



大綱

1. 前言
2. 課程設計的界說
3. 美國華語文課程設計的理念
4. 美國華語課程的設計與建議
5. 結語

1. 關於課程設計

由上而下？

↓

這些都是課程設計！

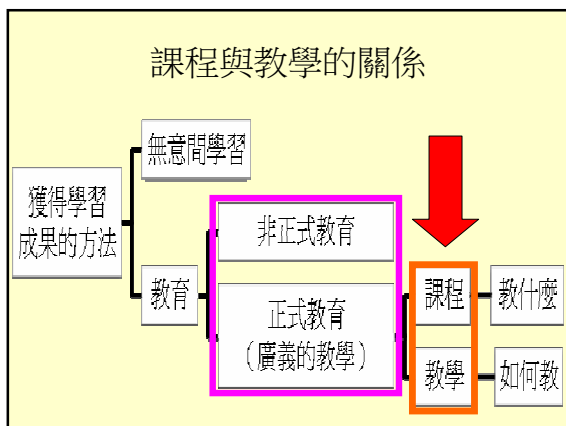
- (1) 怎麼規畫、實施一套中學或小學、幼兒園的課程？
- (2) 怎麼規畫、實施一個年級的課程？
- (3) 怎麼規畫、實施一套中學或小學、幼兒園的課程？
- (4)

↑

由下而上？

2. 課程設計的界說

- 2.1. 「課程」與「課程模式」的定義
- 2.2. 課程模式的概念
- 2.3. 課程設計的意義
- 2.4. 課程設計的導向



2.1. 「課程」與「課程模式」的定義

- **狹義「課程」**：指實際教學中的學科課表，與教學步驟、內容、方法等；
- **廣義「課程」**：涵蓋教育方案的目的、內容、活動以及組織架構的正式課程（official curriculum）。

教育內容的核心 → 課程

Richard, J.C. (2001:145)提出的課程理論基礎是為尋求以下問題的解答：

(1) 這門課程是為誰而開的？

(2) 這門課程的內容是什麼？

(3) 用什麼教與學的方法來實施這課程？

who what how 正是課程設計理論的基礎

Who, what, how 到哪裡找

- ACTFL TOY 2009
- NationalLanguageTeacher@actfl.org
- theisent@gmail.com
- <http://tonitheisen.wikispaces.com>
- Loveland High School
- Loveland, CO 80538
- www.actfl.org

[ACTFLTOY11-21-2009Presentation.pdf](#)

- Route21:
<http://www.21stcenturyskills.org/route21/>

: a one-stop-shop for 21st century skills-related information, resources and community tools.

21st Century Tools to Teach, Learn, Collaborate and Advocate for Languages



- Classroom 2.0 wiki:
<http://wiki.classroom20.com/>

Core Subjects and 21st Century Themes

Core Subjects

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World Languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics



Critical and Creative Thinking Questioning Strategies and Products using Bloom's Taxonomy **Lower-level Thinking Skills**

Knowledge (know and aware)	Comprehension (understand)	Application (use, transfer)
Key words <ul style="list-style-type: none"> • know • recall • name • select • tell • match • state • recite • memorize • identify • list • label • choose • define • recognize 	Key words <ul style="list-style-type: none"> • summarize • define • restate • rewrite • translate • describe • discuss • estimate • illustrate • give examples • extrapolate • edit • use 	Key words <ul style="list-style-type: none"> • apply • construct • plan • utilize • interview • model • develop • organize • construct • role-play • research • solve • classify • manipulate • outline

Sample questions

- What is...?
- Where is...?
- How did...happen?
- Can you recall?
- Can you list?
- Who is...?
- Who were the main...?
- Why did...?
- How is...?
- Can you list all the words for...?
- How many...?

Sample questions

- How would you describe..?
- Can you explain what is happening?
- How would you summarize..?
- What is the main idea..?
- How would you illustrate..?
- Where will you use...?
- Who was main character?

Sample questions

- How would you apply this..?
- What examples can you find to..?
- What is significant?
- What questions would you ask in an interview with..?
- How would you role-play?
- Can you group by..?
- How would you solve this?

Sample products	Sample products	Sample products
<ul style="list-style-type: none"> practice exercises vocabulary/grammar quizzes chart facts in isolation recite a poem label the cities match the following... Match the foods 	<ul style="list-style-type: none"> draw pictures, comic strips, graphics etc. define.... summarize the.. retell the story describe the ... revise, edit give a presentation 	<ul style="list-style-type: none"> roleplays artwork use map, guides, charts, menus, schedules, etc make models demonstrations graphic organizers

「大課程」與「小課程」的概念

• 大課程：

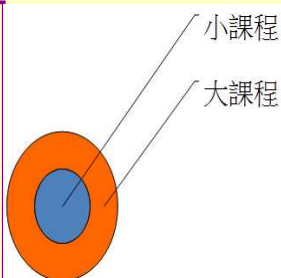
- 負責者(ACTFL、CLTA)
 - [StandardsforFLExecsumm_rev.pdf](#)
 - [Chinese_K-5_Expectations.pdf](#)
 - [Draft_Theme_1_A_2_who_home.pdf](#)
- 負責者(各州教育局)
 - [worldlanguage2009\(加州\).pdf](#)
 - [CA World Language Content Standards.pdf](#)

• 小課程：

- 負責者學校主管、各年級主任、各班任課教師
- 決定課程範圍，有層級之分，如國家的、地方的，但是最基本的層級在「**教師**」。

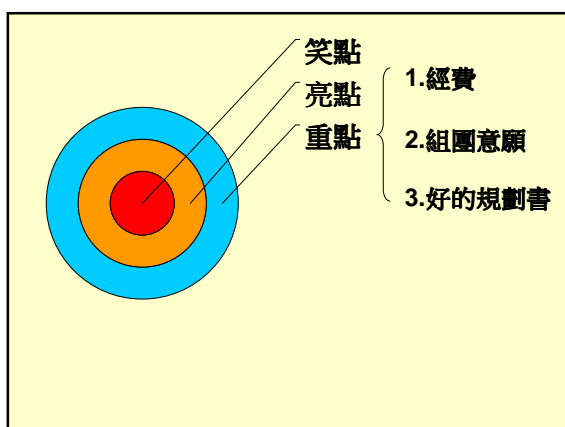
大課程與小課程

- 教師應瞭解「大課程」和「小課程」的概念，尤其華語文教學已經從語言課程走向學校課程，甚至受教育政策影響成為教育課程，由社會大眾共同承擔課程評鑑的責任。
- 教師應時時將「小課程」放在「大課程」的框架中檢視，如此一來也有助於教師進行課程理解、教學設計及行動研究



小課程設計 舉例

- 例1 高師大短期班課程設計：
[高師大暑假遊學團簡介.ppt](#)
- 例2 美國暑期夏令營的課程設計：
[三隻毛毛蟲教學實務.ppt](#)
- 例3 美國非主流學校的課程設計：
[syllabus.pdf](#)



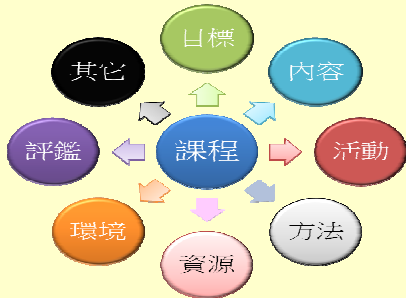
3. 美國華語文課程設計的理念

3.1. 華語文的課程設計考量因素

3.2. 美國華語文課程設計的依據

3.3. 步驟

3.1.華語文的(小)課程設計考量因素



21世紀課程設計的新概念

- 1.解決問題的學習
UbD(Understanding by Design)
- 2.主題式統整教學
- 3.多元智能的開發
- 未來需要的人才

課程設計的導向

教師中心	科目中心	學生中心
<ul style="list-style-type: none"> • 教師想教的 • 教師能教的 • 教師認為應教的 	<ul style="list-style-type: none"> • 科目的範疇 • 科目的結構 • 科目的順序 	<ul style="list-style-type: none"> • 學生的特徵 • 學生的需要 • 學生的參與 • 學生的組合特徵(同質或異質、學生個別特徵、學生需求)

以學生為中心的課程設計

- 學生參與課程設計的理由：
 - (1)學生不是一張白紙
 - (2)學生是課程教學的最重要關係人
 - (3)激發學生的學習動機

學生參與課程設計的方式

- 教師開放接收學生的課程教學意見
- 教師邀請學生共同設計教學目標
- 教師開放部份教學活動由學生主導
- 教師邀請學生共同發展教材
- 教師開放部份作業評量由學生選擇

UbD=Understanding by Design

- UbD=Understanding by Design，「重視理解的課程設計」。
- UbD是由美國的教育專家Grant Wiggins與Jay Mc Tighe於1998年所提出，是「較新」且「建構導向」的一套教學設計框架。

UbD模式的特色

- 未來在等待的人才：六大感性能力
- 21世紀重視學生就業能力的養，UbD成為教育單位及教學工作者教學設計的良好方。
- UbD講求：
 1. 「多元評量」
 2. 「學習者中心」
 3. 「問題解決導向」

UbD的重要原則

- 一、利用大概念引導學習者積極學習
- 二、協助學習者聚焦於持續理解
- 三、三階段的逆向設計(Backward design)
- 四、將學習歷程成果集結成「相簿」，而非「快照」
- 五、利用UbD打造學習型社群(組織)



UbD的理念

- 將「大概念」轉化為課程核心的持續理解與主要問題，參考表1說明：

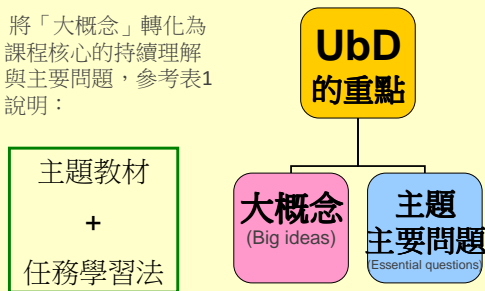


表1.大概念與主要問題

大概念 (Big ideas)	主要問題 (Essential questions)
<ul style="list-style-type: none"> • 學科內容的「核心」概念。 • 將持續專注於普世認同的價值。 • 具備「可遷移到」其他學科或主題的特質。 • 能有效連結學科內容的事實與技能。 • 教學設計時不能只將知識內容照本宣科，而是要解構、綜合後再理解、建構。 	<ul style="list-style-type: none"> • 在我們生活中會經常面對與解決的重要問題。 • 學習者能藉由主要問題來掌握大概念並做出相關決策。 • 切中學科知識主題與引起學習動機的問題。

課程組織中心的統整方式



3.2.美國華語文課程設計的依據

- [課程規劃\(K-8\).doc](#)

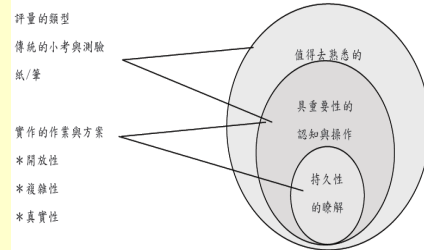


圖 建立課程的優先順序與評量

- 以美國·幼童·一年級為例
- Foreign Language Resource Center(美國國家外語教育資源中心)

<http://wayback.archive-it.org/855/20101103144925/http://nflrc.iastate.edu/>

1. [Chinese_K-5_Expectations.pdf](#)
2. [Grade_1_Scope_and_Sequence.pdf](#)
3. [Draft_Theme_1_A_1_who_school.pdf](#)
4. [Draft_Theme_1_A_2_who_home.pdf](#)

Foreign Language Resource Center

Welcome

Project Description
Curriculum
Research
Professional Development

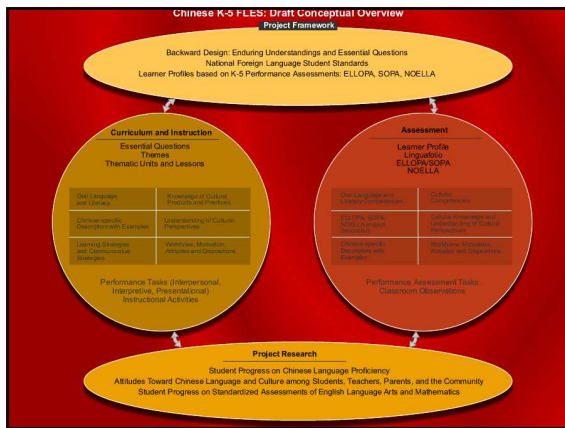
The Center for Applied Linguistics (CAL) in Washington D.C and the National K-12 Foreign Language Resource Center at Iowa State University are collaborating on a project to improve and expand the teaching of Chinese at kindergarten through grade five by establishing an articulated, long-sequences model of instruction and conducting research on the implementation of that model.

Draft Conceptual Overview

Activities include:

- Developing a Chinese K-5 language framework;
- Designing a proficiency-focused and standards-based curriculum based on Backward Design;

Click on the Diagram for the Full Size



Who Are WE ?

Thematic- and Concept-based Units Focused on Essential Questions

August/Sept	October	November	December	January	February	March	April	May/June	
Unit K.A: Who are we in school?				Unit K.B: Who are we at home?				Unit K.C: Who are we in the community?	Unit K.D: Culmination of Kindergarten Units
Theme K.A.1	Theme K.A.2	Theme K.A.3	Theme K.A.4	Theme K.B.1	Theme K.B.2	Theme K.B.3	Theme K.C.1	Theme K.D	
Who are we in our Chinese classroom?	Who are our friends?	Who are our classmates?	What do we know about schools? (culminating)	Who are our families?	How do families celebrate?	What do we know about our families? (culminating)	What people and places are in our community?	Who are we?	
Moon Festival: moon cake, family get together Thanksgiving: turkey, family get together				New Year, Chinese New Year: family, food, expressions, traditions, gifts		Dragon Boat Festival: boat race (sport), food, arts and crafts Birthday Celebrations: family, food, expressions, traditions, gifts			

August/Sept	October	November	December
Unit K.A: Who are we in school?			
Theme K.A.1	Theme K.A.2	Theme K.A.3	Theme K.A.4
Who are we in our Chinese classroom?	Who are our friends?	Who are our classmates?	What do we know about schools? (culminating)
<u>Moon Festival: moon cake, family get together</u>			
<u>Thanksgiving: turkey, family get together</u>			

January	February	March
Unit K.B: Who are we at home?		
Theme K.B.1	Theme K.B.2	Theme K.B.3
Who are our families?	How do families celebrate?	What do we know about our families? (culminating)
<u>New Year, Chinese New Year: family, food, expressions, traditions, gifts</u>		
<u>Birthday Celebrations: family, food, expressions, traditions, gifts</u>		

April	May/June
Unit K.C: Who are we in the community?	Unit K.D: Culmination of Kindergarten Units
Theme K.C.1	Theme K.D
What people and places are in our community?	Who are we?
<u>Dragon Boat Festival: boat race (sport), food, arts and crafts</u>	

CHINESE FLES KINDERGARTEN EXPECTATIONS				
Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> Carry out a limited number of commands with prompt Understand basic questions on learned topics Demonstrate basic understanding of high frequency expressions on learned topics Understand high frequency words and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions 	<ul style="list-style-type: none"> Produce isolated words and high frequency expressions within predictable topic areas Produce basic utterances with hesitation, but comprehensible to teachers of Chinese 	<ul style="list-style-type: none"> Based on a limited number of learned Chinese characters as appeared in printed or online materials: <ul style="list-style-type: none"> Identify isolated Chinese characters 	<ul style="list-style-type: none"> Trace and copy Chinese characters by hand Trace, copy, and write the numbers 1-10 in Chinese characters 	<ul style="list-style-type: none"> Identify where China is on a globe Understand Chinese is spoken in many parts of the world Compare Chinese and American holidays Know the date, food, and celebration associated with Moon Festival, Chinese New Year and Dragon Boat Festival; Familiar with a few famous Chinese legends Recognize a few key Chinese pictographs Sing or perform some popular children's songs, rhymes, poems, games, and/or dance

Listening

- Carry out a limited number of commands with prompt
- Understand basic questions on learned topics
- Demonstrate basic understanding of high frequency expressions on learned topics
- Understand high frequency words and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions

Speaking

- Produce isolated words and high frequency expressions within predictable topic areas
- Produce basic utterances with hesitation, but comprehensible to teachers of Chinese

Reading

- Based on a limited number of learned Chinese characters as appeared in printed or online materials:
 - Identify isolated Chinese characters

Writing

- Trace and copy Chinese characters by hand
- Trace, copy, and write the numbers 1-10 in Chinese characters

Culture

- Identify where China is on a globe
- Understand Chinese is spoken in many parts of the world
- Compare Chinese and American holidays
- Know the date, food, and celebration associated with Moon Festival, Chinese New Year and Dragon Boat Festivals;
- Familiar with a few famous Chinese legends
- Recognize a few key Chinese pictographs
- Sing or perform some popular children's songs, rhymes, poems, games, and/or dance

CHINESE FILES GRADE 1 EXPECTATIONS

Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> • Carry out a limited number of commands with prompt • Understand basic questions on learned topics • Demonstrate basic understanding of simple statements on learned topics • Understand phrases and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions 	<ul style="list-style-type: none"> • Participate in basic conversations on learned topics by responding to questions, using memorized expressions • Make short oral presentations on learned topics • Produce basic utterances with hesitation, but comprehensible to sympathetic native speakers of Chinese 	<p>Based on a limited number of learned Chinese characters as appeared in printed or online materials:</p> <ul style="list-style-type: none"> • Identify learned characters in context 	<ul style="list-style-type: none"> • Differentiate Chinese characters from English writing • Recognize that Chinese characters are written following a prescribed sequence • Recognize and write 5-10 Chinese pictographic characters/radicals. • Use Chinese characters to express good wishes and feelings, e.g., make greeting cards. 	<ul style="list-style-type: none"> • Identify where sister schools are located in China • Recognize the neighborhood where our town/city is located • Compare my and my sister school's neighborhoods • Know the important holidays that my school and my sister school celebrate; • Recognize Chinese has tones; • Become more familiar with famous Chinese legends and folktales • Sing or perform some popular children's songs.

Grade 1 :Listening

- Carry out a limited number of commands with prompt
- Understand basic questions on learned topics
- Demonstrate basic understanding of simple statements on learned topics
- Understand phrases and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions

Grade 1 :Speaking

- Participate in basic conversations on learned topics by responding to questions, using memorized expressions
- Make short oral presentations on learned topics
- Produce basic utterances with hesitation, but comprehensible to sympathetic native speakers of Chinese

Grade 1 :Reading

- Based on a limited number of learned Chinese characters as appeared in printed or online materials:
- Identify learned characters in context

Grade 1: Writing

- Differentiate Chinese characters from English writing
- Recognize that Chinese characters are written following a prescribed sequence
- Recognize and write 5-10 Chinese pictographic characters/radicals.
- Use Chinese characters to express good wishes and feelings, e.g., make greeting cards.

Grade 1: Culture

- Identify where sister schools are located in China
- Recognize the neighborhood where our town/city is located
- Compare my and my sister school's neighborhoods
- Know the important holidays that my school and my sister school celebrate;
- Recognize Chinese has tones.
- Become more familiar with famous Chinese legends and folktales
- Sing or perform some popular children's songs, rhymes, poems, games, and/or dance
- Create and decorate a traditional artifact and identify its use (such as paper fans, their shape, material, and decoration determined by gender)

美國·加州

- 1. Foreign Language Teaching in U.S. Schools: Results of a National Survey, by Nancy C. Rhodes and Ingrid Pufahl:
<http://www.cal.org/projects/executive-summary-08-09-10.pdf>
- 2. ACTFL Foreign Language Standard:
http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf
- 3. ACTFL Proficiency Guidelines:
<http://www.actfl.org/files/public/Guidelinespeak.pdf>
- 4. Linguafolio:
http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index
- 5. World Language Content Standards of California Public Schools Kindergarten through Grade Twelve:
<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

<http://www.cal.org/projects/executive-summary-08-09-10.pdf>

Order your copy of the full report online!



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For information on survey methodology, downloadable resources, and other news of interest, visit

www.cal.org/flsurvey

CAL CENTER FOR APPLIED LINGUISTICS

Design and production of Foreign Language Teaching in U.S. Schools were generously provided by Santilana USA.

http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Standards for Foreign Language Learning

Communication
Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop insight into the nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index



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LinguaFolio Links

LinguaFolio Home

LinguaFolio Training Modules

Building Your Own LinguaFolio

Biography

Language Background

Interculturality

Self-Assessment Checklists

Dossier

Passport

Resources

International Benchmarking

LinguaFolio

LinguaFolio is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.

It includes these three components:

- Biography, where information about a student's language background, intercultural activities, and the self-assessment checklists are documented,
- Dossier, where samples of a student's work document progress over time, and
- Passport, where formal qualifications, certificates or diplomas, and achievements are recorded, along with a summary of self-assessments that describe competency with different languages.

This three-fold approach, based on the European Language Portfolio, enables language learners of all ages and levels to document their language learning as they move along the continuum towards greater proficiency.

LinguaFolio is not limited to documenting progress in learning "foreign" languages. Native speakers of languages other than English can use LinguaFolio to document both their progress in learning English as an additional language and their proficiency in their home language or languages. Native speakers of English learning other world languages can use LinguaFolio in a similar manner, documenting their progress in the additional language or languages they are learning, as well as documenting their level of proficiency in English.

加州公立學校外語學習標準

<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

World Language Content Standards for California Public Schools Kindergarten Through Grade Twelve

Content

Stage I

- 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 1.1 Students address discrete elements of daily life, including:
 - a. Greetings and introductions
 - b. Family and friends
 - c. Pets
 - d. Home and neighborhood
 - e. Celebrations, holidays, and rites of passage
 - f. Calendar, seasons, and weather
 - g. Leisure, hobbies and activities, songs, toys and games, sports
 - h. Vacations and travel, maps, destinations, and geography
 - i. School, classroom, schedules, subjects, numbers, time, directions
 - j. Important dates in the target culture
 - k. Jobs
 - l. Food, meals, restaurants
 - m. Shopping, clothes, colors, and sizes
 - n. Parts of the body, illness
 - o. Technology

*Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2003, pp. 10-14.

Stage II

- 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 2.1 Students address topics related to self and the immediate environment, including:
 - a. Social relationships
 - b. People in the community
 - c. Zoo and farm animals, fables
 - d. Care of the home, interacting with people in the community
 - e. Holiday customs and transition points in life
 - f. Climate
 - g. Cultural and leisure-time activities, outdoor, recreational activities, music
 - h. Transportation, lodging, itineraries, geographic features and landmarks
 - i. Curricular and extracurricular interests and events
 - j. Significant historical figures
 - k. Professions and the working world
 - l. Cuisine and recipes
 - m. Clothing and fashion
 - n. Health, medical care
 - o. Technological advances and innovation

Communication Stagell

To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate.

Stage I

- 1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
- 1.1 Engage in oral, written, or signed (ASL) conversations.
- 1.2 Interpret written, spoken, or signed (ASL) language.
- 1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

- 1.4 List, name, identify, and enumerate.
- 1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
- 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Stagell

Stage II

- 2.0 Students use created language (sentences and strings of sentences).
 - 2.1 Engage in oral, written, or signed (ASL) conversations.
 - 2.2 Interpret written, spoken, or signed (ASL) language.
 - 2.3 Present to an audience of listeners, readers, or ASL viewers.
- ### Functions
- 2.4 Initiate, participate in, and close a conversation; ask and answer questions.
 - 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
 - 2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Cultures

Stage I

- 1.0 Students use appropriate responses to rehearsed cultural situations.
- 1.1 Associate products, practices, and perspectives with the target culture.
- 1.2 Recognize similarities and differences in the target cultures and between students' own cultures.
- 1.3 Identify cultural borrowings.

Stage II

- 2.0 Students choose an appropriate response to a variety of situations.
- 2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
- 2.2 State similarities and differences in the target cultures and between students' own cultures.
- 2.3 State reasons for cultural borrowings.

Structures

Stage I

- 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
- 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
- 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

Stage II

- 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
- 2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
- 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings

For students to communicate effectively, they use elements of language appropriate to a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture.

Stage I

- 1.0 Students use language in highly predictable common daily settings.
- 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Stage II

- 2.0 Students use language in interpersonal settings.
- 2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

California

- As students become literate in the target language, they acquire relevant content through the study of **various topics**. This in turn expands their access to information from **around the globe**. At the same time, students use the language to participate in everyday social interactions with **members of California's diverse communities**. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum,* students address a wide variety of content that is age- and stage-appropriate.

• Stage I

- 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 1.1 Students address discrete elements of daily life, including:
 - »a. Greetings and introductions
 - »b. Family and friends
 - »c. Pets
 - »d. Home and neighborhood
 - »e. Celebrations, holidays, and rites of passage
 - »f. Calendar, seasons, and weather

- »g. Leisure, hobbies and activities, songs, toys and games, sports
- »h. Vacations and travel, maps, destinations, and geography
- »i. School, classroom, schedules, subjects, numbers, time, directions
- »j. Important dates in the target culture
- »k. Jobs
- »l. Food, meals, restaurants
- »m. Shopping, clothes, colors, and sizes
- »n. Parts of the body, illness
- »o. Technology

*Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2003, pp. 10–14

3.3. 步驟

(1) 確定主要目標。

(2) 把「理想」和「活動」分析成目標。

(3) 依據這些目標的重要性，按次序排列。

(4) 依據課程目標進行教學評量，以瞭解學生是否達至預定學習效果。

複習一下：UbD

Identify Desired Results
What do my students need to know and be able to do?



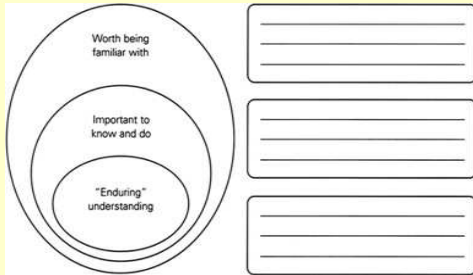
Determine Acceptable Evidence
How are my students going to be able to demonstrate that they know it and can do it?



Plan Learning Experiences and Instruction
How are my students going to learn what they need to know and be able to do?

實作練習

- 主題「食」的小單元「飲料健康一二三」



4.美國華語課程的設計與實例

- 4.1.美國主流學校的課程設計與實例
- 4.2.美國僑校文化課程的設計與實例

4.美國華語課程的設計與實作

- 以美國外語教學協會(American Council on the Teaching of Foreign Languages)公布的五大外語教學目標為最高指導原則(1999)
- 溝通 (communication)、文化(cultures)、貫連 (connection)、比較 (comparisons)、社區 (communities)。

5. 結語

- 1. 課程設計與發展，應置於社會文化架構中，學校教師藉由提供學生瞭解社會文化價值、詮釋架構和符號系統的機會，改良及轉變其經驗。
- 例如：利用社區資源，符合學習目標的教學主題。

5.結語

- 課程設計必須有正確的邏輯起點。
- 「邏輯起點」：指研究物件(任何一種思想、理論、學說、流派)中最簡單、最一般的本質規定，構成課程設計最直接和最基本的單位。