

國民中小學部分領域課程雙語教學實施計畫—本土雙語教育模式之建構與推廣

Integrated Bilingual Teaching in Selected Subject Areas: Localizing Education Models in Primary and Secondary Schools

雙語課程教案設計

The Design of Bilingual Lesson Plan

學校名稱 School	彰化縣田中國小 Tianjhong Elementatry School, Changhua County	課程名稱 Course	健康 Health Education
單元名稱 Unit	食物與營養 Food and Nutrition	學科領域 Subject / Domain	健康與體育 Health and Physical Education
教材來源 Teaching Material	翰林版健康與體育第九冊 (五上) Hanlin HPE Book 9	教案設計 者 Designer	陳麗華
實施年級 Grade	五年級 The fifth grade	本單元共 2 節，本教案為第 1 節。 The lesson plan is period one.	
教學設計理念 Rationale for Instructional Design	The fifth grade students have entered adolescence and are experiencing rapid growth and development. They must pay attention to taking in balanced and nutritious food every day to meet their growth needs. It is hoped that through this unit, students can understand the relationship between nutrition and calories and take in healthy foods according to the daily dietary guidelines.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A1 身心素質與自我精進	
	領綱 Domain/Subject Guidelines	健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。	
	校本素養指標 School-based Competences	※若無則免填。Please skip if there is no school-based curricula.	
學科學習重點 Learning Focus	學習表現 Learning Performance	1a-III-3 理解促進健康生活的方法、資源與規範。	
	學習內容 Learning Contents	Ea-III-1 個人的營養與熱量之需求。 Ea-III-3 每日飲食指南與多元飲食文化。	
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject 1. Students have learned about the six groups of food and nutrients. 2. Students know their current height, weight and BMI.		

	英語準備度 Readiness of English 1. Students can understand classroom English. 2. Students can understand the words and sentence patterns learned in English classes from third grade to the present.																			
單元學習目標 Learning Objectives	1. Students will be able to learn about individual nutritional and caloric needs. 2. Students will be able to use the daily dietary guidelines to choose varied and balanced meals.																			
中／英文 使用時機 Timing for Using Chinese/ English ※請填寫清楚何時、何處使用中／英文。 Please describe in detail when and where you use Chinese/English.	教師 Teacher		學生 Students																	
	英文： 1. Greeting 2. Asking questions 3. Basic classroom English ● Instruction and daily English Raise your hand. Anyone? Thank you. See you next week. ● Encouragement Very good. / Good job. / Well-done.		英文： 1. Greeting 2. Answering teacher's questions 3. Recording																	
教學方法 Teaching Methods	Lecture and discussion																			
教學策略 Teaching Strategies	Scaffolding, cooperative learning, display learning outcomes, gamification																			
教學資源及輔助器材 Teaching Resources and Aids	E-book of Hanlin HPE Book 9, self-edited ppt, computer, interactive whiteboard, tablets																			
評量方法 Assessment Methods	Performance assessment																			
評量標準 Rubrics	<table><tr><td> Rating Dimension </td><td>Excellent (3)</td><td>Good (2)</td><td>To be improved (1)</td></tr><tr><td>知道熱量的定義</td><td>能詳細說出熱量的來源與單位</td><td>能說出熱量的來源與單位</td><td>無法說出熱量的來源與單位</td></tr><tr><td>計算自己每日需攝取的熱量</td><td>能在 1 分鐘內正確依照自己每天活動量與體重，正確計算自己每日需攝取的熱量</td><td>能在 2 分鐘內正確依照自己每天活動量與體重，正確計算自己每日需攝取的熱量</td><td>無法依照自己每天活動量與體重，計算自己每日需攝取的熱量</td></tr><tr><td>Kahoot 答題</td><td>7 題題目全部答對</td><td>答對 5 題以上題目</td><td>答對 5 題以下題目</td></tr></table>				Rating Dimension	Excellent (3)	Good (2)	To be improved (1)	知道熱量的定義	能詳細說出熱量的來源與單位	能說出熱量的來源與單位	無法說出熱量的來源與單位	計算自己每日需攝取的熱量	能在 1 分鐘內正確依照自己每天活動量與體重，正確計算自己每日需攝取的熱量	能在 2 分鐘內正確依照自己每天活動量與體重，正確計算自己每日需攝取的熱量	無法依照自己每天活動量與體重，計算自己每日需攝取的熱量	Kahoot 答題	7 題題目全部答對	答對 5 題以上題目	答對 5 題以下題目
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議題融入 Issues Integrated	無																			

教學流程 Teaching Procedures

第一節 (教學節次)	準備階段 Preparation stage	時間 Time
	1. Greeting and call the roll. T: Good afternoon, class! Let's call the roll. 2. Warm-up (1) Recall students' previous knowledge and experience about six groups of food and six kinds of nutrients by asking the following questions. ● What are the six groups of food? (grains, protein, fruits, vegetables, dairy products, oils and nuts) ● What are the six kinds of nutrients? (carbohydrates, proteins, fats, vitamins, minerals, water) ● Why we need food and nutrients? (Imagine your body is a car. The car needs the gas to go. Your body needs healthy food and nutrients to grow.)	1' 4'
	發展階段 Development stage 1. Watch the video and ask students the following questions. Video: What is a calorie? https://www.youtube.com/watch?v=VEQaH4LruUo Questions: ● What are calories? ● What will happen if we don't exercise? 2. Discuss the difference between calorie nutrients and non-calorie nutrients. 3. Explain the definition of calorie. 4. Explain how daily calorie needs vary based on age, weight, and activity level. 5. Have students guess their own daily calorie needs and then calculate it. 6. Students share their own daily calorie needs by uploading their recording of the following sentence pattern to the padlet. "Hello, everyone. I'm __ (English name) __. I need _____ kcal every day."	25'
	總結階段 Summary stage 1. Wrap-up (1) Formative assessment: Check students' understanding by playing a game on Kahoot. (https://play.kahoot.it/v2/lobby?quizId=f7013da3-f875-442f-a5e4-0f36b093e2a8) (2) Students share and type what they learn today to the padlet. (3) Encourage students to take in enough calories and be physically active.	10'
參考資料 References	第一節結束 End of the first session 1. 翰林版健康與體育第九冊 2. 十二年國民基本教育課程綱要：健康與體育領域 3. 教育部因材網：五年級健康-營養素-熱量攝取 4. YouTube video: What is a calorie? https://www.youtube.com/watch?v=VEQaH4LruUo 5. 衛福部衛教文章：兒童健康體位靠三寶—健康飲食、身體活動、充足睡眠 https://www.mohw.gov.tw/cp-3794-41290-1.html	