

### 109 雙語體育課程總規劃(上學期)

Week	Unit	Goal	Content/Language	Tool/Evaluation
1-5	Stay healthy 骨骼健康有妙方	<ol style="list-style-type: none"> <li>1. 能認識人體骨骼、肌肉和關節的正確名稱及基本功能。</li> <li>2. 能透過身體的動作，體認骨骼、肌肉和關節的奇妙組合。</li> <li>3. 能透過體驗活動，體認骨骼、肌肉和關節對人的重要性。</li> <li>4. 能多運動，做到強化骨骼三要訣。</li> <li>5. 能知道不正確的姿勢會壓迫脊椎，長久下來，容易造成駝背甚至脊椎側彎，影響生長發育。</li> <li>6. 能隨時提醒自己，保持正確姿勢，讓身體健康的成長。</li> <li>7. 能了解運動時，要做好防護措施，避免因運動而使骨骼或關節受傷。</li> <li>8. 日常生活中，要注意安全，避免因不小心而使骨骼或關節受傷。</li> </ol>	<p><b>Vocabulary :</b></p> <p>Unit 1-1 bone(s) 、 muscle(s) 、 joint(s) 、 skeleton(s)</p> <p>Unit 1-2 exercise 、 diet(food) 、 calcium(Ca) 、 Vitamin D 、 fruit 、 vegetable(s) 、 good/poor posture</p> <p>Unit 1-3 schoolbag 、 book(s) 、 toy(s) 、 stationary 、 kit 、 breakfast 、 snack(s) 、 water bottle 、 notebook 、 pencil case 、 dictionary 、 pillow 、 folder(s) 、 lunch box 、 tissues</p> <p>school safty 、 No runnig 、 No jumping 、 No climbing 、 No littering 、 No joking 、 No playing the ball 、 No crowding 、 No eating and drinking 、 classroom 、 stair(s) 、 gallery</p> <p><b>Stence Patterns :</b></p> <p>Unit 1-1 How do you protect your bones and muscle(s) ? I can _____.</p> <p>Unit 1-2 How do you protect your bones and muscle(s) ? I can _____.</p> <p>Unit 1-3 I put _____ in my schoolbag. I put _____ in my classroom. No _____ in the _____.</p>	

			<p><b>Tasks</b></p> <p>Unit1-1</p> <ol style="list-style-type: none"> <li>1. Whiteboard Discussion- How to improve bones and muscles health ?</li> <li>2. Role Play- Experience the inconvenient moments when you get hurt</li> </ol> <p>Unit1-2</p> <ol style="list-style-type: none"> <li>1. Whiteboard Discussion- What can you do to protect your bones ?</li> <li>2. Good posture and poor posture(True or False)</li> </ol> <p>Unit1-3</p> <ol style="list-style-type: none"> <li>1. Pack your school bag and sort your stationary</li> <li>2. Make school safety poster</li> </ol>	
6-10	<p>Around the world-Food</p> <p>飲食與生活</p>	<ol style="list-style-type: none"> <li>1. 能分辨台灣不同地區飲食習慣的差異性。</li> <li>2. 能了解影響飲食型態的因素。</li> <li>3. 能分辨不同國家或區域飲食習慣的差異性。</li> <li>4. 能了解食物的選擇會受社會、文化、經濟、自然環境及政策等因素的影響。</li> <li>5. 能認識食物生產與分布和自然環境的關係。</li> <li>6. 能了解吃當季食物的益處。</li> <li>7. 了解電視廣告、海報、朋友推薦及促銷活動等因素，會影響消費的選擇。</li> <li>8. 選購時，能避免受到媒體訊息、廣告、朋友及促銷活動等因素的影響。</li> </ol>	<p><b>Vocabulary :</b></p> <p>Unit2-1</p> <p>food/small steamed dumpling、rice noodles、milkfish、mochi、meatball dumpling、smoked duck/Taipei、Yilan、Hsinchu、Hualien、Changhua、Tainan</p> <p>season(s)、spring、summer、fall、winter/fruit、peach、plum、watermelon、mango、litchi、grapes、pomelo、orange、tangerine、strawberry</p> <p>Unit 2-2</p> <p>country、Taiwan、America、Japan、Italy、Korea / sushi、kimchi pizza、steak/staple food、rice、wheat、bread、noodles</p> <p>Unit 2-3 product、ingredient、net weight、expiring date、origin、nutrition information</p> <p><b>Stence Pattern :</b></p> <p>Unit 2-1</p>	

		響。	<p>What your favorite food ?  My favorite food is _____.It is from _____.  What your favorite fruit ?  My favorite fruit is _____._____ grow in _____.</p> <p>Unit 2-2  _____ is from _____.I like _____.</p> <p>Unit 2-3  I can find _____ on the bag/can/box.</p> <p><b>Tasks</b></p> <p>Unit2-1  1. Team work(disscuss)：將水果圖卡分類  2. Why we need to choose local food ?</p> <p>Unit2-2  1. Country Poster 請小組根據學習單內容，找出國家特色食物  2. Experience activies-Snackes around the world</p> <p>Unit2-3  1. Team disscussion 根據收集到的包裝盒子或袋子，討論從包裝上，可以找到哪些資訊。  2. 比較臺灣和外國的零食包裝上，所標示的內容，有無相同和相異之處</p>	
11-15	<p><b>Good Neighborhood</b>  小玉搬新家</p>	<ol style="list-style-type: none"> <li>能認識並描述住家周圍的環境。</li> <li>能透過觀察社區居民互動的情形，描述自己居住社區給人的感覺。</li> <li>察覺只要居民能樂於參與社區活動，主動關懷社區環境與鄰居，必能共同營造充滿人情味的社區生活環境，有益居民身心健康。</li> </ol>	<p><b>Vocabulary</b>  library、bookstore、bakery、restaurant、convenient store、department store、bank、post office、police station、supermarket/ make noise、littering、illegal parking、stack iteams、elderly who live alone</p> <p><b>Sentence Patterns</b>  Where are you going ?  I am going to the _____.</p>	

		<p>4. 4. 了解社區像個大家庭，只要居民用心的營造與維護，大家就能擁有舒適美好的生活環境。</p>	<p>I can _____ in the _____.</p> <p><b>Tasks</b></p> <p>1. Team dicussion: 如果搬到新社區，你最想先到哪裡，排出想去地點的順序，學生分組利用小白板，排出各地點的順序，並討論出原因。</p> <p>2. Team discussion：在社區有沒有發生不愉快的事；若遇到相關社區問題，你會怎麼解決</p>	
16	Mid-Exam			
17-20	<p>How do you feel? 我是 EQ 高手</p>	<p>1. 認識情緒，覺察不同情境下情緒的變化，並能察言觀色，同理他人感受。</p> <p>2. 藉由繪本中的角色與情節，認識情緒與情緒轉變，覺察情境的轉折及其影響。</p> <p>3. 透過引導情緒表達與宣洩，適當移轉，抒發情感，促進身心平衡發展。</p>	<p><b>Vocabulary</b></p> <p>Unit12-1 happy,angry,sad,scared go to play, see a movie, watch TV, exercise, talk, eat, read, dance, listen to music, blame on, broken, die, climb high, stay alone</p> <p>Unit12-2 Body language-cross ones arms、wave hands&amp;legs, stomp Intonation-scream、lower、higher、pause Facial expression-frowm、smile、roll eyes, pout</p> <p>Unit12-3 disgust,peace,scared,depressed,curious/released, surprised Share,laugh, jump, sing, hug Cry, yell, eat, listn to music, sleep, do diary, talk Yell, run, exercise, think, breath deeply, stay alone Company, turn on the light, cheer up</p> <p><b>Sentence patterns</b></p> <p>Unit12-1 How do you feel? I feel _____.</p> <p>When do you feel happy?</p> <p>Unit12-2 He/She is _____(feeling) because he/she_____</p>	

			<p>Unit12-3  You feel _____.  I feel _____. I want to _____.</p> <p><b>Tasks</b></p> <p>Unit12-1</p> <ol style="list-style-type: none"> <li>1. Whiteboard Discuss: draw“when”do you feel happy?</li> <li>2. Group Presentation</li> <li>3. Teamwork: Discuss body language,intonation, facial expression when the feeling occurs.  Draw on the whiteboard</li> <li>4. Group Presentation</li> </ol> <p>Unit12-2</p> <ol style="list-style-type: none"> <li>1. Discuss the feeling of the characters,circle the feelings on the emotion board</li> <li>2. Discuss the reasons why the feeling changes.Draw the ECG(心電圖)</li> </ol> <p>Unit12-3</p> <ol style="list-style-type: none"> <li>1. Emotion changes the meaning 情緒九宮格</li> <li>2. Discuss what you will do when you're happy</li> <li>3. Role Play</li> <li>4. Blow the ballon</li> </ol>	
21	Final-Exam			

109 雙語體育課程總規劃(下學期)

<p>1-6</p>	<p>Happy Holiday 美好的假期</p>	<p>1. 透過提前安排與規畫假期期程與注意事項，引導學生了解與享受休閒生活的重要性。</p> <p>2. 認識外出時須遵守的交通規則，了解違反交通規則可能會帶來的後果及影響。</p>	<p><b>Vocabulary</b></p> <p>U13-1 — Check List Suntan lotion, hat, jacket, umbrella, raincoat, mosquito repellent, water bottle, flashlight, tissue Toothpaste, toothbrush, comb, clothing, slippers, charger, towel, shampoo, shower gel Cell phone, swimming suit, snacks... — Schedule Schedule, location/places, date/time, people, hotels, restaurants, transportation</p> <p>U13-2 Transportation By bus/By car/By scooter/By plane/By train, MRT/On foot</p> <p><b>Sentence Patterns</b></p> <p>U13-1 What do you bring? I bring _____.</p> <p>U13-2 wear the helmet fasten seat belt pull over ,then answer the phone get (it) on on line go through the road quickly don't open the window and reach hands don't play the buttons stay in the waiting zone before turning left</p> <p><b>Tasks</b></p>	
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7-12	<p>Pollution</p> <p>認識汙染</p>	<ol style="list-style-type: none"> <li>1. 認識什麼是汙染</li> <li>2. 汙染的種類</li> <li>3. 環境汙染造成的影響</li> <li>4. 如何減少</li> </ol>	<p><b>Vocabulary</b></p> <p>Pollution, water pollution, air pollution, noise pollution, land pollution, light pollution</p> <p><b>Sentence Patterns</b></p> <ol style="list-style-type: none"> <li>1. Air pollution makes air _____.</li> <li>2. We drink _____ water.</li> <li>3. Land pollution makes us _____</li> </ol> <p><b>Tasks</b></p> <ol style="list-style-type: none"> <li>1. 小組討論汙染的種類有那些</li> <li>2. 小組海報(ORID)小組討論，完成海報並上台發表</li> </ol> <p>O: What do you see?</p> <p>R: How do you feel?</p> <p>I: What's your opinion?</p> <p>D: What can you do?</p>	
13	Mid-Exam			
14-19	<p>Water Safety</p> <p>戲水安全</p>	<ol style="list-style-type: none"> <li>1. 安全水域</li> <li>2. 玩水注意事項</li> <li>3. 玩水裝備</li> </ol>	<p><b>Vocabulary</b></p> <p>swimming pool, Water playground, Beach, Water park</p> <p>Swimsuit, Swimming shorts,</p> <p>Swimming cap, Swimming goggles, Swim ring, Kickboard</p> <p>Life jacket</p>	

		<p><b>Swimming safety rules</b></p> <ul style="list-style-type: none"> <li>⊙ Read the signs</li> <li>⊙ Walk, not run</li> <li>⊙ Be careful getting in and out</li> <li>⊙ Look before you leap or dive in</li> <li>⊙ Swim with a grown-up</li> <li>⊙ Never go into the water with a stomach full of food</li> <li>⊙ Watch out for the deep parts</li> </ul> <p><b>Sentence Patterns</b></p> <ul style="list-style-type: none"> <li>⊙ Where do you like to go swimming ?</li> <li>⊙ I like to go swimming at the _____.</li> <li>⊙ when I swim, I need to wear _____.</li> <li>⊙ I can _____, when I swim/play with water.</li> </ul> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>⊙ Discussion : How to choose safe places to play water ?</li> <li>⊙ Match game and worksheet</li> <li>⊙ Water safety song</li> <li>⊙ Discussion : How can I stay safe when I swim ?</li> </ul>	
20	Final-Exam		