



桃園市 Taoyuan City

國民中學雙語學校

Bilingual Junior High School

雙語課程綱要指引

Bilingual Curriculum Guidelines



桃園市政府教育局 出版



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Taoyuan City Bilingual Junior High School Bilingual Curriculum Guidelines



桃園市政府教育局



桃園市立大園國民中學



桃園市立青埔國民中學



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壹、前言 Introduction

配合十二年課綱的雙語國中課程藍圖

外語學習著重在溝通，過去九年一貫課程綱要強調語言結構的學習，缺乏實質生活的應用與素養導向的涵養，考量臺灣外語環境缺乏使用及實際運用機會，所以雙語的學習不僅在現今的英語課程，更應結合日常生活中，桃園市在提倡全民具備全球公民的素養之下與未來雙語國家政策大方向引領下，語言溝通能力與國際移動力是未來桃園市民及學生的必備能力。

三語的環境：母語、中文、英語

在有限的雙語學習與溝通環境下，除了正規的英語課程之外，桃園市在市長及局長的大力支持下，配合未來雙語國家政策的規劃，更植基於桃園為國門之都，期望我們的學生從小能培養三種語言能力，從自己家鄉的母語到社會通用的中文，進而能流利的使用國際溝通語言——英語。

EMI 的引進

在十二年課程綱要的引導下，各校發展校內特色課程，期待雙語（雙語創新或雙語課程亮點）學校能成為桃園十二年課綱的標竿學校，為此延伸英語學習與使用環境，將生活藝文等課程化為雙語課程，大抵以英語做為教授主要語言（English as a Medium of Instruction, EMI），從國小、國中到高中的一連貫國際語言的課程規劃與英語沉浸環境的營造，除了引進外師外，更積極培養本國專業老師能以國際溝通語言授課，大家在中文與英語雙語溝通的環境中，建立流利及實用的語言環境。

從生活藝能學科開始

本國中雙語學習領域重點，仍遵循十二年課綱精神，培養各學科的能力與專業素養，透過外師、本國籍英語教師及學科教師共同訂定國中雙語課程標準，作為全面推動雙語教育的藍圖，我們從教育目標、課程設計、學生能力指標、客觀與多元的評量標準，提供一個大家可以有效運用的課程指標。期望桃園的雙語教育與全英語授課，以本學習領域重點為方針，能有系統推動未來桃園學生國際視野與達到流利的國際溝通能力。

在此，也依照各學習階段，規劃出教育目標、課程地圖與雙語學習領域重點，為桃園市的雙語教育提供一個更長遠的教育藍圖。

貳、國中雙語課程地圖 Curriculum Map

國中雙語課程地圖

學習面向：團隊合作·尊重多元·自主學習
批判思考·探究創新·問題解決

關鍵能力：國際力+文化力+英語力+科技力+創造力

EMI英語教學模組

沉浸式語言學習

- 熟悉學科單元英語詞彙
- 課室英語溝通
- 語境應用學習

國際多元理解

108課綱學習內容

英語語言技能 + **學科素養：知識情意技能**

雙語美術	雙語表藝	雙語音樂	雙語家政	雙語童軍	雙語體育
七年級上學期 1. 探索視覺旅程 2. 畫出我的日常 3. 色彩百變Show 4. 漫遊「藝」境	七年級上學期 1. 打開表演藝術大門 2. 演繹人生 3. 舞動吧！身體 4. 精彩的幕後世界	七年級上學期 1. 音樂有藝思 2. 唱起歌來快樂多 3. 傳唱時代的聲音 4. 跟著節奏動起來	七年級上學期 1. 生活新入王 2. 玩美空間	七年級上學期 1. 人我新關係 2. 環境心探索	七年級上學期 1. 健康自主有活力 2. 活力青春大放送 3. 熱門運動大會串 4. 靈活自如好身手
七年級下學期 1. 平面造形 2. 造形萬花筒 3. 藝術台灣 4. 街頭秀藝術	七年級下學期 1. 妝點劇場服裝 2. 臺灣在地舞蹈 3. 有聲無聲妙趣多 4. 展現街頭表演力	七年級下學期 1. 聲部競逐的藝術 2. 管弦交織的樂章 3. 音樂時光隧道 4. 音樂實驗室	七年級下學期 1. 用愛鋪滿家 2. 生活好味道	七年級下學期 1. 完勝服務學習 2. 一起「趣」旅行	七年級下學期 1. 自主鍛鍊展活力 2. 挑戰體能秀青春 3. 球藝大會串
八年級上學期 1. 進入藝術的世界 2. 「動」的圖像 3. 筆趣與墨韻	八年級上學期 1. 有聲無影妙趣多 2. 一唱一和 3. 全球化的表演嘉年華	八年級上學期 1. 漫遊巴洛克的華麗殿堂 2. 傾聽古典的樂音 3. 優遊浪漫的時空	八年級上學期 1. 「衣」Q達人 2. 針線情	八年級上學期 1. 摩登原始人 2. 戶外生活家	八年級上學期 1. 體能挑戰趣 2. 團體攻防戰 3. 現計好身手
八年級下學期 1. 貼近生活的民俗藝術 2. 挑戰視覺的創意 3. 多樣的雕塑	八年級下學期 1. 變化萬千的舞臺空間 2. 粉墨登場看戲趣 3. 表演藝術中的即興魔力	八年級下學期 1. 聽故鄉在唱歌 2. 光影交織的樂章 3. 超級變變變	八年級下學期 1. 在地新境界 2. 中華食堂	八年級下學期 1. 地圖面面觀 2. 化險為夷	八年級下學期 1. 健康體能樂生活 2. 熱血向前行 3. 球賽對決
九年級上學期 1. 藝術廣角鏡 2. 建築之旅 3. 新媒體藝術	九年級上學期 1. 穿越時空遇到愛情 2. 我舞故我在 3. 用劇本記錄青春紀事	九年級上學期 1. 輕鬆入門聽歌劇 2. 音樂劇風雲 3. 音樂魔法師	九年級上學期 1. 行腳天下 2. 西餐大賞	九年級上學期 1. 防災動起來 2. 危機總動員	九年級上學期 1. 球類運動大拼盤 2. 我是大力士 3. 躍動生命的節奏
九年級下學期 1. 走入群眾的公共藝術 2. 包裝設計 3. 美術展覽	九年級下學期 1. 寫實與非寫實 2. 力求創新的台灣現代劇場 3. 亞洲傳統戲劇巡禮	九年級下學期 1. 台灣音樂之旅 2. 亞洲音樂漫遊 3. 從電影看世界音樂	九年級下學期 1. 家庭經營家 2. 典藏記憶	九年級下學期 1. 休閒與我 2. 與自然共生	九年級下學期 1. 超越巔峰顯神通 2. 創造人生力與美

能力整合·多元評量

學科素養表現應用

英語語言能力實境應用

能力與表現評量

- 實作評量
- 學習單
- 報告演示

態度與知識評量

- 課堂學習互動
- 課堂學習任務
- 語言溝通能力

Curriculum Map

Learning Aspects

Teamwork, Respect for diversity, Learning autonomy, Critical thinking, Inquiry & innovative, Problem-solving

Core Competencies

Global competence, Cultural competence, English ability, Technological literacy, Creative ability

EMI English Teaching Module

English Medium Instruction (EMI)

- Academic Vocabulary
- Classroom English
- English in Different Context

Cross Cultural Understanding (Global Citizenship Competencies)

Learning Content in Curriculum Guidelines of 12-Year Basic Education (Local Core Competency)

English Communication Skills

Competency: Information, Attitude and Skills

Bilingual Visual Arts	Bilingual Performing Arts	Bilingual Music	Bilingual Home Economics	Bilingual Scouts	Bilingual P.E.
7th Grade : 1st Semester 1. Visual Arts Exploration 2. Painting My Daily Life 3. Color Show 4. Visiting Art Gallery, Museum and Opera House	7th Grade : 1st Semester 1. Open the door to Performing Arts 2. Acting Life 3. Dance! Body 4. Wonderful Behind-the-scenes World	7th Grade : 1st Semester 1. Music, Just Have Fun 2. Sing with Joy 3. Sing Along All Year Long 4. Dance to the Beat	7th Grade : 1st Semester 1. Life Freshman 2. Wonderful Space	7th Grade : 1st Semester 1. Develop Relationships 2. Explore Environment	7th Grade : 1st Semester 1. Take Control of Your Health Care 2. Energetic and Young Activities 3. Popular Sports 4. Agility Challenge
7th Grade : 2nd Semester 1. Dot, Line and Shape 2. Changing Shape of Materials 3. Art in Taiwan 4. Public Art, Street Art and Art Bazaar	7th Grade : 2nd Semester 1. Make up the Theater Costume 2. Taiwan Local Dance 3. The Interesting of Sound and Silent 4. Show off Street Performance	7th Grade : 2nd Semester 1. Voice Type Racing 2. Orchestral Music 3. Travel with Music 4. Music Lab	7th Grade : 2nd Semester 1. Sweet Family with Love 2. Good Taste in Life	7th Grade : 2nd Semester 1. Service Learning 2. Have a Fun Trip	7th Grade : 2nd Semester 1. Workout and Energy 2. Challenge and Physical Fitness 3. Skills in Sports
8th Grade : 1st Semester 1. Open the Door of Art 2. Moving Image 3. Calligraphy Art and Painting	8th Grade : 1st Semester 1. The Fun of Sound Without Image 2. Crosstalk 3. Global Performance Carnival	8th Grade : 1st Semester 1. Let's Meet at Baroque Palace 2. Classicism Music in All Ears 3. Ramble through Romanticism	8th Grade : 1st Semester 1. Clothes Expert 2. Sewing Professor	8th Grade : 1st Semester 1. Live Like a Caveman 2. Expert in Outdoor Activities	8th Grade : 1st Semester 1. Fun in Physical Fitness 2. Offensive/Defensive Drills 3. Apply Strategies in Games
8th Grade : 2nd Semester 1. Folk Art 2. Unlimited Visual Arts 3. Diversified Sculpture	8th Grade : 2nd Semester 1. The Ever-changing Stage Space 2. The Fun of Debut and Watch the Drama 3. The Magic of Improvisation in the Performing Arts	8th Grade : 2nd Semester 1. Listen! Country Music 2. Light, Shadow and Music 3. Music Hundrednaire	8th Grade : 2nd Semester 1. Glocalization 2. Local Cuisine	8th Grade : 2nd Semester 1. Map Reading 2. Safety and Danger	8th Grade : 2nd Semester 1. Good Physical Fitness 2. Passionately Moving Forward 3. Sports Competition
9th Grade : 1st Semester 1. How Artists Think World Artists & Taiwanese Artists 2. The Art of Architecture 3. New Media Art	9th Grade : 1st Semester 1. Time Travel to Meet Love 2. I Dance, Therefore I AM 3. Use Scripts to Record the Youth	9th Grade : 1st Semester 1. Getting Started with Opera 2. Musicals Go Viral 3. Musical Magician	9th Grade : 1st Semester 1. Food Around the World 2. Western Food Tour	9th Grade : 1st Semester 1. Precautions on the Move 2. Crisis Handling – All Hands on Deck	9th Grade : 1st Semester 1. Sports Big Platter 2. I Am the Strongest 3. Dance with Life Beats
9th Grade : 2nd Semester 1. Public Art Space and Social Inclusion 2. Packaging Design 3. Art Exhibition	9th Grade : 2nd Semester 1. Realism and Non-realism 2. Striving for Innovation in Taiwan Modern Theater 3. Asian Traditional Theater Tour	9th Grade : 2nd Semester 1. Trip to Taiwan Music Industry 2. Roaming Among Asian Music 3. Meet World Music through Movies	9th Grade : 2nd Semester 1. Family Financial Affairs 2. Archive	9th Grade : 2nd Semester 1. Leisure Activities 2. Live with Nature	9th Grade : 2nd Semester 1. Master with Sports 2. Create Own Power and Beauty

Competence Integration, Multiple Assessments

Evaluation of Ability and Performance

- Performance-oriented assessment
- Worksheet
- Presentation

Literacy in Different Subjects

Attitude and Knowledge Assessment

- Classroom Learning Interaction
- Classroom Learning Tasks
- Language Communication Skills

Real-life Situations for Using English



參、雙語課程建議架構 Framework

- 一、學習階段：國民中學列屬第四學習階段。此學習階段是學生身心發展的快速期，也是自我探 與人際發展的關鍵期，應持續提升所有核心素養，以裨 全人發展。尤其著重協助學生建 合宜的自我觀 、進 性向試探、 進社會生活所需知能，同時鼓 自主學習、同儕互學與團隊合作，並能 解與關心社區、社會、國家、國際與全球議題。
- 二、實施年級：七、八、九年級
- 三、實施科目：雙語課程皆結合國民中學部定課程之領域學習課程，詳細列表如下：
 1. 藝術領域：視覺藝術
 2. 藝術領域：表演藝術
 3. 藝術領域：音樂
 4. 綜合領域：家政
 5. 綜合領域：童軍
 6. 健康與體育領域：體育

A.Learning Stages: Junior high school is the fourth learning stage. It is a period of rapid development in students' bodies and minds and a crucial period for the development of self-exploration and interpersonal relationships. In this stage, progression in the development of core competencies should be sustained to facilitate holistic development in students, with an emphasis on establishing an appropriate sense of self to discover and explore their natural aptitudes, and to consolidate knowledge and skills required by society. At the same time, this learning stage encourages self-directed learning, collaborative study with peers, and teamwork, as well as emphasizes understanding and concern for community, social, national, international, and global issues.

B.Implementing Grades: Grade 7, 8, and 9.

C.Implementing Subjects: the bilingual courses followed the domain-specific curriculums which are under MOE-mandated curriculums. The detailed information is shown as below:

- a. Arts: Visual Arts
- b. Arts: Performing Arts
- c. Arts: Music
- d. General Activities: Home Economics
- e. General Activities: Scouts
- f. Health and Physical Education: P.E.

一、藝術領域：視覺藝術 Arts: Visual Arts

藝術領域（視覺藝術）七年級教學目標

Arts (Visual Arts) Course Guidelines for Grade Seven

一、課程目標

1. 從生活環境中理解視覺美感形式要素。
2. 認識視角、素描技巧與構圖。
3. 認識色彩與水彩技法。
4. 了解藝術展演場所、從事藝術相關職業與藝術鑑賞三步驟。
5. 理解平面造形的構成、簡化與圖形符號設計。
6. 觀察生活中的立體造形與其機能間的關係，認識立體造形藝術作品的表現技法與材質。
7. 觀察街頭中藝術展現方式，與培養接受不同藝術類型活動的生活素養。

I. Course Objectives:

1. To understand the formal principles of beauty in daily life.
2. To recognize perspectives, sketching skills, and composing
3. To recognize colors and to learn about watercolor techniques.
4. To know three steps of appreciating arts, art exhibition venues, and art-related occupations.
5. To recognize how to compose and simplify plane structures as well as symbolic graphic design.
6. To observe the relationship between the 3-D shapes and their functions in daily life.
7. To observe the way art is displayed on the street and cultivate the core competence to respect different types of arts.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身。

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習。

中師 5 分鐘結束課程。

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身。

15 分鐘進行課程內容。

15 分鐘進行小組或個人練習。

5 分鐘結束課程。

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身。

15 分鐘進行課程內容。

15 分鐘進行小組或個人練習。

5 分鐘結束課程。

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 從生活環境中理解視覺美感形式要素。</p> <p>2. 能理解美感形式原理的視覺呈現。</p> <p>3. 能應用視覺形式要素與美感原理表達創意構思。</p> <p>1.To understand the formal principles of beauty in daily life.</p> <p>2.To understand the visual presentation of formal principles of beauty.</p> <p>3.To express creative ideas using visual formal elements and principles of beauty.</p>	<p>• <u>Vocabulary:</u> Arts in Daily-Life (painting, artist, color, ...)</p> <p>• Do you like <u>paintings</u>? Why?</p> <p>• I have a painting of <u>my family</u>.</p> <p>• I like <u>the colors</u> of this painting.</p> <p>• I have a painting of <u>fruits</u> at home.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A3 嘗試規畫與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<ol style="list-style-type: none"> 1. 從生活環境中理解視覺美感形式要素。 2. 能理解美感形式原理的視覺呈現。 3. 能應用視覺形式要素與美感原理表達創意構思。 <ol style="list-style-type: none"> 1. To understand the formal principles of beauty in daily life. 2. To understand the visual presentation of formal principles of beauty. 3. To express creative ideas using visual formal elements and principles of beauty. 	<p>• <u>Vocabulary:</u> About Sketching (sketch, perspective, design, ...)</p> <p>• What do you prepare for <u>sketching</u>? • I prepare a <u>pencil and paper</u> for sketching.</p> <p>• <u>Be focused</u> when you are sketching.</p> <p>• You can sketch <u>anywhere you want</u>.</p> <p>• What is the <u>perspective</u> we start to draw? We start to draw with a <u>one- point perspective</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 能觀察自然界與生活中的色彩，探討色彩要素及原理。 2. 能理解色彩概念在生活中的功能與價值，並表達對於色彩的想法。 3. 認識色彩與水彩技法。 4. 能應用色彩調配及水彩技法，依據生活情境設計小物豐富生活。 <ol style="list-style-type: none"> 1. To observe colors in nature and life, exploring color elements and principles. 2. To understand the functions and values of colors in life. They can also express their ideas about colors. 3. To recognize different kinds of colors and watercolor techniques. 4. To apply color blending and watercolor techniques to design small things to enrich their daily lives. 	<p>• <u>Vocabulary:</u></p> <p>Watercolor Painting Skill (watercolor, transparent, layering, blending, ...)</p> <p>• Painting with watercolors needs <u>a lot of water, a good type of paper, and good brushes.</u></p> <p>• Mix <u>the paints</u> with water.</p> <p>Learn about basic <u>watercolor techniques.</u></p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 理解平面造形的構成、簡化與圖形符號設計。</p> <p>2. 能使用自然物與人造物的形式原理進行觀察，了解平面構成中簡化的造形表現。</p> <p>3. 能理解生活中圖像設計的功能，了解圖像符號的意涵與設計手法。</p> <p>1.To recognize how to compose and simplify plane structures, also how to work on symbolic graphic design.</p> <p>2.To observe using the formal principles of natural and man-made objects to understand the simplified shape forms in plane structures.</p> <p>3.To understand the functions of image design in life, and the meaning and design techniques of image symbols.</p>	<p>• <u>Vocabulary I:</u> Shapes(rectangle, oval, ...)</p> <p>• <u>Vocabulary II:</u> Symbols (check, cube root, ...)</p> <p>• I used <u>triangles</u> to design the symbol.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 觀察生活中的立體造形與其機能間的關係，認識立體造形藝術作品的表現技法與材質。 2. 能體驗生活中無所不在的造形，並了解造形與機能的關係。 3. 能理解立體造形的表現技法、功能與價值，以拓展多元視野。 <ol style="list-style-type: none"> 1. To observe the relations between 3-D shapes in life and their functions and know the techniques and materials of 3-D modeling art. 2. To experience the ubiquitous shapes in life, and understand the relations between shapes and functions. 3. To understand the techniques, functions and values of 3-D modeling, expanding with multiple perspectives. 	<p>• <u>Vocabulary I:</u> Three-Dimensional Structure (cube, cylinder, ...)</p> <p>• <u>Vocabulary II:</u> Art Works (statue, tower, ...)</p> <p>• This <u>jewelry</u> is designed by <u>many cubes or cylinders</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝-J-A1 參與藝術活動，增進美感知能。 藝-J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝-J-B1 應用藝術符號，以表達觀點與風格。 藝-J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝-J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 觀察街頭中藝術展現方式，與培養接受不同藝術類型活動的生活素養。 2. 能透過臺灣人文、自然等藝文的認識，培養對在地文化的重視。 3. 能應用設計思考及藝術知能，使用多元媒材和造形表現，呈現個人的創作思維與生活美感。</p> <p>1.To observe the way art is displayed on the street and cultivate core competencies to respect different types of arts. 2.To know the importance of local cultures through the understanding of Taiwan’s humanities and nature. 3.To apply design thinking and artistic knowledge, using multiple medias and modeling performances, to present personal creative thinking and beauty of life.</p>	<p>• <u>Vocabulary:</u> Landmark Appreciation (monument, landmark, ...) • <u>Taipei 101</u> is a very famous landmark. • Learn about landmarks (local or national structures) from around the world. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week</p>

藝術領域（視覺藝術）教學評量

Arts (Visual Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（視覺藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven	<ol style="list-style-type: none"> 1. 能從生活環境中理解藝術與生活的關聯，並在生活中展現美感意識。 2. 認識素描所需準備的用具並完成一幅作品。 3. 認識水彩所需準備的用具並完成一幅作品。 <ol style="list-style-type: none"> 1.To see the connections between art and life as well as the sense of beauty from their living environments. 2.To recognize sketching tools and complete a work of art. 3.To recognize water coloring tools and complete a work of art. 	<p>能夠介紹一幅繪畫。</p> <p>To introduce a painting.</p>
七年級下學期 2 nd Semester of Grade Seven	<ol style="list-style-type: none"> 1. 認出簡易平面造型。 2. 認出簡易立體造型。 3. 欣賞街頭中的藝術作品。 <ol style="list-style-type: none"> 1.To recognize simple flat modeling. 2.To recognize simple 3-D shapes. 3.To appreciate artwork on the street. 	<p>能簡易介紹著名地標。</p> <p>To briefly introduce famous landmarks.</p>



建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（七上 / 下）（康軒） Arts Textbook (7th Grade)
2. Park Hill School District Middle School 7th/8th Grade Art Curriculum
https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/612%20Art/Revisions%20Spring%202017/7th8thGradeArtCourseSummary--Board%20Approved%20Jan%202012,%202017.pdf
3. Art Curriculum Framework
<https://cedfa.org/downloads/artframework.pdf>
4. The Ontario Curriculum, Grades 1-8 (The Arts)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>
5. Indiana Department of Education (Fine Arts: Dance, Music, Theatre, Visual Arts)
<https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts>

藝術領域（視覺藝術）八年級教學目標

Arts (Visual Arts) Course Guidelines for Grade Eight

一、課程目標

1. 學習鑑賞藝術品的態度及方法。
2. 透過對藝術品的討論，培養藝術鑑賞的能力與興趣。
3. 認識視覺藝術中的「動態」表現。
4. 認識漫畫的創作形式與特色。
5. 了解動畫的製作原理、創作過程與價值。
6. 了解水墨畫的基本精神與特質。鑑賞水墨畫家創作的形式、風格與內容。
7. 認識民俗藝術的多元面貌與創作媒材。學習民俗藝術的創作。
8. 了解具象與抽象間的轉換。認識以變形與錯視手法表現的藝術作品。
9. 欣賞雕塑作品呈現的多樣性與媒材的多元化。
10. 體會與鑑賞雕塑作品在生活中，提供功能的重要性與對環境美觀所扮演的角色。
11. 認識藝術品在不同領域中如何相互影響與結合，並以不同的形式呈現藝術多元的面貌。

I.Course Objectives:

- 1.To learn attitudes and ways to appreciate art.
- 2.To cultivate an ability for and interest in art through discussions about artwork.
- 3.To recognize the “dynamic” performance in visual arts.
- 4.To recognize the creative forms and characteristics of comics.
- 5.To understand production principles, creative processes and values of animation.
- 6.To understand the basic essence and characteristics of ink painting. And they can appreciate the forms, styles, and contents of ink painting artists.
- 7.To recognize the multifaceted and creative media of folk art.
- 8.To understand the transition between concrete and abstract forms. And they can recognize works of art that are expressed in terms of deformation and illusion.
- 9.To appreciate the diversity of sculptures and medias.
- 10.To experience and appreciate sculptures in daily-life. Students learn the importance of their functionality and the roles they play in our lives.
- 11.To know how art works influence and combine with each other in different fields and present different art forms.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 啟發學生鑑賞藝術品的能力開始，進而探討不同時期藝術的多元面相。 2. 學習鑑賞藝術品的態度及方法。 3. 認識鑑賞藝術品的要領，學習尊重多元的想法。 <ol style="list-style-type: none"> 1.To inspire students to appreciate works of art and explore the diversity of arts in different periods. 2.To learn the attitudes and ways to appreciate artwork. 3.To understand the essentials of appreciating artwork and learn to respect multiple ideas. 	<p>• <u>Vocabulary:</u> Being an Artist(creativity, artistic,...)</p> <p>• What are some famous paintings you like?</p> <p>• <u>Mona Lisa</u> is a famous painting by <u>Leonardo da Vinci</u>.</p> <p>• <u>The colors</u> of the picture make me feel <u>warm</u>.</p> <p>• The painting impressed me with <u>its dynamic</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B3 善用多元感官，探索 理解藝術與生活的關聯，以展現美感意識。 藝 -J-C1 探討藝術活動中社會議題的意義。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A2 Students can try to conduct independent thinking and analysis, and explore appropriate strategies in tackling and solving problems in art practice. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C1 Students can explore the significance of social issues in art. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 學習動畫及水墨形式的視覺創作。 2. 經由作品欣賞，體驗「動」的藝術內涵與價值，欣賞畫家詮釋「動」的作品，並提出自己的看法。 3. 了解動畫的製作原理、創作過程與價值。 4. 了解水墨畫的基本精神與特質。 5. 探求傳統與非傳統水墨畫的風格變化。 1.To learn the visual forms of animations and ink paintings. 2.To experience the artistic connotation and value of “dynamic” art performance. They appreciate the artist’s interpretation of “dynamic” art performance and put forward their own views. 3.To understand the production principles, creative processes and values of animation 4.To understand the basic essence and characteristics of ink paintings. 5.To explore the style changes of traditional and non-traditional ink paintings.</p>	<p>• Vocabulary I: Animation (cartoon, film,…)) • Vocabulary II: Brush Painting (ink, blot,…)) • <u>Frozen</u> is a successful Disney animation movie. • Ink painting needs <u>natural brush strokes</u>. • Create an ink blot painting. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 認識漫畫的創作形式與特色。 2. 透過漫畫作品認識漫畫創作的各種表現技巧。 3. 從鑑賞各類廣告作品，認識廣告的意義、類型及功能。 <ol style="list-style-type: none"> 1.To recognize the creative forms and characteristics of comics. 2.To understand the various styles of comics from different comic works. 3.To understand the meanings, types, and functions of advertising among various ads. 	<ul style="list-style-type: none"> • Vocabulary I: Comic World (illustration, visual,...) • Vocabulary II: Advertising (image, video,...) • What is your favorite comic? • I like <u>American comic books</u>. Marvel series are very interesting American comic books. • What kinds of comic books do you like? • I like <u>funny</u> comic books. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-A2 Students can try to conduct independent thinking and analysis, and explore appropriate strategies in tackling and solving problems in art practice. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識民俗藝術的多元面貌與創作媒材。 2. 透過欣賞民俗藝術，讓學生觀察、體會地方文化特色與魅力。 3. 學習民俗藝術的創作。 1.To recognize the multifaceted and creative media of folk art. 2.To observe and appreciate local cultural characteristics and charm by admiring folk art. 3.To learn about the creation of folk art.</p>	<p>• Vocabulary: Folk Art (kiln furniture, wax, mosaic,...) • What are types of folk art? • <u>Miniature painting</u> is an example of folk art. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 了解具象與抽象間的轉換。 2. 認識以變形與錯視手法表現的藝術作品。 3. 嘗試以變形與錯視的手法進行創作。 <ol style="list-style-type: none"> 1.To understand the transition between concrete and abstract forms. 2.To recognize works of art that are expressed in terms of deformation and illusion. 3.To create works of art that are expressed in terms of deformation and illusion. 	<ul style="list-style-type: none"> • Vocabulary: Concrete VS. Abstract • What makes a painting abstract/concrete? • <u>Different perspectives</u> make a painting <u>abstract</u>. • Why is Abstract Art so popular? • It's <u>creating artwork that can express creativity</u>. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美意識。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-A2 Students can try to conduct independent thinking and analysis, and explore appropriate strategies in tackling and solving problems in art practice. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1.認識雕塑的特質與種類。 2.欣賞雕塑作品呈現的多樣性與媒材的多元化。 3.體會與鑑賞雕塑作品在生活中，提供功能的重要性與對環境美觀所扮演的角色。 1.To recognize the characteristics and types of sculptures. 2.To appreciate the diversity of sculptures and medias. 3.To experience and appreciate sculptures in daily-life and learn the importance of their functionality and the role they play in our lives.</p>	<p>• Vocabulary: Types of Statues • What is a statue? • A statue is a <u>freestanding sculpture which depict a person or a group of people</u>. • Statues are made of <u>stones</u>. • Introduce world's tallest statues. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week</p>

藝術領域（視覺藝術）教學評量

Arts (Visual Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（視覺藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

1.Participation

2.Non-verbal assessment

3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight	<ol style="list-style-type: none"> 1. 鑑賞一件藝術品。 2. 認識基本的動畫、水墨及廣告形式的視覺創作方式。 3. 認識漫畫的創作特色。 <ol style="list-style-type: none"> 1.To appreciate a work of art. 2.To understand the basic creative forms of animation, painting and advertising. 3.To recognize the creative features of comics. 	<ol style="list-style-type: none"> 1. 描述自己喜愛的動畫。 2. 描述自己喜愛的漫畫。 <ol style="list-style-type: none"> 1.To describe their favorite animations. 2.To describe their favorite comics.
八年級下學期 2 nd Semester of Grade Eight	<ol style="list-style-type: none"> 1. 認識不同形式的民俗藝術。 2. 認識及欣賞雕塑品。 3. 欣賞具象及抽象美術作品。 <ol style="list-style-type: none"> 1.To recognize different forms of folk art. 2.To recognize and appreciate types of sculptures. 3.To appreciate concrete and abstract artwork. 	<p>學生能介紹一座雕像。</p> <p>To introduce a sculpture.</p>



建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（八上 / 下）（康軒） Arts Textbook (8th Grade)
2. Park Hill School District Middle School 7th/8th Grade Art Curriculum
https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/612%20Art/Revisions%20Spring%202017/7th8thGradeArtCourseSummary--Board%20Approved%20Jan%202012,%202017.pdf
3. Art Curriculum Framework
<https://cedfa.org/downloads/artframework.pdf>
4. The Ontario Curriculum, Grades 1-8 (The Arts)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>
5. Wyoming Department of Education (Fine and Performing Arts)
<https://edu.wyoming.gov/educators/standards/>

藝術領域（視覺藝術）九年級教學目標

Arts (Visual Arts) Course Guidelines for Grade Nine

一、課程目標

1. 欣賞現代與當代藝術，並透過欣賞各式藝術作品及了解藝術家詮釋當代藝術的作品，培養學生品評藝術、創作藝術的能力。
2. 認識建築藝術及人與建築的關係。
3. 認識各類新媒體藝術的內容與表現。
4. 介紹「藝術走入人群」的理念並關心公共藝術作品與人群及環境的互動關係。
5. 了解自然與人為包裝的創意與功能，學習禮品包裝的方法與美感表現。
6. 認識展覽功能與目的，構思展覽參觀心得的檔案建立方式。

I.Course Objectives:

- 1.To appreciate modern and contemporary art and cultivate students' ability to appraise and create art by appreciating all kinds of artworks and understanding how artists interpret contemporary art through their artworks.
- 2.To recognize the art of architecture and the relationship between people and architecture.
- 3.To recognize content and performance of various new media arts.
- 4.To introduce the concept of “art in crowds” and care about the interaction among public artworks, the crowds and the environment.
- 5.To understand the creativity and function of natural and artificial packaging, and to learn the methods and aesthetic performance of gift packaging.
- 6.To recognize the function and purpose of an exhibition, and know how to build file folders for exhibition visits.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識現代藝術。</p> <p>2. 了解藝術家詮釋當代藝術的作品。</p> <p>3. 欣賞現代藝術的多元風貌。</p> <p>4. 鑑賞現代藝術品，並探究其創作意涵。</p> <p>1.To recognize modern art.</p> <p>2.To understand how artists interpret contemporary art through their artworks.</p> <p>3.To appreciate the diversity of modern art.</p> <p>4.To appreciate modern art and explore its meaning behinds it.</p>	<p>• <u>Vocabulary:</u> Modern and Contemporary Art (modern, contemporary, styles, ...)</p> <p>• What is the difference between <u>modern</u> and <u>contemporary</u> art?</p> <p>• <u>Monet's</u> style of painting is very strong.</p> <p>• The <u>artists</u> from modern and contemporary art are very <u>popular</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A3 嘗試規畫與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A - J - C 2 S t u d e n t s can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<p>1. 認識人與建築的關係，並欣賞古今中外建築藝術中的對稱之美。</p> <p>2. 認識摩天大樓的起源，蒐集相關資料並賞析。</p> <p>3. 認識並了解「綠建築」的重要性。</p> <p>4. 透過鑑賞，培養學生品評建築藝術的能力。</p> <p>5. 學習製作建築紙模型。</p> <p>1.To recognize the relationship between people and architecture and appreciate the symmetrical beauty of ancient modern Chinese and foreign architectural arts.</p> <p>2.To recognize the origin of skyscrapers, gather relevant information and appreciate them.</p> <p>3.To recognize and understand the importance of “green buildings.”</p> <p>4.To cultivate students’ ability to evaluate architectural art through appreciation activities.</p> <p>5.To learn how to make paper model buildings.</p>	<p>• <i>Vocabulary:</i></p> <p>Architecture World (architecture, green building, design, ...)</p> <p>• Architecture is the art and practice of <u>designing</u> and making <u>buildings</u>.</p> <p>• I like the <u>clean-cut shapes</u> of <u>classical architecture</u>.</p> <p>• The town’s <u>modern architecture</u> goes well with the old.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p>	<p>1. 認識新媒體藝術的內容與表現。</p> <p>2. 明白電腦科技輔助繪圖，與動畫創作的意義與製作概念。</p> <p>3. 能欣賞各類新媒體藝術的藝術表現。</p> <p>1.To recognize content and performance of various new media arts.</p> <p>2.To understand the meaning and production of computer graphics and animation creation.</p> <p>3.To appreciate the artistic expression of all kinds of new media art.</p>	<p>• <u>Vocabulary:</u> New Media Arts (computer graphics, animation creation, virtual, ...)</p> <p>• <u>New media and technology</u> began to emerge within the field of contemporary art.</p> <p>• I like learning <u>computer graphics</u>.</p> <p>• What is <u>computer animation</u>?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 S Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 認識公共藝術的發展與定義。 2. 透過欣賞不同形態的公共藝術作品，體驗藝術與生活的結合。 3. 能關心公共藝術與生態人文環境的互動關係。 4. 藉由欣賞街道家具，鼓勵學生根據社區生態或人文特色，嘗試為校園設計公共藝術作品。 <ol style="list-style-type: none"> 1.To recognize the development and definition of public art. 2.To experience the combination of art and life by admiring different forms of public art. 3.To be concerned about public art and human-environmental interactions. 4.Encourage students to design public art for school according to the ecological and cultural characteristics of the community after observing the street furniture. 	<p>• <u>Vocabulary:</u></p> <p>Public Art and the Environment (public art, furniture, space, environment, humanity,···)</p> <p>• <u>Public art</u> is art in any media form, <u>visually</u> and physically accessible to the public.</p> <p>• Some <u>public artworks</u> are designed and related to <u>human activity</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 了解自然與人為包裝的創意與功能。 2. 認識現代包裝的功能。 3. 學習禮品包裝的方法與美感表現。 <ol style="list-style-type: none"> 1. To understand the creativity and function of natural and artificial packaging. 2. To recognize the function of modern packaging. 3. To learn the methods and aesthetic expression of gift packaging. 	<p>• <u>Vocabulary</u>:</p> <p>Art of Packaging (package, creativity, natural, gift, ...)</p> <p>• A good <u>design packaging</u> tells a story.</p> <p>• There are three types of packaging: <u>primary, secondary and tertiary packaging</u>.</p> <p>• <u>Choose your own style</u> for packaging design.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 認識展覽功能與目的。 2. 了解美術作品的策展方法與相關從業人員。 3. 理解美術作品欣賞的態度與方法。 4. 構思展覽參觀心得的檔案建立方式。 5. 培養欣賞藝文展覽的興趣。 <ol style="list-style-type: none"> 1.To recognize the function and purpose of an exhibition. 2.To understand how to curate an art exhibition and the curatorial team. 3.To understand the attitudes and methods of art appreciation. 4.To know how to organize files and folders of exhibition feedback. 5.To cultivate interests in appreciating art in museums. 	<p>• <i>Vocabulary:</i> Exhibition World (exhibition, promotion, proposal, gallery ...)</p> <p>• There is a new <u>exhibition</u> of <u>sculpture</u> at the <u>city gallery</u>.</p> <p>• Crowds of people flocked to see <u>the Picasso exhibition</u>.</p> <p>• ***Learn about famous exhibitions (local or national) from around the world.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

藝術領域（視覺藝術）教學評量 Arts (Visual Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（視覺藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

1. Participation
2. Non-verbal assessment
3. Verbal assessment

※ 本評量以 performance-based（表現評量）為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine	<ol style="list-style-type: none"> 1. 認識現代與當代藝術。 2. 認識人與建築的關係、摩天大樓的起源，並知道「綠建築」的重要性，並學習製作建築紙模型。 3. 認識新媒體藝術的內容與表現，並完成電腦繪圖。 <ol style="list-style-type: none"> 1.To recognize modern and contemporary art. 2.To recognize the relationship between people and architecture, and know the importance of "green buildings" and learn how to make building paper models. 3.To recognize content and performance of various new media arts and complete a work of computer graphics. 	<ol style="list-style-type: none"> 1. 介紹藝術活化的閒置空間。 2. 介紹綠建築。 3. 介紹電腦動畫。 <ol style="list-style-type: none"> 1.To introduce idle space for artistic activation. 2.To introduce green buildings. 3.To introduce computer animation.
九年級下學期 2 nd Semester of Grade Nine	<ol style="list-style-type: none"> 1. 認識公共藝術的發展與定義。 2. 認識現代包裝的功能。 3. 認識展覽功能與目的。 <ol style="list-style-type: none"> 1.To recognize the development and definition of public art. 2.To recognize the function of modern packaging. 3.To recognize the function and purpose of an exhibition. 	<ol style="list-style-type: none"> 1. 簡易介紹地方公共藝術。 2. 簡易介紹禮品包裝的方式、基本形狀，與裝飾要點。 3. 簡易介紹展覽，以及多樣化的展覽形式。 <ol style="list-style-type: none"> 1.To briefly introduce local public art. 2.To briefly introduce gift packaging methods, basic shapes, and decoration points. 3.To briefly introduce an exhibition and various exhibition formats.



建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（九上 / 下）（康軒） Arts Textbook (9th Grade)
2. Park Hill School District Middle School 7th/8th Grade Art Curriculum
https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/612%20Art/Revisions%20Spring%202017/7th8thGradeArtCourseSummary--Board%20Approved%20Jan%202012,%202017.pdf
3. Art Curriculum Framework
<https://cedfa.org/downloads/artframework.pdf>
4. The Ontario Curriculum, Grades 1-8 (The Arts)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>
5. Indiana Department of Education (Fine Arts: Dance, Music, Theatre, Visual Arts)
<https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts>

二、藝術領域：表演藝術 Arts: Performing Arts

藝術領域（表演藝術）七年級教學目標

Arts (Performing Arts) Course Guidelines for Grade Seven

一、課程目標

1. 認識表演藝術的起源與關係，並欣賞不同類型的表演藝術。
2. 認識劇場分工、工作內容與製作流程。
3. 認識表演的工具及臺灣知名劇場工作者。
4. 認識劇場服裝及化妝特性。
5. 認識默劇表演形式及配音員的專業。
6. 具備創造人物與環境的能力。

I.Course Objectives:

- 1.To know the origin of performing arts as well as the relation among them and appreciate different types of performing arts.
- 2.To know the theater personnel as well as their jobs and the process of a theatrical production.
- 3.To know an actor' s tools and famous theater artists in Taiwan.
- 4.To know theatrical costume design and makeup artistry.
- 5.To know the profession of mime and voice artists.
- 6.To possess the ability to create characters and scenes.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1.認識表演與生活的關係。</p> <p>2.認識表演藝術的起源。</p> <p>3.認識表演藝術的類型，包括舞蹈、戲劇、戲曲、影視。</p> <p>1.To know the relationship between performance and life.</p> <p>2.To know the origin of performing arts.</p> <p>3.To know the types of performing arts, including dance, theater, opera, and film and television.</p>	<p>• <u>Vocabulary:</u> performing arts, dance, theater, opera, film, television</p> <p>• What is performing arts?</p> <p>• Which play/musical/opera do you like?</p> <p>• Do you enjoy the dance?</p> <p>• My favorite play is That Evening, We Performed Crosstalk.</p> <p>• Let's go to the National Performing Arts center.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識劇場分工與製作流程。</p> <p>2. 認識導演的工作內容。</p> <p>3. 認識國際及臺灣知名導演。</p> <p>1.To know the theater personnel and theatrical production.</p> <p>2.To know the job of a director.</p> <p>3.To know famous international and Taiwanese directors.</p>	<p>• <u>Vocabulary:</u> theater, director, actor, actress, stage manager, costume designer, makeup artist, set designer, prop designer, lighting designer, sound designer, choreographer, playwright, crew</p> <p>• Who is he? He is a director.</p> <p>• What does a director do?</p> <p>• A director leads.</p> <p>• James Cameron is the director of Titanic and Avatar.</p> <p>• Ang Lee is a famous Taiwanese director.</p> <p>• Do you like Crunching Tiger, Hidden Dragon?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p>	<p>1. 藉由聲音、身體與情緒，認識表演的工具。</p> <p>2. 認識並辨別不同種類的情緒。</p> <p>3. 了解情緒記憶的原理及運用方式。</p> <p>1.To know an actor's tools through voice, body, and emotions.</p> <p>2.To know and tell different types of emotions.</p> <p>3.To understand the theory of emotional memory and how it works.</p>	<p>• <u>Vocabulary:</u> actor's tools, voice, body, emotion, emotional memory, happiness, anger, sadness, disgust, fear</p> <p>• I can use my voice and body.</p> <p>• How do you feel?</p> <p>• He looks happy.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<p>1. 透過呼吸與發聲練習認識共鳴。</p> <p>2. 認識音質、音量、音速等不同的聲音質地。</p> <p>3. 透過聲音展現人物情緒。</p> <p>4. 認識配音員的工作內容。</p> <p>1.To know resonance through breathing and vocal exercises.</p> <p>2.To know the quality, volume, and speed of voice.</p> <p>3.To show emotions through one's voice.</p> <p>4.To know the job of a voice actor.</p>	<p>• <i>Vocabulary:</i> breathe, breath, voice, emotion, voice acting, voice artist</p> <p>• Let's take a deep breath.</p> <p>• Breathe in/out.</p> <p>• Louder, please.</p> <p>• Speak faster/slower.</p> <p>• What does a voice artist do?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 透過面部表情與身體姿態展現人物情緒。 2. 認識舞臺上的身體區位。 3. 認識默劇表演形式及默劇表演家。 4. 練習默劇的基本技巧及表演原則。 <ol style="list-style-type: none"> 1.To show emotions through facial expressions and gestures. 2.To know the body positions in relation to the audience. 3.To know miming and mime artists. 4.To practice the basics of miming and its principles. 	<p>• <u>Vocabulary:</u> facial expression, body, emotion, body position, full front, one-quarter right/left, profile right/left, three-quarter right/left, full back, mime, mime artist</p> <p>• Show your emotion. • Face the audience. • Let's mime a wall. • Can you mime climbing a ladder? • I can mine pulling a rope.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<p>1. 認識劇場類型、空間與舞臺區位。</p> <p>2. 認識舞臺設計工作內容。</p> <p>3. 認識道具設計工作內容。</p> <p>1.To know types and parts of the theater and stage areas.</p> <p>2.To know the job of a stage designer.</p> <p>3.To know the job of a prop designer.</p>	<p>• <i>Vocabulary:</i> proscenium stage, thrust stage, arena stage, black box theater, curtain, stage areas, stage design, prop design</p> <p>• This is the National Theater.</p> <p>• What kind of theater is this?</p> <p>• There are nine areas on the stage.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<ol style="list-style-type: none"> 1. 認識劇場服裝及化妝的特性。 2. 認識臺灣知名服裝設計師。 3. 認識多種劇場化妝類型。 <ol style="list-style-type: none"> 1.To know features of theatrical costume and makeup. 2.To know famous Taiwanese costume designers. 3.To know different types of theatrical makeup. 	<p>• <u>Vocabulary:</u> costume design, makeup and hairstyling, makeup artist, theatrical makeup, prosthetic makeup, bloody wound, teamwork, rehearsal</p> <p>• You look great in the costume.</p> <p>• What does a princess wear?</p> <p>• What does a makeup artist do?</p> <p>• The wound looks so real.</p> <p>• It takes teamwork to make a good show.</p> <p>Let's rehearse.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<p>1. 認識傳統音效製作及實作音效情境表演。</p> <p>2. 認識擬音師的工作內容。</p> <p>3. 練習劇本撰寫。</p> <p>1.To know traditional sound design and practice making sounds for a performance.</p> <p>2.To know the job of a foley designer.</p> <p>3.To practice writing a short play.</p>	<p>• <i>Vocabulary:</i> sound, foley artist, playwright, script, line</p> <p>• What does it sound like?</p> <p>• It sounds like thunder.</p> <p>• How do foley artists make sounds?</p> <p>• Write a two-line play.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

藝術領域（視覺藝術）教學評量
Arts (Visual Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（表演藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven	<ol style="list-style-type: none"> 1. 能運用特定元素、形式、技巧與肢體語彙表現想法，發展多元能力，並在劇場中呈現。 2. 能理解表演的形式、文本與表現技巧並創作發表。 3. 能運用劇場相關技術，有計畫地排練與展演。 4. 能養成鑑賞表演藝術的習慣，並能適性發展。 	<ol style="list-style-type: none"> 1. 能覺察並感受創作與美感經驗的關聯。 2. 能體認各種表演藝術發展脈絡、文化內涵及代表人物。 3. 能運用適當的語彙，明確表達、解析及評價自己與他人的作品。
七年級下學期 2 nd Semester of Grade Seven	<ol style="list-style-type: none"> 1.To employ specific elements, forms, techniques, and body language to express ideas, develop multiple intelligence, and present in theater. 2.To understand the forms, texts, and presentation techniques of performance to create and publish. 3.To employ theatrical technologies to plan rehearsals and shows. 4.To acquire the habit of appreciating performing arts and realize oneself adaptively. 	<ol style="list-style-type: none"> 1.To perceive the relation of creation and artistic experience. 2.To understand the developmental context, cultural content, and representative figures of different types of performing arts. 3.To employ proper vocabulary to precisely express, analyze, and evaluate one's and others' works.



建議教材與教學資源

Suggested Instructional Resources

1. 表演藝術評論台

<https://pareviews.ncafroc.org.tw/>

2. 文化部國家文化資料庫

<http://nrch.culture.tw/>

藝術領域（表演藝術）八年級教學目標

Arts (Performing Arts) Course Guidelines for Grade Eight

一、課程目標

1. 認識創造性舞蹈及舞蹈動作元素，展現自己的身體動作的能力。
2. 介紹臺灣在地舞蹈，了解不同族群的舞蹈特色並實際操作。
3. 介紹臺灣表演藝術團體與藝術家，激發學生對臺灣在地舞蹈的重視。
4. 探索街頭表演藝術與類型、嘻哈文化的內涵、流行舞蹈的特色，透過實際編舞，學習融合街舞動作於表演中。
5. 認識相聲表演應用肢體、語言一搭一唱的豐富表現。

I.Course Objectives:

- 1.To know creative dance and its elements and show one' s mobility.
- 2.To know the features of different Taiwanese local dances and practice them.
- 3.To know Taiwanese troupes and performing artists and value the local culture.
- 4.To know street performance, hip hop, and popular dance and incorporate street dance into one' s performance.
- 5.To know crosstalk and its application of body and language.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lessons

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p>	<p>1. 透過對於身體動作的觀察與思考，理解何謂創造性舞蹈。</p> <p>2. 藉由舞蹈動作元素的體驗與探索，展現自己的身體動作。</p> <p>3. 運用舞蹈動作元素，創作出自己的打招呼之舞。</p> <p>1.To understand Creative Dance through observation of and reflection on body movements.</p> <p>2.To show one's own body movements through experience and exploration of the elements of dance.</p> <p>3.To employ the elements of dance to create one's own introduction dance.</p>	<p>• <u>Vocabulary:</u> body parts, body movements, dance, Laban movement analysis, body, effort, shape, space</p> <p>• I can nod/shake my head.</p> <p>• I can stretch/twist/bend.</p> <p>• I can run/roll/jump.</p> <p>• Don't be shy.</p> <p>• I can do my own dance.</p> <p>• I can dance fast and slow.</p> <p>• I can dance high and low.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 了解原住民舞蹈起源與特色。</p> <p>2. 認識臺灣多種廟會慶典表演與客家舞蹈，欣賞不同表演方式與特色。</p> <p>3. 藉由不同藝文團體的表演方式，認識臺灣在地化的創新表演。</p> <p>1.To understand the origin and features of aboriginal dance.</p> <p>2.To know a variety of Taiwanese temple festivals and Hakka dance, and appreciate different ways and features of performance.</p> <p>3.To know the local innovative performance in Taiwan through watching different art and culture groups.</p>	<p>• <i>Vocabulary:</i> aboriginal dance, leader of the parade in a temple festival, Hakka dance</p> <p>• Where can you see these dances?</p> <p>• What are these dances famous for?</p> <p>• I am from Taiwan.</p> <p>• I can do some aboriginal/ Hakka dances.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 探索街頭表演藝術與類型。</p> <p>2. 欣賞嘻哈文化的內涵，了解街舞的歷史和各種風格。</p> <p>3. 分析音樂影像作品，認識臺、日、韓流行舞蹈的特色。</p> <p>1.To explore street performance and its types.</p> <p>2.To appreciate the content of hip hop and understand the history and types of street dance.</p> <p>3.To analyze musical videos to know the features of popular dance in Taiwan, Japan, and South Korea.</p>	<p>• <u>Vocabulary:</u> street performance, hip hop, street dance, choreography, choreographer, observe</p> <p>• Are you a fan of street dancer?</p> <p>• Let's do some street dances.</p> <p>• I can do breaking/locking/popping/the robot.</p> <p>• I like the way you dance/sing.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<ol style="list-style-type: none"> 1. 認識相聲的形式及說學逗唱。 2. 認識相聲的特色及舞台道具。 3. 了解相聲中製造笑點的類型。 <ol style="list-style-type: none"> 1.To know the format of crosstalk and the four skills: speaking, imitating, teasing, and singing. 2.To know the features of crosstalk as well as its stage and props. 3.To know the types of humor in crosstalk. 	<p>• <u>Vocabulary:</u> crosstalk, speaking, imitating, teasing, singing, props</p> <p>• The four skills of crosstalk is speaking, imitating, teasing, and singing.</p> <p>• What props do you see on the stage?</p> <p>• Why is it funny?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

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<p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<p>1. 了解電影與生活的連結。</p> <p>2. 認識電影特點、電影鏡頭與攝影機運動。</p> <p>3. 撰寫分鏡腳本與影片拍攝製作。</p> <p>1.To know the connection between film and life.</p> <p>2.To know the features of film, shots and camera movement.</p> <p>3.To write a storyboard and film a shore movie.</p>	<p><u>• Vocabulary:</u></p> <p>movie, film, cinema, shot, camera, storyboard</p> <p>• What is your favorite movie?</p> <p>• Why do you like the movie?</p> <p>• The opening shot is interesting.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



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<p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p>	<p>1. 欣賞創意廣告作品，認識創意廣告的定義與內涵。</p> <p>2. 理解廣告表現手法，解析生活中廣告形式。</p> <p>3. 創作創意廣告，激發想像力與創造力。</p> <p>1.To watch creative TV commercials to know the definition and content of a creative commercial.</p> <p>2.To understand the tricks of advertisement and analyze types of advertisement in life.</p> <p>3.To make a creative commercial and show imagination and creativity.</p>	<p>• <i>Vocabulary:</i> advertise, advertisement, advertising agency, print ad, jingle, catchy, earworm, brand, slogan, celebrity</p> <p>• What is an ad?</p> <p>• Where can you find an ad?</p> <p>• What does the ad sell?</p> <p>• What is the most creative print ad you've ever seen?</p> <p>• Why is the jingle so catchy?</p> <p>• This song is an earworm.</p> <p>• The ad uses a jingle/slogan/celebrity.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

藝術領域（視覺藝術）教學評量
Arts (Visual Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（表演藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight	<ol style="list-style-type: none"> 1. 能運用特定元素、形式、技巧與肢體語彙表現想法，發展多元能力，並在劇場中呈現。 2. 能理解表演的形式、文本與表現技巧並創作發表。 3. 能運用劇場相關技術，有計畫地排練與展演。 4. 能養成鑑賞表演藝術的習慣，並能適性發展。 	<ol style="list-style-type: none"> 1. 能覺察並感受創作與美感經驗的關聯。 2. 能體認各種表演藝術發展脈絡、文化內涵及代表人物。 3. 能運用適當的語彙，明確表達、解析及評價自己與他人的作品。
八年級下學期 2 nd Semester of Grade Eight	<ol style="list-style-type: none"> 1.To employ specific elements, forms, techniques, and body language to express ideas, develop multiple intelligence, and present in theater. 2.To understand the forms, texts, and presentation techniques of performance to create and publish. 3.To employ theatrical technologies to plan rehearsals and shows. 4.To acquire the habit of appreciating performing arts and realize oneself adaptively. 	<ol style="list-style-type: none"> 1.To perceive the relation of creation and artistic experience. 2.To understand the developmental context, cultural content, and representative figures of different types of performing arts. 3.To employ proper vocabulary to precisely express, analyze, and evaluate one's and others' works.



建議教材與教學資源

Suggested Instructional Resources

1. 表演藝術評論台
<https://pareviews.ncafroc.org.tw/>
2. 雲門舞集
<https://www.cloudgate.org.tw/>
3. 雲門舞集舞作數位典藏計畫
<http://cloudgate.e-lib.nctu.edu.tw/>

藝術領域（表演藝術）九年級教學目標

Arts (Performing Arts) Course Guidelines for Grade Nine

一、課程目標

1. 了解電影的生成原理
2. 了解如何撰寫劇本
3. 了解導演、演員、場務的工作
4. 了解基本取景、打燈、打板、試鏡與定裝
5. 了解照片中的構圖及借位
6. 運用影片及照片技巧製作「班級回憶錄」
7. 由影展賞析中培養鑑賞力
8. 寫實戲劇及非寫實戲劇之表現及練習
9. 了解中西方劇場及呈現
10. 由認識臺灣當代劇團了解表演團體創作過程
11. 認識宗教與戲劇的關係
12. 了解印度、日本、越南及泰國的傳統戲劇

I.Course Objectives:

- 1.To understand film making principles.
- 2.To know how to write a screenplay
- 3.To know the roles of a director, actor/actress and production assistant.
- 4.To know camera shot types, how to light a scene and the use of clapperboard.
- 5.To understand the composition and “Forced Perspective Photography” techniques in the photo.
- 6.To use video and photo techniques to make "Class Memoirs"
- 7.To cultivate appreciation from film festival appreciation.
- 8.To performe and practice of realistic drama and non-realistic drama.
- 9.To understand Chinese and Western theater and presentation.
- 10.To understand the creative process of the performing group from the knowledge of Taiwan Contemporary Theater
- 11.To understand the relationship between religion and drama
- 12.To understand the traditional dramas of India, Japan, Vietnam and Thailand.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lessons

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1.了解電影的生成原理。 2.認識動畫的演變。 3.認識默片時期的電影特色。 4.了解電影開拍前必須完成的諸多工作。 <ol style="list-style-type: none"> 1.To understand film making principles. 2.To know the evolution of animation. 3 . T o k n o w t h e characteristics of silent movies. 4.To know the steps needs to be prepared before starting the film production. 	<p>• <u>Vocabulary:</u> original version, motion picture industry, motion picture sound recording, multitrack recording, animation, animator, film editing, film a video, script, storyboard, mime, sound movie, title</p> <p>• What are the essentials of filmmaking?</p> <p>• The history of animation dates back to the golden age of American animation in the 1920-1960s...</p> <p>• What is a silent movie?</p> <p>• The characteristics of silent movies are...</p> <p>• The steps need to prepared before starting the film production are...</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C1 探討藝術活動中社會議題的意義。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice. A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C1 Students can explore the significance of social issues in art.</p>	<p>1. 了解如何撰寫劇本 2. 認識知名導演及其作品 3. 了解導演的工作 4. 了解演員必須具備的條件以及身為演員該做的功課。 5. 了解取鏡距離：大特寫、特寫、中景、全景、遠景、極遠景。 6. 知道拍片現場如何打燈 7. 了解打板的功用 8. 知道何謂試鏡與定裝。 9. 認識拍片現場的重要人物 - 場務。 1.To know screenplay writing. 2.To know famous international directors and their works. 3.To know what a director does. 4.To know an actor's qualifications and trainings. 5.To know camera shot types: extreme close up, close-up, medium shot, full shot, long shot, extreme long shot. 6.To know how to light a scene. 7.To understand the purpose of using a "clapperboard" in film-making. 8.To know audition, costume design and make-up. 9.To know the roles of production assistant.</p>	<p>• <u>Vocabulary:</u> • Directed by/ A Film by, Screenplay by/ Written by, Production Designer, Costume Designer, Makeup Artist, (Original) Music by, Music Supervisor, Sound Editor, film editing, storyboard layout, film make-up, dubbing, properties, props, shooting angle, long shot, full shot, medium shot, frame, picture • The director's main job is to manage the technical and artistic team that make the film... • Camera shot types are : extreme close up, close-up, medium shot, full shot, long shot, extreme long shot... • To light up a scene, you need... • The purpose of using a "clapperboard" in film-making is... • The roles of production and principal crew are... ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-A3 Students can try to design and carry out arts events, thus developing their creativities in responding to various arts contexts.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<ol style="list-style-type: none"> 1. 觀摩攝影教學照片及影片 2. 思考如何使照片構圖有趣 3. 小組練習：在校園中運用借位技巧練習拍照 <ol style="list-style-type: none"> 1.To watch photography teaching photos and videos. 2.To think about how to make photo composition interesting. 3.Group exercises: Practice taking pictures using “Forced Perspective Photography” techniques on campus. 	<p>• <u>Vocabulary:</u> photography, composition, film genres, cast, subtitles, shoot, Forced Perspective Photography, campus</p> <p>• Take pictures.</p> <p>• Shoot a video.</p> <p>• What are the photo composition in the photo?</p> <p>• We use “Forced Perspective Photography” techniques by the way of...</p> <p>※ 每節課或每周 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A2 嘗試設計思考，探索藝術實踐解決問題的途徑。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</p> <p>A-J-A2 Students can try to conduct design thinking, exploring appropriate strategies in tackling and solving problems in art practice.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices.</p>	<ol style="list-style-type: none"> 1. 畢業影片賞析 2. 動態活動：「班級相簿」練習與呈現 3. 實作課程：班級回憶錄 4. 認識世界四大影展 5. 認識台灣重大影展 <ol style="list-style-type: none"> 1. Graduation Film Appreciation 2. Dynamic activities: "Class Album" practice and presentation 3. Practical course: class memoir 4. To get to know the four major film festivals in the world. 5. To learn about major film festivals in Taiwan. 	<p>• <u>Vocabulary:</u> appreciation, class album, memoir, four freeze frames, script, rehearse, monologue, film festival,</p> <p>• Show your emotion.</p> <p>• Face the audience.</p> <p>• Let's rehearse and present your class albums.</p> <p>• What are the four major film festivals in the world?</p> <p>• I know the major film festivals in Taiwan.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p>	<p>1. 了解戲劇藝術中具象與抽象的表現方式。</p> <p>2. 培養對寫實與非寫實戲劇作品的欣賞力與理解力。</p> <p>3. 從寫實與非寫實的片段場景練習中，進一步認識寫實與非寫實的表演方法異同。</p> <p>1.To understand the realistic and non-realistic expressions in drama arts.</p> <p>2.To cultivate the appreciation and understanding of realistic and non-realistic drama works.</p> <p>3.To understand the similarities and differences of realistic and non-realistic performance methods from practicing scenes.</p>	<p>• <u>Vocabulary:</u> realistic, non-realistic, solicitude, values, Classical Art, Contemporary Art, High Art, Popular Art,</p> <p>• Design a theme that cares about society and the natural environment.</p> <p>• What are the differences among the four kinds of arts?</p> <p>• Do you know the styles, background, value in this art?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C1 探討藝術活動中社會議題的意義。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C1 Students can explore the significance of social issues in art. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 從認識中、西方的劇場文化與歷史，學習不同文化的藝術美感並培養學生具備寬廣的國際觀。 2. 透過臺灣當代劇團介紹，帶領學生了解表演團體創作過程。 1.To learn the artistic beauty of different cultures and have a broad international outlook from understanding Chinese and Western theater culutre and history. 2.To understand the creative process of performing groups through the introduction of Taiwan Comtemporary Theater Company.</p>	<p>• <u>Vocabulary:</u> theatre culture, aesthetics, international perspective, troupe, lifestyle • Collect foreign art materials to understand contemporary art life trends. • How do you develop the interest and habit of artistic performance appreciation in daily life? ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C1 探討藝術活動中社會議題的意義。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C1 Students can explore the significance of social issues in art.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures</p>	<ol style="list-style-type: none"> 1. 認識宗教與戲劇的關係。 2. 認識印度梵劇。 3. 認識日本歌舞伎。 4. 認識越南水傀儡。 5. 認識泰國舞劇。 <ol style="list-style-type: none"> 1. To understand the relationship between religion and drama. 2. To learn about Indian Sanskrit drama. 3. To get to know Japanese Kabuki. 4. To get to know the Vietnamese water puppets. 5. To get to know Thai dance drama. 	<p>• <u>Vocabulary:</u> Indian Sanskrit drama, Japanese Kabuki, Vietnamese water puppets, Thai dance drama</p> <p>• What are the features of this drama in this country?</p> <p>• What are the differences between this two kinds of dramas?</p> <p>• Can you imitate this kind of drama?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



藝術領域（表演藝術）教學評量

Arts (Performing Arts) Teaching Assessment

1. 學生主動積極參與藝術領域（表演藝術）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

1.Participation

2.Non-verbal assessment

3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate Students can' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine	<ol style="list-style-type: none"> 1. 能了解電影的生成原理。 2. 能認識動畫、默片的演變及特色。 3. 能了解如何撰寫劇本。 4. 能認識知名導演及其作品。 5. 能了解演員必須具備的條件以及身為演員該做的功課。 6. 能了解取鏡距離：大特寫、特寫、中景、全景、遠景、極遠景。 7. 能知道拍片現場如何打燈、打板、試鏡與定裝。 8. 能了解何謂特效及剪接的功能。 9. 能認識影視中的靈魂元素聲音、音效及擬音師。 10. 能思考日常中最常運用的影視媒介為何及對自身的影響。 11. 能在校園中運用借位技巧練習拍照。 <ol style="list-style-type: none"> 1.To understand the production principle of movies. 2.To recognize the evolution and characteristics of animation and silent films. 3.To know how to write a script. 4.To know well-known directors and their works. 5.To understand the conditions that an actor must have and the work to be done as an actor. 6.To understand the distance of the lens: Detail Shot, Close-Up, Medium-Shot, Medium Long Shot, Long Shot and Extra Long Shot. 7.To know how to do lighting, hitting clapperboard, audition and fitting. 8.To understand what special effects and editing functions are. 9.To recognize the soul element sounds, sound effects and Foley artists in film and television. 10.To think about the most commonly used film and television media in daily life and its impact on oneself. 11.To practice taking pictures with “Forced Perspective Photography” techniques in campus. 	<ol style="list-style-type: none"> 1. 能覺察並感受創作與美感經驗的關聯。 2. 能體認各種表演藝術發展脈絡、文化內涵及代表人物。 3. 能運用課程中所教授的知識及技巧創作出影片及照片。 4. 能運用適當的語彙，明確表達、解析及評價自己與他人的作品。 <ol style="list-style-type: none"> 1.To perceive the relation of creation and artistic experience. 2.To understand the developmental context,cultural content, and representative figures of different types of performing arts. 3.To use the knowledge and skills taught in the course to create videos and photos. 4.To employ proper vocabulary to precisely express, analyze, and evaluate one’s and others’ works.



評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級下學期 2 nd Semester of Grade Nine	<ol style="list-style-type: none"> 1. 能觀摩並統整出全班一致認同畢業紀念影片的作法。 2. 能進行班級相簿正式表演 3. 認識世界四大影展及台灣重大影展，以及台灣籍獲獎者。 4. 學生能培養對寫實與非寫實戲劇作品的欣賞力與理解力。 5. 學生能由中西方的劇場文化與歷史學習美感與具備寬廣的國際觀。 6. 學生能認識宗教與劇戲的關係。 <ol style="list-style-type: none"> 1.To observe and unify the whole class to agree with the practice of graduation commemorative film. 2.To perform formal performances of class albums. 3.To get to know the four major film festivals in the world. and major film festivals in Taiwan, as well as Taiwanese winners. 4.Develop student's appreciation and understanding of realistic and non-realistic drama works. 5.To learn beauty and a broad international outlook from Chinese and Western theater culture and history. 6.To understand the relationship between religion and drama. 	<ol style="list-style-type: none"> 1. 能覺察並感受創作與美感經驗的關聯。 2. 能體認各種表演藝術發展脈絡、文化內涵及代表人物。 3. 能運用適當的語彙，明確表達、解析及評價自己與他人的作品。 <ol style="list-style-type: none"> 1.To perceive the relation of creation and artistic experience. 2.To understand the developmental context, cultural content, and representative figures of different types of performing arts. 3.To employ proper vocabulary to precisely express, analyze, and evaluate one's and others' works.

建議教材與教學資源

Suggested Instructional Resources

1. 康軒藝術與人文課本九下 - 第一課寫實與非寫實 第三課細說亞洲傳統戲劇
2. 翰林藝術與人文課本九上 - 第三課 鏡頭下的真實世界
3. Jones, T., & Patmore, C. (2016)。七堂課學會拍好微電影：全面掌握好萊塢電影法則（朱明璇譯）。臺北：城邦。（原著出版於2013年）
4. Albert, G. (2019)。構圖的祕密：一招萬用！輕鬆掌握色彩、形狀、平衡、明暗對比、視線引導，從此再也沒有「好像哪裡不對勁」的作品，繪畫、攝影、設計都適用（陳琇玲譯）。臺北：大塊。（原著出版於2003年）
5. Who's Who on the Film Crew <https://www.masterclass.com/articles/whos-who-on-the-film-crew#the-film-production-process>
6. 認識電影 <https://edumovie.culture.tw/index.php>
7. 電影工作人員職稱（中英對照） <https://yoin99.pixnet.net/blog/post/44007742-%E9%9B%BB%E5%BD%B1%E5%B7%A5%E4%BD%9C%E4%BA%BA%E5%93%A1%E8%81%B7%E7%A8%B1%E5%BC%88%E4%B8%AD%E8%8B%B1%E6%96%87%E5%B0%8D%E7%85%A7%E5%BC%89>
8. 驚爆眼球的借位攝影 <https://kipppan.pixnet.net/blog/post/52276926-%E9%A9%9A%E7%88%86%E7%9C%BC%E7%90%83%E7%9A%84-%E5%80%9F%E4%BD%8D%E6%94%9D%E5%BD%B1>
9. 老羊攝影教學部落格 <https://www.taiwan-photoschool.com/oldgeust/%E6%94%9D%E5%BD%B1%E6%95%99%E5%AD%B8-6953>



三、藝術領域：音樂 Arts: Music

藝術領域（音樂）七年級教學目標

Arts (Music) Course Guidelines for Grade Seven

一、課程目標

1. 認識生活素材與樂曲中的音樂元素，並了解記譜法的呈現與中音直笛的吹奏技巧。
2. 建立基礎歌唱技巧，並學習欣賞聲樂曲。
3. 透過生活與展演場所培養觀察、感受與體驗節奏。
4. 介紹樂器、作曲家及其重要作品的解析與樂曲欣賞。
5. 分辨西洋弦樂器與管樂器、建立交響樂團基本位置的概念，並理解室內樂的幾種組合。
6. 探索音樂與科技結合的趨勢，了解音樂載體發展，認識網路時代音樂的傳播方式。

I.Course Objectives:

- 1.To recognize the musical elements in life materials and music, and they understand the musical notation on the sheet music and learn how to play alto recorders.
- 2.To build basic singing techniques and learn how to appreciate vocal music.
- 3.To observe and learn the rhythm through performances.
- 4.To introduce instruments, composers, and their important works.
- 5.To identify Western string instruments and wind instruments, establish the concept of the basic positions of the symphony orchestra, and recognize the instruments in an orchestra and Chamber music.
- 6.To explore the trend of combining music and technology, understand the development of music carriers and know the ways of music spreading in the Internet Age.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 透過生活與樂曲認識音樂元素、了解記譜法的呈現與中音直笛的吹奏技巧。</p> <p>2. 從曲目的引導，理解音樂元素在樂曲中的呈現。</p> <p>3. 經由記譜法等介紹，了解音樂的表達與呈現。</p> <p>1.To recognize the musical elements in life materials and music, and they understand the musical notation on the sheet music and learn how to play alto recorders.</p> <p>2.To understand the presentation of musical elements in the music with the guidance of the song track.</p> <p>3.To understand the expression and presentation of music through the introduction of musical notation, etc.</p>	<p>• <u>Vocabulary I:</u> Musical Score (music, song, melody, soprano, tenor, alto, ...)</p> <p>• <u>Vocabulary II:</u> Types of Wind Instruments (recorder, trumpet, ...)</p> <p>• What is your favorite <u>music</u>?</p> <p>• I like <u>pop</u> music.</p> <p>• "<u>Billie Jean</u>" is a famous song by <u>Michael Jackson</u>.</p> <p>• I can play the <u>recorder</u>.</p> <p>• Can you play the <u>soprano recorder</u>?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 建立基礎歌唱技巧，並學習欣賞聲樂曲。 2. 藉由歌唱形式介紹與歌唱評分活動，理解如何賞析聲樂曲。 3. 藉由欣賞並習唱歌曲，體會臺灣音樂之美。 <ol style="list-style-type: none"> 1.To build basic singing techniques and learn how to appreciate vocal music. 2.To understand how to appreciate vocal music through the introduction of singing and singing activity. 3.To experience the beauty of Taiwanese music by enjoying and practicing singing. 	<p>• <u>Vocabulary:</u></p> <p>Singing Skills (voice, breath, mechanics, ...)</p> <p>• Who sings <u>that song</u>?</p> <p>• What is your favorite <u>song</u>?</p> <p>• Which <u>singer</u> is your favorite? Why?</p> <p>• I like <u>Jolin</u> because <u>she has her own style</u>.</p> <p>• I am a fan of <u>Jolin</u>.</p> <p>• Do you like to sing <u>with your friends</u>?</p> <p>• (Here, the teacher may introduce some Western singers and their vocal beauty)</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
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核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 透過樂器介紹、作曲家及其重要作品的解析與樂曲欣賞。 2. 透過大鍵琴、管風琴等樂器的介紹及樂曲欣賞。 3. 經由樂曲欣賞及樂譜的輔助，感受音樂中的對比與織度，增加美感經驗。 <p>1.To know about the music appreciation through the introduction of instruments, the analysis of composers and their important works.</p> <p>2.To introduce wind instruments and their music and music appreciation.</p> <p>3.To identify the contrast and feelings in music with the help of music appreciation and musical notation, increasing students' aesthetic experiences.</p>	<ul style="list-style-type: none"> • <u>Vocabulary I:</u> Kinds of Instruments (winds instruments, percussion, brass, ...) • <u>Vocabulary II:</u> Kinds of Music (jazz, rock, ...) • What is your favorite <u>music</u>? • Why do you like <u>Jazz</u>? • I like <u>the different instruments</u> they play. • What is your favorite <u>instrument</u>? • I like <u>the saxophone</u>. • Who is your favorite <u>composer</u>? <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

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核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 經由活動參與，認識流行音樂產業的分工。</p> <p>2. 藉由欣賞臺灣的流行歌曲，了解臺灣的歷史發展及多元文化社會。</p> <p>3. 探索音樂與科技結合的趨勢，了解音樂載體發展，認識網路時代音樂的傳播方式。</p> <p>1.To understand the division of labor in the pop music industry through group's activities.</p> <p>2.To learn about Taiwan's historical development and multicultural society by enjoying Taiwan's popular songs.</p> <p>3.To explore the trend of combining music and technology, understand the development of music carriers and know the ways of music spreading in the Internet Age.</p>	<p>• <u>Vocabulary:</u> Modern Music (electronic musical instruments, pop music, ...)</p> <p>• I prefer <u>electronic instruments</u> more than <u>acoustic</u>.</p> <p>• <u>Pop music</u> is more famous than <u>country music</u>.</p> <p>• I downloaded <u>MP3 songs</u> from the Internet.</p> <p>• What <u>radio station</u> do you usually listen to?</p> <p>• Where do you usually <u>listen to music</u>?</p> <p>• I usually listen to music while reading books.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

藝術領域（音樂）教學評量

Arts (Music) Teaching Assessment

- 1. 學生主動積極參與藝術領域（音樂）之各類練習活動。
- 2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
- 3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven	<ul style="list-style-type: none"> 1. 使用直笛吹奏出教師指定之旋律。 2. 認識不同的作曲家。 <ul style="list-style-type: none"> 1.To use the recorder to play the melody specified by teachers. 2.To know different composers. 	<p>簡單介紹自己喜歡的歌手。</p> <p>To briefly introduce their favorite singers.</p>
七年級下學期 2 nd Semester of Grade Seven	<ul style="list-style-type: none"> 1. 分辨出西洋弦樂器跟管樂器。 2. 認識曲中所使用到的不同樂器。 <ul style="list-style-type: none"> 1.To identify Western string instruments and wind instruments. 2.To know the different instruments used in the song. 	<p>指出不同曲風的特色。</p> <p>To point out the characteristics of different genres.</p>

建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（七上 / 下）（康軒） Arts Textbook (7th Grade)
2. Office of Superintendent of Public Instruction, Washington State (Music Standards, 7th & 8th Grades)
<https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards>
3. National Curriculum in Music
<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>
4. Indiana Department of Education (Fine Arts: Dance, Music, Theatre, Visual Arts)
<https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts>



藝術領域（音樂）八年級教學目標

Arts (Music) Course Guidelines for Grade Eight

一、課程目標

1. 認識巴洛克時期歷史背景與音樂特色。
2. 從巴洛克作曲家的作品，使用英語認識當時的聲樂與器樂曲。
3. 以直笛演奏〈G 弦之歌〉。
4. 欣賞古典樂派作曲家的作品，體會交響曲的形式之美與內涵。
5. 藉由演唱及演奏，發展唱奏技巧與表現能力，並從中體會古典樂派的音樂特色。
6. 認識浪漫樂派的音樂風格及內涵。
7. 能認識浪漫樂派作曲家舒伯特、蕭邦、布拉姆斯、孟德爾頌。
8. 賞析國民樂派時期的音樂作品。
9. 認識半音音階與全音音階，並能分辨其中的差異。
10. 藉由「小小作曲家」的活動，體驗全音音階創作的樂趣。
11. 藉由演唱及演奏，發展唱奏技巧與表現能力。

I.Course Objectives:

- 1.To recognize Baroque music and its history background.
- 2.To recognize the Baroque vocal music and instrumental.
- 3.To perform “Air on the G String” with recorders.
- 4.To appreciate Classical-era symphony and recognize the form.
- 5.To establish their singing and performing skills and also recognize the styles of Classicism music.
- 6.To recognize the styles of Romanticism music.
- 7.To recognize Romantic-era composers such as Schubert, Chopin, Brahms, and Mendelssohn.
- 8.To appreciate nationalism music.
- 9.To identify the difference between chromatic scale and whole-tone scale.
- 10.To experience the joy of whole tone scale music creation through “the creative composers” activity.
- 11.To establish their singing and performing skills.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識並欣賞巴洛克樂派的音樂及作曲家。 2. 認識巴洛克時期歷史背景與音樂特色。 3. 從巴洛克作曲家的作品，認識當時的聲樂與器樂曲。 1.To know and appreciate Baroque music and composers. 2.To know the historical background and characteristics of Baroque music. 3.To know the vocal and instruments of that time from the works of Baroque composers.</p>	<p>• <u>Vocabulary:</u> About Baroque Music • How would you describe Baroque music? • Baroque music is <u>very beautiful</u>. • <u>Bach</u> is one of the famous composers of Baroque music. • Music appreciation of Baroque Music ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 從認識古典樂派，學習不同時代背景與文化的藝術，並培養學生更寬廣的國際觀。 2. 藉由演唱及演奏，發展唱奏技巧與表現能力，並從中體會古典樂派的音樂特色。 3. 欣賞古典樂派作曲家的作品，體會交響曲的形式之美與內涵。 <ol style="list-style-type: none"> 1. To learn about the art of different eras and backgrounds from Classicism Music and cultivate broader international views. 2. To establish their singing and performing skills and also recognize the styles of Classicism music. 3. To appreciate the works of Classicism Music and experience the beauty and connotation of the symphony. 	<ul style="list-style-type: none"> • <u>Vocabulary</u>: About Classicism Music • Do you like to listen to classical music? • Who is your favorite classical music composer? • <u>Mozart</u> is a famous classical music composer. • Music appreciation of Classicism Music <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B2 思辨科技資訊、媒體與藝術的關係，進行創作與鑑賞。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B2 Students can speculate the relationships among technological information, medias and arts to enhance learning, and know how to create and appreciate artworks. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 透過生活與展演場所培養觀察、感受與體驗節奏。 1.To cultivate the sense of rhythm through life and exhibition venues.</p>	<p>• <u>Vocabulary:</u> The Rhythm of Music • The rhythm of music can be <u>regular or random</u>. • Introduce the elements of rhythm. • Count out loud the rhythm. • Use percussion instruments to practice the rhythm. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

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<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 認識並欣賞浪漫樂派的音樂及作曲家。 2. 能認識浪漫樂派作曲家舒伯特、蕭邦、布拉姆斯、孟德爾頌。 3. 能欣賞藝術歌曲、序曲及波蘭舞曲的內涵。 4. 能體會音樂與文學結合所呈現的文學內涵與藝術美感。 <ol style="list-style-type: none"> 1.To know and appreciate Romanticism Music and composers. 2.To recognize Romantic-era composers such as Schubert, Chopin, Brahms, and Mendelssohn. 3.To appreciate the connotation of art songs, overtures, and Polish dance music. 4.To appreciate the literary connotation and artistic beauty presented by combination of music and literature. 	<p>• <u>Vocabulary:</u></p> <p>About Romanticism Music</p> <ul style="list-style-type: none"> • What was the music like in the Romantic Period? • The romantic music is known for its <u>great energy and passion</u>. • What instruments were used in the Romantic Period? • <u>Piano</u> was used in the Romantic Period. • <u>Schubert</u> was extremely famous composer in this period. • Music appreciation of Romanticism Music <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 建立基礎歌唱技巧、認識指揮圖示與歌唱形式，並學習欣賞聲樂曲。</p> <p>2. 能提升學生音樂欣賞的能力。</p> <p>1.To establish basic singing skills, recognize conductor icons and singing forms, and learn to appreciate vocal music.</p> <p>2.To enhance the ability of music appreciation.</p>	<p>• <u>Vocabulary:</u> orchestra, conductor,...</p> <p>• What a conductor actually does?</p> <p>• A conductor is <u>a person who leads an orchestra.</u></p> <p>• Practice the conductor's hand gestures.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

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<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 能由歐洲音樂歷史的演進，了解國際局勢的變遷，對社會與個人的影響。</p> <p>2. 能賞析國民樂派時期的音樂作品。</p> <p>1.To understand the changes in international situation from the evolution of European music history and know their impacts on society and individuals.</p> <p>2.To appreciate Nationalism music and its works.</p>	<p>• <u>Vocabulary:</u></p> <p>Nationalism in Music</p> <p>• What was Nationalism in Music like?</p> <p>• <u>Beethoven's music</u> is an example of Nationalism music.</p> <p>• Music appreciation of Nationalism music Play some Nationalism music with the recorder.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



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<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識印象樂派的音樂風格及內涵。</p> <p>2. 認識印象樂派作曲家德布西及拉威爾，感受其樂曲中光影的變化。</p> <p>1.To recognize Expressionist Music styles and connotations.</p> <p>2.To recognize Expressionist Music composers, Debussy and Ravel, and feel the changes in their music.</p>	<p>• <u>Vocabulary</u>: Expressionist Music</p> <p>• What is Expressionist Music like?</p> <p>• What are the characteristics of Expressionist Music?</p> <p>• Music appreciation of Expressionist Music</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識半音音階與全音音階，並能分辨其中的差異。</p> <p>2. 藉由「小小作曲家」的活動，體驗全音音階創作的樂趣。</p> <p>1.To identify the difference between chromatic scale and whole tone scale.</p> <p>2.To experience the joy of whole tone scale music creation through “the creative composers” activity.</p>	<p>• <i>Vocabulary:</i> tone, chromatic scale, whole tone scale</p> <p>• Practice the tones with the recorder.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



藝術領域（音樂）教學評量

Arts (Music) Teaching Assessment

1. 學生主動積極參與藝術領域（音樂）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight	<ol style="list-style-type: none"> 1. 用至少三個形容詞形容巴洛克音樂。 2. 辨識古典樂派之音樂。 <ol style="list-style-type: none"> 1.To describe Baroque music with at least three adjectives. 2.To identify classical music. 	<p>描述所聽到的古典樂情緒、音調為何。</p> <p>To describe the emotions and tones of the classical music they heard.</p>
八年級下學期 2 nd Semester of Grade Eight	<ol style="list-style-type: none"> 1. 舉出各樂派的一個代表人物。 2. 辨識國民樂派之音樂。 3. 理解聲樂表演所要傳達的情緒。 <ol style="list-style-type: none"> 1.To tell the representative of each music school. 2.To identify Nationalism music. 3.To understand the emotions conveyed by vocal performances. 	<ol style="list-style-type: none"> 1. 比較流行樂曲和聲樂的差異。 2. 介紹一首自己喜歡的聲樂曲目。 <ol style="list-style-type: none"> 1.To compare the differences between popular music and vocal music. 2.To introduce their favorite vocal music.

建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（八上 / 下）（康軒） Arts Textbook (8th Grade)
2. Office of Superintendent of Public Instruction, Washington State (Music Standards, 7th & 8th Grades)
<https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards>
3. National Curriculum in Music
<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>
4. Indiana Department of Education (Fine Arts: Dance, Music, Theatre, Visual Arts)
<https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts>



藝術領域（音樂）九年級教學目標

Arts (Music) Course Guidelines for Grade Nine

一、課程目標

1. 認識歌劇、音樂劇，藉由不同風格的音樂，讓學生了解音樂的多元風貌。
2. 認識科技音樂的範疇、種類與各項運用。
3. 認識音樂會並舉辦班級音樂會。
4. 介紹民歌、福佬民歌、客家民歌、原住民民歌及新音樂。
5. 了解南北管，學習不同民族的音樂特性，以及音樂在各民族的功能。
6. 認識歐洲、非洲與美洲各洲的音樂特色與正規節奏與非正規節奏。

I.Course Objectives:

- 1.To recognize operas and musicals through different styles of music and let students understand the diverse features of music.
- 2.To understand the scope, types and applications of technological music.
- 3.To recognize a musical concert and hold a class musical concert.
- 4.To introduce Folk songs, Hakka songs, Aboriginal songs and New Music.
- 5.To understand the features of North and South Pipe music and the functions of Folk Songs.
- 6.To recognize the features of music in Europe, Africa, and America and their formal and informal rhythms.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
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<p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>3.To understand a brief history of opera development and know masterpieces of the different art periods. 4.To comprehend 20th-century operas, and know how Jazz has influenced on opera by learning Gehiwen’s Porgy and Bess.</p>	

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 從各年代的音樂劇，讓學生欣賞不同風格的音樂。</p> <p>2. 藉由不同風格的音樂，讓學生了解音樂的多元風貌。</p> <p>3. 認識著名的音樂家，劇作家，讓學生了解成為大師級人物背後所需要的努力。</p> <p>4. 音樂劇欣賞《獅子王》、《你是好人，查理布朗》、《悲慘世界》。</p> <p>1.To appreciate various music styles from different ages.</p> <p>2.To understand various music styles and characteristics.</p> <p>3.To understand renowned musicians, scriptwriters, and let students understand how to work hard to be a famous master.</p> <p>4.To appreciate musical opera, “The Lion King”, “You are a Good Man, Charlie Brown”, “Les Miserables.”</p>	<p>• <u>Vocabulary:</u></p> <p>Musical (musical, diversity, theater, soundtracks ...)</p> <p>• What is your favorite <u>musical</u>?</p> <p>• I am a fan of <u>Lion King</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C2 Students can build up altruistic and cooperative competence and develop the ability to work together as a team through art practices. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識科技音樂的範疇、種類與各項運用。 2. 能正確演奏出不同的節奏型（如節奏口技練習）並與他人合奏。 3. 認識音樂會的分類。 4. 了解欣賞音樂會的禮儀與其他注意事項。 5. 透過團隊合作，規畫班級音樂會。 1.To understand the scope, types and applications of technological music. 2.To know how to play musical instruments appropriately (e.g. oral practice) and play with a partner. 3.To know different types of musical concerts. 4.To understand concert etiquette. 5.To plan a class musical concert through teamwork.</p>	<p>• <u>Vocabulary:</u> Music World (musical concert, musical instrument, teamwork,...) • <u>Musicians</u> usually perform on stage. • <u>Modern rock concerts</u> are often conducted at extremely high volume levels. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 了解民歌的定義及自然民歌和創作民歌間的差異。</p> <p>2. 認識福佬民歌、客家民歌及原住民族民歌。</p> <p>3. 能仿效原住民，正確運用節奏素材與歌曲配搭。</p> <p>1.To understand the definition of Natural Folk songs, creative Folk songs and the differences in between.</p> <p>2.To know Folk songs, Hakka songs, and Aboriginal songs.</p> <p>3.To know how to follow and sing Aboriginal songs and utilize their rhythmic songs appropriately.</p>	<p>• <u>Vocabulary:</u></p> <p>Natural Folk songs, creative Folk songs, Hakka songs, and Aboriginal songs.</p> <p>• <u>What styles of music do you like most?</u></p> <p>• <u>Hakka hill songs</u> are rural songs sung in <u>Hakka language</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>藝 -J-A1 參與藝術活動，增進美感知能。 藝 -J-B1 應用藝術符號，以表達觀點與風格。 藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。 藝 -J-C3 理解在地及全球藝術與文化的多元與差異。 A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge. A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas. A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences. A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<p>1. 認識南北管音樂。 2. 介紹亞洲鄰近國家的樂器，樂種讓學生欣賞不同風格的音樂。 3. 藉由不同民族的音樂，讓學生了解音樂的多元風貌。 4. 學生習唱日本創作民謠〈花〉，以及演奏印尼民謠直笛曲〈星星索〉，並感受不同民族的音樂特性，以及音樂在各民族的功能。 5. 認識鄰近各國傳統樂器的演變，讓學生了解地球村成員的緊密關係。</p> <p>1.To understand the facts of North and South Pipe music. 2.To introduce the musical instruments in nearby Asian countries and appreciate various types of music. 3.To know the different types of Folk music and increase students' knowledge of diverse music styles. 4.To sing the Japanese-created Folk songs, such as “Flower”, and let them play the Indonesian Fold recorder “XingXing Song”, to experience the characteristics and functions of music in different nationalities. 5.To know the evolution of traditional musical instruments in nearby Asian countries and to understand the intimate relationships among global village members.</p>	<p>• <u>Vocabulary:</u> North and South Pipe music, Japanese-created Folk songs, ... • I like <u>Pipe music</u> better than <u>Folk</u> music. • The definition of a <u>folk song</u> is a song written by the common people or in the style of the common people. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>藝 -J-A1 參與藝術活動，增進美感知能。</p> <p>藝 -J-B1 應用藝術符號，以表達觀點與風格。</p> <p>藝 -J-B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。</p> <p>藝 -J-C3 理解在地及全球藝術與文化的多元與差異。</p> <p>A-J-A1 Students can participate in aesthetic activities to enhance aesthetic knowledge.</p> <p>A-J-B1 Students can apply all types of artistic symbols to express their feelings and ideas.</p> <p>A-J-B3 Students can make good use of multiple senses to explore the relations between arts and life and to present their own appreciation of aesthetic experiences.</p> <p>A-J-C3 Students can understand the diversities and differences of local and global arts and cultures.</p>	<ol style="list-style-type: none"> 1. 認識歐洲、非洲與美洲的音樂特色。 2. 認識正規節奏與非正規節奏。 3. 認識中國音樂藝術與世界遺產：可簡介「古琴」的文化、馬頭琴的傳統音樂與新疆維吾爾木卡姆音樂。 4. 能藉由演唱三首不同語言的畢業歌曲，體會歌詞所表達的意境。 <ol style="list-style-type: none"> 1.To recognize the characteristics of European, African, and American music. 2.To know regular and irregular rhythm in music. 3.To know Chinese music as world heritage: introduces “Guqin” s culture, Matoqin’ s traditional music, and Xinjiag Uyghur Muqamj’ s music. 4.To know how to sing graduation songs in three different languages and understand the meaning of each lyrics. 	<p>• <u>Vocabulary:</u></p> <p>music’ s regular and irregular rhythms. Guqin’ s (ancient harp) culture, Matoqin’ s traditional music, and Xinjiag Uyghur Muqamj’ s music.</p> <p>• <u>The Song Dynasty</u> is considered the golden period of <u>guqin music</u>.</p> <p>• <u>The qin</u>, the most revered of all <u>Chinese musical instruments</u>, has a history of about 5,000 years.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

藝術領域（音樂）教學評量

Arts (Music) Teaching Assessment

1. 學生主動積極參與藝術領域（音樂）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、示範、展演等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以 performance-based（表現評量）為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine	1. 認識歌劇與各年代的音樂劇。 2. 能正確演奏出不同的節奏型（如節奏口技練習）並與他人合奏。 1.To understand opera and various ages of musicals. 2.To play different types of rhythm (e.g. oral practice) and play with others.	簡單介紹自己喜歡的歌劇或音樂劇。 To briefly introduce their favorite opera and musicals.
九年級下學期 2 nd Semester of Grade Nine	1. 認識福佬民歌、客家民歌、原住民民歌、及南北管音樂 2. 認識歐洲、非洲與美洲的音樂特色。 1.To understand Folk songs, Hakka songs, Aboriginal songs and North and South Pipe music. 2.To know characteristics of European, African, and American music.	1. 指出不同音樂的特色。 2. 簡單介紹一首民族歌曲或歌謠。 1.To point out the characteristics of different music. 2.To briefly introduce a Folk song or ballad.

建議教材與教學資源

Suggested Instructional Resources

1. 藝術與人文課本（九上 / 下）（康軒）Arts Textbook (9th Grade)
2. Office of Superintendent of Public Instruction, Washington State (Music Standards, 7th & 8th Grades)
<https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards>
3. National Curriculum in Music
<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>
4. Indiana Department of Education (Fine Arts: Dance, Music, Theatre, Visual Arts)
<https://www.doe.in.gov/standards/fine-arts-dance-music-theatre-visual-arts>
5. 《Content Area Reading--Music》音樂學英文。梁一萍 / 黃郁芬著。



四、綜合領域：家政 General Activities: Home Economics

綜合領域（家政）七年級教學目標

General Activities (Home Economics) Course Guidelines for Grade Seven

一、課程目標

1. 學習個人形象管理、手縫技能、空間清潔與美化，增強生活自理能力。
2. 了解個人儀態與禮儀，並運用在日常生活中。
3. 學習服裝穿著的基本原則，並能運用在生活中。
4. 培養使用學習基本手縫法。
5. 了解家庭共學的影響並認識烹飪基礎知識。
6. 了解食物基本選購原則及正確的儲存方式。
7. 熟悉烹飪教室或廚房的使用規則、安全注意事項及環境維護。

I.Course Objectives:

- 1.To learn personal image management, sewing skills, environmental cleaning and beautification to enhance their self-care ability.
- 2.To understand personal manners and etiquettes, and apply them in their daily lives.
- 3.To apply the basic principles of clothes matching in their daily lives.
- 4.To learn about basic sewing skills.
- 5.To understand the impact of family learning and identify the basic knowledge of cooking.
- 6.To apply the basic food-buying and storing principles in their daily lives.
- 7.To be familiar with the rules, safety precautions and environmental maintenance of the cooking classroom or kitchen.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<ol style="list-style-type: none"> 1. 認識服裝的種類。 2. 了解服飾選搭、美感展現。 3. 了解服裝對形象管理的重要性。 4. 學習服裝穿著的基本原則，並能運用在生活中。 <ol style="list-style-type: none"> 1.To recognize different kinds of clothing. 2.To understand how to select clothes and show their beauty. 3.To understand the importance of clothing for image management. 4.To learn the basic principles of dressing and apply them in daily life. 	<ul style="list-style-type: none"> ▪ <u>Vocabulary I:</u> Types of Clothing (jeans, shorts, ...) ▪ <u>Vocabulary II:</u> Colors, Body Shapes ▪ What will you <u>wear</u> today? / What are you <u>wearing</u>? ▪ What is your favorite type of <u>clothing</u>? My favorite article of clothing is a <u>T-shirt</u>. ▪ <u>She</u> looks good/bad in a <u>blue shirt</u>. ▪ Why do you like wearing hoodies? ▪ I like to try on that purple skirt. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<ol style="list-style-type: none"> 1. 認識基本的手縫工具。 2. 學習正確使用工具的方法、穿線打結法。 3. 學習基本手縫法。 4. 運用基本手縫法在生活中。 <ol style="list-style-type: none"> 1.To recognize the basic sewing skills. 2.To learn how to use proper tools to thread and knot. 3.To learn the basic sewing skills. 4.To apply the basic sewing skills in daily life. 	<ul style="list-style-type: none"> ▪ <u>Vocabulary:</u> Sewing Tools (needles, thread, ...) ▪ <u>Vocabulary:</u> Types of Stitches for Sewing (straight stitch, blanket stitch, ...) ▪ I can use <u>straight</u> stitches to fix my <u>pants</u>. ▪ Can you sew a <u>straight</u> stitch? ▪ I can sew my <u>blanket</u> with a <u>straight</u> stitch. ▪ Do you know how to sew a <u>blanket</u> stitch? <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<p>1. 認識家裡生活空間。</p> <p>2. 生活空間的規畫與美化，以及創意的展現。</p> <p>1.To recognize home living space.</p> <p>2.To learn to plan and beautify living space and display it creatively.</p>	<p>• <u>Vocabulary:</u> Rooms and Furniture in a House (bedroom, living room, ...)</p> <p>• What can you see in (the <u>living room</u>)?</p> <p>• The best part of my house is <u>the yard</u>.</p> <p>• Where <u>is</u> the kitchen?</p> <p>• There <u>are</u> two bedrooms in my house.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

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<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<p>1. 生活用品的創意設計與製作。</p> <p>2. 個人興趣與能力的覺察。</p> <p>1.To learn to design and create daily objects.</p> <p>2.To know their personal interests and abilities.</p>	<p>• <u>Vocabulary:</u> Daily-life, School life, and Hobbies</p> <p>• What is your <u>hobby</u>?</p> <p>• What do you do after <u>school</u>?</p> <p>• I'm good/bad at <u>English</u>.</p> <p>• Are you interested in <u>playing video games</u>?</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



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<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。 綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。 綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。 綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。 G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal. G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life. G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard. G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<p>1. 能了解食物基本選購原則及正確的儲存方式。 2. 食物的選購、保存與有效運用。 1.To understand the basic food-buying and proper storing principles. 2.To apply the basic food-buying and storing principles in daily life.</p>	<p>• <u>Vocabulary:</u> Foods, Fruits, and Vegetables • What is your favorite food? • <u>Pizza</u> is my favorite. • Do you like <u>apple pies</u>? Why? • Where can you buy <u>oranges</u>? • Remember to store <u>the fish</u> in the fridge. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<p>1. 熟悉烹飪教室或廚房的使用規則、安全注意事項及環境維護。</p> <p>2. 飲食的製備與創意運用。</p> <p>1. To know the rules, safety precautions and environmental maintenance of the cooking classroom or kitchen.</p> <p>2. To apply preparation and creativity of diet in daily life.</p>	<p>• <i>Vocabulary:</i> Kitchen Tools, Cooking Method (fry, steam, ...)</p> <p>• I can <u>steam buns</u>.</p> <p>• Let's try to make <u>sandwiches</u>.</p> <p>• Let's try to cook <u>eggs</u> for breakfast.</p> <p>• We use <u>a spoon</u> to <u>drink soup</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（家政）教學評量
General Activities (Home Economics) Teaching Assessment

1. 學生主動積極參與綜合領域（家政）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

學期 Semester	評量類型 Type	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven		<ol style="list-style-type: none"> 1. 學習服裝穿著的基本原則，並能運用在生活中。 2. 認識基本的手縫技巧。 3. 能生活空間的規畫與美化，以及創意的展現。 <ol style="list-style-type: none"> 1.To learn the basic principles of dressing and apply them in daily life. 2.To recognize the basic sewing skills. 3.To learn to plan and beautify living space and display it creatively. 	<ol style="list-style-type: none"> 1. 介紹各類服裝名稱與特色。 2. 欣賞不同服裝的特色 <ol style="list-style-type: none"> 1.To introduce different kinds of clothing. 2.To appreciate the features of different kinds of clothing.
七年級下學期 2 nd Semester of Grade Seven		<ol style="list-style-type: none"> 1. 能生活用品的創意設計與製作。 2. 熟悉烹飪教室或廚房的使用規則、安全注意事項及環境維護。 3. 能飲食的製備與創意運用。(製作蘋果焦糖與炒飯)。 <ol style="list-style-type: none"> 1.To learn to design and create daily objects. 2.To know the rules, safety precautions and environmental maintenance of the cooking classroom or kitchen. 3.To apply preparation and creativity of diet in daily life. (Ex. making apples caramel, fried rice, and so on.) 	<ol style="list-style-type: none"> 1. 介紹自己創作的生活用品。 2. 說出製作蘋果焦糖與炒飯的流程。 <ol style="list-style-type: none"> 1.To introduce their own design for daily objects. 2.To recall the process of cooking apples caramel and fried rice.

建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（七上 / 下） General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
Ohio Department of Education (Family and Consumer Science Content Standards)
<http://education.ohio.gov/Topics/Career-Tech/Family-and-Consumer-Sciences>
Indiana Department of Education (CTE Family and Consumer Sciences)
<https://www.doe.in.gov/standards/cte-family-and-consumer-sciences>
California Department of Education (Family and Consumer Sciences)
<https://www.ca-fcs.org/cfs>
3. “Home-Ec 101-skills for everyday living” by Heather Solo
“Home Economics Curriculum Activities Kit” by Margaret F. Campbell



綜合領域（家政）八年級教學目標

General Activities (Home Economics) Course Guidelines for Grade Eight

一、課程目標

1. 察覺並探討衣著搭配對於個人的重要性。
2. 察覺衣料選擇與穿著舒適的關聯性。
3. 了解常見衣料材質與織法的特性及其應用。
4. 能依據個人特質，運用服裝搭配原則來展現個人特色。
5. 認識洗滌標示的英語及符號與意義。
6. 正確的清潔衣物技巧。
7. 透過在地食物的故事分享，了解在地文化特色。
8. 能明瞭烹調方法與食物美味的關聯。
9. 認識基本的中菜烹調技法的英語。
10. 能將烹調相關知識與技能運用於實作上。

I.Course Objectives:

- 1.To perceive and discuss the importance of clothing.
- 2.To understand the relations between the choice of clothing and wearing comfort.
- 3.To know the characteristics and applications of clothing materials and weaving.
- 4.To apply the clothing matching principles and show students' personal styles based on their personal characteristics.
- 5.To recognize the symbols and meanings of laundry signs in English.
- 6.To learn proper cleaning skills.
- 7.To understand the local cultural characteristics through the sharing of local food stories.
- 8.To understand the relation between different cooking methods and the food it creates.
- 9.To recognize different Chinese cooking skills in English.
- 10.To apply related cooking skills in practice.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<p>1. 察覺並探討衣著搭配對於個人的重要性。</p> <p>2. 修正自己的穿衣決策考量習慣。</p> <p>3. 審視與修正個人穿衣決策考量習慣，並進一步認識衣料特性及搭配原則以應用於生活。</p> <p>1.To perceive and discuss the importance of clothing.</p> <p>2.To modify students' dressing styles according to personal habits.</p> <p>3.To modify students' dressing styles according to personal habits and recognize the characteristics of clothing and apply the clothing matching principles in daily life.</p>	<p>• <u>Vocabulary</u> /:</p> <p>Clothing Fabric (linen, silk, ...)</p> <p>• Natural or Synthetic Fabric: Which fabric is <u>natural/synthetic</u>?</p> <p>• Which fabric is <u>the most expensive</u>?</p> <p>• Which fabric would you wear <u>in summer</u>?</p> <p>• I like <u>silk</u> the best, because it's <u>so soft</u>.</p> <p>• I like to wear <u>cotton shirts</u> because <u>they're comfortable</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<ol style="list-style-type: none"> 1. 觀察不同衣料吸水性的差異。 2. 察覺衣料選擇與穿著舒適的關聯性。 3. 能依據個人特質，運用服裝搭配原則來展現個人特色。 4. 能考量生活情境需求選擇合宜衣物，參與團隊從籌備到展示服裝秀活動的歷程。 <ol style="list-style-type: none"> 1.To know the differences of fabric and their absorbent traits. 2.To understand the relations between the choice of clothing and wearing comfort. 3.To apply the clothing matching principles and show students' personal styles based on their personal characteristics. 4.To choose the right clothes based on the needs of life situation and plan a class fashion show, experiencing activity from the preparation to the show. 	<p>• <u>Vocabulary</u> i:</p> <p>The Characteristics of Fabric (durable, absorbent, ...)</p> <p>• Some fabric will <u>build up static</u>.</p> <p>• I will wear a formal <u>dress</u> to <u>the party</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<p>1. 了解家中的洗衣習慣。</p> <p>2. 認識洗滌標示的符號與意義。</p> <p>3. 學習正確的清潔衣物技巧。</p> <p>4. 增進衣物清潔的自理能力。</p> <p>5. 了解合宜的衣物清潔及收納方法，建立關懷與環保的態度，並運用相關知能於生活中。</p> <p>1.To know the laundry habits at home.</p> <p>2.To recognize the symbols and meanings of laundry signs.</p> <p>3.To learn the correct cleaning skills.</p> <p>4.To improve the self-care ability of doing laundry.</p> <p>5.To understand proper clothes cleaning and storage ways, establish a caring and friendly attitude to the environment, and apply the knowledge in students' daily life.</p>	<p>▪ <i>Vocabulary I:</i> Laundry Words (detergent, soap, ...) Laundry Steps, Laundry Symbols</p> <p>▪ How do you <u>wash clothes</u> at home?</p> <p>▪ How do you prepare clothes for the <u>wash</u>?</p> <p>▪ What are some things you might want to do to get <u>clothes</u> ready to wash?</p> <p>▪ I will <u>check the pockets</u> before washing clothes.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

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<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同的目標。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1. 學習烹飪相關技能，提升解決飲食生活問題的能力。</p> <p>2. 能將烹調相關知識與技能運用於實作上。</p> <p>3. 飲食的製備與創意運用。</p> <p>1.To learn cooking skills to improve their ability to solve dietary problems.</p> <p>2.To apply related cooking skills in practice.</p> <p>3.To know the food preparation process and creative use of diet.</p>	<p>• <u>Vocabulary I:</u> Cooking Methods (steam, stir, fry, ...)</p> <p>• <u>Vocabulary II:</u> Foods</p> <p>• I can help my mom <u>fry</u> the eggs.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（家政）教學評量
General Activities (Home Economics) Teaching Assessment

1. 學生主動積極參與綜合領域（家政）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

學期 Semester	評量類型 Type	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight		<ol style="list-style-type: none"> 1. 能依據個人特質，運用服裝搭配原則來展現個人特色。 2. 了解合宜的衣物清潔及收納方法。 <ol style="list-style-type: none"> 1.To apply the clothing matching principles and show students' personal styles based on their personal characteristics. 2.To understand proper clothes cleaning and storage ways. 	<ol style="list-style-type: none"> 1. 會介紹個人穿搭與特色。 2. 說出合宜的衣物清潔及收納方法。 3. 能欣賞他人的穿搭與特色。 <ol style="list-style-type: none"> 1.To introduce personal wear and styles. 2.To tell proper ways to clean and store clothes. 3.To appreciate others' wear and styles.
八年級下學期 2 nd Semester of Grade Eight		<ol style="list-style-type: none"> 1. 透過在地食物的故事，並思考對土地有哪些具體作為。 2. 能飲食的製備與創意運用。（製作各國鬆餅與歐姆蛋） <ol style="list-style-type: none"> 1.To take actions for land through the discussion of local food stories and production 2.To know the food preparation process and creative use of diet. (Ex. making country waffles and omelets.) 	<ol style="list-style-type: none"> 1. 會簡單介紹各國美食。 2. 能說出製作各國鬆餅與歐姆蛋。 3. 用心製作料理 <ol style="list-style-type: none"> 1.To briefly introduce world cuisine. 2.To recall the process of making country waffles and omelets. 3.To make the food whole-heartedly.

建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（八上 / 下） General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
 - Ohio Department of Education (Family and Consumer Science Content Standards)
<http://education.ohio.gov/Topics/Career-Tech/Family-and-Consumer-Sciences>
 - Indiana Department of Education (CTE Family and Consumer Sciences)
<https://www.doe.in.gov/standards/cte-family-and-consumer-sciences>
 - California Department of Education (Family and Consumer Sciences)
<https://www.ca-fcs.org/cfs>
 - Home Economics from 5 to 16 (HMI # 5)
<http://www.educationengland.org.uk/documents/hmi-curricmatters/homec.html>
 - Arkansas Department of Education
<https://www.dropbox.com/sh/vugohpfwk72m5z1/AAD5E6tvvZmmBHMmGdl5Lis8a?dl=0>
3. “Home-Ec 101-skills for everyday living” by Heather Solo
 “Home Economics Curriculum Activities Kit” by Margaret F. Campbell



綜合領域（家政）八年級教學目標

General Activities (Home Economics) Course Guidelines for Grade Eight

一、課程目標

1. 認識臺灣的異國多元文化及產物。
2. 了解青少年與世界交流的方式，並能培養及增進自身與國際接軌的能力。
3. 增進對西方飲食文化的認識與了解。
4. 了解金錢管理技巧，以及認識家庭收支概況。
5. 體會家庭成員間的相互影響，宜扮演好自己的角色。
6. 學習整合所學知識與技能，籌畫感恩惜福會。

I.Course Objectives:

- 1.To recognize foreign cultures and their products in Taiwan.
- 2.To understand how teenagers interact with people and develop the ability to interact with the world.
- 3.To gain more understanding about Western food culture.
- 4.To understand money managing skills and family income and expenditure.
- 5.To understand how family members influence each other and how to play your role in the family.
- 6.To plan a thanksgiving party with the knowledge and skills they learn this semester.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以用適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或 5 分鐘結束課程

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或五分鐘結束課程

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
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核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<ol style="list-style-type: none"> 1. 能將所學的西餐禮儀運用於日常生活中。 2. 了解並學會西餐餐具的擺放位置。 3. 培養正確的西餐進食禮儀。 4. 認識西式菜單的內容，並了解其食材的特性與應用。 5. 能妥善規畫與安排西餐烹飪實作的相關事宜。 <ol style="list-style-type: none"> 1.To apply Western table manners in daily life. 2.To learn Western formal tableware setting. 3.To learn proper Western table manners. 4.To understand Western menu and the cooking methods of different ingredients. 5.To make a plan for cooking Western dishes. 	<p>• <u>Vocabulary</u> i:</p> <p>Western food, tableware setting, table manners, menu</p> <p>• I think it's fun to cook <u>Western food</u>.</p> <p>• We learned about <u>table manners</u> and <u>tableware setting</u> in HE class.</p> <p>• Keep your mouth closed when you eat food.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<p>1. 熟悉西餐烹製的過程與方法。</p> <p>2. 藉由烹飪實作的體驗過程，以增進料理西餐的能力。</p> <p>3. 能將學習成果歸納整理並製作成檔案。</p> <p>1.To recognize the process and methods of making Western food.</p> <p>2.To improve the ability of cooking Western food.</p> <p>3.To be able to organize the learning outcome and generate a learning profile.</p>	<p>• <i>Vocabulary I:</i> Western food, learning profile</p> <p>• <i>Vocabulary II:</i> (about cooking) baking, boiling, braising, broiling, frying, grilling, roasting, steaming and stewing</p> <p>• I think it's fun to cook <u>Western food</u>.</p> <p>• Let's <u>grill</u> some meat.</p> <p>• We are going to <u>bake</u> some cookies tomorrow.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<ol style="list-style-type: none"> 1. 省察自己的金錢價值觀及其對生活的影響。 2. 體認金錢資源的有限性。 3. 知道金錢管理技巧：減少不必要的消費。 4. 懂得理性消費的技巧。 <ol style="list-style-type: none"> 1. To examine one's attitude toward money and how it influences one's life. 2. To acknowledge the scarcity of money. 3. To learn money managing skills and reduce unnecessary expenses. 4. To understand the skills of rational consumption. 	<ul style="list-style-type: none"> • <u>Vocabulary</u>: attitude toward money, spend money, save money, earn money, track one's spending... • Save your receipts to <u>track your spending</u>. • Learning how to <u>save money</u> is very important. • To <u>save more money</u>, you can not only <u>spend</u> less money, but also earn more in other ways. • I have to do some <u>penny-pinching</u> this month if I want to buy that coat! <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<p>1. 了解家庭金錢流動的方式。</p> <p>2. 了解家中收入與支出的概況。</p> <p>3. 知道較佳的儲蓄方式為收入－儲蓄＝支出。</p> <p>4. 了解金錢管理技巧：先儲蓄後支出。</p> <p>1.To understand how money flows in a family.</p> <p>2.To reach a better understanding of the income and expenses in a family.</p> <p>3.To know the best deposit method is: “income minus deposit equals to expenses.”</p> <p>4.To understand the money managing skill: deposit money before spending it.</p>	<p>• <i>Vocabulary i:</i> income, expense, deposit</p> <p>• There are a lot of things we want to buy but we don't necessarily need.</p> <p>• I haven't had much <u>income</u> this year.</p> <p>• We need to cut down on our <u>expenses</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-A1 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。</p> <p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活中，展現美感，提升生活品質。</p> <p>綜 -J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。</p> <p>G-J-A1 Students can explore and unleash potential talents, utilize resources and develop the career, explore self-worth and meaning in life, actively realize one's goal.</p> <p>G-J-A2 Students can understand the learning goals, explore diverse thinking and learning methods, and possess the ability of self-learning, employ appropriate strategies in tackling and solving problems in daily life.</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C3 Students can explore different living styles around the world; understand, respect and appreciate multiculturalism; show the required competency in the multicultural society.</p>	<ol style="list-style-type: none"> 1. 覺知家庭是由一群相互影響的成員所組成。 2. 體會家庭成員間的相互影響，宜扮演好自己的角色。 3. 面臨家庭改變時，能運用各種策略度過變化。 4. 學習整合所學知識與技能，籌畫感恩惜福會。 <ol style="list-style-type: none"> 1. To understand that a family is composed of members who influence each other. 2. To understand how family members influence each other and how to play your role in the family. 3. To apply different strategies while facing changes in the family. 4. To plan a thanksgiving party with the knowledge and skills they learned this semester. 	<p>• <u>Vocabulary i:</u> family role, thankful, in charge of</p> <p>• What's your role in your family?</p> <p>• I am my parents' son, my sister's older brother, and a <u>barrel of laughs</u> in my family.</p> <p>• I'm <u>in charge of</u> doing the dishes and mopping the floor in my house.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（家政）教學評量
General Activities (Home Economics) Teaching Assessment

1. 學生主動積極參與綜合領域（家政）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以 performance-based（表現評量）為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

學期 Semester	評量類型 Type	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine		<ol style="list-style-type: none"> 1. 了解不同族群之間的差異性。 2. 了解並學會西餐餐具的擺放位置。 3. 熟悉西餐烹製的過程與方法。 <ol style="list-style-type: none"> 1.To understand the differences between each group. 2.To learn Western formal tableware setting. 3.To recognize the process and methods of making Western food. 	<p>介紹西式菜單的內容，並說明其食材的特性與應用。</p> <p>To understand Western menus and the cooking methods of different ingredients.</p>
九年級下學期 2 nd Semester of Grade Nine		<ol style="list-style-type: none"> 1. 知道金錢管理技巧：減少不必要的消費。 2. 了解家庭金錢流動的方式。 3. 了解家庭成員間的相互影響，宜扮演好自己的角色。 <ol style="list-style-type: none"> 1.To learn money managing skills and reduce unnecessary expenses. 2.To understand how money flows in a family. 3.To understand how family members influence each other and how to play your role in the family. 	<p>了解並簡單介紹有效金錢管理技巧</p> <p>To understand and briefly introduce the effective money managing skills.</p>

建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（九上 / 下） General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
 - Ohio Department of Education (Family and Consumer Science Content Standards)
<http://education.ohio.gov/Topics/Career-Tech/Family-and-Consumer-Sciences>
 - Indiana Department of Education (CTE Family and Consumer Sciences)
<https://www.doe.in.gov/standards/cte-family-and-consumer-sciences>
 - California Department of Education (Family and Consumer Sciences)
<https://www.ca-fcs.org/cfs>
3. “Home-Ec 101-skills for everyday living” by Heather Solo
4. “Home Economics Curriculum Activities Kit” by Margaret F. Campbell



五、綜合領域：童軍 General Activities: Scouts

綜合領域（童軍）七年級教學目標

General Activities (Scouts) Course Guidelines for Grade Seven

一、課程目標

1. 培養認識新朋友、建立友誼的能力。
2. 培養學習童軍禮節，童軍諾言、規律、銘言的能力。
3. 培養完成小隊建立及分工，展現小隊精神的能力。
4. 探索、體驗個人與環境的關係，規劃並執行合宜的戶外活動。
5. 落實社會服務的關懷行動，以深化服務情懷。
6. 探索世界各地的生活方式，展現自己對國際文化的理解與尊重。
7. 分析環境與個人行為的關係，運用策略與行動，促進環境永續發展。

I.Course Objectives:

- 1.To be able to meet new friends and make a friend with others.
- 2.To learn the scout etiquette (scout oath, scout law, and scout motto).
- 3.To be able to work in the patrol, and show the patrol spirit.
- 4.To explore and experience the human-environment relationship. To plan and take action to an outdoor activity.
- 5.To learn how to care the community in love and serve in action.
- 6.To explore the different lifestyle around the world and show the understanding and respect on different cultures.
- 7.To analyze the human-environment relationship and apply the strategy and take action to promote the environmental sustainability.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B1 Students respect and admire others and be inclusive, express one's feelings and ideas, feel empathy and execute appropriate communication skills to promote a better interpersonal interaction.</p> <p>G-J-C2 Students utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1. 認識新朋友。</p> <p>2. 能夠對新朋友自我介紹。</p> <p>3. 能夠對他人介紹所結交新朋友。</p> <p>1.To meet new friends.</p> <p>2.To do self-introduction.</p> <p>3.To introduce the new friends to others.</p>	<p>▪ <u>Vocabulary</u> /:</p> <p>self-introduction (name, color, subject, etc.)</p> <p>▪ My name is <u>Eric</u>.</p> <p>▪ I like <u>blue</u>.</p> <p>▪ I like <u>PE</u>.</p> <p>▪ Nice to meet you.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B1 Students respect and admire others and be inclusive, express one's feelings and ideas, feel empathy and execute appropriate communication skills to promote a better interpersonal interaction.</p> <p>G-J-C2 Students utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<ol style="list-style-type: none"> 1. 認識小隊組成。 2. 尋找小隊成員並進行分工。 3. 認識小隊精神。 4. 在活動中展現小隊精神。 <ol style="list-style-type: none"> 1.To know the patrol spirit. 2.To find the patrol members and do the work distribution. 3.To understand the composition of a patrol. 4.To show the patrol spirit in activities. 	<p>• <u>Vocabulary I:</u></p> <p>hobbies and talents, actions</p> <p>• There are 6-8 people in a patrol.</p> <p>• I like to <u>draw</u>. I can <u>draw the flag</u> for my team.</p> <p>• I am <u>a leader</u>. I have to <u>lead the activity</u>.</p> <p>• <u>Vocabulary II:</u></p> <p>objects, slogan</p> <p>• I used <u>hearts</u> in the badge. It means <u>love and respect</u>.</p> <p>• <u>Team 1, Team 1, number one</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B1 Students respect and admire others and be inclusive, express one's feelings and ideas, feel empathy and execute appropriate communication skills to promote a better interpersonal interaction.</p> <p>G-J-C2 Students utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1. 認識並應用不同的打招呼方式。</p> <p>2. 認識童軍禮節（打招呼、諾言、規律、銘言）</p> <p>3. 展現童軍禮節。</p> <p>1.To learn and greet in different ways.</p> <p>2.To understand the scout etiquette (greeting, scout oath, scout law and scout motto).</p> <p>3.To show scout etiquette in daily life.</p>	<p>• <u>Vocabulary</u> i:</p> <p>Common gestures, body parts, rules, etc.</p> <p>• When I meet new friends, I can <u>shake hands</u> with them.</p> <p>• <u>I have to be kind to others.</u></p> <p>• <u>Scout sign</u> is a sign for scouts all over the world.</p> <p>• I used <u>scout sign</u> to <u>greet</u>.</p> <p>• I will follow <u>my team rules</u>.</p> <p>• We have to <u>work together</u>.</p> <p>• I can <u>help my teammates</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B3 Students possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C2 Students utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<ol style="list-style-type: none"> 1. 認識校徽、校訓、校史及校園變遷。 2. 學習小隊領地的意義。 3. 維護小隊角。 <ol style="list-style-type: none"> 1.To know the school logo, school mottos, history and change. 2.To learn and understand what the patrol site is. 3.To protect and maintain the patrol site. 	<ul style="list-style-type: none"> • <u>Vocabulary I:</u> object (shapes, colors, etc.) • I know the circle means working together. • I know the meaning of our school badge. • The red color means <u>love and active</u>. • There is <u>a big statue</u> in our school. • I can tell you a story about my school. • Vocabulary II: place (playground, pond, etc.) • I can <u>pick up the trash</u> to keep the school clean. • I like <u>the playground</u> because I can <u>run and play there</u>. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。 綜 -J-C1 探索人與環境的關係，規劃、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。 G-J-B3 Students possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard. G-J-C1 Students explore the human-environment relationship; plan and execute the service learning and outdoor learning activities; take action and show the civic consciousness and concern for the after-action value of sustainable development.</p>	<p>1. 認識主題地圖 2. 了解社區資源 3. 進行社區踏查 4. 維護社區環境 1.To learn the thematic map. 2.To understand the community resources. 3.To do the field work. 4.To maintain the environment.</p>	<ul style="list-style-type: none"> ▪ <i>Vocabulary I:</i> symbols on the map (gas station, bus stop, school, etc.) ▪ This is <u>school</u>. ▪ The school is <u>on the left of the park</u>. ▪ There is <u>a bus stop on Ping-an Road</u>. ▪ I can <u>find the post office on the map</u>. ▪ <i>Vocabulary II:</i> types of cultures (historical, art, natural, etc.) ▪ There are <u>a lot of shops around my house</u>. ▪ I can <u>buy some books in the bookstore</u>. ▪ <u>The museum and the statue</u> are the <u>historical culture</u>. ▪ <i>Vocabulary III:</i> shops, stores, buildings, scenery, etc. ▪ I like <u>the park</u> because I <u>can play basketball there</u>. ▪ I plan to <u>have a close visit to the temple</u>. ▪ <i>Vocabulary IV:</i> actions to maintain the environment (picking up the trash, recycling, etc.) ▪ I can pick up the trash to keep the park clean. ▪ <u>My friends and I always keep quiet in the library</u>. ▪ I know <u>how to keep the place clean</u>. <p>※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B2 善用科技、資訊與媒體等資源，並能分析及判斷其適切性，進而有效執行生活中重要事務。</p> <p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。</p> <p>G - J - B 2 Students possess the competency of effectively using technology, information, and media, analyze and judge the correction and fully utilize the competencies in daily life.</p> <p>G-J-B3 Students possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<p>1. 描述旅行六感。</p> <p>2. 學習旅行的形式、安全須知</p> <p>3. 進行旅行規畫與執行。</p> <p>1.To describe the six senses in traveling.</p> <p>2.To learn different types of traveling and travel safety.</p> <p>3.To plan a trip and take action.</p>	<p>• <i>Vocabulary I:</i> feeling (beautiful/ugly, clean/dirty, quiet/noisy, etc.)</p> <p>• I <u>like</u> to travel.</p> <p>• I feel <u>excited</u> before the travel.</p> <p>• I like <u>the bird watching</u> because <u>I can know more about birds</u>.</p> <p>• It is <u>noisy in the market</u> because <u>many people are there</u>.</p> <p>• <u>The view is really beautiful</u>.</p> <p>• I usually feel <u>happy</u> after traveling.</p> <p>• <i>Vocabulary II:</i> steps of planning (data collecting, transportation, etc.)</p> <p>• I like to <u>go outside in my free time</u>.</p> <p>• I <u>want to</u> have my own trip because <u>I can see a lot of things</u>.</p> <p>• I can <u>find information online</u> before the trip.</p> <p>• I will take <u>my camera</u> with me.</p> <p>• I know how <u>to get to the place</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1.學習生活中常見的繩結。</p> <p>2.認識搭帳工具。</p> <p>3.了解搭帳步驟及實作。</p> <p>1.To learn the common scouting knots in daily life.</p> <p>2.To know the tent tools.</p> <p>3.To understand how to set up a tent and practice.</p>	<p>• <i>Vocabulary I:</i></p> <p>types of knot</p> <p>• I can tie a knot</p> <p>• I can tie a <u>figure 8 knot</u>.</p> <p>• <u>The square knot</u> is for <u>packing things</u>.</p> <p>• I can try to tie a <u>fisherman's knot</u>.</p> <p>• I like <u>the bowline</u> because <u>it is used to save life</u>.</p> <p>• <i>Vocabulary II:</i></p> <p>skills of setting up a tent</p> <p>• I can set up a tent.</p> <p>• I need a <u>hammer</u> to set up a tent.</p> <p>• I know the steps of setting up a tent. First is...</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B2 善用科技、資訊與媒體等資源，並能分析及判斷其適切性，進而有效執行生活中重要事務。</p> <p>綜 -J-C1 探索人與環境的關係，規劃、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B2 Students can possess the competency of effectively using technology, information, and media, analyze and judge the correction and fully utilize the competencies in daily life.</p> <p>G-J-C1 Students can explore the human-environment relationship; plan and execute the service learning and outdoor learning activities; take action and show the civic consciousness and concern for the after-action value of sustainable development.</p> <p>G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<ol style="list-style-type: none"> 1. 了解服務學習的核心價值 2. 完成服務學習四階段 - 準備、服務、反思、慶賀 3. 規劃並執行服務學習的活動。 <ol style="list-style-type: none"> 1. To understand the core values of service learning. 2. To complete four stages in the service learning (preparation, action, reflection, and demonstration). 3. To plan and take action the service learning. 	<p>• <u>Vocabulary</u> /i: values (hard-working, growth, etc.)</p> <p>• I can learn <u>love and respect</u> from service learning.</p> <p>• I feel <u>happy</u> because I <u>can help others</u>.</p> <p>• I feel <u>tired sometimes</u> when doing the service learning.</p> <p>• I like the service learning because I <u>think I grow from it</u>.</p> <p>• I will do other service learning in the future.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（家政）教學評量

General Activities (Home Economics) Teaching Assessment

1. 學生主動積極參與綜合領域（童軍）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven	<ol style="list-style-type: none"> 1. 學生能聽懂綜合領域（童軍）之問題並進行口語回答。 2. 學生能夠使用所學進行討論及分組報告。 <ol style="list-style-type: none"> 1.To understand the question and answer it. 2.To utilize what they learned and discuss with teammates and do the group presentation. 	<ol style="list-style-type: none"> 1. 學生能了解童軍精神。 2. 學生能展現分組合作的精神。 <ol style="list-style-type: none"> 1.To understand the scout spirit. 2.To show good communication skills and teamwork.
七年級下學期 2 nd Semester of Grade Seven	<ol style="list-style-type: none"> 1. 學生能了解生活環境。 2. 學生能完成小隊任務。 3. 學生能完成實作、討論、口頭回答、分組報告。 <ol style="list-style-type: none"> 1.To know more about the community. 2.To complete the mission. 3.To finish verbal and non-verbal activities and group discussion. 	<ol style="list-style-type: none"> 1. 學生能了解童軍精神。 2. 學生能展現分組合作的精神。 <ol style="list-style-type: none"> 1.To understand the scout spirit. 2.To show good communication skills and teamwork.

建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（七上 / 下） General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
 - <https://www.troop323bsa.com/scout-oath-law-motto-slogan-and-outdoor-code.html>
 - <https://dschool.stanford.edu/resources/spaghetti-marshmallow-challenge>
 - <https://www.scout.org/scout-history>
 - <https://www.youtube.com/watch?v=JOMneP51XqM>



綜合領域（童軍）八年級教學目標

General Activities (Scouts) Course Guidelines for Grade Eight

一、課程目標

1. 培養設計野炊食譜，進行野外炊事實作的能力。
2. 培養認識露營活動，規畫露營活動等能力。
3. 參與各項團體活動，且能與他人有效溝通與合作，並負責完成分內工作的能力。
4. 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。
5. 具備野外生活技能，提升野外生存能力，並與環境做合宜的互動。
6. 探索、體驗個人與環境的關係，規劃並執行合宜的戶外活動。

I.Course Objectives:

- 1.To be able to plan the recipe about wilderness cooking and take action.
- 2.To learn the camping activities and be able to plan the activity.
- 3.To take part in the group activity and to be able to communicate efficiently, work together, and complete the duty.
- 4.To experience the process when taking part in the group activity. To influence others positively and rise the collective efficacy.
- 5.To learn the wilderness survival tips.
- 6.To explore and experience the human-environment relationship, and to plan and implement the proper outdoor activities.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。 G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1. 認識現代爐具。 2. 設計野炊食譜。 3. 實作野外炊事。 1.To learn the kitchen utensils. 2.To plan the wilderness cooking recipe. 3.To do the wilderness cooking.</p>	<p>• <u>Vocabulary</u> /: food & kitchen utensils (cook, stove, etc.) • I see <u>cooker, steamer, and a lot of pots</u> in the kitchen. • <u>The stove</u> is used to <u>heat the food</u>. • Let's design the recipe. Check the food and utensils. (pots, spoons, etc.) • First, <u>we have to start a fire</u>; second... • I felt <u>happy</u> because I <u>can cook outside</u>. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<p>1. 認識露營活動 2. 選擇合適營地 3. 了解裝備、並能進行規劃 4. 學習無痕山林的概念。</p> <p>1.To understand what the camping activities are. 2.To learn how to choose the proper camping site. 3.To learn the camping gear and plan the camping activities. 4 . T o k n o w t h e e n v i r o n m e n t a l sustainability.</p>	<p>• <u>Vocabulary</u> i:</p> <p>camping (tent, sleeping bag, compass etc.) What do you take with you?</p> <p>• We need to take the <u>sleeping bag</u> with us. • We can choose the place <u>near water</u> as camping site. • <u>The lighter</u> is used to <u>provide the light in dark</u>. I bring <u>a compass</u> because <u>I'm afraid of losing directions</u>. • Let's plan to go camping. • Let's check the tools and backpack. • I will pick up my trash before I leave the camping site. • I think I can <u>use my own bottle</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<p>1. 學習地圖判讀的方法</p> <p>2. 繪製主題地圖。</p> <p>1.To learn how to read a map.</p> <p>2.To make a thematic map.</p>	<p>• <u>Vocabulary</u> i:</p> <p>symbols on the map (mountain, river, lines, etc.), directions</p> <p>• I see different colors on the map.</p> <p>• This color means <u>the river</u>.</p> <p>• I can understand the meaning of the map.</p> <p>• I can find the direction.</p> <p>• I used <u>the compass</u> to find the direction.</p> <p>• I know the meaning of each symbol.</p> <p>• <u>Symbol, directions, colors</u> are the important items on a map.</p> <p>• I can <u>find the way</u> by using a map.</p> <p>• We can draw a map together.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p>	<ol style="list-style-type: none"> 1. 討論預防山難的因應策略 2. 選擇合宜的登山裝備 3. 練習通訊求援及方位判別。 <ol style="list-style-type: none"> 1.To know the strategies when encountering the disasters. 2.To understand the proper mountain climbing gear. 3.To practice how to call for help and how to tell directions. 	<ul style="list-style-type: none"> • <u>Vocabulary</u>: strategies of preventing disasters • What kind of disasters will you face in the mountains? • <u>Landslide</u> is the common disasters in the mountains. • <u>The sleeping bag can keep me warm.</u> • I can choose the proper equipment before going mountain climbing, such as the compass, the lighter. • I always bring <u>a compass</u> because <u>it helps me find the direction.</u> • It is important to <u>take a map</u> to go mountain climbing. • What do you think of the proper mountain climbing equipment? • I think <u>the non-slip shoes are important</u> because <u>the trail might be wet.</u> • What will you do when facing the difficulties in the mountains? • I can <u>call 112</u> when I face the difficulties in mountains. • What can help you find the directions? • I can find the directions by <u>observing the sunset or stars.</u> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（童軍）教學評量

General Activities (Scouts) Teaching Assessment

1. 學生主動積極參與綜合領域（童軍）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight	<ol style="list-style-type: none"> 1. 學生能聽懂綜合領域（童軍）之問題並進行口語回答。 2. 學生能夠使用所學進行討論及分組報告。 <ol style="list-style-type: none"> 1.To understand the question and answer it. 2.To utilize what they learned and discuss with teammates and do the group presentation. 	<ol style="list-style-type: none"> 1. 學生能了解童軍精神。 2. 學生能展現分組合作的精神。 <ol style="list-style-type: none"> 1.To understand the scout spirit. 2.To show good communication skills and teamwork.
八年級下學期 2 nd Semester of Grade Eight	<ol style="list-style-type: none"> 1. 學生能了解生活環境。 2. 學生能完成小隊任務。 3. 學生能完成實作、討論、口頭回答、分組報告。 <ol style="list-style-type: none"> 1.To know more about the community. 2.To complete the mission. 3.To finish the verbal and non-verbal activities and group discussion. 	<ol style="list-style-type: none"> 1. 學生能了解童軍精神。 2. 學生能展現分組合作的精神。 <ol style="list-style-type: none"> 1.To understand the scout spirit. 2.To show good communication skills and teamwork.

建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（八上 / 下） General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
 - <https://scoutingmagazine.org/2017/04/tie-essential-scouting-knots/>
 - <https://www.youtube.com/watch?v=tAFPLSfDEKs>
 - <https://www.overstock.com/guides/how-to-set-up-a-tent>
 - <https://www.mometrix.com/academy/5-elements-of-any-map/>



綜合領域(童軍)九年級教學目標

General Activities (Scouts) Course Guidelines for Grade Nine

一、課程目標

1. 能覺察人為或自然環境的危險情境。
2. 了解各種災害帶來的危險，並能選擇合宜的預防且能運用最佳處理策略以因應災變。
3. 面臨逆境，能有正向的態度，並主動關懷需要協助的人。
4. 能選擇及辨別野外臨時露宿環境及條件，在野外遇到危機時能冷靜思考以採取適當策略。
5. 檢視個人休閒活動，覺察休閒與個人的關係，建構良好的終身休閒觀。
6. 認識多樣性的戶外休閒活動，發現休閒的多元面貌。
7. 覺察過度人為開發對大自然所造成的傷害並探討人為開發與自然生態平衡的方法。
8. 認識並觀察校園永續相關項目，提出改善計畫。
9. 體認人與環境相互依存的关系，實踐永續行動。

I.Course Objectives:

- 1.To perceive dangerous situations that are caused by human or nature.
- 2.To learn dangers in different disasters so that one can be able to take appropriate precautions and employ the best strategies to deal with the situations.
- 3.To have a positive attitude when facing difficulties and volunteer to show concern to people in need.
- 4.To choose and distinguish environmental conditions for bivouac and be able to think calmly to employ appropriate strategies when facing dangers in the wild.
- 5.To inspect one's leisure time activities and become aware of relationship between leisure activities and individuals so as to cultivate appropriate concept of lifelong leisure.
- 6.To learn various outdoor activities and explore different perspectives of leisure.
- 7.To perceive the damage we do to nature out of overexploitation and explore ways to balance human activities and natural environment.
- 8.To observe relevant items about sustainable campus and develop schemes to make improvement.
- 9.To realize how human and nature are interdependent so as to take actions for sustainable development.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teachers: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。</p> <p>綜 -J-C1 探索人與環境的關係，規劃、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。</p> <p>G-J-A2 Students can understand learning goals, explore thinking on diversity and learning methods, cultivate their own autonomous learning ability, and learn to use appropriate strategies for tackling and solving problems in daily life.</p> <p>G-J-C1 Students can explore the human-environment relationship; plan and execute the service learning and outdoor learning activities; take action and show the civic consciousness and concern for the after-action value of sustainable development.</p>	<p>1. 了解無具炊事的方法與技巧。</p> <p>2. 小隊分工發揮創意、就地取材，進行無具炊事的設計。</p> <p>3. 善用自然資源進行野外炊事，並體認環境保育的重要性。</p> <p>1. To learn skills for cooking without utensils.</p> <p>2. To work in groups and cook meals with local resources.</p> <p>3. To make good use of natural resources to cook in the wild and realize the importance of environmental conservation.</p>	<p>• <u>Vocabulary</u> i:</p> <p>ways of cooking and cookers (fry, boil, bowl, etc)</p> <p>• We use <u>coconut shell</u> as a <u>bowl</u>.</p> <p>• My job is to <u>make a fire</u>. I will use <u>branches and a lighter</u>.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>綜 -J-B2 善用科技、資訊與媒體等資源，並能分析及判斷其適切性，進而有效執行生活中重要事務。</p> <p>綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p>G-J-B2 Students can possess the competency of effectively using technology, information, and media, analyze and judge the correction and fully utilize the competencies in daily life.</p> <p>G-J-C2 Students can utilize the appropriate interactive skills and maintain a friendly interpersonal relationship; show positive influence, develop an attitude of altruism and cooperation, and increase the collective efficacy to achieve the mutual goal.</p>	<ol style="list-style-type: none"> 1. 觀察並分享自己與家人一天的作息。 2. 檢視自己休閒時間安排的合宜性，建構合宜的休閒觀，養成良好的休閒習慣。 3. 探索個人興趣，規畫合宜的休閒活動。 4. 依據樂活的元樂活休閒提案——健康、環保、關懷。 <ol style="list-style-type: none"> 1. To observe oneself and family's daily routine. 2. To inspect the conformity of one's leisure time management and develop good habits of leisure time activities. 3. To make a project based on the principles of LOHAS - health, going green, care. 	<p>• <u>Vocabulary</u>: free time activities (mobile game, social media, etc)</p> <p>• On weekdays, I usually <u>play with my phone</u> by 12 o'clock.</p> <p>• I'd like to try <u>scuba diving</u> one day because I feel like <u>swimming with turtles</u>.</p> <p>• <u>Vocabulary</u>: three things to know about free time activities (equipment, safety, place, etc)</p> <p>• When we <u>go scuba diving</u>, we need to <u>wear diving mask</u>. To choose the best place to dive, we should <u>consider the weather</u> first. Last, remember <u>not to dive alone</u>.</p> <p>• <u>Vocabulary</u>: LOHAS (health, going green, care)</p> <p>• <u>Butterfly watching</u> will be held on June 6th in Yangmingshan National Park. The charge is NT\$100 per person. Each person should bring water bottle, raincoat, camera, hat, etc. The activity will be cancelled if typhoon comes.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。</p> <p>綜 -J-C1 探索人與環境的關係，規劃、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。</p> <p>G-J-B3 Students can possess the abilities of creation and innovation to enrich life and show the aesthetic in surroundings to raise the living standard.</p> <p>G-J-C1 Students can explore the human-environment relationship; plan and execute the service learning and outdoor learning activities; take action and show the civic consciousness and concern for the after-action value of sustainable development.</p>	<ol style="list-style-type: none"> 1. 透過不同角色扮演，了解「經濟發展」與「環境保護」之間的關係，探討人為開發與自然生態平衡的方法。 2. 分享實際行動的經驗並進行省思。 3. 根據校園觀察擬定具體的永續校園行動並加以檢討與調整。統整各國青少年地球宣言，分享自己的感受。 <ol style="list-style-type: none"> 1.To realize the relationship between economic development and environmental conservation by doing role play so as to explore ways to balance human activities and natural environment. 2.To share what actions they take and do reflection. 3.To make plans for sustainable campus after careful observation and learn to do performance review and make adjustment. 4.To summarize Earth Day declaration from teenagers of other countries around the world and share one's own thought. 	<ul style="list-style-type: none"> • <u>Vocabulary I:</u> different roles (Taipei frog, neighbor, Consumer, etc) • I am your <u>neighbor</u>. I will never agree to pesticide usage because water might not safe to drink. • <u>Vocabulary II:</u> waste in daily life and at school (water, paper, plastic bags, etc) • <u>I buy clothes every month</u>. Since many clothes ended up being put aside, I need to buy fewer clothes. I should start to buy clothes every other month. • We found that <u>our school used too much water each month</u>. What we can do is <u>to collect rainwater and use it to flush toilet</u>. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

綜合領域（童軍）教學評量
General Activities (Scouts) Teaching Assessment

1. 學生主動積極參與綜合領域（童軍）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine	<ol style="list-style-type: none"> 1. 學生能聽懂童軍之問題並進行口語回答。 2. 學生能夠使用所學進行討論及分組報告。 <ol style="list-style-type: none"> 1.To understand questions about scouts and give oral reply. 2.To utilize what they learned and discuss with teammates and do the group presentation. 	<p>體認人與環境相互依存的关系，實踐永續行動。</p> <p>To realize how human and nature are interdependent so as to take actions for sustainable development.</p>
九年級下學期 2 nd Semester of Grade Nine	<ol style="list-style-type: none"> 1. 學生能聽懂童軍之問題並進行口語回答。 2. 學生能夠使用所學進行討論及分組報告。 <ol style="list-style-type: none"> 1.To understand questions about scouts and give oral reply. 2.To utilize what they learned and discuss with teammates and do the group presentation. 	<ol style="list-style-type: none"> 1. 認人與環境相互依存的关系，實踐永續行動。 2. 認識多樣的戶外休閒活動，培養從事戶外休閒活動的興趣。 <ol style="list-style-type: none"> 1.To realize how human and nature are interdependent so as to take actions for sustainable development. 2.To learn various outdoor activities and cultivate interest in outdoor activities.



建議教材與教學資源

Suggested Instructional Resources

1. 綜合課本（九上 / 下）General Activities Textbook（康軒 / 翰林）
2. 網路資源 Online Resources:
 - 教育部防災教育資訊網 <https://disaster.moe.edu.tw>。
 - 童軍學習加油站 http://163.28.10.78/content/junior/scouting/tc_jr/menu.htm。
 - 十二年國教環境教育議題融入綜合活動領域教案設計專輯
 - 臺北市景美國民中學 109 學年度 9 年級綜合領域童軍課程計畫
 - 康軒教師網

六、健康與體育領域：體育 Health and Physical Education: P.E.

健康與體育領域（體育）七年級教學目標

Health and Physical Education (P.E.) Course Guidelines for Grade Seven

一、課程目標

1. 能了解籃球運動的由來、運球、傳接球之相關知識與技能原理，並反思及發展策略，改善動作技能。
2. 能了解排球運動的由來與低手、高手傳球適用時機，並學會排球低手傳球與接球步法。
3. 能了解羽球運動的由來、正反拍握法、正反手發球之動作要領與運用時機，並透過練習與反思增進動作技能。
4. 能了解跑步的動作要領，並學會短距離跑步及接力跑的動作技巧。
5. 能了解足球傳接球、運球、射門之相關知識與技能原理，並能反思和發展策略，以改善動作技能。
6. 能學習如何判斷水域安全，了解安全戲水要點。練習從岸上安全救人，以及水母漂、仰漂及踩水等自救方式。學習捷泳打水、划手、手腳配合動作與換氣動作了。

I.Course Objectives:

- 1.To know the origin of basketball and the knowledge and principles of basketball dribbling, passing and catching, introspect about one's own techniques and adopt strategies to improve them.
- 2.To know the origin of volleyball and when to bump or set and learn to bump and move to catch.
- 3.To know the origin of badminton, how to hold the racket, the skills of badminton serve, return of serve, and improve one's own techniques through practice and introspection.
- 4.To know the skills of running and learn the techniques of sprint and relay.
- 5.To know the knowledge and skills of soccer passing, catching, dribbling, and shooting, and introspect about one's own techniques and adopt strategies to improve them.
- 6.To learn to assess the safety of water and know the principles of safety in water. To practice saving people from ashore and self-help methods including jellyfish float, back float, and treading water. Students learn the arm, leg, and body movements and breathing of freestyle.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>籃球</p> <ol style="list-style-type: none"> 1. 瞭解籃球相關知識。 2. 熟練運球要領及基本動作。 3. 正確做出傳球及接球動作。 <p>Basketball</p> <ol style="list-style-type: none"> 1.To know the basic basketball knowledge. 2.To master the tips of dribbling and the correct moves. 3.To pass and catch the ball with correct moves. 	<p>▪ <u>Vocabulary</u> /:</p> <p>basket, basketball, court (backcourt, frontcourt, baseline, side line, half-court line, three-point line, free throw line, painted area), pass types (chest pass, bounce pass, overhead pass), dribble, offense, defense, What did you learn about basketball in elementary school?</p> <ul style="list-style-type: none"> ▪ I can dribble with my right hand. ▪ I can move and dribble the ball at the same time. ▪ I can pass/catch the ball to/from my partner. ▪ I can pivot. ▪ I can do a crossover dribble/spin dribble/behind the back dribble. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>排球</p> <ol style="list-style-type: none"> 1. 瞭解排球相關知識。 2. 熟練低手傳球動作要領 3. 瞭解與練習高手傳球要領 <p>Volleyball</p> <ol style="list-style-type: none"> 1.To know the basic volleyball knowledge. 2.To master the tips of bumping moves in passing. 3.To know and practice the tips of setting. 	<p>▪ <i>Vocabulary i:</i> volleyball, net, pass, underhand, body parts (forearm, knee, elbow, etc.)</p> <ul style="list-style-type: none"> ▪ I hit the ball with the bottom side of my fist. ▪ I can pass the ball underhanded. ▪ Use power from the body, but not just swing the arm. ▪ Form a triangle to catch the ball and then push out. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>羽球</p> <ol style="list-style-type: none"> 1. 羽球相關知識講解 2. 瞭解羽球正拍和反拍握法要領與使用時機。 3. 瞭解正反手發球動作要領與使用時機。 <p>Badminton</p> <ol style="list-style-type: none"> 1. To know the basic badminton knowledge. 2. To know how and when to hit a forehand or backhand serve. 3. To know how and when to hit a forehand or backhand shot. 	<p>• <i>Vocabulary</i>:</p> <p>badminton, racket prats (head, handle, stringed area), shuttle/birdie, net, serve, forehand, backhand, body parts (thumb, index finger, middle finger, ring finger, pinky), court (forecourt, backcourt, sideline, base line, service line, service court, singles sideline, doubles sideline)</p> <ul style="list-style-type: none"> • The thumb should be parallel with the bat. • I can hit the ball with the correct part of the bat. • I know the correct way to hold the racket. • I can serve the ball. • I can do a backhand/forehand short serve. • I can do a forehand/backhand long serve. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B2 具備善用體育與健康相關的科技、資訊及媒體，以增進學習的素養，並察覺、思辨人與科技、資訊、媒體的互動關係。</p> <p>健體 -J-C3 具備敏察和接納多元文化的涵養，關心本土與國際體育與健康議題，並尊重與欣賞其間的差異。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B2 Students can possess the competency of effectively using technology, information, and media related to sport and health to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media.</p> <p>HP-J-C3 Students can demonstrate sensitivity toward and acceptance of multiculturalism, show concerns about local and international sports and health affairs, and respect and appreciate diversity among cultures.</p>	<p>跑步</p> <ol style="list-style-type: none"> 1. 瞭解田徑，認識接力的基本動作。 2. 增進並培養敏捷反應能力，學習大隊接力的基本動作與規則。 3. 增進身體的運用與協調性。 4. 藉由班與班的比賽學習運動技能並培養團隊合作精神。 <p>Running</p> <ol style="list-style-type: none"> 1.To understand track and field and know the basics of relay race. 2.To increase agility and learn basic relay skills and rules. 3.To improve coordination. 4.To practice and develop sports and teamwork skills through inter-class races. 	<ul style="list-style-type: none"> • <i>Vocabulary i:</i> race, dash, runner, sprinter, running shoes, track, lap, starting line, finish line, relay, baton. • Let's warm up. • Thirty burpees/jumping jacks, go! • On your marks, get set, go! • Two laps to go. • Pass the baton. • Catch the baton. • Cross the finish line. • We are going to have a relay race on sports day. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>足球</p> <ol style="list-style-type: none"> 1. 認識足球的基本動作。 2. 增進並培養敏捷反應能力，學習足球基本姿勢。 3. 增進足部的運用與協調性。 4. 藉由分組比賽學習運動技能並培養團隊合作精神。 <p>Soccer</p> <ol style="list-style-type: none"> 1.To understand basic soccer moves. 2.To increase agility and learn basic soccer skills. 3.To improve footwork. 4.To practice and develop soccer and teamwork skills. 	<p>• <i>Vocabulary i:</i> soccer, field, sideline, goal line, halfway line, center circle, goal, goalkeeper/goalie, referee, pass, inside/outside of the foot, shoot, dribble, penalty kick, yellow card, red card, FIFA World Cup</p> <p>• Did you play soccer before?</p> <p>• I know how to play soccer.</p> <p>• I can dribble through the cones.</p> <p>• I can trap the ball and gain control of it.</p> <p>• I can move with and without the ball.</p> <p>• I can set my feet and pass.</p> <p>• I know the basic rules of soccer.</p> <p>• I know the eleven soccer positions.</p> <p>• I understand the offside rule.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B2 具備善用體育與健康相關的科技、資訊及媒體，以增進學習的素養，並察覺、思辨人與科技、資訊、媒體的互動關係。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B2 Students can possess the competency of effectively using technology, information, and media related to sport and health to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>游泳</p> <ol style="list-style-type: none"> 1. 練習運用救生圈等救生物品從岸上安全救人。 2. 練習水母漂，仰漂及踩水，且至少學會一種基本水中自救方式。 3. 運用游泳技能，發揮團隊合作精神，享受水中遊戲樂趣 <p>Swimming</p> <ol style="list-style-type: none"> 1.To practice rescuing people from ashore with safety equipment like a safety ring. 2.To practice jellyfish float, back float and treading water and learn at least one self-rescuing method. 3.To enjoy playing in the water with proper swimming techniques and teamwork skills. 	<p>• <i>Vocabulary i:</i> swimming, pool, lane, swimming trunks, swimsuit, cap, goggles, towel, lifeguard, swimming styles/strokes, freestyle, backstroke, breaststroke, butterfly, kicking, stroking, breathing</p> <p>• What swimming style do you know?</p> <p>• Olympic swimming uses four basic swimming styles.</p> <p>• We are going to learn how to swim freestyle.</p> <p>• Hold your breath.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

健康與體育領域（體育）教學評量 Health and Physical Education (P.E.) Teaching Assessment

1. 學生主動積極參與健康與體育領域（體育）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.



評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
七年級上學期 1 st Semester of Grade Seven	<ol style="list-style-type: none"> 1. 表現局部或全身性的身體控制能力。 2. 運用運動技術的學習策略。 3. 運用運動比賽中的各種策略。 4. 應用思考與分析能力，解決運動情境的問題。 5. 分析並善用運動相關之科技、資訊、媒體、產品與服務。 6. 分析並評估個人的體適能與運動技能，修正個人的運動計畫。 	<ol style="list-style-type: none"> 1. 了解各項運動基礎原理和規則。 2. 了解各項運動技能原理。 3. 反省自己的運動技能。 4. 展現運動理解，具備運動的道德思辨和實踐能力。 5. 表現利他合群的態度，與他人理性溝通與和諧互動。 6. 表現自信樂觀、勇於挑戰的學習態度。
七年級下學期 2 nd Semester of Grade Seven	<ol style="list-style-type: none"> 1.To demonstrate partial or overall control of the body. 2.To employ learning strategies of athletic techniques. 3.To employ different strategies in sports. 4.To apply the abilities of thinking and analyzing to solve sports problems. 5.To analyze and employ sports-related technologies, information, media, products, and service. 6.To analyze and evaluate one's own physical fitness and athletic techniques to adjust one's exercise plan. 	<ol style="list-style-type: none"> 1.To understand the basics and rules of different sports. 2.To understand the athletic techniques of different sports. 3.To reflect one's own athletic techniques. 4.To demonstrate athletic understanding and possess the ability to practice and speculate about morality related to sport. 5.To demonstrate altruistic and cooperative attitude and have rational communication and harmonious interaction with others. 6.To demonstrate confident, optimistic, and daring learning attitude.

建議教材與教學資源

Suggested Instructional Resources

1. 體育課本（七上 / 下）Physical Education Textbook（康軒 / 翰林）
2. 網路資源 Online Resources：
 - 中華民國籃球協會：<http://ctba.choxue.com/>
 - 國際籃球總會：<https://www.fivb.com/>
 - 美國國家籃球協會：<https://www.nba.com/>
 - 中華民國排球協會：<https://www.ctvba.org.tw/>
 - 國際排球總會：<https://www.fivb.com/>
 - 中華民國羽球協會：<http://www.ctb.org.tw/>
 - 世界羽球聯盟：<https://bwfbadminton.com/>
 - 亞洲羽球聯盟：<https://www.badmintonasia.org/>
 - 中華民國田徑協會：<http://www.athletics.org.tw/>
 - 世界田徑總會：<https://www.worldathletics.org/>
 - 國際足球總會：<https://www.fifa.com/>
 - 中華民國游泳協會：<https://ctsa.utk.com.tw/>
 - 國際游泳總會：<http://www.fina.org/>



健康與體育領域（體育）八年級教學目標

Health and Physical Education (P.E.) Course Guidelines for Grade Eight

一、課程目標

1. 能了解籃球投籃、上籃之相關知識與技能原理，並能發展防守動作策略及反思，以改善動作技能。
2. 能了解排球低手發球、舉球之相關知識與技能原理，並輔以排球比賽進行模式及規則講解，能反思和發展策略，以改善動作技能。
3. 能了解羽球正手高遠球、正手殺球、正反手挑球之動作要領與運用時機，並透過練習與反思增進動作技能。
4. 能了解飛盤傳盤與接盤技術之相關知識與技能原理，做到正手、反手傳盤及上手式、下手式與夾接之接盤法，並充分運用策略於活動中。
5. 能了解手球運動之相關知識與技術原理，並能反思和發展策略，以改善動作技能。
6. 能了解拔河運動之相關知識與技術原理，並能反思和發展策略，以改善動作技能。

I.Course Objectives:

- To know the knowledge and principles of basketball shooting and layup, introspect about one's own techniques and adopt strategies to improve them.
- To know the knowledge and principles of underhand serve, setting, and introspect about one's own techniques and adopt strategies to improve them in games.
- To know the skills of badminton forehand clear, smashing, forehand or backhand lift, and improve one's own techniques through practice and introspection.
- To know the knowledge and principles of throwing and catching the frisbee, learn to make a forehand/backhand throw and a one-handed/two-handed catch, and use strategies in games.
- To know the knowledge and skills of handball and introspect about one's own techniques and adopt strategies to improve them.
- To know the knowledge and skills of tug-of-war and introspect about one's own techniques and adopt strategies to improve them.

二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。 健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。 健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。 HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life. HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life. HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>籃球 1.瞭解並熟練投籃要領。 2.瞭解上籃動作要領與使用時機。 3.瞭解與練習防守動作要領。 Basketball 1.To know and master the tips of shooting. 2.To know how and when to layup. 3.To know and practice the tips of defense.</p>	<p>▪ <u>Vocabulary</u> i: defense types (one-on-one defense, zone defense, press, deny the ball, double team), rules (foul, illegal, jump ball, shot clock, dead ball, throw in, substitute), shoot, jump shot, bank shot, layup ▪ I can make a jump shot/bank shot/lay-up. ▪ Bend the knees. ▪ Keep the forearm straight. ▪ The index finger should point to the basket. ▪ I know how to do 3-step layup. ▪ It's easy to get points with 3-step layup. ▪ I need to use power from the body to shoot, not just the arm. ▪ Put down the body and move your feet. ▪ Eyes on the ball and keep the offender away from the basket. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>排球</p> <ol style="list-style-type: none"> 1. 熟練低手發球動作要領並能將球發至指定位置。 2. 瞭解比賽進行模式及排球規則。 3. 瞭解與練習舉球動作要領。 <p>Volleyball</p> <ol style="list-style-type: none"> 1. To master the tips of underhand serve and pass the ball to the correct place. 2. To know the rules and how the competition runs. 3. To know and practice the tips of setting 	<p>• <i>Vocabulary i:</i> court (center line, attack line, end line, antenna, net), common faults (four hits, catch, double contact, ball out, assisted hit)</p> <ul style="list-style-type: none"> • I hit the ball with the bottom part of my fist. • I can serve the ball underhanded. • I drop the ball and twist the body and swing the arm slightly to hit the ball. • The preparation position is one foot front and the other back. • I know the basic rules of volleyball. • I need to serve the ball within 8 seconds. • I know the six volleyball positions. • I know the rotation system which is clockwise. • I understand the 4-2, 6-2, and 5-1 formations. • I can set the ball. • Use power of the body to pass the ball, but not swing the arm. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>羽球</p> <ol style="list-style-type: none"> 1. 練習正手擊高遠球動作要領。 2. 瞭解與練習正手殺球動作要領與使用時機。 3. 瞭解羽球正反手挑球動作要領和技術。 <p>Badminton</p> <ol style="list-style-type: none"> 1.To hit a forehand clear. 2.To know and practice the tips of smashing. 3.To know how and when to hit a forehand or backhand lift. 	<ul style="list-style-type: none"> • <i>Vocabulary i:</i> body parts (thumb, index finger, middle finger, ring finger, pinky), racket parts (head, throat, shaft, handle) • I can play clears/lifts. • Bend the knees when you're in the ready position. • Keep the feet moving and the eyes on the birdie. • Raise the non-racket arm to balance. • Don't take the racket arm high. • Remember to control the power of your lift. • I can do the defensive net lift. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>飛盤</p> <ol style="list-style-type: none"> 1. 認識飛盤基本投接的要領。 2. 熟練飛盤基本投接的技術。 3. 養成和平的人際關係。 <p>Frisbee</p> <ol style="list-style-type: none"> 1.To know the principles of throwing and catching the frisbee. 2.To master the skills of throwing and catching the frisbee. 3.To keep a harmonious interpersonal relationship. 	<p>• <u>Vocabulary</u> i:</p> <p>frisbee, rim, throw, catch, forehand, backhand, pancake catch, crocodile catch</p> <p>• Throw the frisbee to your partner.</p> <p>• Make a forehand/backhand throw.</p> <p>• Try to do a two-handed catch.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>手球</p> <ol style="list-style-type: none"> 1. 了解手球傳接球、運球及射門的要領與方法。 2. 學會手球運球、跑動中傳接球及三步射門的動作技能。 3. 欣賞他人優點及能欣賞手球運動。 <p>Handball</p> <ol style="list-style-type: none"> 1.To know the basics of passing, dribbling, and shooting handball. 2.To dribble, pass and catch on the move, and make a three-step jump shot in handball. 3.To appreciate other's strengths and the handball game. 	<p>• <i>Vocabulary i:</i> handball, court, goal, goalkeeper/goalie, pass, dribble, shoot, walking, double dribbling, kicking, seven-meter penalty, corner</p> <p>• There are six field players and a goalkeeper on one team.</p> <p>• Field players can touch the ball with any part of their bodies above and including the knee.</p> <p>• Only the goalkeeper can use his feet.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>拔河</p> <ol style="list-style-type: none"> 1. 學會拔河起步及進攻動作的技巧。 2. 養成積極參與的態度，並隨時注意安全。 3. 培養尊重他人及團隊合作的精神。 <p>Tug-of-War</p> <ol style="list-style-type: none"> 1. To learn the techniques of fast break and attack of tug-of-war. 2. To develop an active attitude to participate and be aware of one's safety. 3. To respect others and have teamwork spirit. 	<p>• <i>Vocabulary i:</i> tug-of-war, rope, lane, puller, anchor, lean</p> <p>• Pick up the rope.</p> <p>• Take the strain.</p> <p>• Steady.</p> <p>• Pull.</p> <p>Change ends.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>



健康與體育領域（體育）教學評量
Health and Physical Education (P.E.) Teaching Assessment

1. 學生主動積極參與健康與體育領域（體育）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.

評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
八年級上學期 1 st Semester of Grade Eight	<ol style="list-style-type: none"> 1. 表現局部或全身性的身體控制能力。 2. 運用運動技術的學習策略。 3. 運用運動比賽中的各種策略。 4. 應用思考與分析能力，解決運動情境的問題。 5. 分析並善用運動相關之科技、資訊、媒體、產品與服務。 6. 分析並評估個人的體適能與運動技能，修正個人的運動計畫。 	<ol style="list-style-type: none"> 1. 了解各項運動基礎原理和規則。 2. 了解各項運動技能原理。 3. 反省自己的運動技能。 4. 展現運動理解，具備運動的道德思辨和實踐能力。 5. 表現利他合群的態度，與他人理性溝通與和諧互動。 6. 表現自信樂觀、勇於挑戰的學習態度。
八年級下學期 2 nd Semester of Grade Eight	<ol style="list-style-type: none"> 1.To demonstrate partial or overall control of the body. 2.To employ learning strategies of athletic techniques. 3.To employ different strategies in sports. 4.To apply the abilities of thinking and analyzing to solve sports problems. 5.To analyze and employ sports-related technologies, information, media, products, and service. 6.To analyze and evaluate one's own physical fitness and athletic techniques to adjust one's exercise plan. 	<ol style="list-style-type: none"> 1.To understand the basics and rules of different sports. 2.To understand the athletic techniques of different sports. 3.To reflect one's own athletic techniques. 4.To demonstrate athletic understanding and possess the ability to practice and speculate about morality related to sport. 5.To demonstrate altruistic and cooperative attitude and have rational communication and harmonious interaction with others. 6.To demonstrate confident, optimistic, and daring learning attitude.



建議教材與教學資源

Suggested Instructional Resources

1. 體育課本（八上 / 下）Physical Education Textbook（康軒 / 翰林）
2. 網路資源 Online Resources：
 - 中華民國籃球協會：<http://ctba.choxue.com/>
 - 國際籃球總會：<https://www.fivb.com/>
 - 美國國家籃球協會：<https://www.nba.com/>
 - 中華民國排球協會：<https://www.ctvba.org.tw/>
 - 國際排球總會：<https://www.fivb.com/>
 - 中華民國羽球協會：<http://www.ctb.org.tw/>
 - 世界羽球聯盟：<https://bwfbadminton.com/>
 - 亞洲羽球聯盟：<https://www.badmintonasia.org/>
 - 中華民國飛盤協會：<http://www.ctfda.org.tw/index.html>
 - 世界飛盤總會：<http://www.wfdf.org/>
 - 中華民國手球協會：<http://www.handball.org.tw/>
 - 國際手球總會：<https://www.ihf.info/>
 - 中華民國拔河運動協會：<http://www.tugofwar.org.tw/>
 - 國際拔河運動總會：<http://tugofwar-twif.org/>

健康與體育領域（體育）九年級教學目標

Health and Physical Education (P.E.) Course Guidelines for Grade Nine

一、課程目標

1. 能了解籃球運球過人、擋拆技術之相關知識與技能原理，輔以籃球比賽進行模式及規則講解，並反思及發展策略，改善動作技能。
2. 能了解排球高手發球、扣球及攔網動作要領與運用時機，並透過練習與反思增進動作技能。
3. 能了解羽球米字步伐動作、雙打輪轉要領，並透過羽球比賽進行模式及規則講解，進行動作練習與應用。
4. 能了解走繩的動作要領，並學會上繩、前進、後退、轉身的動作技巧。
5. 能了解桌球運動之相關知識與技術原理，並能反思和發展策略，以改善動作技能。
6. 能了解扯鈴運鈴技術之相關知識與技能原理，並能反思和發展策略，以改善動作技能。

I.Course Objectives:

- 1.To know the knowledge and principles of basketball dribble past, pick and roll, and introspect about one's own techniques and adopt strategies to improve them in games.
- 2.To know the skills of overhand serve, spiking and blocking, and improve one's own techniques through practice and introspection.
- 3.To know the skills of 6-point footwork, rotation system, and practice and apply the capabilities in games.
- 4.To know the skills of slacklining and learn the techniques of getting on the line, moving forward/backward, and turning around.
- 5.To know the knowledge and skills of table tennis and introspect about one's own techniques and adopt strategies to improve them.
- 6.To know the knowledge and skills of diabolo and introspect about one's own techniques and adopt strategies to improve them.



二、時數分配：

依據各校師資條件及安排，如以一節課為單位，雙語課程中、外師是均以英語授課，如有抽象概念，中師可以適度以中文講解或提供講義。建議雙語課程可以使用下面形式安排時數：

1. 中外師協同：

中師 10 分鐘複習上次課程內容或暖身

外師 10 分鐘進行課程內容；10 分鐘進行課程活動；10 分鐘小組或個人練習

中師 5 分鐘結束課程

2. 中師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

3. 外師獨立授課：

10 分鐘複習上次課程內容或暖身

15 分鐘進行課程內容

15 分鐘進行小組或個人練習

5 分鐘結束課程

II. Class periods taught by local and foreign teachers:

Depending on each school's teaching arrangement, if you take one class as a unit, local and foreign teachers both teach bilingual lessons in English. Local teacher can moderately explain abstract concepts in Chinese. The time arrangement of bilingual class is suggested below.

1. Local teachers and foreign teachers co-teach:

Local teacher: 10 minutes to review previous lessons or warm up

Foreign teacher: 10 minutes to present new lessons; 10 minutes to conduct activities; 10 minutes for individual or pair practices.

Local teacher: 5 minutes to wrap up the lesson

2. Local teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes practice: Group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

3. Foreign teachers teach individually:

10 minutes to review previous lessons or warm up

15 minutes to present new lessons

15 minutes to practice, group, pair, or individual activities or tasks

5 minutes to wrap up the lesson

三、核心素養、學習重點、該科目課堂英文如下：

III.Competence, learning focus and English for this course as the following:

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>籃球</p> <ol style="list-style-type: none"> 1.瞭解與練習運球過人要領。 2.熟練擋拆技術及應用於比賽中。 3.瞭解比賽進行模式及規則。 <p>Basketball</p> <ol style="list-style-type: none"> 1.To know and practice the tips of dribble past. 2.To masker pick and roll skills and apply the capabilities in games. 3.To know basketball competition mode and rules. 	<p>• <u>Vocabulary</u> /:</p> <p>offense types (fast break, give and go, pick and roll, layup, backdoor, low post, high post), 5 positions (point guard, shooting guard, small forward, power forward, center), steal, rebound, turnover,</p> <p>• I can go in this way to dribble past the defender.</p> <p>• I can do a pump fake.</p> <p>I can do a pick and roll.</p> <p>• I know the basic rules of basketball.</p> <p>• I know the five basketball positions.</p> <p>• There are some second rules that should be noticed during a basketball game.</p> <p>• During a basketball game, a team needs to get a shot off in 24 seconds.</p> <p>• I can work with my teammates during the game.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>排球</p> <ol style="list-style-type: none"> 1.瞭解與練習高手發球要領。 2.確實做出正確扣球動作。 3.瞭解攔網要領與使用時機。 <p>Volleyball</p> <ol style="list-style-type: none"> 1.To know and practice the tips of overhand serve. 2.To spike with correct moves. 3.To know how and when to block. 	<p>• <u>Vocabulary i:</u> approach, swing, attack/spike, block, serve types (underhand serve, overhand serve, floater, topspin, jump serve), joust, tip, body parts (wrist, shoulder, palm, finger, etc.)</p> <ul style="list-style-type: none"> • I can serve the ball overhanded. • I hit the ball with the bottom part of my palm. • The preparation position is one foot front and the other back. • I toss the ball and hit it at my right front side. • I can spike the ball. • I swing the arm forward and quickly press down the wrist. • I know how and when to block. • Jump up/down in front of the net. • I won't touch the net when I block the ball. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B1 Students can possess the ability to express one's feelings and ideas, feel empathy for and interact with others, and understand basic concepts of health and physical education that can be used in daily life.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>羽球</p> <ol style="list-style-type: none"> 1. 熟練米字步動作。 2. 瞭解比賽進行模式及規則。 3. 瞭解（雙打）輪轉運用要領。 <p>Badminton</p> <ol style="list-style-type: none"> 1.To master the moves of six-point footwork. 2.To know how and what a badminton competition runs and the rules. 3.To know the tips of rotation system. 	<p>• <i>Vocabulary i:</i> rules (singles, doubles, mixed doubles, game, match, game point), common faults (out of position, over the net, double hit, etc.), positions (net play, rush the net, block the net, smashes combined with drops, up and back, side by side, rotation system, six-point footwork)</p> <ul style="list-style-type: none"> • I know how to move six-point footwork. • I know the basic rules of badminton. • I know the differences between singles and doubles/mixed doubles. • I can play net shots/drop shots/smashes. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A1 具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐，不輕言放棄。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A1 Students can possess attitude and knowledge of health and physical education, unleash potential talents for sport and health care, examine human nature, explore self-worth and meaning in life, actively realize one's goals and never give up.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>走繩</p> <ol style="list-style-type: none"> 1. 瞭解走繩的基本動作。 2. 培養注意力，讓注意力更集中。 3. 鍛鍊核心肌群與平衡感。 <p>Slacklining</p> <ol style="list-style-type: none"> 1.To know the basic skills of slacklining. 2.To develop concentration. 3.To build core muscles and balance. 	<p>• <u>Vocabulary i:</u> slacklining, slackline, balance, bounce, weight, front/back foot</p> <ul style="list-style-type: none"> • Set up the slackline. • Stand on the slackline. • Walk on the slackline. • Turn on the slackline. • Get off the slackline. • Keep your balance. <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

核心素養 Competence	學習重點 Learning Focus	使用語言 Sentence starters or English for this course
<p>健體 -J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。</p> <p>健體 -J-B2 具備善用體育與健康相關的科技、資訊及媒體，以增進學習的素養，並察覺、思辨人與科技、資訊、媒體的互動關係。</p> <p>健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。</p> <p>HP-J-A2 Students can understand the entirety of sport and health situations as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving sport and health problems in daily life.</p> <p>HP-J-B2 Students can possess the competency of effectively using technology, information, and media related to sport and health to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media.</p> <p>HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>桌球</p> <ol style="list-style-type: none"> 1. 了解桌球運動之相關知識與基本技術原理。 2. 使用正確方式握拍。 3. 使用正手發直球。 <p>Table Tennis</p> <ol style="list-style-type: none"> 1. To know the basic knowledge and techniques of table tennis. 2. To hold the racket correctly. 3. To use a forehand to serve the ball correctly. 	<p>• <i>Vocabulary i:</i> table tennis, ping-pong, net, racket, blade, handle, serve, toss, return, rally, shot, smash, block, out of bounds</p> <p>• Hold the paddle like this.</p> <p>• Which do you like, the shakehand grip or the penhold grip?</p> <p>• Who will serve first?</p> <p>• Don't hit the net when you serve.</p> <p>※ 每節課或每週為 3-5 個單字量。</p> <p>※ Vocabulary Teaching: 3-5 words per class or week.</p>

<p>核心素養 Competence</p>	<p>學習重點 Learning Focus</p>	<p>使用語言 Sentence starters or English for this course</p>
<p>健體 -J-A3 具備善用體育與健康的資源，以擬定運動與保健計畫，有效執行並發揮主動學習與創新求變的能力。 健體 -J-B3 具備審美與表現的能力，了解運動與健康在美學上的特質與表現方式，以增進生活中的豐富性與美感體驗。 健體 -J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。 HP-J-A3 Students can possess the ability to use resources of health and physical education to devise exercise and health care plans, effectively execute them, and fully utilize the competencies of independent learning and creativity to respond to change. HP-J-B3 Students can possess competency in appreciation and demonstration, understand the characteristics and expression of aesthetics in sport and health to enhance the richness of life and aesthetic experiences. HP-J-C2 Students can possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others in athletic activities and healthy life.</p>	<p>扯鈴 1.瞭解扯鈴，扯鈴比賽的種類及方式。 2.學會扯鈴仰觀星斗，抬頭望月，倒掛金鐘及金龍繞玉柱等基本動作。 3.運用扯鈴基礎動作串聯成組合動作。 Diabolo 1.To know the basics of diabolo and its game types and rules. 2.To do the fundamental tricks, including the Stargazer, Moon Viewing, Upside Down Golden Bell, and Golden Dragon around the Jade Pillar, etc. 3.To combine the fundamental tricks into a series of performance.</p>	<p>• <i>Vocabulary i:</i> diabolo, Chinese yo-yo, stick/baton/wand, string, spin, toss • Spin your diabolo. • Toss the diabolo in the air and catch it. • Make the diabolo climb up the string. ※ 每節課或每週為 3-5 個單字量。 ※ Vocabulary Teaching: 3-5 words per class or week.</p>

健康與體育領域（體育）教學評量 Health and Physical Education (P.E.) Teaching Assessment

1. 學生主動積極參與健康與體育領域（體育）之各類練習活動。
2. 學生能夠主動參與問題解決、技能及實際操作、作品製作等實作評量。
3. 透過討論、分組合作、上台報告、口頭回答、等進行口語評量。

- 1.Participation
- 2.Non-verbal assessment
- 3.Verbal assessment

※ 本評量以表現評量為主，以培養學生素養（能力、知識、態度）來訂定其表現標準。

※ 本課程不評量英語。語言能力將於課外進行總結性評量。

※ This is a performance-based assessment of which the criteria are aimed to evaluate students' competencies.

※ English skills are not evaluated in this course. Students' language abilities will be assessed by other summative assessment.



評量類型 Type 學期 Semester	能力與表現評量 Ability and Performance Evaluation	態度與知識評量 Attitude and Knowledge Evaluation
九年級上學期 1 st Semester of Grade Nine	1. 表現局部或全身性的身體控制能力。 2. 運用運動技術的學習策略。 3. 運用運動比賽中的各種策略。 4. 應用思考與分析能力，解決運動情境的問題。 5. 分析並善用運動相關之科技、資訊、媒體、產品與服務。 6. 分析並評估個人的體適能與運動技能，修正個人的運動計畫。 1.To demonstrate partial or overall control of the body. 2.To employ learning strategies of athletic techniques. 3.To employ different strategies in sports. 4.To apply the abilities of thinking and analyzing to solve sports problems. 5.To analyze and employ sports-related technologies, information, media, products, and service. 6.To analyze and evaluate one's own physical fitness and athletic techniques to adjust one's exercise plan.	1. 了解各項運動基礎原理和規則。 2. 了解各項運動技能原理。 3. 反省自己的運動技能。 4. 展現運動理解，具備運動的道德思辨和實踐能力。 5. 表現利他合群的態度，與他人理性溝通與和諧互動。 6. 表現自信樂觀、勇於挑戰的學習態度。 1.To understand the basics and rules of different sports. 2.To understand the athletic techniques of different sports. 3.To reflect one's own athletic techniques. 4.To demonstrate athletic understanding and possess the ability to practice and speculate about morality related to sport. 5.To demonstrate altruistic and cooperative attitude and have rational communication and harmonious interaction with others. 6.To demonstrate confident, optimistic, and daring learning attitude.
九年級下學期 2 nd Semester of Grade Nine	1. 表現局部或全身性的身體控制能力。 2. 運用運動技術的學習策略。 3. 運用運動比賽中的各種策略。 4. 應用思考與分析能力，解決運動情境的問題。 5. 分析並善用運動相關之科技、資訊、媒體、產品與服務。 6. 分析並評估個人的體適能與運動技能，修正個人的運動計畫。 1.To demonstrate partial or overall control of the body. 2.To employ learning strategies of athletic techniques. 3.To employ different strategies in sports. 4.To apply the abilities of thinking and analyzing to solve sports problems. 5.To analyze and employ sports-related technologies, information, media, products, and service. 6.To analyze and evaluate one's own physical fitness and athletic techniques to adjust one's exercise plan.	1. 了解各項運動基礎原理和規則。 2. 了解各項運動技能原理。 3. 反省自己的運動技能。 4. 展現運動理解，具備運動的道德思辨和實踐能力。 5. 表現利他合群的態度，與他人理性溝通與和諧互動。 6. 表現自信樂觀、勇於挑戰的學習態度。 1.To understand the basics and rules of different sports. 2.To understand the athletic techniques of different sports. 3.To reflect one's own athletic techniques. 4.To demonstrate athletic understanding and possess the ability to practice and speculate about morality related to sport. 5.To demonstrate altruistic and cooperative attitude and have rational communication and harmonious interaction with others. 6.To demonstrate confident, optimistic, and daring learning attitude.

建議教材與教學資源

Suggested Instructional Resources

1. 體育課本（九上 / 下）Physical Education Textbook（康軒 / 翰林）
2. 扯鈴一個人基礎動作與教材教法（蔡政杰作）。臺北市：國立臺北教育大學，民99.12。
3. 網路資源 Online Resources：
 - 中華民國籃球協會：<http://ctba.choxue.com/>
 - 國際籃球總會：<https://www.fivb.com/>
 - 美國國家籃球協會：<https://www.nba.com/>
 - 中華民國排球協會：<https://www.ctvba.org.tw/>
 - 國際排球總會：<https://www.fivb.com/>
 - 中華民國羽球協會：<http://www.ctb.org.tw/>
 - 世界羽球聯盟：<https://bwfbadminton.com/>
 - 亞洲羽球聯盟：<https://www.badmintonasia.org/>
 - 國際走繩協會：<http://www.slacklineinternational.org/>
 - 中華民國桌球協會：<https://www.cttta.org.tw/>
 - 國際桌球總會：<https://www.ittf.com/>
 - 臺灣的傳統童玩－扯鈴：<http://library.taiwanschoolnet.org/cyberfair2002/C0228100235/home.htm>
 - 台灣從鈴開始傳藝推廣協會：<http://www.superdiabolo.net/>
 - 中華扯鈴運動總會：<https://www.diabolo-tw.org/>
 - 國際扯鈴聯盟：<https://www.idfdiabolo.org/>



貳、附錄

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