

金門縣賢庵國小五年級上學期社會領域第五單元雙語教學教案

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| 單元名稱 | 臺灣在哪裡(康軒版) | 教學設計者 | 林詩瑾、董炯靈 | | |
| 學習對象 | 五年級 | 學習節次 | 8 節課(320 分鐘) 雙語課為第 5-7 節 | | |
| 核心素養 | <p>社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。</p> <p>社-E-B1 透過語言、文字及圖像等表徵符號，理解人類生活的豐富面貌，並能運用多樣的表徵符號解釋相關訊息，達成溝通的目的，促進相互間的理解。</p> <p>社-E-B3 體驗生活中自然、族群與文化之美，欣賞多元豐富的環境與文化內涵。</p> <p>社-E-C3 社-E-C3</p> <p>了解自我文化，尊重與欣賞多元文化，關心本土及全球議題。</p> | | | | |
| 學習表現 | 1b-III-3 解析特定人物、族群與事件在所處時間、空間脈絡中的位置與意義。 | | | | |
| 學習內容 | <p>Ab-III-1 臺灣的地理位置、自然環境，與歷史文化的發展有關聯性。</p> <p>Cb-III-1 不同時期臺灣、世界的重要事件與人物，影響臺灣的歷史變遷。</p> <p>Cb-III-2 臺灣史前文化、原住民族文化、中華文化及世界其他文化隨著時代變遷，都在臺灣留下有形與無形的文化資產，並於生活中展現特色。</p> | | | | |
| 學習目標 | <p>第 1 課</p> <p>1.認識史前文化的意義與時代分期。</p> <p>2.認識史前不同時代器具變遷與人類生活型態改變的關係。</p> <p>3.體認臺灣史前人類文化的內涵與美感。</p> <p>第 2 課</p> <p>1.認識臺灣原住民族的分布位置。</p> <p>2.認識原住民族的文化內涵及特色。</p> <p>3.欣賞並尊重不同的文化。</p> | | | | |
| 教學方法 | 口頭提問、討論教學法、分組合作學習 | | | | |
| 英語學習 content vocabulary/ sentence pattern | <p>★學科英語詞彙和句型</p> <p>fire/ fishing/ How do people...../ hunting/ metal age/ neolithic age/ paleolithic age/ People can/can't.../ polishing/ pounding/ prehistoric time/ trade/ tribes</p> <p>★課室英語</p> <p>check your i-pad/ Turn on the airdrop/ Are you ready for the class?/ Do you want to try this?</p> | | | | |
| 教學活動 | | | 時 間 | 教 具 | 評 量 |

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| <p>第 1-4 節中文授課 學生已學會台灣的範圍與形狀、鄰國與鄰海、地理位置之特性 第 5-6 節雙語授課</p> <p>【warm-up】 Teacher shows a picture of the Kinmen airport(24°N, 118°E) with latitude and longitude. Ask students to talk about the meaning of the “lines” according to the context from the textbook(p.16~p.19). T: What can we know from this photo? S: It’s an airport. / It’s Kinmen airport. / The airport is at 24°N, 118°E.</p> <p>【Activity】 (Have students prepare oranges before class.) T: Please take out an orange and a black marker, draw a line from the top to the bottom like you’re cutting it. And then draw another line, and another line...(demonstrate while introducing the activity.) T: Can we see how long the lines are? Are they the same length or one is longer than another? S: They are the same. T: Can we find a line to cut the orange in half? S: Yes. Teacher guides the class to see the oranges as our earth. T: Our planet is just like this orange, let’s draw a 0 degree longitude in the middle. T: Now, can you tell where the East side is? S: (say or point out the right side of the orange) T: Can you tell where the West side is? S: (say or point out the left side of the orange) T: Lines on your right hand side are called... East longitude(東經), and the lines on your left hand side are called... West longitude (西經). The line in the middle goes through the Greenwich Observatory, so we also call the line “Greenwich meridian”. Have sts to mark out the Greenwich Observatory(a dot) on one line and see the line as the 0 degree line. T: This time, let’s draw lines another way. Take out your red markers and draw lines(circles) around the orange. T: Let’s take a look at your red lines, are they the same length? S: No. T: We call these red lines “longitudes”, and the middle one is called equator(赤道). Can you tell which line is the “equator”?(See if sts can say or point out the certain line on their oranges.) S: Yes. T: Can we cut the orange along the “equator”? What would it look like? S: Yes. We can cut it in half. T: Good! We call the upper half the “Northern hemisphere”, and the bottom half the “Southern hemisphere”. Do you know why? S: Because the upper half is on the North side, and the bottom half is on the South side. T: Excellent! So we named the upper round lines “North latitudes”, and the bottom round lines “South latitudes.” Every line on this orange has its own degree, for people can mark out a specific place on earth. When writing latitude and longitude, we write latitude first,</p> | 5 | 相片 | 口頭評量 |
| | 65 | 柳丁、黑與紅色馬克筆、ppt | 實作評量、口頭評量 |

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| <p>followed by a comma, and then longitude. For example, this line of latitude and longitude would be "15°N, 18°E".</p> <p>(Show a video for students to know how to read out the latitude and longitude in real life.)</p> <p><u>34 Degrees North Latitude, 106 Degrees West Longitude, New Mexico</u></p> <p>Have sts to pay attention to the saying of the latitude and longitude and show the writing to the class.</p> <p>(Here it is! 34° North, 106° West, New Mexico, USA.)</p> <p>Ask sts to write down the latitude and longitude of Taiwan in their textbook.</p> <p>T: Now, it's your turn! Let's look at p.19 of your textbook, where is Taiwan?</p> <p>S: 「臺灣本島大約介於北緯 22 度至 25 度、東經 120 度至 122 度之間。」</p> <p>T: Great! Let's try to write it down in English. It would be 22°N-25°N, 120°E-122°E.</p> <p>(Correct with the class after the sts written by themselves.)</p> <p>三、【綜合活動】</p> <p>Encourage the students to say or write down the longitude and latitude of our living place(Kinmen, located in the northern and eastern hemispheres.).</p> <p>T: Let's practice more! Can anyone come up with another place?</p> <p>S: Japan.</p> <p>(Open Google map to look at the coordinates and ask the class to read and say.)</p> <p>S: I want to go to Taipei, Taiwan. It's at 25°N, and 121°E</p> <p>S: I want to go to Tokyo, Japan. It's at 35°N, 109°E.</p> | 10 | p a d | □ 頭 評 量 |
| <p>第 6 節結束</p> <p>第 7 節雙語授課</p> <p>【warm-up】</p> <p>Review the location of Taiwan in Asia. (Ask sts to draw out the location of Taiwan, with an orientation indicator, surrounding countries and ocean.)</p> <p>【Activity】</p> <p>(Show a video for students to better memorize the longitude and latitude.)</p> <p>T: Before the class, let's sing a song!<u>經緯線之歌-翻唱版</u> (附歌詞)</p> <p>(Pause and ask sts questions as reviewing.)</p> <p>T: Are there real lines on our earth?</p> <p>S: No!</p> <p>T: What are these lines?</p> <p>S: They are longitudes and latitudes.</p> <p>T: What can these lines do?</p> <p>S: They can tell locations./ They can tell directions.(Northern hemisphere, Southern hemisphere...)</p> <p>(Have sts to look up for the coordinates of Kinmen, Moscow, Canberra, London, and Iceland in groups, then have other team members to look up for the temperature of these cities at the time.)</p> <p>Look up for the temperature here: https://www.accuweather.com/en/au/canberra/21921/weather-forecast/21921</p> <p>Look up for the coordinate here: https://www.itilog.com/?</p> | 5 25 | P P t | 實 作 評 量 □ 頭 評 量 |

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| <p>三、【綜合活動】</p> <p>Encourage students to introduce the coordinates and the temperature of these countries.</p> <p>Group 1: We are going to London. It's at 51°N, 0°W. It's -2°C now. It's cold(colder than Kinmen).</p> <p>Group 2: We are going to Canberra, Australia. It's at -35°S, 149°E. It's 16°C now. It's hot(warmer than London).</p> <p>(After all groups finish introducing their assigned country, discuss with the class about what we can learn from the information.)</p> <p>T: What can we know from the temperature and latitudes?</p> <p>S: The higher the latitude is, the colder the place is; the lower the latitude is, the warmer the place is.</p> <p>Teacher Introduces the Tropic of Cancer to the class, which is 23.5° degrees north, goes through JiaYi and Hualien County of Taiwan.</p> <p>T: Can you look up the temperature on January 24th and July 24th in Kaohsiung?</p> <p>S: It's 18°C on January 24th, and it's 27°C on July 24th in Kaohsiung.</p> <p>T: How about the temperature on the same day in Kinmen?</p> <p>S: It's 14°C on January 24th, and 26°C on July 24th in Kinmen.</p> <p>T: Let's see if it's hotter or colder in Taipei.</p> <p>S: It's 16°C on January 24th, and 26°C on July 24th in Taipei.</p> <p>T: Great job! So we know that in Taiwan, places above the Tropic of Cancer are warmer than those below the Tropic of Cancer. Because of the Tropic of Cancer, there are two different climates in Taiwan. Tropical and Subtropical climates are divided by 23.5° N latitude in Taiwan.</p> <p>第 7 節結束</p> <p>第 8 節中文(雙語)授課</p> <ol style="list-style-type: none"> 1. 教師請學生說說這單元學到了什麼? 2. 學生回答認識經緯線、緯度越高，氣溫越低等。 3. 完成習作 | 10 | | |
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