

臺南市東區勝利國小 107 學年度
教育部沉浸式英語特色學校 四年級英語融入綜合活動領域課程架構

上學期：

| 週次 | 單元主題 | 綜合活動領綱 | 綜合活動課程理念與設計 | 英語相關知識 | |
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| 1. | 單元一 性別面面觀 | 【性別平等教育】 2-2-2 覺察不同性別者在生活事務的異同，並欣賞其差異。 | <p>每個人都有與生俱來的特質與潛能，形成不同的個性與特色。基於「人人生而平等的理念，兒童應不受生理、心理、社會及文化上的性別因素所影響，有公平的機會發展自我，並懂得尊重與欣賞他人的表現。</p> <p>本單元先安排兒童從各種生活事物中，觀察與思考不同性別者的異同，覺察性別的多樣面貌。再接著請兒童訪問家人，從訪談中了解他人對性別的看法。最後安排兒童從認同不同性別者做起，學習尊重他人，期望兒童能破除性別偏見與刻板印象，養成欣賞不同性別者的素養。</p> | Classroom language | <ol style="list-style-type: none"> 1. Take out your <u>pencil/ marker/ eraser/ book.</u> 2. Let's <u>draw / take a look / write / start / share your answers.</u> 3. Turn to page _____. 4. Raise your hand, please. 5. Sit down, please. 6. Put your <u>pencil/ marker/ eraser/ book</u> away. 1. Well done! 7. Very good! |
| 2. | | | | Key Vocabulary | boy / girl / same / different/ difference / bedroom/ be good at / be bad at / sports / read hobby / sports/ interest/ jobs / polite / respect / clothes / pants/ dress/ skirt/ T-shirt |
| 3. | | | | Sentences | <ol style="list-style-type: none"> 1. Which one is <u>girl's / boy's</u> bedroom? 2. It is <u>girl's / boy's.</u> Why? 3. What is your <u>hobby/ interest?</u> 4. I like _____. |
| 4. | | | | | |

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| 5. | 單元二 家庭生活樂陶陶 | 2-2-3 參與家庭事務，分享與家人休閒互動的經驗和感受。 | <p>現今社會雙薪家庭增加、家庭人口數減少，實應培養兒童參與家事工作，了解做家事是家中人人應盡的本分。另外，也應增加兒童與家人互動的機會，透過家庭活動培養親情與友愛，縮短家人之間的距離，建立功能健全、互動良好的家庭。</p> <p>本單元引導兒童了解家事分工的方式，體驗分擔家事的辛勞，養成兒童主動參與家庭事務的習慣和態度。接著由兒童與家人規劃簡單的家庭活動並實際執行，期望兒童體會並與家人分享生活中的感動。</p> | Classroom language | <ol style="list-style-type: none"> 1. Take out your <u>pencil/ marker/ eraser/ book</u>. 2. Let's <u>draw / take a look / write / start / share your answers</u>. 3. Turn to page _____. 4. Raise your hand, please. 5. Sit down, please. 6. Put your <u>pencil/ marker/ eraser/ book</u> away. 6. Well done! 7. Very good! |
| 7. | | | | Key Vocabulary | housework/ do the laundry / clean the house / do the dishes / cook / sweep the floor / set the table / take out the trash / mop the floor activity / ride a bike /take a walk / go jogging / reading / board games / together/ share / feel / feeling/ |
| 8. | | | | Sentences | <ol style="list-style-type: none"> 1. Do you help to do the laundry / clean the house / do the dishes? Yes, I do. / No, I don't. 2. What do you do with your family? 3. I <u>watch TV / play games</u> with my family. How do you feel? |
| 9. | | | | | |
| 10. | 單元三 擁抱自然 | 4-2-2 運用簡易的知能參與戶外活動，體驗自 | 戶外的自然環境，是一座學不完、看不膩的寶藏！每位兒童都多少有一些戶外活動的經驗，但不見得知道該用何種方式觀察與感受自然，就成為相當重要的課 | Classroom language | <ol style="list-style-type: none"> 1. Take out your <u>pencil/ marker/ eraser/ book</u>. 2. Let's <u>draw / take a look / write / start</u>. 3. Open your textbook on page _____. 4. Raise your hand, please. |

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| | | 然。 | 題。 | | <p>5. Sit down, please.</p> <p>6. What does _____ mean in your language?.</p> <p>7. It's grouping time. You have ____ minutes to complete it.</p> <p>8. You are going to work in pairs.</p> <p>9. Well done/ Very good!</p> |
| 11. | | | <p>本單元藉由經驗分享與戶外活動探討，讓兒童掌握參與戶外活動所需的資訊與知能，學習做好行前準備。接著帶領兒童到戶外練習使用知識、技能親近自然，期望兒童對自然展現好奇與友善，以行動來回饋並愛護自然。</p> | Key Vocabulary | <p>outdoor activity/ go mountain climbing/ go hiking/ go camping</p> <p>birdwatching / visit a botanic garden/ snorkeling/ watching insects (butterflies)</p> <p>check the weather/ route planning/ follow directions/ respect the nature</p> <p>黑腹濱鷸 Dunlin</p> <p>http://sjl.csie.chu.edu.tw/birds/thumbnails.php?album=216</p> <p>magnifier/ migratory bird/ Egret/ Gaomei wetland/ Spot-billed duck</p> <p>brownout/ blackout/ economize on electricity(water)/ save energy</p> |
| 12. | | | | Sentences | <p>1. What <u>outdoor activities</u> do you like to do?</p> <p>2. What do we need to <u>prepare</u> before outdoor activities?</p> <p>3. Let's make a plan for a trip.</p> <p>4. Share you idea.</p> <p>5. What did you learn (find) from this trip?</p> <p>6. Let's draw a sound map.</p> <p>7. What do they smell (feel) like?</p> |
| 13. | | | | | |

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| | | | | | 8. What can you see (hear)? 9. How can we protect the nature? |
| 14. | 單元四 生活中遇見 文化 | 3-2-4 參與社區各種文化活動，體會文化與生活的關係。 | <p>文化是族群為適應環境，逐漸累積形成的一種特有的生活方式。文化的延續有賴其與生活的結合，而生活品質的提升，也需要文化內涵的扶引，因此，兒童應從小開始關心社區中的文化活動，體會文化與生活的關係。</p> <p>本單先以兒童參與文化活動的經驗導入，觸發兒童覺察自己對某些文化活動的興趣與感覺，進而思考活動的內涵。接著引導兒童與家人共同參與社區文化活動，期待兒童體會文化與生活的關聯，了解文化就在生活之中。</p> | Classroom Language | 1. Take out your <u>pencil/ marker/ eraser/ book</u> . 2. Let's <u>draw / take a look / write / start</u> . 3. Open your textbook on page _____. 4. Raise your hand, please. 5. Sit down, please. 6. What does _____ mean in your language?. 7. It's grouping time. You have _____ minutes to complete it. 8. You are going to work in pairs. Well done/ Very good! |
| 15. | | | | Key Vocabulary | culture/ historical building/ tradition/ community activities cooking contest/ Dragon Boat Festival/ pack Zongzi (rice dumpling) bamboo leaf/ moon cake/ pomelo/ barbecue/ kite flying/ bulleting board |
| 16. | | | | Sentences | 1. How do you usually get the community information from? 2. What kind of cultural activities do you like? 3. What do you like to do with neighbors? 4. What do your family do on Dragon Boat Festival(holiday)? |
| 17. | | | | | |
| 18. | 單元五 改造清淨家園 | 4-2-3 辨別各種環境保護及改善的活 | <p>人類製造各種產品來讓生活更便利，但卻引發了各種污染問題，對環境形成嚴重的傷害。人類必須學習與環境友善</p> | Classroom Language | 1. Take out your <u>pencil/ marker/ eraser/ book</u> . 2. Let's <u>draw / take a look / write / start</u> . 3. Open your textbook on page _____. |

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| | 動方式，選擇適合的項目落實於生活中。 | 共存，更需教導下一代成為「地球公民」的素養，讓更多的兒童投入環境保護的行列。 本單元從探討環境問題出發，討論政府單位、環保組織等團體改善環境問題的方式，從中引領兒童了解環境問題的嚴重性。接著引導兒童覺察生活周遭的環境問題，探索具體可行的環保行動，鼓勵兒童在生活中實踐，期盼兒童從環保的家園生活開始，學習愛護我們的地球。 | | <p>4. Raise your hand, please.</p> <p>5. Sit down, please.</p> <p>6. What does _____ mean in your language?.</p> <p>7. It's grouping time. You have _____ minutes to complete it.</p> <p>8. You are going to work in pairs.</p> <p>Well done/ Very good!</p> |
| 19. | | | Key Vocabulary | <p>environmental problem / neighborhood / stray dog / environment-friendly</p> <p>oil fume recovery/ unplug when not using/ greenhouse effect/ carbon dioxide</p> <p>sorting garbage (trash)/ drink cartons and lunch boxes/ tin and aluminum cans</p> <p>tetra pack/ batteries/ reusable chopsticks</p> |
| 20. | | | Sentences | <p>1. What kind of environmental problems do you have in your neighborhood?</p> <p>2. How do they effect our environment?</p> <p>3. Are they dangerous to you and me?</p> <p>4. How can we be environment-friendly?</p> <p>5. Let's think about it and make a plan.</p> |
| 21. | | | | |