the feeling about sharing.↵ SWBAT describe and answer factual and inferential questions about the story. ↵ SWBAT write down their reflections and share with the class.↵	✧ → **vocabulary:**↵ sharing, toy(s), feel(felt), happy, good, sad, not so good, angry↵ ✧ → **sentence:**↵ They feel _____ before sharing.↵ They feel _____ after sharing.↵ I feel _____ after sharing.↵ I shared _____ with _____ and I felt _____.↵
2. → ↵ **The manner of sharing**↵ -Time to practice↵ -Reflection card↵	Life curriculum↵ Language↵	SWBAT know the manners of sharing and practice appropriately.↵ SWBAT write down their reflections after practicing.↵	✧ → **vocabulary:**↵ manner, like, sharing, yes/no, OK, sorry,↵ ✧ → **sentence:**↵ Can we share?↵ Ok, please keep it nicely.↵ Sorry, maybe next time.↵
3. → ↵ **We can share**↵ -What can be shared?↵ -The sharing station↵ -My sharing journal↵	Life curriculum↵ Language↵ Math↵	SWBAT know the items that can be shared.↵ SWBAT count and sort the sharing items according to different categories↵ SWBAT know the coding rules and apply it into their sharing station.↵ SWBAT know the rules of the sharing station.↵ SWBAT know how to keep the using records of the ↵	✧ → **vocabulary:**↵ toy, stationary, book, others, sharing station, shared, used,↵ ✧ → **sentence:**↵ We can share _____.↵ I shared my _____.↵ I used _____ from sharing station.↵

The Manner of Sharing

Can you share your toys?

YES → Ok! Please keep it nicely!

NO → Sorry! Maybe next time!

I have a (teddy bear). I don't have a (ball). Can we share?

Ok! Please be nice to my toy!

Sorry! Maybe next time!

Reflection Card

1. Did your classmates share the toys with you?

Yes   No

2. How did you feel?

I felt _____.

3. Did you share the toys with your classmates?

Yes   No

4. How did you feel?

I felt _____.

14

基隆市東信國小
主題名稱:GET DRESSED FOR SCHOOL- WEATHER / 實施年級:二年級

The Topic Web of 「Get Dressed for School- Weather」

基隆市東信國民小學「跨領域學習活動與英語鷹架一覽表」

Task	Subject content	Objective	Language
1. **My Weather forecast Chart(1)** Sub-task1 ‧ ‧ Outdoor observation activities Sub-task2 ‧ ‧ Weather Forecast Record Chart Sub-task3 Sharing the Chart	Living Curriculum 1. 學習各種探究人、事、物的方法並理解探究後所獲得的道理。 2. 使用適切且多元的表徵符號，表達自己的想法、與人溝通	Understand and Apply (Explain ideas or concepts and use information in new situations 1. 能觀察並記錄一週的天氣變化並以「It's_____and－－－－－－－_____」說出自己所觀察並記錄之天氣情形。	Outdoor observation activities 「*I see the sun. It's sunny today.* *I see clouds. It's cloudy today.* *I see rain. It's rainy today.* *I feel windy. It's windy today.*」 Weather Forecast Record Chart *Is this sunny today? Yes. It's sunny today.* Sharing the Chart *It's sunny today.*
2. **My Weather forecast Chart(2)** Sub-task4 Weather change frequency	Math 1. 具備基本的算術操作能力，在日常生活情境中，用數學表述與解決問題。	Apply 1. 能算出1至2周不同天氣的數量，並表達不同天氣的多少。	Sharing Weekly Record Chart *One, Two, Three* *There are three sunny days in a week.* *There are more sunny days in the week.*
3. **Weather and Life**	Living Curriculum 1. 探索生活中的人、事、物，並體會彼此之間會相互影響。	Analyze (Draw connection among ideas) 1. 能以 I like/don't like _____. 表達自己對天氣的喜好，並以英文或中文說出其原因。	Sharing own feeling *I like sunny days.* *I don't like rainy days.* Analyze the Weather and Life. *I like sunny day. I can play outside* *I don't like rainy day. I can't play outside*

Task: My Weather Forecast Chart

Look! I see the sun. It's sunny today.

Look! I see clouds. It's cloudy today.

Weather

Alert

Time

City

♀ London
34°C
MON, MAY 10
12:30

MON	TUE	WED	THU	FRI	SAT	SUN
☂84%	☂32%	☂14%	☂9%	☂21%	☂75%	☂12%
36°	34°	34°	28°	32°	32°	35°
28°	27°	20°	22°	22°	26°	27°

I see rain and clouds. It's rainy and cloudy.

My Weekly Weather Report from _____ to _____

Mon	Tue	Wed	Thur	Fri	Sat	Sun
26						

Count, Write number and Say

新竹市民富國小
主題名稱:MY FAMILY / 實施年級:一年級

新竹市民富國小「跨領域學習活動與英語鷹架一覽表」

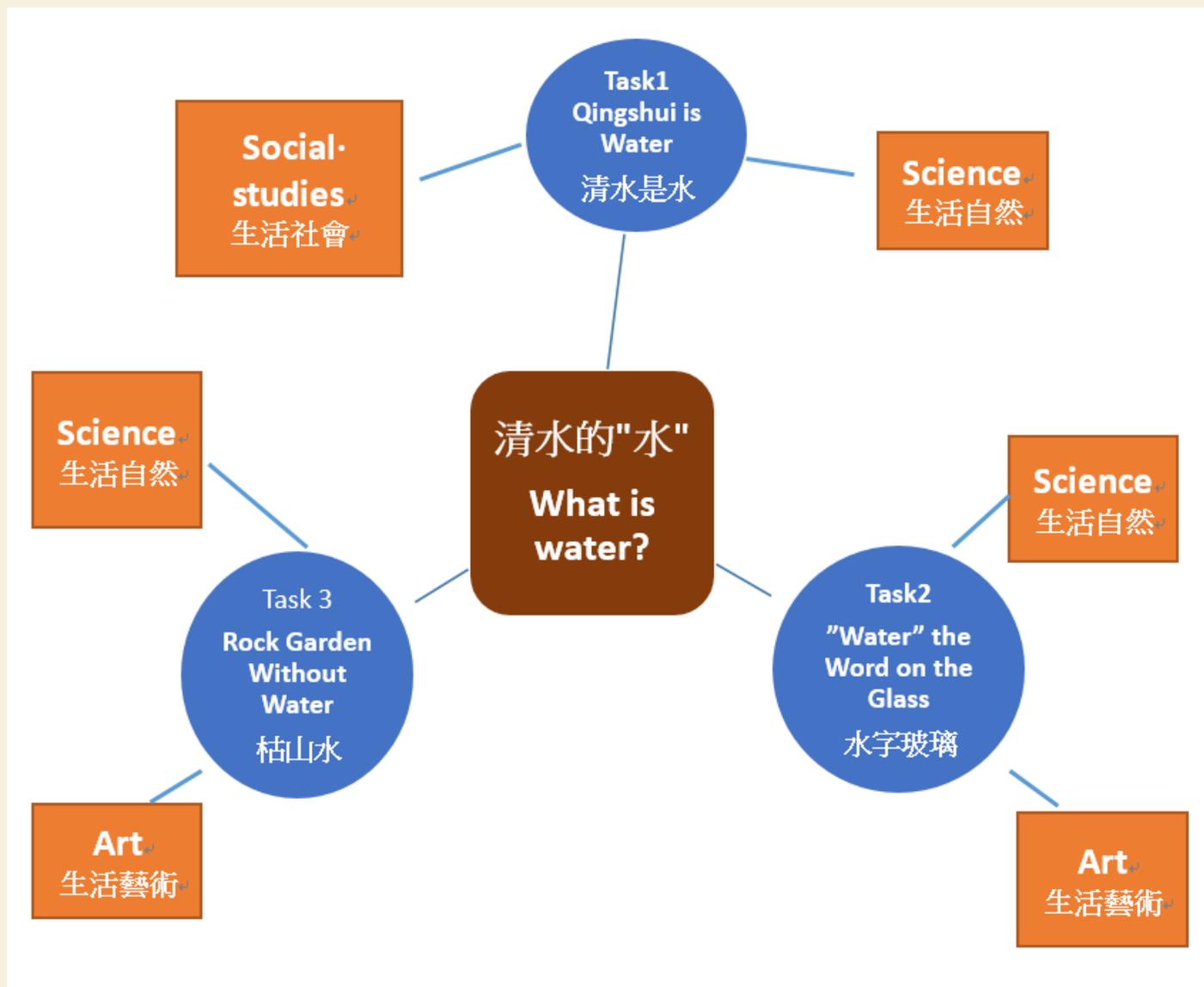| Task	Subject content	Objective	Language

My Family
 	
Sub task：Family Tree
(1) 分享家庭成員與認識家庭型態
(2) E-book:Me and My Family
(3) 製作家庭樹與分享
	生活課程
	A-1-1 生命成長現象的認識
	D-I-1自我與他人關係的認識。
	C-1-1 事物特性與現象探究
	D-II-1 所學字詞的簡易歸類
	C-1-1生活事物特性的探究與應用
	
	社會領域
	Bc-II-2
	家庭有不同的成員組成方式；
	每個家庭所重視的價值有其異同。
	
	家庭教育議題
	家 E2
	了解家庭組成與型態的多樣性。
		1. 能對同學介紹住在一起的家族成員。(知識)
		2. 能思考並說出自己的家庭型態。(理解)
		3. 能認識不同的家庭型態。(知識)
		4. 了解家庭樹的概念。(知識)
		5. 能製作並介紹自己的家庭樹。(分析)
			T:Who do you live with?
			S:I live with my ___.
			T: My family is big/small.
			  How about your family?
			  Some families are _____.
			S: My family is big.
			  My family is small.
			  We love each other.
			T:How are they related to you?
			S: We are a family.
			
			Color your pictures.
			Draw your pictures.
			Cut your pictures.
			Paste your pictures.
			
			T: Let's share your family tree.
			S: This is my family tree.
			There are ___ people in my family.
			He is my _____.
			She is my _____.
			I love my family.

我是小小觀察員

班級： 一年_____班　　座號： _____號

觀察員姓名： _____

Who did this at home?

mop(擦地) My _____ did this at home. （　）I can do this.	**Family members:** grandpa grandma father mother brother sister uncle aunt
vacuum(吸地) My _____ did this at home. （　）I can do this.	
fold clothes (摺衣服) My _____ did this at home. （　）I can do this.	
do the laundry(洗衣) My _____ did this at home. （　）I can do this.	
prepare meals(準備食物) My _____ did this at home. （　）I can do this.	
make the bed(鋪床) My _____ did this at home. （　）I can do this.	
take out the trash (倒垃圾) My _____ did this at home. （　）I can do this.	
do the dishes (洗碗) My _____ did this at home. （　）I can do this.	

20

臺中市清水國小
主題名稱:WHAT IS WATER? / 實施年級:一年級

發展符於十二年國民基本教育課程綱要—低年段結合英語之彈性學習課程模組

臺中市清水國小「跨領域學習活動與英語鷹架一覽表」

| Task	Subject content	Objective / Goal	Language
Task 1 **Qingshui is Water**	Science Social studies	生活-E-A1 透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。	spring 泉水 Where is spring? I spy spring here. What is water for? Water can……
Task 2 **"Water" the Word on the Glass**	Science Art	生活-E-B3 感受與體會生活中人、事、物的真、善與美，欣賞生活中美的多元形式與表現，在創作中覺察美的元素，逐漸發展美的敏覺。	How many glasses with "water" character on them? How to make 水字玻璃? Why water on the glass? What is water glass for? How to protect them from being stolen?
Task 3 **Rock Garden Without Water**	Science Art	生活-E-C2 覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。	What's in the middle of "Rock Garden Without Water?" What do you see in "Rock Garden Without Water?" Draw the patterns of Zen tangle.

Task 2 學習單

Learn it!

How to do to guard against theft?

No._____ Name:_____
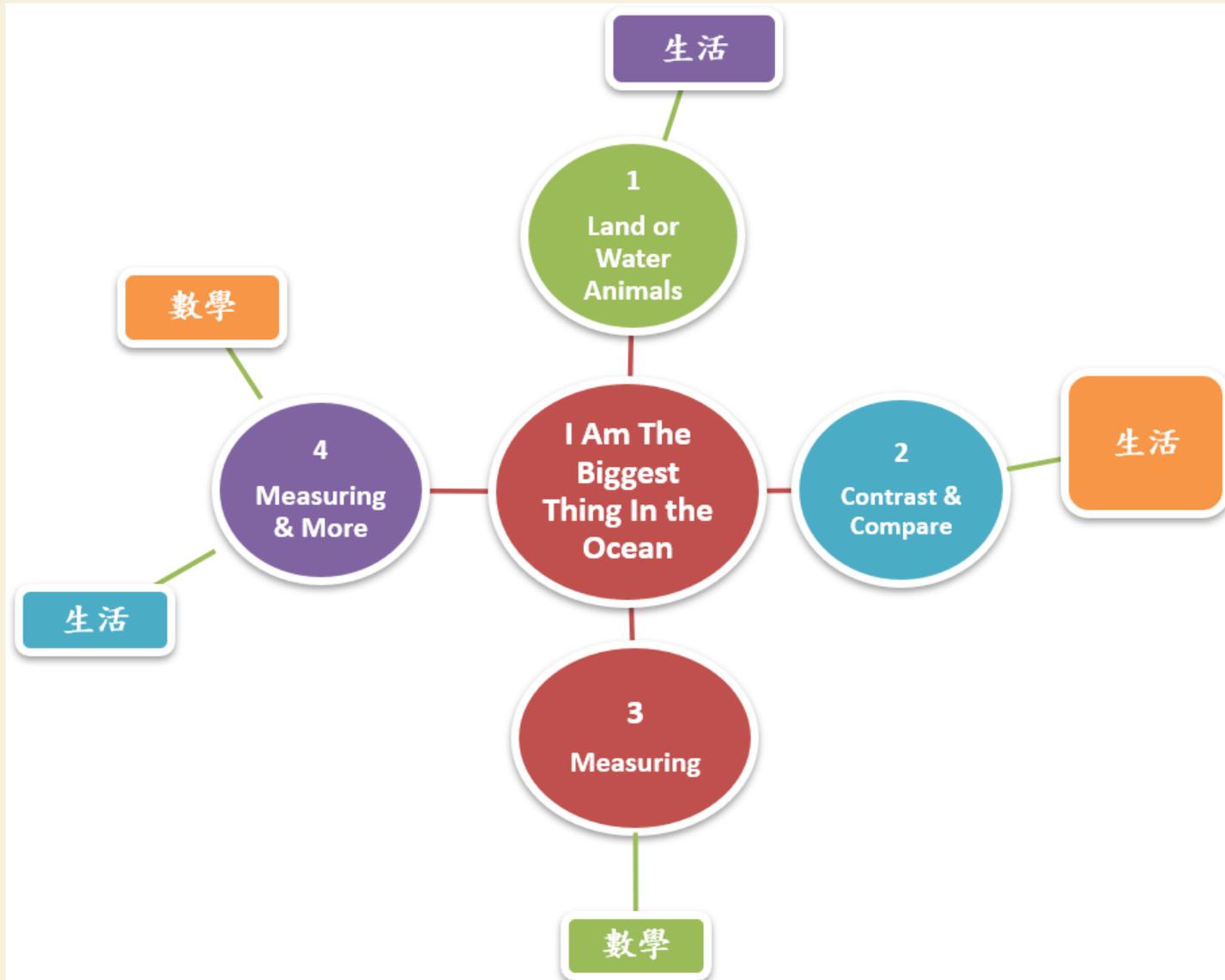
Let's think the ways to guard the glass against theft!

Color more smiling faces when you agree stronger.

		Easy to do	Anti-theft
Name sticker	清水國小	☺☺☺☺☺	☺☺☺☺☺
Marker		☺☺☺☺☺	☺☺☺☺☺
Knife		☺☺☺☺☺	☺☺☺☺☺
Notice	Don't take it away. 不要拿走	☺☺☺☺☺	☺☺☺☺☺
		☺☺☺☺☺	☺☺☺☺☺

自行設計

23
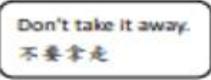
臺南市東區勝利國小
主題名稱:I AM THE BIGGEST THING IN THE OCEAN / 實施年級:一年級

臺南市東區勝利國小「跨領域學習活動與英語鷹架一覽表」
主題: I AM THE BIGGEST THING IN THE OCEAN

| Task	Subject Content	Objective	Language
Lesson 1: Land or Water Animals **- Pre- task :** Identify land and water on the World Map. **- Main task :** *Identify and sort "land animals and sea animals".* **- Post task:** Show and Tell. Students show animal cards and describe (name, sea/land animal, size, features and characteristics).	**Life Curriculum (生活)** 生活-E-A1 透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。	Remember (記憶) / Understand (理解) / Apply (應用) 1. To identify where land and water is. 2. To understand and sort where animals live, on land or in the water?	1. Q: Is it land or water? ⋯⋯ A: Water. / Land. 2. Q: Where do (lions) live? ⋯⋯ A: (Lions) live on land / in the water. 3. (Sharks) live (in the water). · Sharks are (big. · (Rabbits) live on land. · (Rabbits) are (small).
Lesson 2: Contrast & Compare **- Pre-task:** Contrast ～ Odd One Out. ⋯ **- Main task ：** Compare～ *"I Am the Biggest Thing in the Ocean"* **- Post task:** Sing "Down in the Deep Blue Sea.	生活-E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。	Analyze (分析) / Apply (應用) 1. To contrast animals. 2. To compare sea animal sizes.	1. Are they the same or different? 2. Q: Which is the odd one? A: Why? 3. Q: Which is bigger? The **TV** or the **window**? ⋯⋯ 4. A: The TV. 5. Q: What is bigger than the window? ⋯⋯ A: The door. ⋯ 6. Q: Which is the biggest? The door is the biggest. ⋯

Task 1: Land and Water Animals

Ocean Animals

Sharks live in the water. Sharks are Ocean animals. Sharks are big.

Land Animals
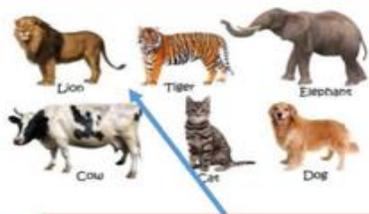
Lions live on land. Lions are land animals. Lions are big.

Task 2-1: Odd One Out!

T: Zebras, stingrays and cats.
   Are they the same or different?

S.s: They are not the same.

T: Which is the odd one? Why?

S.s: Stingrays are the odd one.
     Because they line in the water. Cats
     and Zebras live on land.

計畫參與學校之
課程發展分析及討論

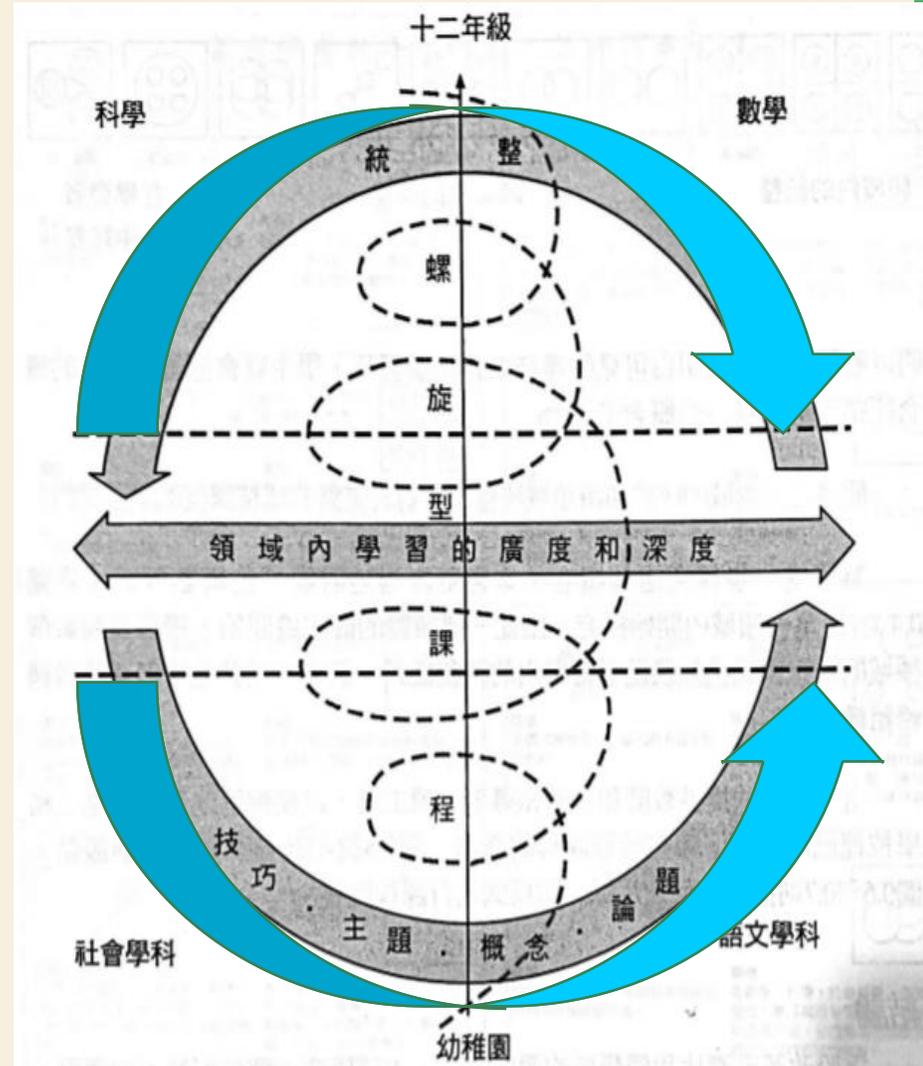包含108~112學年度-發展符於十二年國教課綱低年段結合英語之彈性課程模組計畫、學校本位之英語多元主題學習方案計畫。

計畫參與學校之課程發展分析與討論

- 課程架構
- 課程設計
- 課程內涵
- 教師專業

工作圈接續研究方向
【英語融入3-9年級彈性學習課程】

	Educational stage	Elementary school education			Junior high school education	
	Learning stage	First learning stage	Second learning stage	Third learning stage	Fourth learning stage	
	Year	1	2	3	4	5	6	7	8	9
Domain							
Ministry-mandated course	Language Arts	Mandarin	Mandarin	Mandarin	Mandarin	
		Native Languages/ Native Languages of New Immigrants	Native Languages/ Native Languages of New Immigrants	Native Languages/ Native Languages of New Immigrants		
			English	English	English	
	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
	Social studies		Social Studies	Social Studies	Social Studies	
	Natural Sciences	Life Curriculum	Natural Sciences	Natural Sciences	Natural Sciences	
	Arts		Arts	Arts	Arts	
	Integrative Activities		Integrative Activities	Integrative Activities	Integrative Activities	
	Technology				Technology	
	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	
School-developed curriculum	Alternative learning Required courses/elective courses/group activities	Alternative curriculum				

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本站消息　分月文章　電子報列表

國小英語文融入彈性學習課程

各縣市英資中心 / 2023-08-28 / 點閱數：33

網站	連結	資料來源
CIRN 教學影音網 國小領域英語文	https://cirn.moe.edu.tw/TAPE/TapeList.aspx?cid=64	教育部國民及學前教育署

學校	校定彈性學習課程模組教案設計	跨領域學習活動與英語鷹架一覽表	附件	簡報成果
臺北市文山區明道國小	二年級	一覽表-臺北市文山區明道國民小學	附件-臺北市文山區明道國小	https://youtu.be/8aIFdv8pMf0
新北市淡水區新市國小 及蘆洲區鷺江國小	一年級	一覽表-新北市新市國小	附件-新北市新市國小及鷺江國小	https://youtu.be/9fQOUbvDsWQ
基隆市信義區東信國小	二年級	一覽表-基隆市東信國民小學	附件-基隆市東信國民小學	https://youtu.be/pFO7JIjkRCA
新竹市北區民富國小	一年級	一覽表-新竹市民富國小	附件-新竹市民富國小	https://youtu.be/bM3LzxxHhdw
	一年級		附件-臺南市東區勝利國小	