

臺北市芳和實驗中學高中部 114學年度 探索課程/自我探索 英美文學課程計畫

| | | | | | |
|--------------|---|-------|---|-----------------------------|---------------------------------|
| 課程名稱 | 英文批判與閱讀 | | 課程類別 | ■探索課程(選修) □科技應用 □永續議題 □書報課程 | |
| 實施年級 | □10年級 □11年級 ■12年級 | | 節數 | 每週 2 節 | |
| 設計理念 | 本課程分為兩階段，第一階段透過英語文語言技能(English language skills)中的讀、寫，以不同文體及其功能，培養學生理解不同文體之溝通目的。第二階段著重於提升學生的英語聽、說能力，藉由每周次不同的主題，訓練學生能與國際接軌的閱聽和表達技巧。 | | | | |
| 課程對應學校本位素養指標 | 2-3 發展思考脈絡 理解系統架構,提出假設或創新觀點,預測結果,解決複雜問題。 3-2 表達自我觀點 依理解的內容,運用多元媒介,清楚有條理的表達意見,並注重言談禮貌。 4-3 關懷社會議題 關心不同社會文化的重要議題及其發展,藉此培養開闊的世界觀 | | | | |
| 學習重點 | 英S-U-A1 具備積極探究的態度,主動探索課外相關資訊,擴展學習場域,提升個人英語文知能,運用各種資源,強化自主學習,為終身學習奠定基礎。 英S-U-B1 具備聽、說、讀、寫的英語文素養,能連結自身經驗、思想與價值,運用多樣的字詞及句型,在多元情境中適切溝通表達及解決問題。 英S-U-C1 具備運用英語文的積極態度,關心國際議題與自然生態;具人文關懷,主動參與社會活動。 | | | | |
| 課程目標 | 一、培養英語文聽、說、讀、寫的能力,能以英文書寫或口說的方式表述自己對事物的看法。 二、建構有效的英語文學習方法及相關學識,培養自學力。 三、尊重與悅納多元文化,培養國際視野與全球永續發展的世界觀。 四、培養以英語文進行邏輯思考、分析、整合與創新的能力。 | | | | |
| 總結性評量-表現任務 | 【多元評量】課堂學習內容檢核、全英文演講 【紙筆測驗】學習內容綜合檢測 | | | | |
| 學習進度週次/節數 | 單元/子題 | 校本大概念 | 單元內容與學習活動 | | 形成性評量(檢核點)/期末總結性 |
| 第1學期 | 第1-2週 Unit 1 Understanding Expository | 創新 | 1. 閱讀文章標題,並猜測(Predict)其文本中欲討論的內容。 2. 依照猜測的內容寫出文本的文章架構。 3. 閱讀指定文本,並比對實際文本與猜測的文本差 | | 【口語評量】 課堂對答 【檔案評量】 學習單 |

| | | | | | |
|---------|--|-------------------------------------|--|---|---|
| | | | | 別。 | 【同儕互評】 小組討論 |
| 第3-4週 | Unit 2 Identifying Persuasive Language | 創新 | | 1. 閱讀文本, 分析文本結構, 並畫記出具有說服力的句子(Persuasive sentences)。 2. 分析具有說服力的字詞所表達的意涵及其企圖目的(Intention)。 | 【口語評量】 課堂對答 【檔案評量】 學習單 寫作作品 【同儕互評】 小組討論 |
| 第5-6週 | Unit 3 Interpreting and Transferring Graphic Form / Picture to Language | 創新 | | 1. 閱讀文本及圖表/圖片, 並依自己的話詮釋其中的意涵及資訊。 2. 分析圖表/圖片中的元素, 將視覺圖示轉化成可讀的文字。 3. 根據指定的圖表/圖片, 撰寫一篇符合資訊的文章。 | 【口語評量】 課堂對答 【檔案評量】 學習單 寫作作品 【同儕互評】 小組討論 |
| 第7週 | 期中檢核 | 【多元評量】課堂學習內容檢核 【紙筆測驗】前六週學習內容綜合檢測 | | | |
| 第8-9週 | Unit 5 Descriptive | 創新 | | 1. 閱讀文本, 將其中資訊比較歸類, 並分析其中分類方法。 2. 從指定同主題的數篇文章中, 歸納整理其中共同資訊, 並運用不同的寫作技巧, 撰寫成一篇新的資訊整合文章。 | 【口語評量】 課堂對答 【檔案評量】 學習單 寫作作品 【同儕互評】 小組討論 |
| 第10-11週 | Unit 6 First Person Narrative: Distinguishing Fact from Opinion | 創新 | | 1. 閱讀文本, 整理其中的客觀事實及主觀意見。 2. 分析客觀事實及主觀意見的要素其評判法。 3. 根據指定主題, 撰寫一篇第一人稱視角且具說服力的業配文。 | 【口語評量】 課堂對答 【檔案評量】 學習單 寫作作品 【同儕互評】 |

| | | | | | |
|------|---------|---|--|--|---|
| | | | | | 小組討論 |
| | 第12-13週 | Unit 8 Understanding the Elements of Argumentative Essay | 創新 | 1. 閱讀文本, 並分析其寫作技巧及文章結構。 2. 辨識議論文(Argumentative Essay)所具備的要素及結構。 3. 根據指定題目, 撰寫一篇符合寫作要素的議論文。 | 【口語評量】 課堂對答 【檔案評量】 學習單 寫作作品 【同儕互評】 小組討論 |
| | 第14週 | 期末檢核 | 【多元評量】篇章撰寫(能以英文撰寫出一篇完整段落, 以表述自己的觀點) 【紙筆測驗】本學期學習內容綜合檢測 | | |
| 第二學期 | 第7週 | 課程簡介 英文口說技巧簡介 | 創新 | 1. 課程簡介 2. 英語口說影片欣賞 "彼得汀克萊傑 班寧頓畢業致詞" 3. 分析影片用字、語氣、語句、語調 | 【口語評量】 課堂對答 【檔案評量】 學習單 |
| | 第8-9週 | Speech Opening and Closing I&II | 創新 | 1. 觀看O'Reily演講影片 2. 寫出關鍵句, 並回答課本講演內容問題 3. 教師簡報演講技巧 4. 根據指定題目, 同儕同質性分組練習 | 【口語評量】 課堂對答 指定演講 【檔案評量】 學習單 【同儕互評】 小組討論 |
| | 第10-11週 | Giving Example | 創新 | 1. 觀看Chris Sheldrick演講影片 2. 寫出關鍵句, 並回答課本講演內容問題 3. 教師簡報舉出實例技巧 4. 學生指定販賣物品, 上台利用舉出實例技巧, 獲得最多投標者獲勝 | 【口語評量】 課堂對答 指定演講 【檔案評量】 學習單 【同儕互評】 同儕投票 |
| | 第12週 | Sending the Physical Message | 創新 | 1. 觀看Asha de Vos演講影片 2. 模仿講者肢體語言並記錄 3. 教師簡報舉出實例技巧 | 【口語評量】 課堂對答 演講影片 |

| | | | | | |
|------|-----------------|---------------------------------------|----|--|---|
| | | | | 4.根據第2-3週所練習的演講, 再加上肢體語言, 自行錄製影片繳交 | 【檔案評量】 學習單 演講影片 |
| | 第 13-14 週 | Telling Stories | 創新 | 1. 觀看Faith Jegede Cole演講影片 2. 寫出關鍵句, 並回答課本講演內容問題 3.教師簡報舉出實例技巧 4.利用story mountain寫出故事架構 5. 上台朗讀故事 | 【口語評量】 課堂對答 故事朗讀 【檔案評量】 學習單 【同儕互評】 同儕反饋 |
| 第三學期 | 第1 週 | Using Effective Visuals and Sounds | 創新 | 1. 觀看Julian Treasure演講影片 2. 回答課本講演內容問題 3.教師簡報舉出實例技巧 4.根據指定資料, 學生將文字轉化為圖表和圖片 5.上台報告 | 【口語評量】 課堂對答 圖表簡報 【檔案評量】 學習單 【同儕互評】 同儕反饋 |
| | 第2-3 週 | 期末演練 I | 創新 | 根據這幾週題目, 自選題目撰寫演講大綱及講稿 | 【口語評量】 課堂對答 【檔案評量】 演講大綱 |
| | 第4-5 週 | 期末演練 II | 創新 | 1. 根據撰寫好的講稿進行演練, 並錄製成影片 2. 同儕互評影片並給予建議 | 【口語評量】 課堂對答 【檔案評量】 演講大綱 【同儕互評】 同儕反饋 |
| | 第6-8 週 | 期末檢核I&II | 創新 | 1. 逐一上台進行簡短演講 2. 同儕反饋 | 【口語評量】 簡短演講 |

| | | | | | |
|----------|---|------------------------------------|-------------------------------|-------------------------------|------------------------------------|
| | | | | 3. 教師講評 | 【檔案評量】 演講大綱 【同儕互評】 同儕反饋 |
| 議題融入實質內涵 | <p>生 U2 看重人皆具有的主體尊嚴與內在價值，覺察自我與他人在自我認同上的可能差異，尊重每一個人的獨特性。</p> <p>閱 U2 深究文本的內容並發展自己的詮釋，以此豐富自己的知識體系。</p> <p>閱 U3 除紙本閱讀之外，依學習需求選擇適當的閱讀媒材，並了解如何利用適當的管道獲得文本資源。</p> <p>閱 U4 運用不同領域(如政治、經濟、法律等等)的文本解決生活上及學習上的問題。</p> <p>閱 U5 判讀不同類型的文本在各種情境脈絡下的適用程度。</p> | | | | |
| 評量規劃 | <p>課堂表現及出席:30%</p> <p>課堂作業及學習單:30%</p> <p>期中檢核:20%</p> <p>期末檢核:20%</p> | | | | |
| 教學設施設備需求 | 無 | | | | |
| 教材來源 | <p>選用教科書:</p> <p>1.超核心大考英文寫作</p> <p>2.10堂課練就TED Talks演講力(2ed)</p> | | | | |
| 備註 | A. 寫作作品評量規準(來源:大考中心) | | | | |
| | | 優 | 可 | 差 | 劣 |
| | 內容 | 主題(句)清楚切題，並有具體、完整的相關細節支持。(5-4分) | 主題不夠清楚或突顯，部分相關敘述發展不全。(3分) | 主題不明，大部分相關敘述發展不全或與主題無關。(2-1分) | 文不對題或沒寫(凡文不對題或沒寫者，其他各項均以零分計算)。(0分) |
| | 組織 | 重點分明，有開頭、發展、結尾，前後連貫，轉承語使用得當。(5-4分) | 重點安排不妥，前後發展比例與轉承語使用欠妥。(3分) | 重點不明、前後不連貫。(2-1分) | 全文毫無組織或未按提示寫作。(0分) |
| 文法、句構 | 全文幾無文法、格式、標點錯誤，文句結構富變化。(5-4分) | 文法、格式、標點錯誤少，且未影響文意之表達。(3分) | 文法、格式、標點錯誤多，且明顯影響文意之表達。(2-1分) | 全文文法錯誤嚴重，導致文意不明。(0分) | |

| | | | | |
|-------|----------------------------|--|-------------------------------|-----------------------|
| 字彙、拼字 | 用字精確、得宜，且幾無拼字、大小寫錯誤。(5-4分) | 字詞單調、重複，用字偶有不當，少許拼字、大小寫錯誤，但不影響文意之表達。(3分) | 用字、拼字、大小寫錯誤多，明顯影響文意之表達。(2-1分) | 只寫出或抄襲與題意有關的零碎字詞。(0分) |
|-------|----------------------------|--|-------------------------------|-----------------------|

B. 【檔案評量】評量規準(來源：<https://reurl.cc/6NE2Yd>)

| Assessment Ratings | 3 Exceeds expectations | 2 Meets expectations | 1 Partially meets expectations | 0 Does not meet expectations | Score |
|--|--|--|--|---|-------|
| Sources of Learning <i>Experiences relevant to learning outcomes</i> | Documentation and description of learning experiences related to course learning outcomes exceed expectations | Documentation and description of learning experiences related to course learning outcomes are appropriate and effectively presented | Documentation and description of learning experiences related to course learning outcomes are not effectively or completely presented | Documentation and description of learning experiences related to course learning outcomes are lacking or substantially inadequate | |
| Demonstration of Learning <i>Artifacts</i> | The presentation of artifacts is convincing , with strong support for the course's learning outcomes | The portfolio includes appropriate artifacts that support the demonstration of learning outcomes | The portfolio materials and artifacts are not fully supported by or connected to the course's learning outcomes | The portfolio's materials and artifacts are not appropriate and/or adequate , and are not supported by the presentation | |
| Evidence of Learning <i>Competencies</i> | The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks) | The portfolio adequately documents learning tied to sound educational theory (or grounded in appropriate academic frameworks) | The portfolio documents some, but not sufficient , learning tied to sound educational theory (or grounded in appropriate academic frameworks) | The portfolio shows little or no evidence of learning tied to sound educational theory | |
| Mastering Knowledge & Skills <i>Application of Learning</i> | The portfolio demonstrates the student has mastered the knowledge and skills for the course learning outcomes and can apply | The portfolio documents the acquisition of knowledge and skills for the course learning outcomes, with some ability to apply them in | The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is | The portfolio provides little evidence of the student's ability to use knowledge and skills for the course's learning outcomes in practice | |

| | | | | | |
|--|---|---|--|---|-------|
| | <i>them in practice</i> | practice | <i>limited</i> | | |
| Reflection on Learning <i>Aligned with course learning outcomes</i> | The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought | The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought | The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought | The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought | |
| Presentation <i>Completeness and quality of the portfolio presentation</i> | The portfolio is well organized with all critical elements included; learning is well-documented with writing and production skills that exceed those of most college students | The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation | Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with too many errors in spelling, grammar and punctuation | Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital presentation does not meet postsecondary standards | |
| Overall Assessment | The recommended cut score for a successful (i.e., passing) portfolio is 12 , with a score of at least 1 in each of the six assessment criteria. | | | | Total |

C. (來源:

<https://toastmasterscdn.azureedge.net/medias/files/department-documents/education-documents/evaluation-resources/english/8053-generic-evaluation-resource.pdf>)

| | 5 | 4 | 3 | 2 | 1 |
|----------------------|---|--|---|--|---|
| Clarity | Is an exemplary public speaker who is always understood | Excels at communicating using the spoken word | Spoken language is clear and is easily understood | Spoken language is somewhat unclear or challenging to understand | Spoken language is unclear or not easily understood |
| Vocal Variety | Uses the tools of tone, speed, and volume to perfection | Excels at using tone, speed, and volume as tools | Uses tone, speed, and volume as tools | Use of tone, speed, and volume requires further practice | Ineffective use of tone, speed, and volume |
| Eye Contact | Uses eye contact to | Uses eye contact to gauge | Effectively uses eye | Eye contact with audience | Makes little or no eye |

| | | | | | | |
|--|---------------------------|--|--|---|--|--|
| | | convey emotion and elicit response | audience reaction and response | contact to engage audience | needs improvement | contact with audience |
| | Gestures | Fully integrates physical gestures with content to deliver an exemplary speech | Uses physical gestures as a tool to enhance speech | Uses physical gestures effectively | Uses somewhat distracting or limited gestures | Uses very distracting gestures or no gestures |
| | Audience Awareness | Engages audience completely and anticipates audience needs | Is fully aware of audience engagement/needs and responds effectively | Demonstrates awareness of audience engagement and needs | Audience engagement or awareness of audience requires further practice | Makes little or no attempt to engage audience or meet audience needs |
| | Comfort Level | Appears completely self-assured with the audience | Appears fully at ease with the audience | Appears comfortable with the audience | Appears uncomfortable with the audience | Appears highly uncomfortable with the audience |
| | Interest | Fully engages audience with exemplary, well constructed content | Engages audience with highly compelling, well constructed content | Engages audience with interesting, well constructed content | Content is interesting but not well-constructed or is well-constructed but not interesting | Content is neither interesting nor well-constructed |
| | Well Supported | Delivers exemplary speech with a topic that is well-supported by content of the speech | Speech is excellent with a topic that is well supported by content of the speech | Speech topic is well-supported by content of speech | Speech contains content that supports the topic though some content may seem disconnected | Speech content is unrelated to the topic of the speech |