

【109 年度中等學校在職教師 UbD 跨領域雙語課程教案撰寫格式】				
設計人及領域	蕭當家 (教授) / 伊定影 (物理) / 梅溫媿 (物理) / 盛詩沃 (英語)			
課程名稱		總節數	共_____節	
實施對象			合計_____分鐘	
指導教授	國立大台大學	中/英使用比例	中	
	教育學系 蕭當家		英	
教學設計動機與理念				
教學場域分析				
課程實施方式 (底線請填課程名稱)	國中	☐ 部定必修：_____ ☐ 校訂課程：_____		
	普通型高中	☐ 部定必修：_____ ☐ 校訂必修：_____ ☐ 選 修：_____ ☐ 彈性學習時間		
	綜合型高中	☐ 部定必修：_____ ☐ 校訂必修：_____ ☐ 校訂選修 ☐ 一般科目：_____ ☐ 專精科目：_____ ☐ 彈性學習時間		
	技術型高中 (高職)	☐ 部定必修 ☐ 一般科目：_____ ☐ 專業科目：_____ ☐ 實習科目：_____ ☐ 校訂科目 ☐ 校訂必修：_____ ☐ 校訂選修：_____ ☐ 彈性學習時間		
	單科型高中	☐ 部定必修：_____ ☐ 校訂必修 ☐ 一般科目：_____ ☐ 專業科目：_____ ☐ 選 修 ☐ 一般科目：_____ ☐ 專業科目：_____ ☐ 彈性學習時間		
核心素養	總綱核心素養	☐ A1 身心素質與自我精進 ☐ A2 系統思考與解決問題 ☐ A3 規劃執行與創新應變 ☐ B1 符號運用與溝通表達 ☐ B2 科技資訊與媒體素養 ☐ B3 藝術涵養與美感素養 ☐ C1 道德實踐與公民意識 ☐ C2 人際關係與團隊合作 ☐ C3 多元文化與國際理解		
	領域核心素養			

領域 學習 重點	學習 表現	
	學習 內容	
階段一：期望的學習結果 Desired Results		
<u>既有目標</u> (ESTABLISHED GOALS, G) The enduring understandings and learning goals of the lesson, unit, or course.	Transfer (T) <i>Students will be able to independently use their learning to ...</i> Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside the context of the course.	
	Meaning (M)	
	<u>理解事項／持久理解</u> (UNDERSTANDINGS, U) <i>Students will understand that ...</i> Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course	<u>核心問題</u> (ESSENTIAL QUESTIONS, Q) Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).
	Acquisition (A)	
	<u>學生將知道(知識)...</u> (KNOWLEDGE, K) <i>Students will know...</i> Refers to the key knowledge students will acquire from the lesson, unit, or course.	<u>學生將能夠(技能)...</u> (SKILLS, S) <i>Students will be skilled at ...</i> Refers to the key skills students will acquire from the lesson, unit, or course.

階段二：評量結果的證據 Assessment Evidence		
Evaluative Criteria Refers to the various types of criteria that students will be evaluated on.	任務表現 (PERFORMANCE TASK(S), T) Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like projects or papers.	
	關鍵標準 (Identify appropriate criteria and use them to develop the scoring rubric(s), R 的評量準則)	
	其他證據 (OTHER EVIDENCE, OE) Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.	

階段三：學習計畫 Learning Plan	
檢核活動內容(Learning Plan/W.H.E.R.E.T.O , L/WHERE TO) ■ W: help the students know where the unit is going and what is expected. Help the teacher know where the students are coming from ■ H: hook all students and hold their interest ■ E: equip students, help them experience the key ideas, and explore the issues ■ R: provide opportunities to rethink and revise their understandings and work ■ E: allow students to evaluate their work and its implications ■ T: be tailored (personalized) to the different talents, needs, and interests of learners ■ O: be organized to maximize initial and sustained engagement as well as effective learning 學習活動 <i>Summary of Key Learning Events and Instruction</i> This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.	
教學回饋（請依實際教學情形斟酌寫內容，若無則免填）	
教學省思	
教學提醒	