

嘉義縣 111 學年度全英語教學暨口說評量活動設計教案甄選

教案設計比賽甄選（封面）

主題名稱：Black History Month

參賽組別：國中

適合年級：7-9 年級

設計理念：(實施計畫柒之(二)全英語教學教案設計原則—請依素養導向的教學四大原則進行設計，並依此陳述設計理念(200字以內之簡要說明)

黑人歷史是人權歷史上重大的議題之一，透過此課程設計，學生可以理解黑人的歷史及屬於他們的音樂特色。在授課教師的引導之下，學生理解黑奴受欺壓的過程，並且知道爵士樂及嘻哈樂的創作由來，而培養學生尊重不同文化的涵養。另外，結合學生生活經驗，將音樂帶進他們的生活，讓學生透過創作歌單的過程，樂於分享自己的音樂愛好及澄清自己的感受。

作品編號：請勿填寫

附件四

全英語教學~教案設計

單元名稱 Unit/Title	Black History Month	適用年級 Grade	7th~9th grade
配合融入之學科 領域(如無，可略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段) 備註：不包含語文領域		
配合融入之議題 Integrated Issues	<input type="checkbox"/> 性別平等教育 <input checked="" type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育		
總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies	英語文領域素養 Core competencies of language (English) learning <u>英-J-A1</u> <u>英-J-A2</u> <u>英-J-B1</u> <u>英-J-C3</u>		
單元目標 Unit Objectives	1. Students learn about black history from music(hip hop and jazz). 2. Students make their own playlists. 3. Students learn target words and sentences.		
表現任務 Performance Tasks	1. Students are able to talk about black history. 2. Students are able to distinguish hip hop and jazz. 3. Students are able to use target words and sentences to make their own playlists and share them with classmates.		
Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	Period one: Let's learn about Black History. Period two: Let's make your own playlist.		
第一節 First Period			
相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines	英語文領域學習表現 Performance of language (English) learning 1-IV-6 能聽懂簡易故事及短劇的主要內容。 2-IV-1 能說出課堂中所學的字詞。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 3-IV-9 能了解故事的主要內容與情節。		

	<p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。</p> <p>8-IV-4 能了解、尊重不同之文化習俗。</p>		
學習目標 Learning Objectives	學科學習內容 Content		
	<p>There are three learning objectives in this period.</p> <p>1. Students learn the following facts about black history.</p> <p>(1) When the black slaves came to America.</p> <p>(2) How the black slaves came to America.</p> <p>(3) Why the black slaves came to America.</p> <p>(4) When the slavery ended in history.</p> <p>2. Students learn two genres of black music and can tell the differences between them.</p> <p>(1) Jazz music started earlier than Hip hop music and has more instruments and improvisation performance.</p> <p>(2) Hip hop music came later than Jazz and it had more rap in it.</p> <p>3. Students understand the connection between history and music.</p> <p>(1) Students learn that music is a way to express black slaves' thoughts and feelings.</p> <p>(2) Music unites the slaves together and fight for injustice.</p>		
	語言學習內容 (Language of Learning) Communication		
	<p>目標字詞 Target vocabulary :</p> <p>1.slaves/ slavery 2. piano 3. Jazz 4. Hip hop 5.horns 6. racism 7.improvisation 8.rap 9.DJ</p> <p>目標句型 Target sentences:</p> <p>Teacher: What do you hear?</p> <p>Student: I hear _____</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p>1. Warm up: Teachers show pictures of famous black people and ask students if they know some of them.</p> <p>2. During class:</p> <p>(1) Teachers introduce black history to students.</p> <p>(2) Teachers show Hip hop and Jazz to students and guide them to tell the differences.</p> <p>3. Activities:</p> <p>(1) Students are divided into groups, and students are assigned to answer the following questions. Students can help each other to answer the questions.</p> <p>(1-1) When did the black slaves come to America?</p> <p>(1-2) How did the black slaves come to America?</p> <p>(1-3) Why did the black slaves come</p>	Powerpoints	<p>1. Students understand the black history.</p> <p>2. Students distinguish Hip hop from Jazz.</p> <p>3. Students show empathy to black history.</p> <p>4. Students learn to respect human rights.</p> <p>5. Students learn to eliminate the racism and respect different cultures.</p>

to

America?

(1-4) How did the black slaves feel?

(2) Students listen to music which teachers play with eyes closed, and they have to raise their right hand if the music is Hip hop; and their left hand if it is Jazz.

4. Wrap up:

(1) Students watch videos of Hip hop and Jazz.

(2) Students are asked to think about their own music playlists in advance.

### 自編自選教材或學習單 Learning Materials

#### Black History Month 黑人歷史月 Hip Hop 嘻哈 & Jazz 爵士樂!



#### What kind of music do you listen to?

- 1 - Hip Hop 嘻哈 / Rap 饒舌音樂
- 2 - Pop (KPop, 流行音樂)
- 3 - Rock (搖滾樂)
- 4 - Jazz (爵士樂)
- 5 - Classical (古典音樂)



#### February is Black History Month 黑人歷史月 in America.



We celebrate Black people's contribution 貢獻 to America.

#### How did Black people come to America?

Black people came on boats from Africa in the 1600s. They were slaves 黑人奴隸. They did not want to come to America

America's slaves: 13,000,000 Black people

Taiwan's population 人口: 24,000,000 people



#### Why do we celebrate 慶祝 Black History Month?

Black people were freed from slavery 獲得自由 in 1865. But, they still face a lot of racism 種族歧視 and problems in America.

George Floyd



黑人對 Hip hop 嘻哈和 Jazz 爵士樂的影響很大。



#### Let's listen to some music!



I will play a song 放一首歌.

Close your eyes and listen!

Tell me what you hear.

#### What do you hear?

I hear \_\_\_\_\_  
Rap 饒舌  
Piano 鋼琴  
Horns 喇叭  
Improv 即興  
DJ 唱片騎師

#### Hip Hop or Jazz ?



(45 secs) Work It - Missy Elliott (2002)

#### What do you hear? Hip Hop or Jazz ?

I hear \_\_\_\_\_  
Rap 饒舌  
Piano 鋼琴  
Horns 喇叭  
Improv 即興  
DJ 唱片騎師



(45-50 seconds) Feeling Good by Nina Simone (1965)

#### Jazz 爵士樂

How did Jazz music start 開始?



When they worked in the fields 在田裡, slaves 黑人奴隸 sang songs.

They expressed feelings 表達情緒 (sad, angry, happy).

**Hip hop music 嘻哈音樂**

How did Hip Hop music start 開始?



1970 - Young Black people  
年輕的美國黑人在 New  
York City started Hip Hop  
music 嘻哈音樂!  
They expressed feelings 表  
達情緒.

**Is it Hip Hop or Jazz?**

**Hip Hop 嘻哈音樂**

**Jazz 爵士音樂**

Rap 饒舌音樂  
Piano 鋼琴  
Horns 喇叭  
Improv 即興之作  
DJ 唱片騎師

**Let's listen to some music!**



I will play a  
song 放一首  
歌.

Close your  
eyes and  
listen!

Raise your hand.  
Left = Hip Hop  
Right = Jazz

**What do you hear?**

**Hip Hop or Jazz ?**

I hear  
Rap  
Piano  
Horn  
Improv  
DJ



**(45 seconds)**

**Doo Wop by Lauryn Hill (1998)**

**What do you hear?**

**Hip Hop or Jazz ?**

I hear \_\_\_\_\_



**(45 secs)**

**In a Sentimental Mood -  
John Coltrane, Duke Ellington (1935)**

**What do you hear?**

**Hip Hop or Jazz ?**

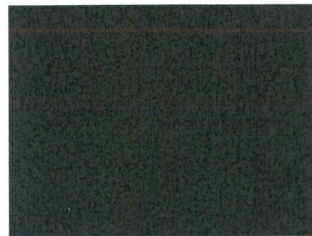
I hear \_\_\_\_\_  
Rap  
Piano  
Horn  
Improv  
DJ



**(1:05)**

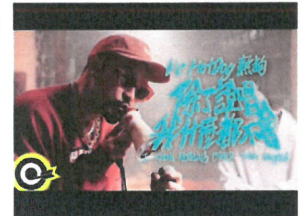
**All the Stars -  
Kendrick Lamar, SZA (2018)**

**Does Taiwan have Jazz music?**



**Does Taiwan have rap music 饒舌音樂?**

MC Hotdog 熱狗



**語言使用 Use of Language**

**課室語言  
Classroom Language**

**授課語言  
Instructional Language**

**互動語言  
Interactional Language**

1. Everyone be quiet.
2. I hope you are all ready for your English lesson.
3. Greetings.

1. Try to think about the questions and help your friends.
2. Raise your right hand.
3. Raise your left hand.

1. Thank you for your answers.
2. It's good to hear your answer.
3. Do you want to try again?

**評量 Assessment**


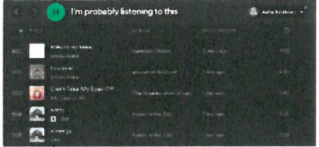
**學科內容學習評量**

1. Students have to finish the worksheet.
2. Students raise their hands to show their understanding of the two genres of music.

**英語口說學習評量**

1. Students answer the questions orally.
2. Students help others read the sentences or answer the questions.

第二節 Second Period			
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	英語文領域學習表現 Performance of language (English) learning 4-IV-5 能依提示寫出正確達意的簡單句子。 6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 8-IV-4 能了解、尊重不同之文化習俗。		
學習目標 Learning Objectives	學科學習內容 Content		
	There are two learning objectives in this period. 1. Students learn target words and sentences. 2. Students use target words and sentences to make their own playlists.		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : 1.lyrics 2. catchy 3. upbeat 4. playlist 5. rapper  目標句型 Target sentences: 1. I like the song because it makes me feel _____ 2. I like the song because the lyrics are _____ 3. I like the song because I feel _____ when I listen to it.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	1. Warm up: Teachers play a famous Hip hop song “Without You” by 高爾宣. (1) Students and teachers listen to the song together and they can sing out if they would like to. (2) After listening to the song, teachers guide students to read the lyrics and invite students to translate the lyrics with rhymes. 2. During class: (1) Students learn the target sentences: I like the song because it makes me feel _____. I like the song because the lyrics are _____. I like the song because I feel _____ when I listen to it. (2) Students make their own playlists.	powerpoints	1. Students appreciate music. 2. Students learn to use target words and sentences. 3. Students are able to speak in front of others.

	<p>They choose three favorite songs to write on the worksheet.</p> <p>3. Wrap up: Students come to the front to share their playlists with classmates.</p>		
<p>自編自選教材或學習單 Learning Materials</p>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Let's make a playlist!</b></p>  <p>Think of 3-5 songs that you LOVE!</p> <p>Write down the song and the artist 音樂家/團體.</p> <p>1 song: How does the song make you feel? Why do you like it?</p> </div> <div style="width: 48%;"> <p><b>Let's make a playlist!</b></p>  <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> </div> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 10px; margin-top: 10px;"> <!-- Row 1 --> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> <!-- Row 2 --> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: center;">• • •</p> <p>_____ 's Playlist</p> <ol style="list-style-type: none"> <li>1. _____ by _____</li> <li>2. _____ by _____</li> <li>3. _____ by _____</li> <li>4. _____ by _____</li> <li>5. _____ by _____</li> </ol> <p>I like the song _____ by _____ because it makes me feel _____.</p> </div> </div>			
<p>語言使用 Use of Language</p>			
<p>課室語言 Classroom Language</p>		<p>授課語言 Instructional Language</p>	<p>互動語言 Interactional Language</p>
<ol style="list-style-type: none"> <li>1. Greetings.</li> <li>2. Are you ready for the class?</li> </ol>		<ol style="list-style-type: none"> <li>1. Think of three favorite songs to make your own playlist.</li> <li>2. Share with us your playlist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wow, that's a great song.</li> <li>2. I like your sharing.</li> </ol>
<p>評量 Assessment</p>	<p>學科內容學習評量 Students can use target words and sentences to finish their playlists.</p> <p>英語口說學習評量 Students share with classmates their own music playlists.</p>		

教學設備／資源：Powerpoints

● 參考資料：  
無

(請自行增刪)

附件六

【實施成效】

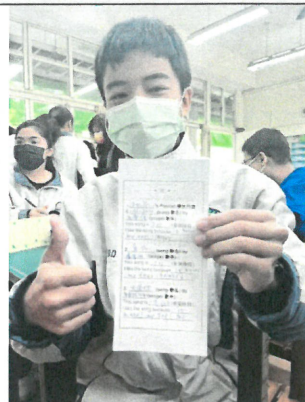
<ul style="list-style-type: none"> <li>● 領域/科目/跨領域:語文領域/英語科</li> <li>● 實施年級：7-9 年級</li> <li>● 授課教師(作者 1/2/3 之一)：Asha Krishnan / 莊惠琳</li> </ul>			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	1.課程實施進度良好，授課教師均能在指定時間內完成。
	2	能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗	2. 結合音樂影片，豐富學生學習內容，擴展學生經驗。
	3	課程實施之歷程，能落實差異化、適性化之原則，以符合不同學生之學習風格	3.學生可依自己的學習風格完成學習單。
	4	針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差	4. 教師能在課堂活動進行間給予學生個別指導，協助學生完成學習單。
課程效果	5	能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效	5.學生透過聽說讀寫的面向，學習到課程內容。
	6	課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點	6.透過反覆練習學生能精熟目標字詞及句型。
	7	能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成	7.根據學生不同的能力，適時修正學習單的難度。
	8	面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能	8.透過教學研究會，授課教師能互相討論，提升教學專業程度。



課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



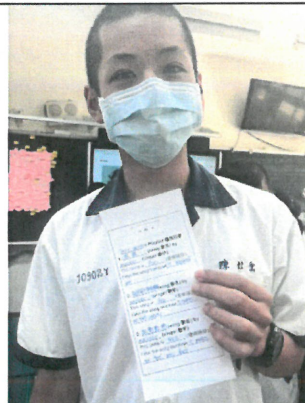
說明1：學生製作自己的歌單



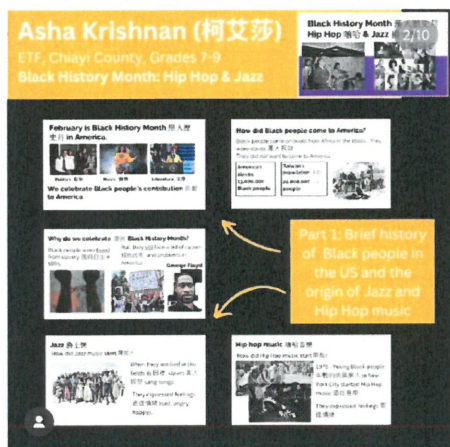
說明2：學生製作自己的歌單



說明3：學生製作自己的歌單



說明4：學生製作自己的歌單



說明5：教師的上課投影片



說明6：教師的上課投影片

課程實踐省思與回饋

透過教師簡介黑人歷史的過程，學生除了理解歷史的脈絡，更能學會尊重他人。另外透過製作個人歌單，學生也能練習英語口說能力，並能向大家推廣自己的愛好，也可以達成文化的交流。