

110 年度彰化縣公開授課教案

領域/科目：語文/英語文

主題/科目 單元名稱		Does gender matter?	設計者	私立精誠中學李依真教師
實施對象		國中二年級學生	總節數	共 2 節，合計 100 分鐘
課程實施方式		<input checked="" type="checkbox"/> 融入部定課程（必修） <input type="checkbox"/> 融入校訂課程（ <input type="checkbox"/> 校訂必修 <input type="checkbox"/> 多元選修） <input type="checkbox"/> 校訂性別相關課程 <input type="checkbox"/> 彈性學習時間		
教學設計 動機與理念		Gender stereotypes exists in students' daily life. With the examples this lesson offers, students could not only be aware of the stereotypes but also take actions to fight them. Raising awareness and taking actions are two major goals of this lesson.		
教學場域分析		<ul style="list-style-type: none"> The class consists of 26 male students and 24 female students. Most students are from affluent families. Parents have high expectations of higher academic achievements. There is a huge gap between students' English abilities. Some are good at it, while some are poor at it. 		
核心 素養	總綱核 心素養	<input type="checkbox"/> A1 身心素質與自我精進 <input checked="" type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> A3 規劃執行與創新應變 <input type="checkbox"/> B1 符號運用與溝通表達 <input type="checkbox"/> B2 科技資訊與媒體素養 <input type="checkbox"/> B3 藝術涵養與美感素養 <input checked="" type="checkbox"/> C1 道德實踐與公民意識 <input type="checkbox"/> C2 人際關係與團隊合作 <input checked="" type="checkbox"/> C3 多元文化與國際理解		
	領域核 心素養	英 S-U-A2 具備聽、說、讀、寫的英語文素養，能連結自身周遭經驗、思想與價值，構思出可行的解決方法，在多元情境中適切溝通表達及解決問題		

領域 學習重點	學習表現	3-V 能讀懂文章的主要大意。 5-V 能針對主題，以口語或書面回答相關問題。 9-V 能意識到生活周遭的性別偏見、刻板印象，並思考可行、合理的解決方法。
	學習內容	Ae-V 辨別、判斷敘述者的觀點、態度及寫作目的 B-V 符合情境或場景的自我表達與人際溝通 D-V 能思考問題的塑成原因與青少年可採取的行動力
教學 資源	教材來源	Related online videos or information about the examples the reading mentions
	教學設備	A computer, speakers
學習 評量	評量方式	Formative assessment Vocabulary & phrases quiz, reading and listening comprehension quizzes. Summative assessment personal opinions' sharing
學習 目標	單元 學習目標	1. Apply target vocabulary, phrases, and sentence patterns properly and correctly. 2. Be able to recognize the words/ terms about gender stereotypes. 3. Analyze the structure of the composition with proper and logical graphic organizers.

學習活動設計			
學習流程、內容及實施方式	時間	學習評量	備註
<p>Period 1: Vocabulary, phrases, sentence patterns and the structure of the lesson</p> <p><u>Vocabulary, phrases:</u> particularly focus on collocations, usages</p> <p><u>Sentence patterns:</u> 1. illustrate grammar rules to students 2. ask them to complete the sentence practice on the book to apply the rules 3. ask them to make sentences of their own with the pattern inside</p> <p><u>The essay's structure:</u> 1. ask students to read the article out loud 2. circle the key words and underline the main ideas of each paragraph 3. find out each paragraph's topic sentences and their supportive ideas or examples 4. ask them to analyze the structure by drawing out their graphic organizers based on the content</p>	<p>20 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>F: Vocabulary & phrases quiz (listening and paper test)</p> <p>F: Reading comprehension questions</p>	<p>Vocabulary that is related to the gender topic will especially be emphasized. Draw lots to assign some students to copy their answers on the board to check the correct answers. Invite students to share their graphic organizers with the class.</p>
<p>Period 2: Presentation of the topic of gender stereotypes</p> <p><u>Warm-up:</u> Ask students to come up with some gender stereotypes happening in their daily life according to their observation</p> <p><u>Group mission:</u> After divide the class into several groups, offer them enough time to share their personal opinions on the topic and brainstorm their practical solutions and allocate appropriate time for them to prepare for their brief group sharing.</p> <p><u>Group sharing:</u> Offer each group 3-5 mins to summarize and share the conclusion of their discussion.</p>	<p>10 mins</p> <p>20 mins</p> <p>20 mins</p>	<p>S: Group discussion and sharing</p> <p>S: Peer's feedbacks</p>	<p>Invite students to share their discovery with the class.</p> <p>Groups are divided based on students' English ability. Their answers would be collected. Peers are invited to offer their feedbacks.</p>