

- 時間:06/22/2020(一)第六~七節 會議地點:時雨大樓 4F 語言教室
- 主席:薛慶榕 紀錄: 李佳珉
- 出席教師:薛慶榕、陳美琪、蔡宗叡、張憲杉、林黃燕、陳炫佐、丁威中、詹欣穎、張凱婷、李佳珉、莊偉祥、莊亞茜、黃文志
- 主題:「素養命題 ABC」
- 主講: 新北市中和高中 郭慧敏老師素養命題 ABC

研習紀錄

The Golden Circle

WHAT

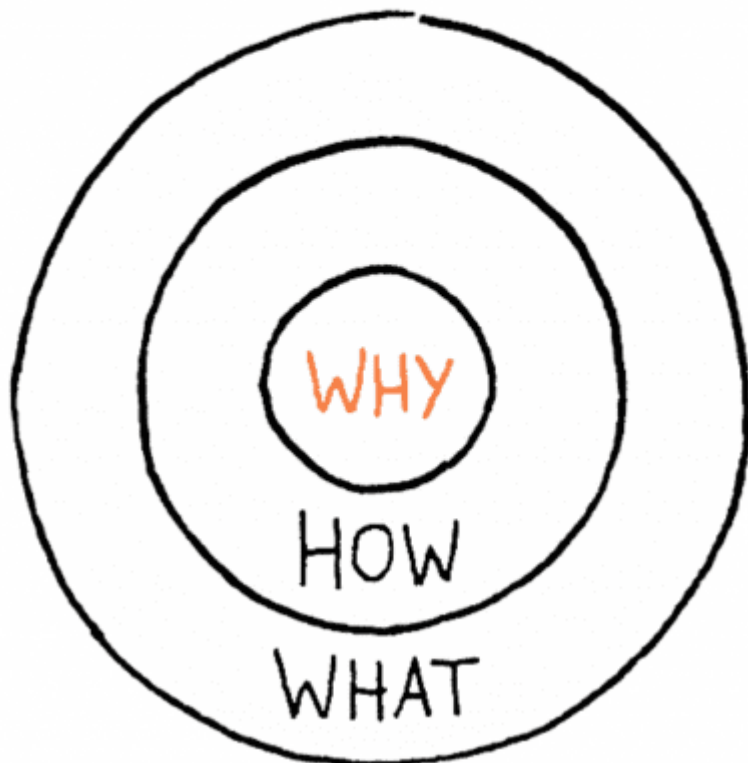
Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.



1. 素養命題取向：全人教育-強調透過學校教育(正式、非正式及潛在課程)、

家庭教育及社會教育，全方位地培養核心素養

2. 素養導向命題:

(1)以情境為基礎 (2)考察學生整合能力 (3)納入跨學科領域素材

3. 108 學測試題卷 vs 111 年試題改良研究試卷

108 學測試題卷	111 年試題改良研究試卷
一. 詞彙題：15 題 15 分 二. 綜合測驗：3 篇 15 題 15 分 三. 文意選填：1 篇 10 格 10 分 四. 閱讀測驗：4 篇 16 題 32 分	第壹部分 一.詞彙題：10 題 10 分 二.綜合測驗：2 篇 10 題 10 分 三.文意選填：1 篇 10 格 10 分 四.篇章結構：1 篇 4 格 8 分 五.閱讀測驗：3 篇 12 題 24 分
	第貳部分 一.混合題：10 分

4. 素養題實例:

<a.> Amy is Jacky's new assistant. She has never seen the talk show. She bought him a lunch box and

found that he didn't eat some dishes.

Q: Which dishes did Jacky NOT eat? Please check.



(文字圖像化)


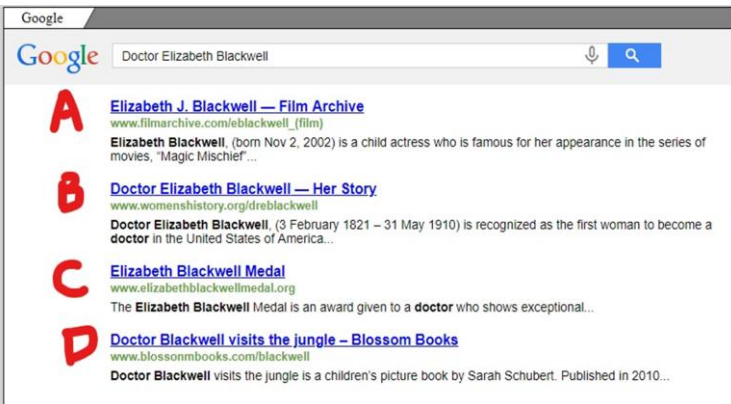
<b.> Q: Please explain why you choose these dishes according to the conversation.

(中英文作答皆可). (開放式問題)

A1: I hate anything that swims.

A2: I eat some two-leg animals, but not four-leg ones.

<c.>

Q	 <p>In this class project, you will be doing an online study of the interesting life and history of the first female doctor, Elizabeth Blackwell.</p>
A	 <p>Google search results for "Doctor Elizabeth Blackwell". The results include:</p> <ul style="list-style-type: none">A Elizabeth J. Blackwell — Film Archive www.filmarchive.com/ebblackwell_film Elizabeth Blackwell, (born Nov 2, 2002) is a child actress who is famous for her appearance in the series of movies, "Magic Mischief"...B Doctor Elizabeth Blackwell — Her Story www.womenshistory.org/dreblackwell Doctor Elizabeth Blackwell, (3 February 1821 – 31 May 1910) is recognized as the first woman to become a doctor in the United States of America...C Elizabeth Blackwell Medal www.elizabethblackwellmedal.org The Elizabeth Blackwell Medal is an award given to a doctor who shows exceptional...D Doctor Blackwell visits the jungle — Blossom Books www.blossombooks.com/blackwell Doctor Blackwell visits the jungle is a children's picture book by Sarah Schubert. Published in 2010...

<d.> Q:

1847	Elizabeth is accepted into Geneva Medical College , New York to study medicine.
1849	Elizabeth finishes university at the top of her class and is the first woman ever to receive a medical degree in America. Elizabeth travels to France where she works at La Maternité Hospital.
1857	Elizabeth travels back to America and opens up her own clinic, The New York Infirmary.
1861	Elizabeth trains nurses who will treat injured soldiers fighting in the Civil War in the United States.
1869	Elizabeth returns to England and opens a clinic in London, becoming the first female doctor in England.
1874	Elizabeth helps to create the London School of Medicine for Women.
1875	Elizabeth becomes a professor at the London School of Medicine for Children, and works there until she is 86 years old.
1910	Elizabeth dies at the age of 89 on 31 May at home in England.

When did Elizabeth's family move to New York?

(A) 1821 (B) 1832 (C) 1847 (D) 1849

R040: Lake Chad

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

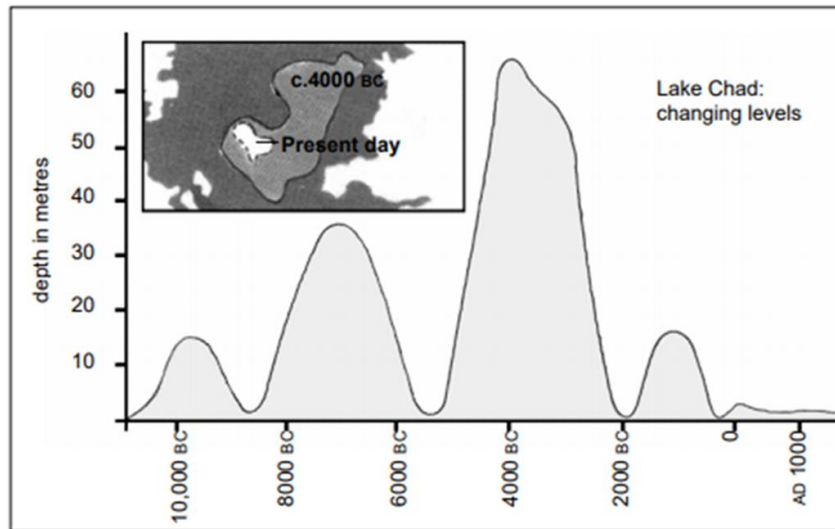


Figure 1

a. Q:

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

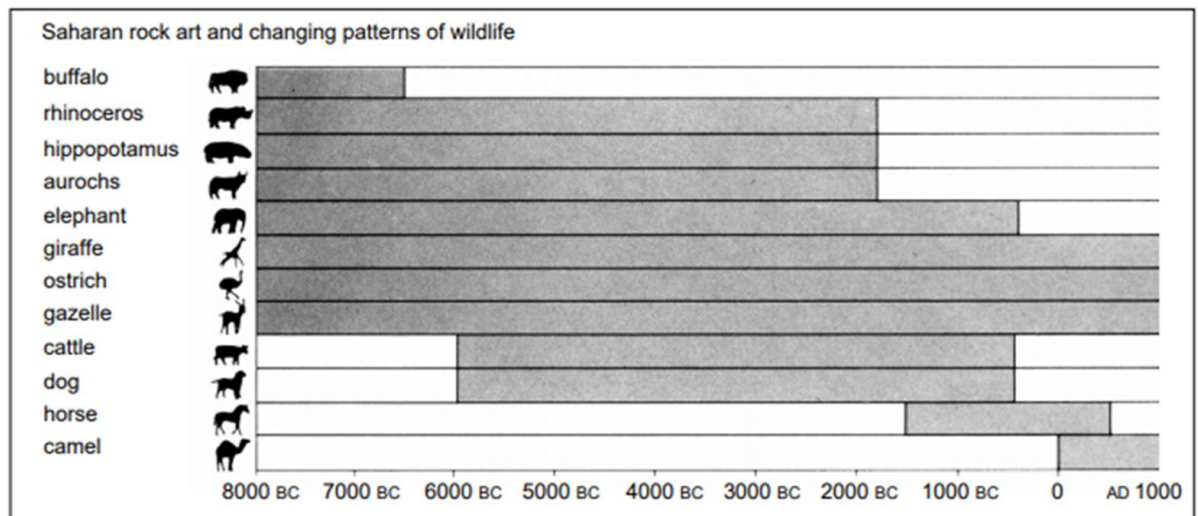


Figure 2

What is the depth of Lake Chad today? (雙文本)

- (A) About two metres.
- (B) About fifteen metres.
- (C) About fifty metres.
- (D) It has disappeared completely.
- (E) The information is not provided.

Bullying Text

PARENTS LACK AWARENESS OF BULLYING

Only one in three parents polled is aware of bullying involving their children, according to an Education Ministry survey released on Wednesday.

The survey, conducted between December 1994 and January 1995, involved some 19,000 parents, teachers and children at primary, junior and senior high schools where bullying has occurred.

The survey, the first of its kind conducted by the Ministry, covered students from the fourth grade up. According to the survey, 22 per cent of the primary school children polled said they face bullying, compared with 13 per cent of junior high school children and 4 per cent of senior high school students.

On the other hand, some 26 per cent of the primary school children said they have bullied, with the percentage decreasing to 20 per cent for junior high school children and 6 per cent for senior high school students.

Of those who replied that they have been bullies, between 39 and 65 per cent said they also have been bullied.

The survey indicated that 37 per cent of the parents of bullied primary school children were aware of bullying targeted at their children. The figure was 34 per cent for the parents of junior high school children and 18 per cent for those of the senior high school students.

Of the parents aware of the bullying, 14 per cent to 18 per cent said they had been told of bullying by teachers. Only 3 per cent to 4 per cent of the parents learned of the bullying

from their children, according to the survey.

The survey also found that 42 per cent of primary school teachers are not aware of bullying aimed at their students. The portion of such teachers was 29 per cent at junior high schools and 69 per cent at senior high schools.

Asked for the reason behind bullying, about 85 per cent of the teachers cited a lack of education at home. Many parents singled out a lack of a sense of justice and compassion among children as the main reason.

An Education Ministry official said the findings suggest that parents and teachers should have closer contact with children to prevent bullying.

School bullying became a major issue in Japan after 13-year-old Kiyoteru Okouchi hanged himself in Nishio, Aichi Prefecture, in the fall of 1994, leaving a note saying that classmates had repeatedly dunked him in a nearby river and extorted money from him.

The bullying-suicide prompted the Education Ministry to issue a report on bullying in March 1995 urging teachers to order bullies not to come to school.

b. Q: Why does the article mention the death of Kiyoteru Okouchi?

A: To explain why the survey was conducted.

To give the background to why people are so concerned about bullying in Japan.
He was a boy who committed suicide because of bullying.

To show how far bullying can go.

It was an extreme case.

(以上回答皆得兩分; 看懂雜誌、開放式問答)

5. 素養評量的要素檢核:

- a. 符合真實性問題
- b. 跨領域或跨學科
- c. 結合學習表現與適當的學習內容
- d. 符應解決生活問題

6. PRILS 閱讀理解歷程:

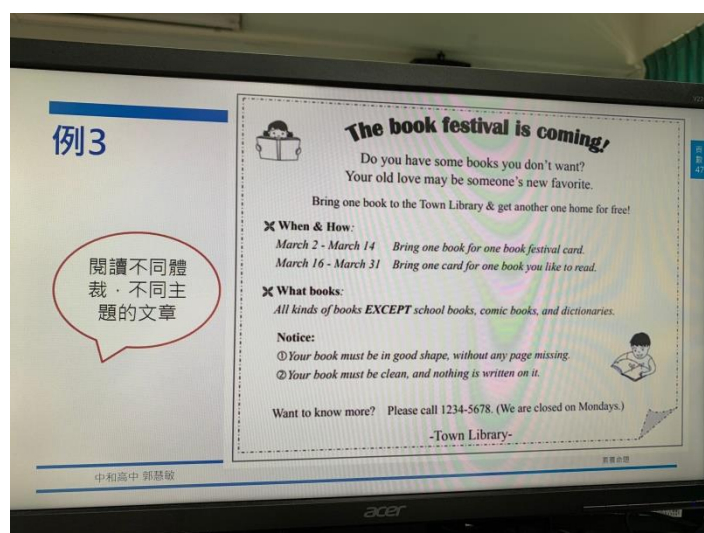
- e. 直接提取
- f. 推論分析
- g. 詮釋整合
- h. 比較評估



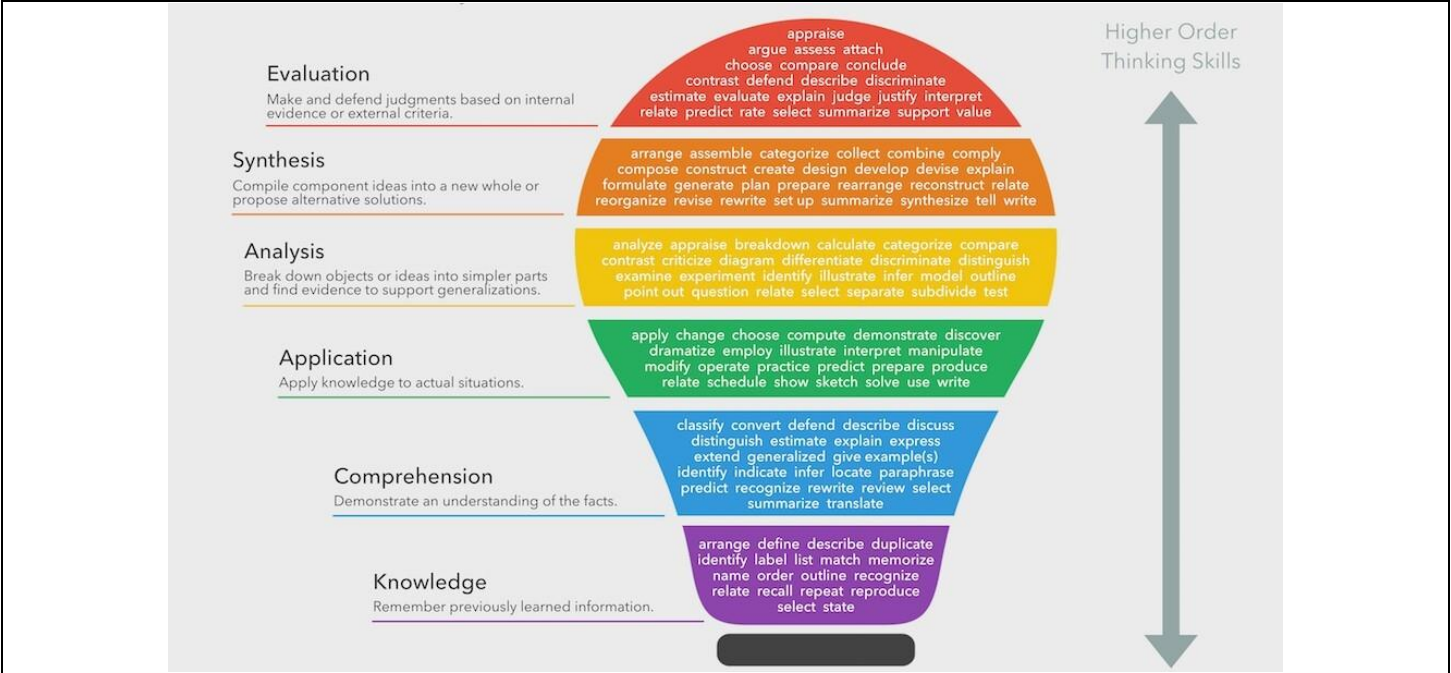
研習心得

薛慶榕	看到郭老師總是滿腔熱血地分享，不畏艱難地參加全國各式各樣大大小小的比賽，讓我燃起無比敬畏之心！老師一直都是個具挑戰的職業，尤其是這幾年在 108 新課綱下，老師還要能有跨領域的本事，有整合組織、資料收集的能力。更重要的是，要能找到彼此互相契合的團隊。其實不是只有學生需要學習，老師們更需要時時精進自己，像郭老師都還在時時刻刻研究國內外試題，知己知彼百戰百勝！非常感謝郭老師，我在校外研習時遇到她，她還主動來詢問我們時雨高中的近況，也很感恩她特別撥空來本校指導，大家都收穫良多！
陳炫佐	高中英文方面的改變不多，不管題型是否是新的，學生要考好的成績，還是在於根本的單字文法句型的底子沒有穩，再怎樣的考題，學生還是不會作答。
陳美琪	郭慧敏老師對素養導向的研究專精，在研習中傳授許多一手資料與個人見解，讓我們可以提早準備並因應未來的素養導向命題方向，不再用過去傳統的命題方式來考核學生，而是用面對新世代的新作法，與時並進！
黃文志	瞭解了未來考試題型的變化方向，對素養導向的題型有更進一步的瞭解，知道如何出素養導向的題目。
張憲杉	這次的研習真是受益匪淺，經過中和高中郭老師的經驗分享，確實的瞭解素養命題的實質內涵及命題方向。對新課綱的課程設計有了全新的體認，將應用在日常教學活動中，培養學生日後參加大考的應對能力！

蔡宗叡	108 課綱重視分析與應用，圖片分析、圖表分析、雙篇文章對照分析。 未來題目敘述也可能開放中文題幹，以方便學生了解題意。
張凱婷	108 課綱重視分析與應用，圖片分析、圖表分析、雙篇文章對照分析。 未來題目敘述也可能開放中文題幹，以方便學生了解題意
詹欣穎	更了解素養題的方向及解題技巧
丁威中	這次的研習讓我更理解新課綱中所倡導的素養題型內容，雖然尚未能完全透徹抓住其精髓，但看著郭老師能量滿滿的分享著她的教學樂趣，相信未來在實務面的落實，令人期待。
莊偉祥	謝謝郭老師的細心講解，讓我們更了解素養題的出題方式以及評分方法。而素養的概念可以從很生活化到學術，也挑戰了每個英文老師的實力與創造力。更重要的是，我從郭老師身上看到了教學熱情的重要性，滿滿的教學熱忱才是推動教育的關鍵。
李佳珉	今天老師的考題分享讓我印象深刻，我會想把這些考題放到未來的週考，活躍題型。



活動照片記錄：



未來素養考題範例



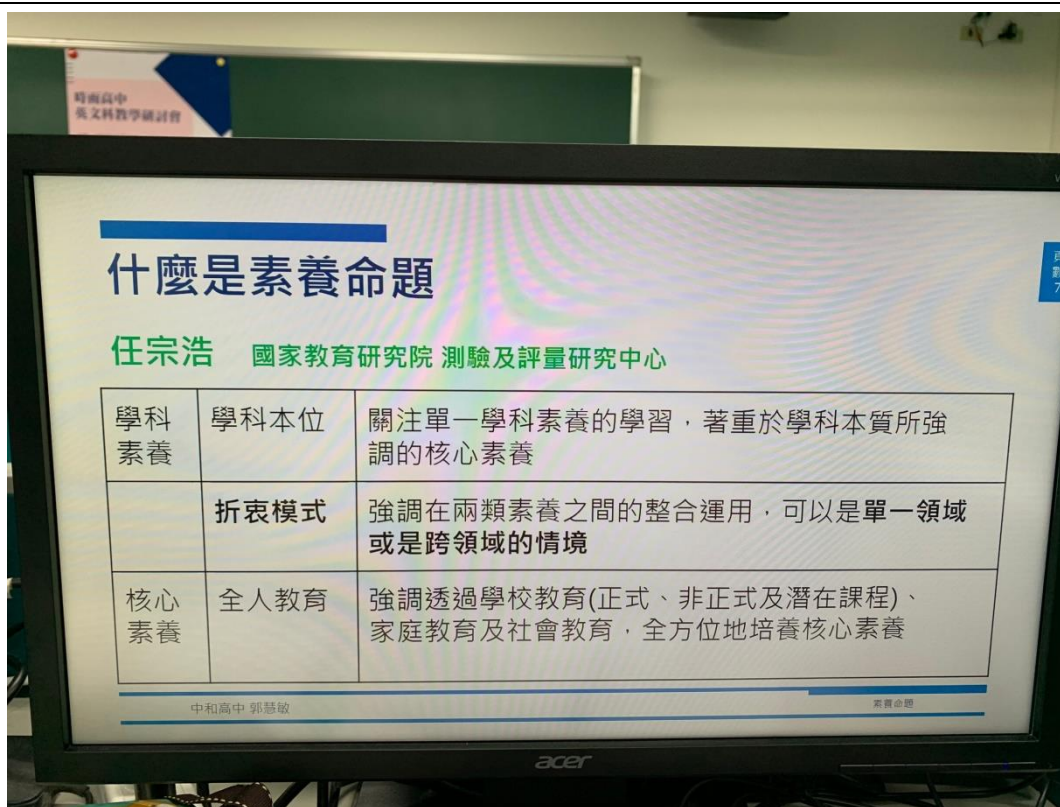
時雨高中英文團隊與郭老師合照留影



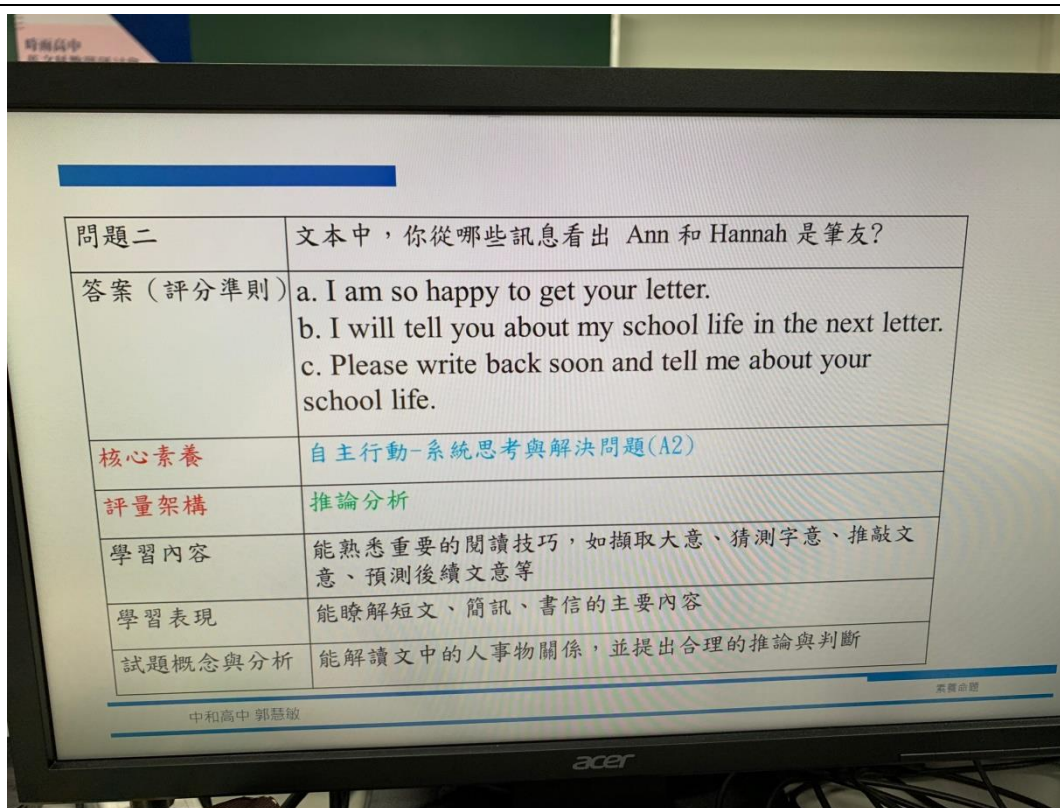
講師介紹



英文老師素養題目編纂



考題設計原則



考題設計原則

Here is part of a conversation between two people who read "The Miser and his Gold".

文本外

Speaker 1: The neighbour was nasty. He could have recommended replacing the gold with something better than a stone.

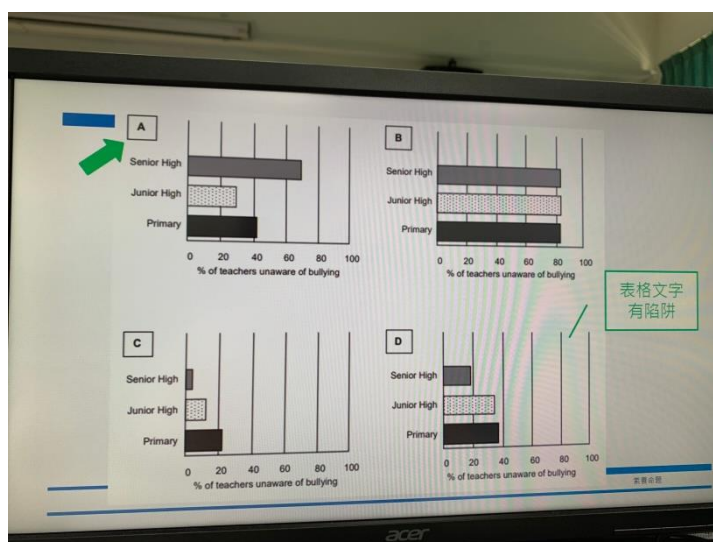
Speaker 2: No he couldn't. The stone was important in the story.

1. 了解故事內容與情節

Read the sentences below and number them according to the sequence of events in the text.

The miser decided to turn all his money into a lump of gold.	
A man stole the miser's gold.	
The miser dug a hole and hid his treasure in it.	
The miser's neighbor told him to replace the gold with a stone.	

跨領域考題範例



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主題: Bullying

例3. 雜誌文章

Kiyoteru

跨領域考題範例