

南勢雙語課程常用課室英語表

1. 健康雙語語言學習目標(Language through learning)

年級Grade	語言學習目標Language through learning
Grade 2	Students will be able to understand the classroom language (e.g. classroom rules, and before the class and teacher's requirements)
Grade 3	Students will be able to use the classroom language and understand basic sentence patterns during the discussion time (e.g. What do you think? What do you see?, How about you? ,Do you agree?)
Grade 4	
Grade 5	Students will be able to understand and use the classroom language and basic sentence patterns during the discussion time (e.g. What do you think? What do you see?, How about you? ,Do you agree?) and give feedback .
Grade 6	

2. 班級常規(classroom rules):

1. Be polite
2. Listen to others
3. Raise your hands to speak
4. Try your best
5. Be safe
6. Enjoy

3. 班級經營與教室用語(Classroom management& classroom language):

	Teacher	Students
上課前 Before the class	Class time!(It' s time for class) Class leader	Good morning Teacher____. Stand up. Attention. Bow.
複習舊經驗 Review time	Can you tell me... What did we learn last week? Do you remember____? Tell me what is ____?	Can you say it again?
教師指導語 Teacher' s requirements	Attention. Eyes on me/Listen to me. Are you ready? Look at the picture. Take out your ____.	One, two. Eyes on you. Listen to you. Yes, we are.

	<p>Show me your _____</p> <p>Put your hands back.</p> <p>Turn to page____</p> <p>Give him/ her 1-5 fingers</p> <p>Give him/ her a big hand</p> <p>Clap your hands.</p> <p>What happened?</p> <p>What does it mean?</p> <p>Do you understand?</p> <p>Can you say it in English/Chinese?</p>	<p>I understand/I don' t understand.</p>
<p>小組討論用語</p> <p>Discussion time</p>	<p>Discussion time! 54321.</p> <p>Heads down.</p> <p>Step 1. Find/Talk your partner.</p> <p>Step 2. Discuss the question 1.2.3</p> <p>Step 3. You' ll have __ minutes. Ready, Go!</p> <p>Step 4: Time' s up.</p> <p>Step 5: Time to share.</p> <p>What do you think?</p> <p>What do you see?</p> <p>How about you?</p> <p>Do you agree?</p> <p>Any ideas/comments?</p> <p>Tell me _____.</p>	<p>What do you think?</p> <p>What do you see?</p> <p>How about you?</p> <p>Do you agree?</p> <p>We are group/team _____</p> <p>I' m _____.</p> <p>This is our idea.</p> <p>We think _____ because_____.</p> <p>I/we feel_____ because_____.</p> <p>I/we can_____ because_____.</p> <p>I like your idea.</p> <p>Good job! Great!</p>
<p>下課</p> <p>After the class</p>	<p>Let' s call it a day.</p> <p>That' s all for today.</p> <p>Break time!</p> <p>Do you want to take a break?</p> <p>See you next time!</p>	<p>Thank you Teacher_____.</p> <p>Yes, I want to take a break.</p>

(依教學情境及學生英語能力做修正，資料庫持續更新中...)

二上 Grade 2 1st semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-10 Eat healthily 吃出健康和活力 (共 10 節)	1a-l-1 認識基本的健康常識。 Understand basic health knowledge 1a-l-2 認識健康的生活習慣。 Know about healthy life habits 2b-l-2 願意養成個人健康習慣。 Be willing to keep healthy habits	Ea-l-1 生活中常見的食物與珍惜食物。 Ea-l-2 基本的飲食習慣。 Know and appreciate our everyday food. Understand our eating habits	1. 認識六大類食物 To know the six food groups 2. 了解六大類食物對身體的益處 To understand the health benefits 3. 願意嘗試並攝取多樣化的食物 Willing to try different ways of eating and keep a healthy diet 4. 介紹低碳飲食的原則並身體力行。 To learn about eating fresh food that is in season.	1. Do you like it? Yes, I do. / No, I don't. 2. What is it? It's an apple. 3. What group is it? It's _____ 4. What do you have for lunch? 5. Does your lunch plate match the 6 food groups? Yes, I do. /No, I don't. 6. Where does food come from? Thanks to 7. We shouldn't waste food 8. It's good/bad to your body. 9. Which one has more/less sugar? This one / that one. 10. Is it okay to eat? Yes, it is./No, it isn't. It's okay/not okay to eat.	food group, grains, fruits, dairy, vegetables, protein, oil&nuts Plate, tips, match waste, food, come from More/less sugar expiration date best before date manufacturing date
Week11-17 I am really good 我真的很不錯 (共 7 節)	1a-l-1 認識基本的健康常識。 Know the basic health knowledge 1b-l-1 舉例說明健康生活情境中適用的健康技能和生活技能。 Able to explain how to deal with a health emergency 3a-l-1 嘗試練習簡易的健康相關技能。 Willing to practice some simple health skills 3a-l-2 能於引導下，於生活中操作簡易的健康技能。 Able to accomplish simple health skills with guidance	Fa-l-1 認識與喜歡自己的方法。 The ways to know and like myself Ba-l-2 眼耳鼻傷害事件急救處理方法。 To know deal with Emergency of eyes, ears and nose Da-l-2 身體的部位與衛生保健的重要性。 The importance of care for body parts and hygiene	1. 了解自我概念以協助自己和同學或朋友建立良好的關係。 2. Understand that idea of "myself" helps us to communicate better with friends and classmates 3. 眼睛不舒服或受傷降低傷害的嚴重性的方法 4. To know some ways to care and protect the eyes	1. Do you like yourself? Yes, I do. I like myself. 2. I am XXX. 3. I know I am XXX(short) but I am XXX(friendly). 4. You XXX(see) with your XXX(eyes). 5. I can XXX(see) with my XXX(eyes) 6. How can we protect our XXX(eyes)? It is not a good habit. It is a good habit. 7. Do you brush your teeth every day? 8. What can we do to protect our XXX? 9. Do you know how to take care of your eyes? 10. Yes, I do. / No, I don't.	Tall, short, strong, strength, weakness, skill, beautiful, handsome, cute, good-looking Draw, read, swim, dance, friendly, outgoing Eyes, ears, nose, tongue, skin, see, hear, taste, smell, feel Sit properly, read properly Lips, tooth, nose, bleeding/blood, lip balm Winter, chapped, habit Glasses, bleeding, first aid, tongue, mouth, lips, bug, worm, spider
Week18-20 Say No to Smoking and Drinking 拒絕菸酒 (共 3 節)	1a-l-1 認識基本的健康常識。 Know the basic health knowledge 3b-l-3 能於生活中嘗試運用生活技能。 Willing to try life skills in life 4b-l-1 發表個人對促進健康的立場。 Share personal ideas of promoting healthy life style.	Bb-l-2 吸菸與飲酒的危害及拒絕二手菸的方法。 The harm of smoking and drinking alcohol and the ways to say no to secondhand smoke	1. 認識飲酒帶來的問題 To know the problem of drinking 2. 了解影響個人吸菸的因素 To understand the reason why people love smoking. 3. 拒吸二手菸的方法。 The ways to say no to secondhand smoke	1. Drinking is bad for your health. 2. Say no to drink-driving! 3. We are not allowed to smoke at school/hospital.	drink-driving, drink, beer, drive, alcohol, unit, too much, designated driver service No smoking, tobacco, smoke Cigarette, cough, lung, secondhand smoke, thirdhand smoke

<p>二下 Grade 2 2nd semester</p>	<p>學習表現 Learning performance</p>	<p>學習內容 Learning Content</p>	<p>學科目標 Curriculum Goals</p>	<p>Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.</p>	<p>Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary</p>
<p>Week1-7 The importance of healthy habits 健康習慣 真重要 (共 7 節)</p>	<p>1a-l-1 認識基本的健康常識。 Know the basic health knowledge 2b-l-2 願意養成個人健康習慣。 Willing to keep healthy habits 3a-l-1 嘗試練習簡易的健康相關技能。 Willing to practice some simple health skills 4a-l-2 養成健康的生活習慣。 Able to develop healthy life habits</p>	<p>ADa-l-1 日常生活中的基本衛生習慣。 To know the basic daily hygiene habits. Fb-l-1 個人對健康的自我覺察與行為表現。 To be able to discover our own daily hygiene habits.</p>	<p>1. 認識良好的口腔衛生習慣。 To learn about good oral hygiene 2. 良好健康習慣的重要性 The importance of having a good dental routine.</p>	<p>1. How many baby/permanent teeth do you have? 2. What is/are baby/permanent teeth? 3. Forming Good habits versus bad habits 4. Develop healthy habits 5. Teeth : baby teeth, permanent teeth, wisdom teeth 6. Cavity/dentist/toothache/brushing teeth</p>	<p>baby teeth, permanent teeth, wisdom teeth, cavity, dentist, toothache, toothbrush, meals, wash your hands, Drink more water. Take a bath every day, Exercise every day, Sleep, Sugary drinks, Nearsighted, farsighted</p>
<p>Week8-13 Get along with Our Family 讓家人更親近 (共 6 節)</p>	<p>1a-l-1 認識基本的健康常識。 Know the basic health knowledge. 3b-l-2 能於引導下，表現簡易的人際溝通互動技能。 Able to interact well and communicate with guidance.</p>	<p>Fa-l-2與家人及朋友和諧相處的方式。 The ways to get along with family and friends</p>	<p>1. 專注聽人尊重別人及良好溝通的開始。 To realize that listening is a way to respect and a good start to communicate well. 2. 認識家庭休閒活動並鼓勵嘗試各種不同的休閒活動。 Able to know some good family activities and willing to try to do different activities with family</p>	<p>1. Share your feelings with your family. 2. Care for your family 3. Tips for communication</p>	<p>Care for each other, Stop and listen, Eyes on each other, Don't interrupt, Smile, be polite, Respect each other</p>
<p>Week14-20 Healthy and Safe Community 健康舒適的社區 (共 7 節)</p>	<p>1a-l-1 認識基本的健康常識。 Know the basic health knowledge. 1a-l-2 認識健康的生活習慣。 Know about healthy life habits 2a-l-2 感受健康問題對自己造成的威脅性。 To be aware of life threatening issues. 2a-l-1 發覺影響健康的生活態度與行為。 Able to notice the attitudes and behaviors in our communities.</p>	<p>Ca-l-1 生活中與健康相關的環境。 How is the Environment related to our health in daily life</p>	<p>1. 了解社區的概念 To understand the idea of community 2. 認識社區裡有哪些特色和資源。 To recognized the resources and the special services in our community 3. 認識登革熱的傳染途徑 To recognize the transition of Dengue fever 4. 登革熱的預防的方法。 To know how to prevent Dengue fever</p>	<p>1. What is a community? 2. What can you do for your community? 3. How to have a clean community? 4. What is Dengue Fever? 5. How does it go from person to person?</p>	<p>Community, school, police stations, hospital, MRT pest , Recycle, Reduce, Reuse, Dengue Fever, check, pour, clean, brush, mosquito</p>

三上 Grade 3 1st semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-8 The Miracle Of Life 生命的樂章 (共 8 節)	2a-II-1 覺察健康受到個人、家庭、學校等因素之影響。 Be able to notice that the factors like personality, family, school, will influence health.	Aa-II-2 人生各階段發展的順序與感受 The sequence of Life stages and the feelings Aa-II-1 生長發育的意義與成長個別差異。 The meaning of growing and growing differences between individuals Fa-II-2 與家人及朋友良好溝通與相處的技巧。 How to communicate and get along with family members and friends.	1. 認識身體發展的順序與個別差異 To be able to know the sequence of the Life stages and the developmental differences between individuals 2. 知道並描述對於出生、成長、老化及失去最愛的概念與感覺 To be able to understand and express feelings about giving birth, growing up, growing old, and berevement	1. This is a baby/toddler/ child.	Baby, toddler, child
				2. He is a _____. She is a _____.	teenager, adult, senior
				3. Do you look like your family? Yes, I look like my _____.	mom, dad, grandpa, grandma, uncle, aunt
				4. We have same _____.	nose, eyes, fingers, mouth, hair
				5. What can you do for seniors? I can help.	seniors
				6. I feel sad/ lonely/tired/angry/ sick.	feel, sad, lonely, tired, angry, sick.
				7. It's okay to be_sad, lonely, tired, angry.	
Week9-20 Tips for a healthy life 健康家庭 有妙招 (共 12 節)	1a-I-1 認識基本的健康常識。 To know the common knowledge of health 2a-I-1 發覺影響健康的生活態度與行為。 To be able to notice what makes a healthy life attitude and good behavior. 4a-I-1 能於引導下，使用適切的健康資訊、產品與服務 By having the guidance, Ss can make use of the proper health information and services.	Ea-I-2 基本的飲食習慣。 To basic eating habits. Fb-I-1 個人對健康的自我覺察與行為表現 To be able to recognize positive behavior and develop self-awareness Bb-I-1 常見的藥物使用方法與影響。 To be able to tell differences between common medicine types. Eb-I-1 健康安全消費的原則 To be able to understand the correct way to buy products.	1. 能以感官分辨食物的安全性 To be able to distinguish food safety wienses. 2. 能認識健康飲食原則(紅綠燈食物) To be able to recognize the healthy diet classifications: red, yellow and green light 3. 能認識保健用品並能夠適當選購 To recognize and buy body care products properly 4. 能說出就醫流程並認識正確用藥觀念 To be able to know the procedure of seeing doctors and know the correct way to take medicine. 5. 能說出能與家人一起從事的運動並規畫且身體力行 To be able to talk about the exercises they can do with family and make a exercise plan	1. Is it fresh? Yes, it is./No, it isn't.	fresh, appearance
				2. Is it okay to buy? Yes, it is./No, it isn't.	best before Date
				3. What color does it belong to? It's red/yellow/green light.	red/yellow/green light
				4. Is it a Care of body product? Yes, it is./No, it isn't.	Care of body product ingredients, labels
				5. I can go to see a(n) skin/ENT/tooth/eye doctor. clinic, hospital (Runny nose, itchy skin, tooth hurt, sore eye, sore throat)	skin/ENT/tooth/eye doctor. clinic, hospital (Runny nose, itchy skin, tooth hurt, sore eye, sore throat)
				6. Check before you take medicine. Do what doctor said.	Medicine, =medicine bag, external use, internal use, pill, eye drop, cream, capsule
				7. What exercise can you do with your family?	exercise
				8. We can do Jogging, dancing, cycling, hiking, swimming	Jogging, dancing, cycling, hiking, swimming

三下 Grade 3 2nd semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-9 100% healthy 健康 百分百 (共 9 節)	1a-II-1 認識身心健康基本概念與意義。 To know the basic concept of physical and mental health 1a-II-2 了解促進健康生活的方法。 To find ways of improving our healthy life style. 2b- II -1 遵守健康的生活規範。 To Obey healthy lifestyle regulations 2b-II-2 願意改善個人的健康習慣。 To be willing to improve personal habits	Fb-I-1 個人對健康的自我覺察與行為表現 A personal self-awareness and attitude towards a healthy life style. Ea-II-1 食物與營養的種類和需求 The food groups and their nutritional value. Ea-II-2 飲食搭配、攝取量與家庭飲食型態 The understanding of family eating habits Ea-II-3 飲食選擇的影響因素 The factors of healthy food choices. Fb-II-1 自我健康狀態檢視方法與健康行為的維持原則。 To examine ones personal health choices	1. 了解健康的意義與重要性 To understand the importance and the meaning of being healthy 2. 能說出維護健康的方法 To be able to talk about good health maintenance. 3. 檢討並改進自己不良的生活習慣 To examine and improve one's life style. 4. 能以健康的原則選擇營養的早餐 To be able to choose a nutritious breakfast using nutritious guide lines. 5. 知道不同地區有不同的飲食特色 To know the different foods and how to have a balanced diet.	1. What kind of health is it? It's mental/body/society health. 2. I can keep my body health like this. 3. It's a good/ bad habit. 4. Do you have breakfast every day? Yes, I do. /No, I don't. Sometimes I do. I never eat breakfast. 5. Does your breakfast t have less salt/less sugar/ less oil/ more fibers/ balanced diet/less processed food? Yes, it does. /No, it doesn't.	Healthy, unhealthy, mental health, body health, society health Habit, sleep, exercise, balanced diet, brush teeth, less sugar Breakfast, less salt, less sugar/less oil/ less processed food balanced diet
Week10-20 Love to Share and Be Happy 同分享 共歡樂 (共 10 節)	2c-II-2 表現增進團隊合作、友善的互動行為。 Performing friendly behavior to improve teamwork 3b-II-2 能於引導下，表現基本的人際溝通互動技能。 Able to do basic skills of communication and interaction with guidance 2a-II-1 覺察健康受到個人、家庭、學校等因素之影響 Perceive that health is affected by personal, family, school and other factors	Ca- II -2 環境汙染對健康的影響。 The influences of environmental pollutions to our health Ca-II-1 健康社區的意識、責任與維護行動。 The consciousness, responsibility, action of a healthy community Fa-II-2 與家人及朋友良好溝通與相處的技巧 The skills of having good communication and live in harmony with family and friends	1. 願意參與團體活動並遵守規範 Willing to attend group activities and follow the rules. 2. 知道互助合作的重要性 Understand the importance of teamwork 3. 了解自己的長處 To recognise one's personal strength 4. 能在遊戲或活動與他人相互合作 To be able to work with others together in a game or activity 5. 了解應保持環境整潔、垃圾減量 To understand that we should keep the environment clean and reduce waste 6. 明白垃圾分類及資源回收的重要 To understand the importance of and recycling and waste management.	1. What do you need to do? I need to listen/ talk/ plan/ work together. 2. What are your good at? I'm good at _____. I'm not good at _____. 3. <u>Do</u> you need help? Yes, I do. /No, I don't. 4. What can we do? I can reuse/ reduce/ recycle them.	Sports Day, happy, unhappy team work, work together talk, listen, plan No pushing No talking Trash Reduce, reuse, recycle Enviromental Protection

四上 Grade4 1st semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary		
Week1-10 Disaster Prevention 防災小尖兵 (共 10 節)	1b-H-2 辨別生活情境中適用的健康技能和生活技能 To identify health skills and life skills and apply them to life situations 環 J10 了解天然災害對人類生活、生命、社會發展與經濟產業的衝擊 To understand the impact of natural disasters on human life, life, society and the economy 環 J11 了解天然災害的人為影響分子 To understand the role man-made disasters	Ba-II-3 防火、防震、防颱措施及逃生避難基本技巧。 Fire prevention, earthquake prevention, typhoon prevention measures and basic skills of escape and evacuation. 環 J12 認識不同類型災害可能伴隨的危險學習適當預防與避難行為 Recognize the dangers that may accompany different types of disasters and learn appropriate prevention and evacuation behaviors 環 J13 參與防災疏散 Participate in disaster prevention and evacuation	1. 能說出常見的危險行為及預防方法 Can tell identify dangerous situations and what are the safety prevention methods 2. 能說出火場應變須知 To know what to do in case of a fire. 3. 能說出地震可能造成的災害及預防方法 Can recognize the possible disasters caused by earthquakes and how to prevent them 4. 能說出防颱的重要性 Can tell the importance of being safe during a typhoon.	1. Is this the right thing to do? Yes, it is. / No, it isn't. 2. Is this the right thing to do? Yes, it is. /No, it isn't. What to do when a typhoon is coming? 3. What can you do ? What must you do? 4. Do we need it? Yes, we do. /No, we don't.	accident, disaster, nature, terrible earthquake, drop, cover, hold, fire, typhoon stop, drop, roll rinse, take off, cover, send, exit sign, yell emergency bag water, dry food, bandage, battery, ID card		
	1a-II-1 認識基本的健康常識 Know basic health knowledge 1a-II-2 認識健康的生活習慣 Recognize healthy lifestyle habits 2a-I-1 發覺影響健康的生活態度與行為 To understand how ones attitude and behaviour can influence ones health. 4a-I-1 能於引導下使用適切的健康資訊產品與服務 Be able to use appropriate health information products and services under guidance	Fb-I-1 個人對健康的自我覺察與行為表現 Personal self-awareness and attitude regarding ones health. Fb-I-2 兒童常見疾病的預防與照顧方法 Prevention and care of common diseases in children Da-I-1 日常生活中的基本衛生習慣 Basic hygiene habits in daily life	1. 了解近視的成因及正確的用眼行為 Understand the causes of myopia and know the correct way to care for your eyes 2. 認識齒列矯正及牙齒的功能並學會牙線操作 To know the names and function of your teeth and how to floss correctly. 3. 認識流感的傳染途徑及預防方法並做好罹患流感時的自我管理及照顧 To know about cold and flu symptoms ,prevention methods and, self-management. 4. 認識過敏的原因及預防方法及過敏的照顧 Understand the causes, prevention and care of allergies 5. 認識全民健保及選擇正確的就醫途徑 6. Know about health insurance and the correct medical treatment needed.	1. How do you take care of your eyes? 2. Where are your incisors/ molars/ canines? 3. What's the difference between flu and cold? 4. What kind of allergy is it? skin allergy/eye allergy/nose allergy 5. Is this the right way?	Short sightedness, protect your eyes, Sit well, eat well, take a break baby tooth, permanent tooth Incisors, molars, canines, look after your teeth/ cavities/ dentist, brush your teeth Flu, cold, runny nose, stuffy nose, headache, fever, tablet, wash hands, drink water skin allergy, eye allergy, nose allergy health insurance, go to the doctor, go to the clinic/hospital, go to the temple		

四下 Grade 4 2nd semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-8 Eat wisely 飲食智慧王 (共 8 節)	1a-I-1 認識基本的健康常識 Know basic health knowledge 1a-I-2 認識健康的生活習慣 Recognize healthy lifestyle habits 2a-I-1 發覺影響健康的生活態度與行為 Discovery of life attitudes and behaviors that affect health 2b-II-2 願意改善個人的健康習慣。 Willing to improve personal habits	Ea-I-2 基本的飲食習慣 Basic eating habits Ea-II-1 食物與營養的種類和基本需求 Types and basic needs of food and nutrition	1. 了解飲食均衡對健康的重要性 Understand the importance of a balanced diet for health 2. 能說出營養素的主要來源及功能 Can tell the main source and function of nutrients 3. 了解飲食運動和體重控制的關係 Understand the relationship between diet, exercise and weight control	1. What nutritional food do you need to eat? 2. What Nutritional food do you need to eat? It's a balanced diet because it has_____. It's not a balanced diet because it doesn't have_____. 3. Is it healthy to be overweight/underweight? No, it isn't because...	balanced diet Grain, vegetables, oil and nuts, fish meat and eggs, dairy, fruits water, vitamin, minerals, fibers, protein, carbohydrate, fat. Weight control, Overweight, underweight/Cooking methods, bulimic/bulimia Exercise
Week9-14 Environmental Detective 環境偵查員 (共 6 節)	1a-I-2 認識健康的生活習慣 Recognize healthy lifestyle habits 2a-II-2 注意健康問題所帶來的威脅感與嚴重性。 To recognize environmental pollution and its health threats. 2b-II-1 遵守健康的生活規範。 Obey healthy lifestyle and regulations	Bb-I-2 吸菸與飲酒的危害及拒絕二手菸的方法 Harm of smoking and drinking and ways to refuse secondhand smoke Bb-II-2 吸菸喝酒嚼檳榔對健康的危害與拒絕技巧 The health hazards of smoking, drinking and chewing betel nuts and their rejection skills Bb-II-3 無菸家庭與校園的健康信念 Tobacco-free families and health beliefs on campus Ca-II-2 環境汙染對健康的影響。 The effect of environmental pollution on our health Ca-II-1 健康社區的意識、責任與維護行動。 The awareness, responsibility, and actions of a healthy community	1. 能說出吸菸對健康的危害並已適當方式拒絕二手菸 Can tell the health hazards of smoking how to stay away from second-hand smoke 2. 了解空氣汙染的原因及對環境人體健康的影響 Understand the causes of air pollution and its impact on environmental and human health 3. 能舉出噪音對生活的影響及知道如何防治和避免噪音 To understand the impact of noise in our society and how to recognize and prevent noise pollution.	1. Why is smoking is bad/ harmful for our health? It is because..... 2. It is harmful. 3. Smoking is bad for_____. 4. What AQI is it today? It is green, yellow, orange, red, purple, maroon. 5. Would you please to be quiet?	Smoking, harmful, tar, nicotine, cigarette, heart, lungs, mouth, nose, throat, cancer secondhand cigarette thirdhand cigarette fresh air/air pollution/air quality AQI: air quality index Maroon/moderate/unhealthy for sensitive groups/hazardous ear plugs, hospital, library, school
Week15-20 Look to the Future 走出新方向 (共 6 節)	2C-I-1 表現尊重的團體互動行為 Respectful group interaction 2a-II-1 覺察健康受到個人、家庭、學校等因素之影響 Perceive that health is affected by personal, family, school and other factors	Db-I-1 日常生活中的性別角色 Gender roles in daily life Fa-II-2 與家人及朋友良好溝通與相處的技巧 The skills of having good communication and live in harmony with family and friends Db-II-2 性別角色刻板現象並與不同性別者之良好互動 Stereotype gender roles and good interaction with people of different genders	1. 體會家庭的重要性，並了解自己與家人的關係及學習良好的溝通技巧 Realize the importance of family, understand your family relationships and learn good communication skills 2. 知道面臨家庭暴力時的自我保護與因應方法 Know how to protect yourself and cope with domestic violence 3. 能察覺性別刻板印象，體會兩性的特質與能力沒有明顯差異，分析自己與他人的差異並找出自己的長處，不因性別阻礙自己的潛力發展 Be able to notice gender stereotypes, realize that there is no obvious difference between the characteristics and abilities of the two sexes, analyze the differences between oneself and others and find out one's own strengths, and not hinder one's potential development due to gender	1. I love my family. What can you do for your family? Take care of your family. Good communication 2. How do we stop domestic violence? I'll call 113/ 110. I'll go to counseling room/ teacher. I'll talk to friends/police/relatives 3. What are the differences between boys and girls? 4. What do you want to be in the future? 5. What are you good at? 6. I'm good at _____.	Conflict, Listen, Understand, Respond Smile, Take care of your family, Good communication Domestic violence, myths, counseling room, beat, span, touch, kiss Differences, personalities, stereotype stereotype, doctor, nurse, pilot, police, president. Picture dictionary: singing, dancing, playing balls, running, reading, teaching, talking. Math, English, Music.

五上 Grade 5 1st semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-8 Friendship 伸出 友誼的手 (共 8 節)	1a-III-2 描述生活行為對個人與群體健康的影響。 1a-III-2 Describe the impact of a persons behavior on the health of individuals and groups. 2a-III-1 關注健康議題受到個人、家庭、學校與社區等因素的交互作用之影響。 2a-III-1 Dealing with perceived biases is influenced by personal, family, school, and cultural factors 2a-III-2 覺知健康問題所造成的威脅感與嚴重性。 2a-III-2 Be aware of the threat and severity of health problems. 2b-III-1 認同健康的生活規範、態度與價值觀。 2b-III-1 Agree with healthy living norms, attitudes and values. 2c-III-2 表現同理心、正向溝通的團隊精神。 2c-III-2 Demonstrate empathy and positive communication 3b-III-1 獨立演練大部份的自我調適技能。 3b-III-1 Practice most of your self-adjustment skills independently. 3b-III-2 獨立演練大部分的人際溝通互動技能。 3b-III-2 Independently practice interpersonal communication skills. 3b-III-3 能於引導下，表現基本的決策與批判技能。 3b-III-3 Be able to perform basic decision-making and critical skills under guidance.	Fa-II-2 與家人及朋友良好溝通與相處的技巧。 Fa-II-2 Skills for good communication and getting along with family and friends. Fa-II-3 情緒的類型與調適方法。 Fa-II-3 Types of emotions and mood adjustment methods Fa-III-3 維持良好人際關係的溝通技巧與策略。 Fa-III-3 Communication skills and strategies for maintaining good interpersonal relationships Fa-III-1 自我悅納與潛能探索的方法。 Fa-III-1 Methods of self-acceptance and potential self discovery.	1. 能學習融入新團體的方法。 Can learn how to integrate into a new group. 2. 與人相處時，能避免偏見的形成。 Can avoid the formation of prejudice when getting along with others. 3. 知道增進友誼的方法。 Know the way to increase friendship.	1. My name is ... My favorite food is ... The animal I want to be is a ... 2. It's ok to be different. 3. I like dancing/ reading/ cooking/ hiking/ camping/listening to the music/ playing video games. 4. Hobbies are things that make me happy. 5. Everything is good for something. Be considerate and kind 6. Be considerate/ kind/helpful Don't give up! 7. The problem is...	favorite Stereotype/Different/Bias Problem solving. dancing/ reading/ cooking/ hiking/ camping/listening to the music/ playing video games. Strengths and weaknesses Considerate, everything seniors Be positive. Positive/ negative Helpful/ unhelpful accessible facilities Being blind, being deaf, wearing an arm sling, using a wheelchair, or a walker
	1b-III-1 理解健康技能和生活技能對健康維護的重要性。 Understand the importance of health skills and life skills for health maintenance. 1b-III-2 認識健康技能和生活技能的基本步驟。 Basic steps to understand health skills and life skills. 1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和 生活技能。 How to deal with problems in life and learn how to cope.	Aa-III-1 生長發育的影響因素與促進方法。 Influencing factors that promoting methods of growth and development. Aa-III-2 人生各階段的成長、轉變與自我悅納。 Growth, transformation and self-acceptance in different stages of life. Db-III-1 青春期的探討與常見保健	1. 了解青春期的男女在身體上會出現的變化。 Understand the changes in puberty 認識月經與了解夢遺，了解青春期的保健方法。 Know how to take care of themselves when they have period or wet dream. 2. 了解飲食對生長發育的影響。知道青春期正確的	1. What's the changes in Puberty 2. We are what we eat.	puberty, physical changes curvy hips, hair growth, bigger muscles, broader shoulders, getting taller, pimples a period, a wet dream food groups, fruit, vegetables, dairy ,protein, oils and fats

	<p>1b-III-4 了解健康自主管理的原則與方法。 Understand the principles and methods of self-management of health.</p> <p>2b-III-1 認同健康的生活規範、態度與價值觀。 Agree with healthy living norms, attitudes and values.</p> <p>2b-III-2 願意培養健康促進的生活型態。 Willing to cultivate a healthy lifestyle.</p>	<p>問題之處理方法。 The discussion of puberty and the treatment of common health problems.</p> <p>Db-III-2 不同性傾向的基本概念與性別刻板印象的影響與因應方式。 Basic concepts of different sexual orientation and the influence of gender stereotypes On our society.</p> <p>Db-III-3 性騷擾與性侵害的自我防護。 Self-protection against sexual harassment and sexual assault.</p> <p>Ea-III-2 兒童及青少年飲食問題與健康影響。 Eating problems and the importance of how a healthy diet effects children and adolescents.</p>	<p>飲食原則。 Understand better diet during the puberty.</p> <p>3. 知道穿耳洞或刺青可能導致的結果。接受自己的外形及特色，肯定自我價值。 Understand the consequences of piercing and body tattoo. being ale to accept who they are right now.</p> <p>4. 能以合宜的態度和異性相處，避免性騷擾行為。 Able to use the proper attitude to interact with others.</p> <p>5. 知道面臨性騷擾情境的因應方法。 Know the methods to deal with sexual harassments</p>	<p>3. It is ok to be different. You are unique.</p>	<p>unique body tattoos and piercings sexual harassment, photo book, opposite sex, and dirty joke</p>
<p>Week16-20</p> <p>Go Safely</p> <p>Move Safely</p> <p>安全行、平安動</p> <p>(共 4 節)</p>	<p>1b-III-2 認識健康技能和生活技能的基本步驟。 Basic steps to understand health skills and life skills.</p> <p>1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和生活技能。 According to the health needs of life situations, seek suitable health skills and life skill.</p> <p>3a-III-1 流暢地操作基礎健康技能。Operate basic health skills smoothly.</p> <p>3a-III-2 能於不同的生活情境中，主動表現基礎健康技能。 Able to actively demonstrate basic health skills in different life situations.</p>	<p>Ba-III-1 冒險行為的原因與防制策略。 Causes of risk-taking behavior and prevention strategies.</p> <p>Ba-III-4 緊急救護系統資訊與突發事故的處理方法。 Emergency rescue system information and emergency treatment methods.</p>	<p>1. 了解交通事故傷害的原因與預防方法。 Understand the causes and prevention methods of traffic accident injuries.</p> <p>2. 知道行走的安全注意事項。 Know the safety precautions for walking.</p> <p>3. 能遵守交通規則。 Able to follow traffic rules.</p> <p>4. 學會乘坐機車的方法。 Learn how to ride a scooter</p> <p>5. 養成乘坐汽車繫安全帶的習慣。Develop the habit of wearing a seat belt in a car.</p> <p>6. 了解遇到交通事故時正確的處理方式。 Know the correct way to deal with a traffic accident.</p> <p>7. 認識安全救援系統的功能運用及方法。 Know the functions and methods of the safety rescue system.</p>	<p>1. What's this traffic sign?</p>	<p>zebra crossing/ overpass/ underpass/ traffic lights/ alter/ pedestrian/ cars/ buses traffic signs</p>
	<p>2. This is correct/incorrect, because...</p>	<p>helmet, seat belt/ Be safe/ Correctly fitted helmet/ Fasten correctly/ Buckle up</p>			
	<p>3. Be safe, stay alert.</p>	<p>Accident / emergency Police, Hospital Fire station, health center</p>			

五下 Grade 5 2nd semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
Week1-8 Aspects of a good Diet 飲食面面觀 (共 8 節)	1a-III-1 認識生理、心理與社會各層面健康的概念。 1a-III-1 Understand the concepts of health at all levels of physiology, psychology and society. 2a-III-1 關注健康議題受到個人、家庭、學校與社區等因素的交互作用之影響。 2a-III-1 Concerns about health issues are influenced by the interaction of personal, family, school and community factors. ◎1-III-7 能聽懂簡易的教室用語。 Can understand simple classroom language. 2-III-3 能以簡易的英語介紹自己。 Can introduce yourself in simple English. 4-III-2 能抄寫課堂中所學的句子。 Can transcribe sentences learned in class.	Ea-III-3 每日飲食指南與多元飲食文化 Ea-III-3 Daily Food Guide and Diverse Food Culture Ad-III-2 簡易、常用的句型結構。 Ad-III-2 Simple and commonly used sentence structure. B-III-1 自己、家人及朋友的簡易介紹。 B-III-1 A brief introduction to yourself, family and friends.	<ol style="list-style-type: none"> 能認同不同宗教、族群、文化的飲食方式。 Able to respect the eating styles of different religions, ethnic groups, and cultures. 能舉例說出不同國家的飲食特色。 Can give examples of the food characteristics of different countries. 能設計並分析菜單是否符合均衡飲食的原則。 Able to design and analyze whether the menu complies with the principle of balanced diet. 能說出正確選購食物的方法。 Able to know how to choose fresh food and produce. 知道消費者在食品消費上的權利與義務。 Know the rights and obligations of consumers in food consumption. 	The same/different What did you have for the Chinese New Year dinner? We had <u>radish cake</u> in the Chinese New Year, it means... What country does this food belong to? Is it healthy? I have a <u>hamburger</u> for my <u>lunch</u> . When buying fish, we must check... Keep it fresh.	radish cake/ fish/ dumplings/ apples/ sweet dumplings/ mustard greens radish cake/ fish/ dumplings/ apples/ sweet dumplings/ mustard greens USA/ Thailand/ Japan/ Germany/ South Africa/India Less sugar/no sugar Menu, breakfast, lunch, supper, balanced diet, food groups. Fresh. good color, dairy and eggs, fruit and vegetables, meat and fish, separate, cook soon
Week9-12 Betel Nut and My Health 檳榔物語 (共 4 節)	2a-III-2 覺知健康問題所造成的威脅感與嚴重性。 2a-III-2 Be aware of the threat and severity of health problems. 2b-III-2 願意培養健康促進的生活型態。 2b-III-2 Willing to cultivate a health-promoting lifestyle. 4a-III-3 主動地表現促進健康的行動。 4a-III-3 Actively manifest health-promoting actions. 4b-III-1 公開表達個人對促進健康的觀點與立場。 4b-III-1 Publicly express personal views and positions on the promotion of health.	Bb-III-2 成癮性物質的特性及其危害。 Bb-III-2 The characteristics and harm of addictive substances. Bb-III-4 拒絕成癮物質的健康行動策略。 Bb-III-4 A healthy action strategy for rejecting addictive substances. Ca-III-1 健康環境的交互影響因素。 Ca-III-1 Interactive influence factors of healthy environment.	<ol style="list-style-type: none"> 了解嚼檳榔的養成原因。 Understand the reasons for the development of betel nut chewing. 知道檳榔對健康的危害。 Know the health hazards of betel nut. 練習拒絕他人請吃檳榔的辦法。 Practice the method of rejecting others' betel nut. 了解檳榔所引發的社會及環境問題。 Understand the social and environmental problems caused by betel nuts. 	Why Betel Nut? What would happen? Myth of eating betel nut. No, thank you.	betel nut/ awake Cancer/black teeth/gums Myth/refreshing/cool/sleep y/ awake Step1/2/ 3
Week12-20 My Family and I 樂在其中	1a-III-1 認識生理、心理與社會各層面健康的概念。 1a-III-1 Understand the concepts of health at all levels of physiology, psychology and society. 1a-III-3 理解促進健康生活的的方法、資源與規範。 1a-III-3 Understand the methods, resources and norms to promote a healthy life. 1b-III-2 認識健康技能和生活技能的基本步驟。 1b-III-2 Basic steps to understand health skills and life skills. 1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和生活技能。 1b-III-3 According to the health needs of life	Cd-III-1 戶外休閒運動進階技能。 Cd-III-1 Advanced outdoor leisure sports skills. Db-III-5 友誼關係的維繫與情感的合宜表達方式。 Db-III-5 The maintenance of friendship and the appropriate expression of emotions. Fa-III-2 家庭成員的角色與責任。 Fa-III-2 The roles and responsibilities of family members.	<ol style="list-style-type: none"> 了解性行為是父母親之間表達親密與愛的行為 Understand that sex is an act of expressing intimacy and love between parents 能說出家庭的型態和功能 Can tell the type and function of the family 學習與家人和諧相處，共同創造溫馨和樂的氣氛 Learn to live in harmony with your family and create a warm and happy atmosphere together 了解家庭聚會的重要性 Understand the importance of family gatherings 	Let me introduce my family members to you, they are What should a family member do? Be thoughtful.	Aunt /uncle /cousin Thoughtful/ thankful/ grateful/ helpful

(共 8 節)	situations, seek suitable health skills and life skills.		<p>5. 能舉例說出家庭聚會的時機與內容 Can give examples of the timing and content of family gatherings</p> <p>6. 知道家庭會議的進行方式 Know how family meetings are conducted</p> <p>7. 知道急救箱的重要性 Know the importance of first aid kit</p> <p>8. 了解防曬的重要 Understand the importance of sun protection</p> <p>9. 能說出騎自行車出遊的準備事項 Can tell what to prepare for a bicycle trip</p> <p>10. 能說出騎自行車的安全須知 Able to tell the safety instructions for riding a bicycle</p>	<p>We got together for dinner.</p> <p>We got together to travel.</p> <p>Take care for each other.</p>	Communicate / each other
				<p>Be aware. Be safe.</p> <p>Wear a helmet</p> <p>Be seen.</p> <p>Protect yourself from the sun.</p> <p>Ride with traffic, never against it.</p>	First aid kit / sun screen / outdoor activities / helmet

六上 Grade 6 1st semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Week1-7</div> Environmental Action Taker 環保行動家 (共 7 節)	<p>1a-III-2 描述生活行為對個人與群體健康的影響。 Describe the impact of life behavior on the health of individuals and groups.</p> <p>1a-III-3 理解促進健康生活的方法、資源與規範。 Understand the methods, resources and norms that promote healthy living.</p> <p>2a-III-1 關注健康議題受到個人、家庭、學校與社區等因素的交互作用之影響。 Concerns about health issues are affected by the interaction of individuals, families, schools, and communities. Use the influence.</p> <p>4a-III-2 自我反省與修正促進健康的行動。 Self-reflection and correction of actions to promote health.</p> <p>4a-III-3 主動地表現促進健康的行動。 Actively express actions that promote health.</p>	<p>Ca-III-1 健康環境的交互影響因素。 Interactive influence factors of healthy environment</p> <p>Ca-III-2 環境污染的來源與形式。 Sources and forms of environmental pollution.</p> <p>Ca-III-3 環保行動的參與及綠色消費概念。 Participation in environmental protection actions and the concept of green consumption.</p>	<ol style="list-style-type: none"> 1. 學生能了解造成水污染的原因 Students can understand the causes of water pollution 2. 學生能認識水污染的影響 Students can understand the impact of water pollution 3. 學生了解節約用水的方法並落實在生活中 Students understand water conservation methods and implement them in daily life 4. 學生知道且垃圾對環境的影響 Students know and the impact of garbage on the environment 5. 學生能說出關心社區垃圾問題 Students can say that they care about the garbage problem in the community 6. 透過桌遊的方式，學生能運用所學知識嘗試解決問題 Through board games, students can use their knowledge to try to solve problems 7. 學生願意養成垃圾減量與資源回收習慣 Students are willing to develop the habit of waste reduction and resource recycling 8. 學生了解綠色消費的原則 Students understand the principles of green consumption 	<ol style="list-style-type: none"> 1. What causes water pollution in Taiwan? Factory waste /Farm waste Trash/Industrial waste causes water pollution. 2. What can we do to protect our river? We can identify the Problems. We can Form an opinion with our group members. 3. I can say no to single use plastic. 4. What can you do? We can Take action. 5. What does it belong to? It belongs to _____. 6. How to do "Go green"? I can look for the recycle sign. I can squash the cans before recycle. I can tie up the papers with string before recycle. 	<p>Factory waste /Farm waste Trash/Industrial waste/cause</p> <p>protect our river/ identify/ Form an opinion</p> <p>single use plastic</p> <p>seniors</p> <p>plastic/ glass/electrical goods/medical waste/food waste</p> <p>look for/ recycle sign/ squash the cans/ tie up the papers with string</p>	
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Week8-13</div> I look after my	<p>1a-III-1 認識生理、心理與社會各層面健康的概念。 Recognize the healthy concept of physiology, mental and society.</p> <p>1a-III-2 描述生活行為對個人與群體健康的影響。 Describe the effect of daily behavior to individual</p>	<p>Ba-III-3 藥物中毒、一氧化碳中毒、異物梗塞急救處理方法。 First aid treatment method of Drug poisoning, Carbon monoxide poisoning and Foreign body infarction.</p>	<ol style="list-style-type: none"> 1. 認識酒精對人體的影響及飲酒過量的危害 Students can recognize the effect of alcohol and the harmfulness of drinking too much. 2. 認識毒品的危害並能夠用適當的方法拒絕毒品 	<ol style="list-style-type: none"> 1 Q: What may happen after drinking too much? A1: You may get in with the wrong people. A2: You may put your life in danger. A3: You may become an addict. 	<p>Get in with/ in danger/addict</p>

<p style="text-align: center;">health 健康焦點新聞 (共 6 節)</p>	<p>and group.</p> <p>1b-III-4 了解健康自主管理的原則與方法。 Understand the principle and method of self-health monitoring.</p> <p>2a-III-2 覺知健康問題所造成的威脅感與嚴重性。 Aware the threatening and severity that caused by health problem.</p> <p>2b-III-1 認同健康的生活規範、態度與價值觀。 Identify the healthy standard, attitude and values in daily life.</p> <p>3b-III-4 能於不同的生活情境中，運用生活技能。 Use different life skills in different life situation.</p> <p>4a-III-2 自我反省與修正促進健康的行動。 Self-reflection and correction of the behavior which can promote health.</p>	<p>Ba-III-4 緊急救護系統資訊與突發事故的處理方法。 The information of first aid and the treatment method of accident.</p> <p>Bb-III-2 成癮性物質的特性及其危害。 The characteristic and harmfulness of addictive substance.</p> <p>Bb-III-4 拒絕成癮物質的健康行動策略。 The strategy of refusing addictive substance.</p> <p>Fa-III-4 正向態度與情緒、壓力的管理技巧。 The management skill of positive attitude, mood and stress.</p>	<p>Students can recognize the harmfulness of drugs and use appropriate way to refuse.</p> <p>3. 能指出壓力的來源及影響並學習用正向的思考和態度調適壓力 Students can indicate the source and effect of stress. And also learn to adjust stress by using positive thought and attitude.</p> <p>4. 能說出一氧化碳中毒的處理原則及急救步驟並學會預防方式 Students can say the processing principle and the first aid steps of Carbon monoxide poisoning. And also learn the prevention method.</p>	<p>2 Why take the drugs? A1: To feel grown up A2: To fit it and belong A3: To relax and feel good A4: To take risk and rebel A5: To satisfy curiosity A6: Peer pressure</p> <p>3 How to refuse drugs?</p>	<p>To feel grown up/ To fit it and belong/ To relax and feel good/ To take risk and rebel/ To satisfy curiosity/ Peer pressure</p> <p>A1: I can say no! A2: I can put myself down. A3: I can change the topic. A4: I can walk away. A5: My friends can help</p>
<p style="text-align: center;">Week14-20 Understanding sexuality 知性時間 (共 7 節)</p>	<p>1a-III-1 認識生理、心理與社會各層面健康的概念。 Understand the concepts of health at all levels of physiology, psychology and society.</p> <p>1b-III-4 了解健康自主管理的原則與方法。 Understand the principles and methods of self-management of health.</p> <p>2a-III-1 關注健康議題受到個人、家庭、學校與社區等因素的交互作用之影響。 Concern about health issues is affected by the interaction of individuals, families, schools, and communities.</p> <p>2b-III-1 認同健康的生活規範、態度與價值觀。 Agree with healthy living norms, attitudes and values.</p> <p>4a-III-3 主動地表現促進健康的行動。 Actively express actions that promote health.</p>	<p>Aa-III-2 人生各階段的成長、轉變與自我悅納。 Growth, transformation and self-acceptance at all stages of life.</p> <p>Da-III-2 身體主要器官的構造與功能。 The structure and function of the main organs of the body.</p> <p>Db-III-1 青春期的探討與常見保健問題之處理方法。 The discussion of puberty and the treatment of common health problems.</p> <p>Db-III-4 愛滋病傳染途徑與愛滋關懷。 Ways of AIDS transmission and AIDS care.</p> <p>Db-III-5 友誼關係的維繫與情感的合宜表達方式。 The maintenance of friendship and the appropriate expression of emotions.</p> <p>Fa-III-3 維持良好人際關係的溝通技巧與策略。</p>	<p>1. 能了解性的基本概念並用健康的態度面對兩性在成長過程中生理變化的異同。 Able to understand the basic concepts of sex and use a healthy attitude to face the similarities and differences in the physiological changes of the two sexes during the growth process</p> <p>2. 能體認異性相處是一種表達友情和學習社交技巧的方法。 Being able to recognize the opposite sex is a way to express friendship and learn social skills.</p> <p>3. 能了解在團體活動中認識異性的重要性並察覺被異性吸引是正常的發展現象。 Understand the importance of understanding the opposite sex in group activities and perceive that being attracted to the opposite sex is a normal development phenomenon.</p> <p>4. 能了解社會文化對兩性互動的影響並學會尊重他人。 Able to understand the influence of social culture on the interaction between the sexes and learn to respect others.</p> <p>5. 能了解色情媒體對身心健康的影響並據分析判斷能力。</p>	<p>1 What are the boys/girls' changes in puberty? We have _____.</p> <p>2 What did you do?/How did you feel? I _____./ I felt _____</p> <p>3 I like you because you ____.</p> <p>4 What can you say to refuse the date?</p> <p>5 What's the different ways to express love between different cultures?</p> <p>6 How to say no to erotic information?</p>	<p>Puberty, sex The change on the body.</p> <p>Uncomfortable, ok,</p> <p>smart, amazing, sweet, cute, adorable, handsome, beautiful, great, nice</p> <p>Thank you. Maybe next time. I like your idea. But I have to go home. You are a good person. But I like XXX.</p> <p>Don't believe it too easily. Analysis the source and purpose. Discuss with teachers or parents. Remove the incorrect ideas.</p>

		<p>Communication skills and strategies for maintaining good interpersonal relationships.</p>	<p>Be able to understand the impact of pornographic media on physical and mental health and analyze and judge the ability.</p> <p>6. 能透過適當管道獲得正確的性觀念。 Able to obtain correct sexual concepts through appropriate channels.</p> <p>7. 能說出網路交友安全守則並認識潛藏之危機。 Be able to tell the safety rules for online dating and recognize potential crises.</p> <p>8. 能知道愛滋病的防範方法並願意接納身邊的愛滋病患。 Know how to prevent AIDS and be willing to accept AIDS patients around you.</p>	<p>7 What's the safe way to make friends on internet?</p>	<p>Don't leave personal information on internet. Don't send personal picture to other. Don't say yes to invitation easily. Use nickname on internet. Stop chatting after receiving uncomfortable messages.</p>
				<p>8 How does AIDS transmit?</p>	

六下 Grade 6 2nd semester	學習表現 Learning performance	學習內容 Learning Content	學科目標 Curriculum Goals	Language for learning 語言學習目標 ◎Students will be able to share their ideas, ask for help, or clear up confusion.	Language of learning 語言學習目標 ◎Students will be able to use the key vocabulary
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Week1-9</div> Healthy Diet 健康飲食生活 (共 10 節)	<p>1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和生活技能。</p> <p>1b-III-3 According to the health needs of life situations, seek suitable health skills and life skill.</p> <p>1b-III-4 了解健康自主管理的原則與方法。</p> <p>1b-III-4 Understand the principles and methods of self-management of health.</p> <p>2a-III-2 覺知健康問題所造成的威脅感與嚴重性。</p> <p>2a-III-2 Be aware of the threat and severity of health problems.</p> <p>2a-III-3 體察健康行動的自覺利益與障礙。</p> <p>2a-III-3 Observe the conscious benefits and obstacles of health action.</p> <p>2b-III-1 認同健康的生活規範、態度與價值觀。</p> <p>2b-III-1 Agree with healthy living norms, attitudes and values.</p> <p>2b-III-2 願意培養健康促進的生活型態。</p> <p>2b-III-2 Willing to cultivate a health-promoting lifestyle.</p> <p>2b-III-3 擁有執行健康生活行動的信心與效能感。</p> <p>2b-III-3 Have the confidence and sense of efficacy to perform healthy life actions.</p> <p>◎1-III-7 能聽懂簡易的教室用語。</p> <p>Can understand simple classroom language.</p> <p>4-III-2 能抄寫課堂中所學的句子。</p> <p>Can transcribe sentences learned in class.</p>	<p>Aa-III-2 人生各階段的成長、轉變與自我悅納。</p> <p>Aa-III-2 Growth, transformation and self-acceptance at all stages of life.</p> <p>Aa-III-3 面對老化現象與死亡的健康態度。</p> <p>Aa-III-3 A healthy attitude in the face of aging and death.</p> <p>Ea-III-1 個人的營養與熱量之需求。</p> <p>Ea-III-1 Personal nutrition and calorie needs.</p> <p>Ea-III-3 每日飲食指南與多元飲食文化。</p> <p>Ea-III-3 Daily diet guide and diverse diet culture.</p> <p>Ea-III-4 食品生產、加工、保存與衛生安全。</p> <p>Ea-III-4 Food production, processing, preservation and hygiene and safety.</p> <p>Ba-III-3 藥物中毒、一氧化碳中毒、異物梗塞急救處理方法。</p> <p>Ba-III-3 emergency treatment methods for drug poisoning, carbon monoxide poisoning, and foreign body infarction.</p> <p>Ba-III-4 緊急救護系統資訊與突發事故的處理方法。</p> <p>Ba-III-4 Emergency rescue system information and emergency treatment methods.</p>	<ol style="list-style-type: none"> 1. 討論了解健康檢查的重要性，並能關心家人的健康問題。 Understand the importance of health check and be able to care about the health of family members. 2. 不同人生階段的健康需求。 Discuss the health needs of different life stages. 3. 了解適合不同人生階段的運動量。 Know the amount of exercise suitable for different life stages. 4. 知道食物中毒的可能原因。 Know the possible causes of food poisoning. 5. 能舉例說出正確處理及保存食物的方式。 Be able to give examples of the correct handling and preservation of food. 6. 能檢視家中處理和保存食物的方式。 Be able to examine the way food is handled and preserved at home. 7. 選購食物時會讀取營養標示。 When buying food, the nutrition label will be read. 8. 了解我國傳統宴客的習俗和禮儀。 Understand the customs and etiquette of traditional Chinese banquet guests. 9. 學習以健康飲食原則設計宴客菜單。 Learn to design banquet menus based on healthy eating principles. 10. 知道發生食物梗塞時的症狀。 Know the symptoms when food infarction occurs. 11. 學習食物梗塞時的急救處理方法。 	<p>What do you need at every life stage to stay healthy?</p> <p>I stay healthy by exercising every day</p> <p>What can you do with your body? I can play sport.</p> <p>Always wash your hands thoroughly with soap and warm water.</p> <p>Keep raw and cooked meat apart.</p> <p>Wash fruit and vegetables to ensure they are clean before consuming them.</p> <p>What does g stand for? What does mg stand for? What does Kcal stand for? What do you do in case of choking? D is for danger.</p>	<p>life stages Babies/ The elderly/ Pregnant women/ People who are sick</p> <p>Running / Playing soccer / Rollerblading / Playing basketball / Swimming / Dancing. / Playing sport / Exercising</p> <p>Dance/ run / jump rope / do karate/ swim</p> <p>harmful bacteria germs</p> <p>Raw food, undercooked food and unclean hands/food</p> <p>Nutrition label grams/ million grams/ Kilocalorie difficulty breathing, speaking or</p>

		Ad-III-2 簡易、常用的句型結構。 Ad-III-2 Simple and commonly used sentence structure.	Learn how to deal with first aid when food is infarcted.	R is for response. A is for airway. B is for breathing. C is for circulation.	coughing a red, puffy face cough	
How to See a Doctor 就醫基本功 (共 8 節)	1a-III-3 理解促進健康生活的方法、資源與規範。 1a-III-3 Understand the methods, resources and norms to promote a healthy life. 1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和生活技能。 1b-III-3 According to the health needs of life situations, seek suitable health skills and life skills. 2b-III-1 認同健康的生活規範、態度與價值觀。 2b-III-1 Agree with healthy living norms, attitudes and values. ◎1-III-7 能聽懂簡易的教室用語。 Can understand simple classroom language. 4-III-2 能抄寫課堂中所學的句子。 Can transcribe sentences learned in class.	Fb-III-1 健康各面向平衡安適的促進方法與日常健康行為。 Fb-III-1 Health promotion methods and daily health behaviors for balance and comfort. Fb-III-4 珍惜健保與醫療的方法。 Fb-III-4 Cherish the methods of health insurance and medical treatment. Ad-III-2 簡易、常用的句型結構。 Ad-III-2 Simple and commonly used sentence structure.	1. 認識中醫及中醫常用療法。 Know Chinese medicine and common treatments of Chinese medicine. 2. 能謹慎選擇合格的醫療院所。 Be able to choose qualified medical institutions carefully. 3. 能說出全民健保的好處。 Can tell the benefits of universal health insurance. 4. 知道正確就醫的步驟。 Know the correct steps for medical treatment. 5. 知道全民健保資源有限，要珍惜使用。 Know that the national health insurance resources are limited, and use them cherished. 6. 能勸導家人或朋友珍惜健保資源。 Can persuade family or friends to cherish health care resources.	Hospital now and then. Have You Ever Been to Hospital? What are the treatments of Chinese medicine? What happens in this area? Who works in this area? Everyone should treasure medical resources.	Chinese medicine Chinese medicine clinic Acupuncture cupping therapy take sb.'s pulse Medicated diet Waiting Room/ reception / Doctors' Room / Nurses' Room health care / medical services	
Disease Prevention 防治疾病一起來 (共 2 節)	1b-III-3 對照生活情境的健康需求，尋求適用的健康技能和生活技能。 1b-III-3 According to the health needs of life situations, seek suitable health skills and life skills. 1b-III-4 了解健康自主管理的原則與方法。 1b-III-4 Understand the principles and methods of self-management of health. ◎1-III-7 能聽懂簡易的教室用語。 Can understand simple classroom language. 4-III-2 能抄寫課堂中所學的句子。 Can transcribe sentences learned in class.	Fb-III-2 臺灣地區常見傳染病預防與自我照顧方法。 Fb-III-2 Common infectious disease prevention and self-care methods in Taiwan. Fb-III-3 預防性健康自我照護的意義與重要性。 Fb-III-3 The significance and importance of preventive health self-care. Ad-III-2 簡易、常用的句型結構。 Ad-III-2 Simple and commonly used sentence structure.	1. 知道傳染病的傳染途徑及預防方法。 Know the transmission route and prevention method of infectious diseases. 2. 認識香港腳、結核病、A 型肝炎、日本腦炎。 Know about athlete's foot, tuberculosis, hepatitis A, and Japanese encephalitis. 3. 了解心血管疾病與生活型態的關係。 Understand the relationship between cardiovascular disease and lifestyle. 4. 能檢視自己的生活習慣並改善。 Able to review and improve one's own living habits.	Diseases are spread by_____. By having good hygiene, germs and diseases spread more slowly. Looking after yourself. Eat a balanced diet. Do some exercise. Look after our personal hygiene. Think about what we need to wear. Have plenty of rest and sleep.	Sneezing / coughing athlete's foot / diabetes / vomiting Hygiene / balanced / personal	