

序號 6

附件一、教學活動設計

數位輔助學科閱讀計畫高中職教學資源中心

數位輔助學科閱讀教學活動設計

單元名稱	Working While Traveling		模式	<input type="checkbox"/> 原創	<input type="checkbox"/> 改編
教學設計者	校名:陽明工商 姓名:鄭惠娟	授課教師	鄭惠娟	協同教學輔導教師	劉志哲
教學班級	遊程規劃班	教學日期	106年04月20日	教學時間	1 小時
教材來源	Textbooks Vol5 All+ Interactive English				
教學地點	Language Center				
先備知識	1. Understand the basic English reading ability 2. Can write the whole paragraph to complete the handouts				
能力指標 (教學目標)	1. Students like talking about their thoughts, whether they want to go working holiday or not. 2. Students enjoy sharing the reason why and which country they will choose to go working holiday. 3. Students are willing to answer questions and take part in the activities of the curriculum. 4. Students know how to write cover letters and resumes in English. Students can make use of what they have learned from this class to apply for working holiday programs.				
活動摘要	1. Warm up (3 minutes) Greeting to the class 2. Presentation of the power point file (45 minutes) The contents are divided into three parts: (1)Introduce working holiday(5 minutes) Brain storming → Time for students to talk about thoughts (2)Introduce programs in different countries (20minutes) Ask questions→ Time for students to share with others (3)Introduce how to write down cover letters and resumes (10 minutes) Ask questions → Time for students to do by themselves (4)Introduce how to apply for working holiday (10 minutes) Ask questions → Time for students to do by themselves				
活動流程	內容			學習單	教學媒體
1. Greeting to the class	Warm up				
2. Introduce working holiday	Brain storming → Time for students to talk about thoughts (5 minutes)				Presentation of the power

			point file
3. Introduce programs in different countries	Ask questions→ Time for students to share with others (10 minutes)		PPT
4. Introduce how to apply for working holiday	Introduce how to apply for working holiday (10 minutes)		PPT
5. Ask questions	Time for students to do by themselves	√	PPT
活動檢核表	<input type="checkbox"/> 主動積極(操弄/觀察) <input type="checkbox"/> 有建構性(清楚說出/反省) <input type="checkbox"/> 合作的(有交談互動的) <input type="checkbox"/> 有意圖的(自我調整的) <input type="checkbox"/> 真實的(複雜的/有脈絡的)	<p>描述：小組討論時觀察學生小組工作任務的表現，並給予正向鼓勵，與提醒或引導學習落後組別。</p> <p>描述：依其討論結果，了解小組表現之清楚說出有創作與建構性的結果。</p> <p>描述：小組合作與分享，能了解彼此團隊合作的表現。</p> <p>描述：小組間的分享，提供給彼此一個自我省思的機會，藉此進行自我學習的調整與修正。</p> <p>描述：檢視是否學習成果具合理性與脈絡。</p>	

(表格不足，請自行延伸)