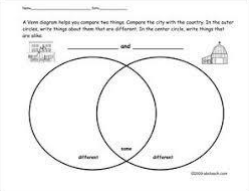


臺南市公立東區博愛國民小學 109 學年度第一學期三年級彈性學習 E 博 S 飛向國際 課程計畫(□普通班/□藝才班/□體育班/□特教班)

學習主題名稱 (中系統)	Tour in the campus and community 東安坊	實施年級 (班級組別)	三年級	教學節數	本學期共(20)節
彈性學習課程 四類規範	1.□統整性探究課程 (□主題□專題□議題) 2.□社團活動與技藝課程(□社團活動□技藝課程) 3.□特殊需求領域課程 身障類:□生活管理□社會技巧□學習策略□職業教育□溝通訓練□點字□定向行動□功能性動作訓練□輔助科技運用 資優類:□創造力□領導才能□情意發展□獨立發展 其他類:□藝術才能班及體育班專門課程 4.□其他類課程 □本土語文/新住民語文□服務學習□戶外教育□班際或校際交流□自治活動□班級輔導□學生自主學習□領域補救教學				
設計理念	關係：探究校園、東安坊社區與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或校訂素養	E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。				
課程目標	<ul style="list-style-type: none"> ● Students will be able to compare the differences between city and country, rural, suburban and urban community. ● Students will be able to map the urban, suburban and rural district in the Tainan city map. ● Students will be able to use the map key to read a map. ● Students will be able to map our campus and do a brief instruction about our community. 				
配合融入之領域或議題	□國語文 ■英語文 □ 英語文融入參考指引 □本土語		□性別平等教育 □人權教育 □環境教育 □海洋教育 □品德教育		
	□數學 ■社會 □自然科學 □藝術 □綜合活動		□生命教育 □法治教育 □科技教育 □資訊教育 □能源教育		
	□健康與體育 □生活課程 □科技 □ 科技融入參考指引		□安全教育 □防災教育 ■閱讀素養 □多元文化教育		
			□生涯規劃教育 □家庭教育 □原住民教育□戶外教育 □國際教育		
表現任務	<ul style="list-style-type: none"> ● Urban, suburban and rural community tour video: <ul style="list-style-type: none"> ■ Shoot the scene of urban, suburban and rural communities. ■ Describe the features of the three types of community. ■ Talk about your favorite type of community. ● Map our campus <ul style="list-style-type: none"> ■ Use the map key to map our campus. ■ Use the grid chart to map our campus. ■ Use your map to describe our campus. 				
課程架構脈絡					


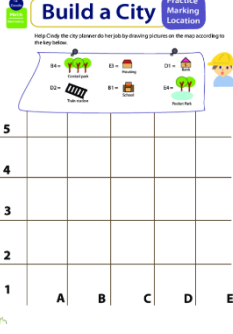
C6-1 彈性學習課程計畫(新課綱版)

教學期程	節數	單元與活動名稱	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	學習內容 (校訂)	學習目標	學習活動	學習評量	自編自選教材 或學習單
Week 1~6	6	City and Country: Urban, suburban and rural community	<p><u>社會領域</u> 3b- II -3 整理資料， 製作成簡易的圖 表，並加以說明。 3c- II -1 聆聽他人的意見， 並表達自己的看 法。 3c- II -2 透過同儕合作進行 體驗、探究與實 作。 2a- II -2 表達對居住地方社 會事物與環境的關 懷。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學 習相關的文本閱讀 策略。 閱 E13 願意廣泛接 觸不同類型及不同 學科主題的文本。</p> <p><u>英語領域</u> 5- II -4 能運用所學 的字母拼讀規則讀 出英文字詞。 6- II -1 能專注於教 師的說明與演示。 6- II -2 積極參與各 種課堂練習活動。 7- II -2 能妥善運用 情境中的非語言訊 息以幫助學習。</p>	<ul style="list-style-type: none"> ● The Town Mouse and the Country (Based on a story by Aesop Retold by Susanna Davidson Illustrated by Jacqueline East) ● City and Country-National Geographic Kids by Jody Jensoen Shaffer ● Shelter-Scholastic by Susan Canizares & Daniel Moreton 	<ol style="list-style-type: none"> 1. Students will be able to sort the pictures into cities and countries. 2. Students will be able to say what people do in urban, suburban and rural communities. 3. Students will be able to use the graphic organizer to compare urban, suburban and rural community. 4. Through discussion, students will compare and contrast buildings found in the city and the buildings found in the country. 5. Students will comprehend the text. 	<ol style="list-style-type: none"> 1. Read the story " The Town Mouse and the Country Mouse", and discuss with students the differences between city and country living. Show students several pictures and ask students to sort pictures into cities and countries. Then, ask students to explain how they sort the pictures. (40 minutes) 2. Show students pictures and ask students to talk about what people do in urban, suburban and rural communities. (40 minutes) 3. Students in group use the graphic organizer to compare urban, suburban and rural community. (40 minutes) 4. Talk with students about their community and the buildings that can be seen there. Then discuss different kinds of buildings. Ask students to draw a Venn diagram to compare and contrast buildings found in the city and the buildings found in the country. (80 minutes) 5. Read aloud the book, City and Country (P.10~19), and then ask students to do the worksheet. (40 minutes) 	<ol style="list-style-type: none"> 1. Students can sort pictures into cities and countries. 2. Students can say what people do in urban, suburban and rural communities. 3. Students can use the graphic organizer to compare urban, suburban and rural community. 4. Students can draw a Venn diagram on tagboard to compare and contrast buildings found in the city and the buildings found in the country. 5. Students can complete the worksheet. 	<ul style="list-style-type: none"> ● 教師自製簡報檔 ● 

C6-1 彈性學習課程計畫(新課綱版)

Week 7~10	4	Sounds, sight and smell of the three type of community	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實作。 2a- II -2 表達對居住地方社會事物與環境的關懷。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<p>● City and Country-National Geographic Kids by Jody Jensoen Shaffer</p>	<p>1. Students will comprehend the meaning of the text. 2. Students will use the simple sentences to talk about life in urban, suburban and rural communities.</p>	<p>1. Read aloud the book, City and Country(P.22~25), and then ask students to do the worksheet. (40minutes) 2. Project the pictures and ask students to talk about what they see, hear and smell. Ask students in group to collect pictures of urban, suburban and rural communities. (40minutes) 3. Teacher demonstrates how to make a short film. Students in group write scripts about the urban, suburban and rural communities. (40 minutes) 4. Students in group make a short film about the urban, suburban and rural communities. (80minutes)</p>	<p>1. Students can read aloud the book with the teacher and complete the worksheet. 2. Students can use the simple sentences to talk about life in urban, suburban and rural communities.</p>	<p>●教師自製簡報檔</p>

C6-1 彈性學習課程計畫(新課綱版)

<p>Week 11~15</p>	<p>5</p>	<p>Map skills and read the city map</p>	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並 表達自己的看法。 <u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<ul style="list-style-type: none"> ● Map Skills for Elementary Students- National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ ● How to make a map https://www.youtube.com/watch?v=DSnVCV4uGGQ 	<p>1.Students will name the meanings of symbols on a map and map key.</p> <p>2. Students will describe the location of items on a map in relation to other items.</p> <p>3.Students will use cardinal direction to describe location of things on a map.</p>	<p>1.Talk about the purpose of the map.Project the map of Tainan City on the board and talk with students about what they see on the map. (e.g. the name of the road, map key) (40 minutes)</p> <p>2. Project the simple map key. Explain that the map key tells what the symbols stand for, or represent. Read together as a class the words that match the symbols. (40 minutes)</p> <p>3.Practice using the language of location with the map. (e.g. What is next to Boai elementary? What is close to the train station?) (40 minutes)</p> <p>4. Use cardinal directions. Eexplain one way to talk about where things are is to use the cardinal directions north, south, east, and west.Project the map and ask questions using cardinal directions.(e.g. <i>What is south of Boai elementary school? What is east of the train station?</i>) (40 minutes)</p> <p>5. Introduce the compass rose and ask students to do the worksheet about cardinal directions.(40 minutes)</p>	<p>1. Students can say what they see on the map.</p> <p>2. Students can say the names of the map keys.</p> <p>3. Students can use the language of location with the map.</p> <p>4. Students can use the compass rose to answer the questions about cardinal directions.</p>	<p>●教師自製簡報檔</p> 
<p>Week 16~20</p>	<p>5</p>	<p>Map our campus</p>	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實作。 2a- II -2 表達對居住地方社會事物與環境的關懷。</p>	<ul style="list-style-type: none"> ● Map Skills for Elementary Students- National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ 	<p>1. Students will use the grid chart to map the campus.</p> <p>2. Students will use their maps to describe the campus.</p>	<p>1. Take students to walk around the campus and ask students to take notes about the buildings they see and their locations. (40 minutes)</p> <p>2. Teacher demonstrates how to use the grid chart to map our campus. Then ask students to use the grid chart to map the campus. (80 minutes)</p> <p>3. Students use their maps to describe the campus. (80 minutes)</p>	<p>1. Students can use the grid chart to map the campus.</p> <p>2. Students can use their maps to describe the campus.</p>	<p>●教師自製簡報檔</p> 

C6-1 彈性學習課程計畫(新課綱版)

		<p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<p>●How to make a map https://www.youtube.com/watch?v=DSnVCV4uGGQ</p>			
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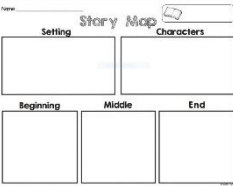
◎教學期程請敘明週次起訖，如行列太多或不足，請自行增刪。

◎彈性學習課程之第 4 類規範(其他類課程)，如無特定「自編自選教材或學習單」，敘明「無」即可。


◎依據「學習表現」之動詞來具體規劃符應「學習活動」之流程，僅需敘明相關學習表現動詞之學習活動即可。

臺南市公立東區博愛國民小學 109 學年度第二學期三年級彈性學習 E 博 S 飛向國際 課程計畫(□普通班/□藝才班/□體育班/□特教班)

學習主題名稱 (中系統)	Tour in the campus and community 東安坊	實施年級 (班級組別)	三年級	教學節數	本學期共(20)節
彈性學習課程 四類規範	<p>1.□統整性探究課程 (□主題□專題□議題)</p> <p>2.□社團活動與技藝課程(□社團活動□技藝課程)</p> <p>3.□特殊需求領域課程 身障類:□生活管理□社會技巧□學習策略□職業教育□溝通訓練□點字□定向行動□功能性動作訓練□輔助科技運用 資優類:□創造力□領導才能□情意發展□獨立發展 其他類:□藝術才能班及體育班專門課程</p> <p>4.□其他類課程 □本土語文/新住民語文□服務學習□戶外教育□班際或校際交流□自治活動□班級輔導□學生自主學習□領域補救教學</p>				
設計理念	關係：探究校園、東安坊社區與學生的日常生活之互動關係。				
本教育階段 總綱核心素養 或校訂素養	<p>E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。</p> <p>E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。</p>				
課程目標	<ul style="list-style-type: none"> ● Students will be able to describe what we do inside different places and buildings. ● Students will be able to map our neighborhood buildings and do a brief instruction about our community. ● Students will be able to create a “If you come to Tainan City” mini-book and share with the peers. 				
配合融入之領域 或議題	□國語文 ■英語文 □英語文融入參考指引 □本土語 □數學 ■社會 □自然科學 □藝術 □綜合活動 □健康與體育 □生活課程 □科技 □科技融入參考指引		□性別平等教育 □人權教育 □環境教育 □海洋教育 □品德教育 □生命教育 □法治教育 □科技教育 □資訊教育 □能源教育 □安全教育 □防災教育 ■閱讀素養 □多元文化教育 □生涯規劃教育 □家庭教育 □原住民教育□戶外教育 □國際教育		
表現任務	<ul style="list-style-type: none"> ● Map our community: <ul style="list-style-type: none"> ■ Choose your favorite place in your community and map them out. ■ Use the map key, grid and compass rose in your map. ■ Talk about what we do in the place. ■ Talk about your favorite places in the community. ● Create a “If you come to Tainan City” mini-book <ul style="list-style-type: none"> ■ Describe the travel spots in Tainan. ■ Describe the sights, sounds or smell in Tainan. ■ Describe the reason why you like Tainan. 				
課程架構脈絡					

教學期程	節數	單元與活動名稱	學習表現 校訂或相關領域與 參考指引或 議題實質內涵	學習內容 (校訂)	學習目標	學習活動	學習評量	自編自選教材 或學習單
Week 1~5	5	Places in our community	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實作。 2a- II -1 關注居住地方社會事物與環境的互動、差異與變遷等問題。 2a- II -2 表達對居住地方社會事物與環境的關懷。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	●Maisy Goes to Hospital by Lucy Cousins	<ol style="list-style-type: none"> Students will know the names of the places in our community. Students will describe what we do in different places. Students will comprehend the meaning of the text. Students will use the the story map to analyze the story. 	<ol style="list-style-type: none"> Show students pictures and talk with students about places in our community.(40 minutes) Discuss with students what we do inside different places. (e.g. hospital, bank, supermarket, school, department store) (80 minutes) Read <i>Maisy Goes to Hospital</i>, and teaches students how to use the story map to analyze the story. (80 minutes) 	<ol style="list-style-type: none"> Students can say the names of the places in our community. Students can use the simple sentences to describe the places. Students can understand the story. Students can complete the story map. 	<p>●教師自製簡報</p> 

C6-1 彈性學習課程計畫(新課綱版)

<p>Week 6~10</p>	<p>5</p>	<p>Map our community</p>	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實 2a- II -1 關注居住地方社會事物與環境的互動、差異與變遷等問題。 2a- II -2 表達對居住地方社會事物與環境的關懷。 作。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<ul style="list-style-type: none"> ● Map Skills for Elementary Students- National Geographic https://www.nationalgeographic.org/education/map-skills-elementary-students/ ● How to make a map https://www.youtube.com/watch?v=DSnVCV4uGGQ 	<p>1. Students will make a community map including the buildings, map keys, and compass rose.</p>	<p>1. Review the elements of the maps including map keys, cardinal directions, and compass rose. (40 minutes) 2. Take students to walk around the community and take a note of the places they see. (80 minutes) 3. Demonstrate how to map the campus and ask students in group to make a community map. (80 minutes)</p>	<p>1. Students can make a community map including the buildings, map keys, and compass rose.</p>	<ul style="list-style-type: none"> ● 教師自製簡報 
<p>Week 11~15</p>	<p>5</p>	<p>Community Helpers</p>	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，</p>		<p>1. Students will know the names of community</p>	<p>1. Show pictures and ask students to talk about what these people do for our community and what jobs they</p>	<p>1. Students can say the names of</p>	<ul style="list-style-type: none"> ● 教師自製簡報 ●

			<p>並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實作。 2a- II -2 表達對居住地方社會事物與環境的關懷。 作。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。 <u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<p>● Who Am I ? - Community Helpers Powerpoint Game https://www.pinterest.com/pin/366973069623085875/ ● Maisy Goes to the Library by Lucy Cousins</p>	<p>helpers. 2. Students will know what community helpers do. 3. Students will use the story map to analyze the story.</p>	<p>do. (40 minutes) 2. Play the powerpoint “Who Am I ?- Community Helper” and ask students to guess the jobs according to the hints.) (40 minutes) 3. Ask students to role play the community helpers and discuss what they can do to make their community better. (40 minutes) 4. Read ‘Maisy Goes to the Library and asks students to use the story map to analyze the story (80 minutes)</p>	<p>community helpers. 2. Students can say what community helpers do. 3. Students can use the story to analyze the story.</p>	
<p>Week 16~20</p>	<p>5</p>	<p>If you come to Tainan city</p>	<p><u>社會領域</u> 3c- II -1 聆聽他人的意見，並表達自己的看法。 3c- II -2 透過同儕合作進行體驗、探究與實作。</p>	<p>If Yiu Go to New York City by Liza Charlesworth</p>	<p>1. Students will adapt If You Go to New York City for If You Go to Tainan. 2. Students will read their books in front of the class.</p>	<p>1. Read If You Go to New York City, and ask students to discuss the travel spots in Tainan. (40 minutes) 2. Teach students how to adapt If You Go to New York City for If You Go to Tainan. Students write the draft of the book. 3. Make the book “If You Go to Tainan.” (80 minutes) 4. Students read their own book in front of the class. (40 minutes)</p>	<p>1. Students can adapt If You Go to New York City for If You Go to Tainan. 2. Students can read their books in front of the class.</p>	<p>● 教師自製簡報 ● Tainan travel spots https://eng.taiwan.net.tw/m1.aspx?sn=0002119</p>

C6-1 彈性學習課程計畫(新課綱版)

		<p>2a- II -2 表達對居住地方社會事物與環境的關懷。 作。</p> <p><u>閱讀素養</u> 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <p><u>英語領域</u> 5- II -4 能運用所學的字母拼讀規則讀出英文字詞。 6- II -1 能專注於教師的說明與演示。 6- II -2 積極參與各種課堂練習活動。 7- II -2 能妥善運用情境中的非語言訊息以幫助學習。</p>					
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