

附件一

基隆市 113 學年度國中小英語領域採全英語教學教案設計

領 域 / 科 目	英語文領域		設計者	陳易霆 Cherry Chen
實施年級	六年級		教學節次	共 6 節
單元或 主題名稱	Finding My Future & Changing the World (康軒 WW8 Unit 2 Kevin's Dream Job)			
	設計依據			
學習 重點	學習 表現	◎1-III-6 能聽懂課堂中所學的字詞。 ◎1-III-9 能聽懂簡易句型的句子。 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 2-III-3 能以簡易的英語介紹自己。 2-III-8 能作簡易的提問。 ◎2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 *◎2-III-11 能進行簡易的角色扮演。 *4-III-6 能書寫課堂中所學的句子。 6-III-1 具有好奇心,主動向教師或同學提出問題。 ◎6-III-2 樂於參與課堂中各類練習活動,不畏犯錯。 7-III-3 在生活中能把握機會,勇於嘗試使用英語。 ◎8-III-3 能了解課堂中所介紹的國外主要節慶習俗。	核心 素 養	英-E-A2 具備理解簡易英語 文訊息的能力, 能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下, 能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動,培養團隊合作精神。 英-E-C3 認識國內外主要節慶習俗及風土民情。

	學習內容	Ac-III-4 國小階段所學 字詞 (能聽、讀、說 300 字詞,其中必須拼寫 180 字詞)。 Ad-III-2 簡易、常用的 句型結構。 *Ae-III-2 繪本故事、兒 童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎C-III-2 國內外主要節慶習俗。 D-III-2 故事發展的排序。	
與其他領域/ 科目的連結	<ul style="list-style-type: none">● 綜合活動領域：職涯探索、生涯規劃任務設計● 社會領域：人權、公民、世界地圖與文化認識● 藝術與人文：創作夢想職業小書／海報展示與表達		
教材來源	康軒 WW8 教科書、 <i>Malala's Magic Pencil</i> 繪本		
教學設備/ 資源	<ul style="list-style-type: none">● PPT、白板、電子螢幕● 繪本影片連結 (YouTube)、繪本及電子掃描檔● 學習單、SDG 圖卡、小書模板● 創作工具 (彩色筆、海報紙)		
學習總目標			
以 英 語 為 溝 通 工 具 ， 學 習 與 說 明 夢 想 職 業 與 其 意 義 ； 發展語言能力、表現及應用策略，連結自身經驗與世界，培養社會關懷與國際理解。			
This unit integrates the themes of "Dream Jobs & Global Citizenship & SDGs & Gender Equality," combining language acquisition with value-based exploration. The innovative aspects of this curriculum include: <ul style="list-style-type: none">● Using picture books to introduce human rights concepts (<i>Malala's Magic Pencil</i>)● Linking SDGs with career awareness● Task-based learning through creative project design and public presentations: This approach allows students to move beyond vocabulary practice toward deeper personal reflection and social awareness, embodying the essence of competence-based and innovative teaching.			
A. Unit Design Philosophy: This unit is designed according to the principles of the 12-Year Basic Education Curriculum. It integrates language learning with value-based education, encompassing global citizenship, empathy, and the Sustainable Development Goals (SDGs). Through real-life context, creative expression, and critical thinking, students learn to connect their dreams with global issues and to use English as a tool for meaningful communication and action.			

B. Unit Design:

Lesson	Focus	Key Language	Purpose
1	Dream Jobs Vocabulary	"I want to be a..."	Introduce career terms
2	Job Responsibilities	"A teacher helps..."	Describe jobs in present tense
3	Malala's Story	Empathy, "I want to..."	Connect job to value
4	SDGs & Jobs	"To help Goal 4..."	Link jobs to global goals
5	Creative Project	Posters/Mini-books	Apply language + values
6	Presentation & Reflection	Speaking, Reflection	Showcase and evaluate learning

The unit design follows a spiral progression—from vocabulary acquisition to sentence building, personal connection, value reflection, and public expression. This structure ensures that students first build language confidence before moving into deeper thinking and creative communication tasks. Each lesson builds logically on the previous one, reinforcing and extending language and conceptual understanding.

Throughout each lesson, teachers observe and monitor students' understanding through interactive activities (e.g., charades, peer interviews, pair sharing), notebook checks, and oral responses. Student engagement and language use are assessed in real time to provide feedback or adjust support as needed.

C. Assessment Types Used:

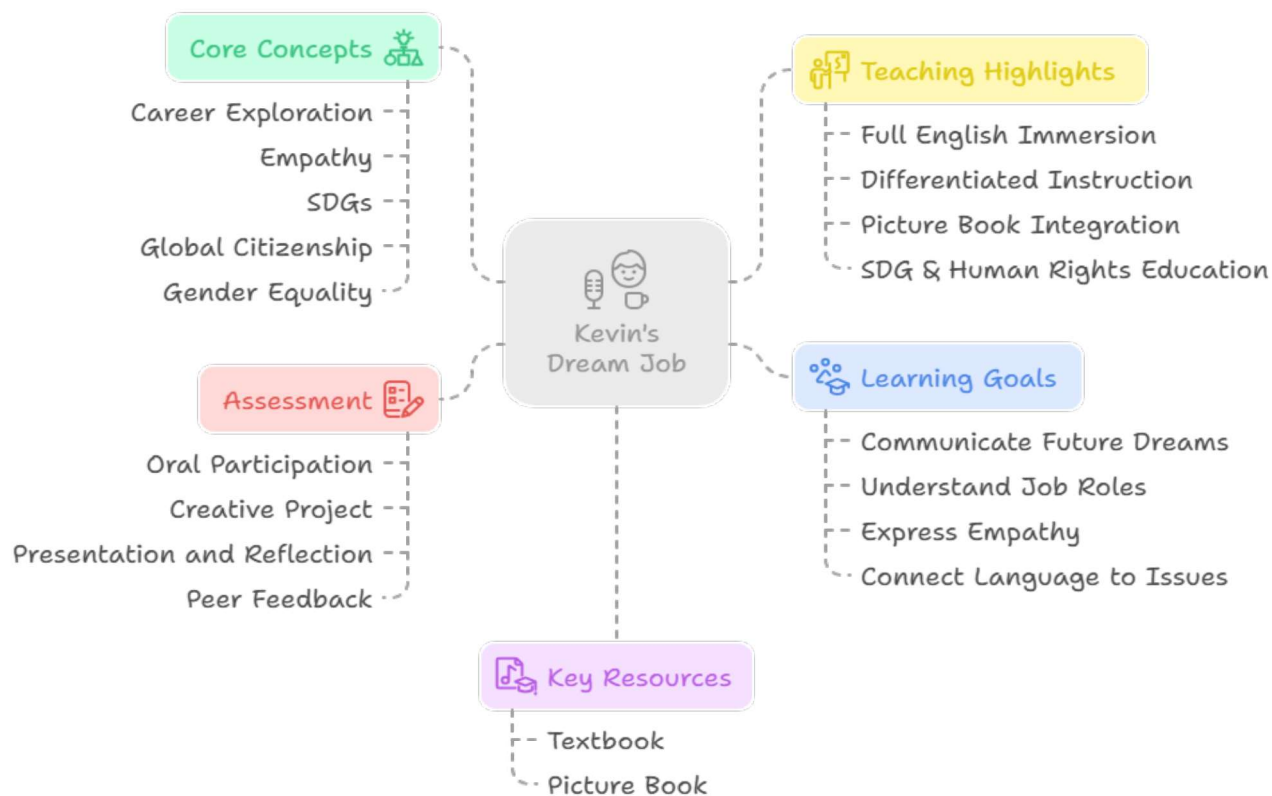
This unit features both formative and summative assessments:

(a) *Formative assessments* include oral responses, worksheet completion, pair interviews, drawing tasks, and exit tickets.

(b) *Summative assessments* include student posters or mini-books, final presentations, and reflection writing.

B. 課程結構與設計概念

Kevin's Dream Job Unit Framework



Journey to Career Awareness

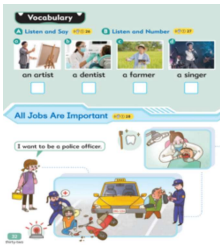

Made with Napkin







D. Detailed Lesson Plans:

Lesson 1: What's your dream job?

- Teaching Focus:
 - (1) Vocabulary of jobs
 - (2) "What do you want to be?" sentence pattern
- Objectives:
 - (1) Students will identify job-related vocabulary (doctor, teacher, singer, police officer, etc.).
 - (2) Students will ask and answer: "What do you want to be?" "I want to be a..."
 - (3) Students will build confidence in speaking about future goals.
- Core Competencies:
 - (1) Communication
 - (2) Self-Expression
 - (3) Planning the Future

教學活動設計					
節次一	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	<p>Show pictures of various jobs and ask, "What do you see?" "Do you know this job?"</p> <p>WW8 SB p.32-33</p> 	<p>"Look! Who is this? What does he do?"</p> 	<p>"He is a doctor." "She is a teacher."</p>	<ul style="list-style-type: none"> - Job flashcards: an artist, a dentist, a farmer, a singer, a writer, a basketball player, a bus driver, a police officer - Sentence pattern cards - PPT - blackboard 	<p>Oral participation</p> <p>Bingo worksheet completion</p> <p>Teacher's observation</p> <p>HW completion</p>
Presentation	<p>Introduce vocabulary and sentence structure</p> <p>WW8 SB p.34-35</p>	<p>"I want to be a..."</p> <p>"She wants to be a..."</p> <p>"He wants to be a ..."</p> <p>"They want to be ..."</p>	<p>"I want to be a singer."</p> <p>"She wants to be a doctor."</p> <p>"He wants to be a writer."</p>		

			"They want to be teachers."	
Practice	<p>Job Bingo Charades Game</p> <p>Bingo worksheet per person</p> 	<p>(1) Each student receives a 3x3 Bingo grid.</p> <p>(2) Randomly write down the following list of jobs.</p> <p>(3) Students take turns to do charades to describe the vocabularies.</p> <p>(4) The first to bingo wins the game, will receive 5 points as bonus.</p>	<p>"I want to be a...(can't speak out the exact word, but only show movements)"</p> <p>Act out the charades game.</p>	<ul style="list-style-type: none"> - Job flashcards - Bingo cards
Wrap-up	<p>Students draw their dream job in their notebook.</p> <p>差異化講義: p.6-7</p>	<p>HW:</p> <p>(1) "Draw your future! Write: I want to be a... on your notebook."</p> <p>(2) Finish 差異化講義: p.6-7</p>	<p>"I want to be a police officer."</p> 	<p>Notebook</p> <p>差異化講義: p.6-7(A3)</p> 

	Exit Ticket (before leaving the classroom) : “Say one thing you learned today.”				
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指導注意事項

Differentiation: Pair high- and low-level students, allow drawing + speaking or just speaking as output.

參考資料

- WW8 課本(SB): Unit 2, p.32–35 Vocabulary & Sentence Patterns
- 差異化講義: p.6–7

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Rubrics for Assessments: Lesson 1 – Dream Job Vocabulary & Patterns

Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Vocabulary Recall	Uses a wide range of job-related vocabulary confidently and accurately.	Uses several job-related words correctly with minor mistakes.	Uses a few job words, often with repetition or errors.	Rarely uses relevant vocabulary; struggles to recall terms.
Sentence Formation	Forms clear and correct full sentences (e.g., I want to be a/an...).	Forms mostly accurate simple sentences with minor grammar slips.	Attempts sentence structure but with frequent grammatical errors.	Unable to form complete sentences without help.
Participation	Actively participates and shows enthusiasm in all activities.	Willing to participate with occasional encouragement.	Participates when prompted; limited engagement.	Reluctant to participate; off-task frequently.


(a.) WW8 SB p.32-33

Vocabulary


A Listen and Say 🎧 1 26




an artist



a dentist



a farmer



a singer

B Listen and Number 🎧 1 27

All Jobs Are Important


 🎧 1 28

I want to be a police officer.







32 thirty-two




a writer



a basketball player



a bus driver



a police officer









Think and Discuss
What is your dream job? Why?

33 thirty-three

(b.) WW8 SB p.34-35

Sentence A

A Listen, Read, and Say 🎧 1 29

What do you want to be?

I want to be a police officer.

B Ask and Write



What do you want to be, Amy?

I want to be a dentist.



Amy

Grammar Focus

What	do	you	want to be?		I	to be	a police officer.
		you			We		police officers.
		they			They		
		Kevin			He		a police officer.
	does	Amy			She		wants

34 thirty-four

Sentence B

A Listen, Read, and Say 🎧 1 30

Do you want to be a writer?

Yes, I do.

No, I don't. I want to be a basketball player.

B Listen and Number 🎧 1 31



a



b



c



d



e



f

Grammar Focus

Do	you	want to be	a writer?			I	do.		I	don't.
	you		writers?							
	they									
	Kevin		a writer?							
Does	Amy					Yes,	they	he	she	does.

35 thirty-five

(c) Bingo worksheet per person

Job Bingo Charade Game

- (1) Randomly write down the following list of jobs.
- (2) Take turns to do a charade to describe the vocabulary.
- (3) The first to bingo wins the game, will receive 5 points as a bonus.

an artist
a dentist
a farmer
a signer
a writer
a basketball player
a bus driver
a police officer

(d) 差異化講義: p.6-7

Unit 2 Kevin's Dream Job



Vocabulary

Look and Write

看圖並抄寫單字。



an artist



a dentist



a farmer



a singer



a writer



a basketball player



a bus driver



a police officer



Sentence Patterns

A What do you want to be?
I want to be a police officer.

你想當什麼?
我想當一名警察。

B Do you want to be a writer?
Yes, I do.
No, I don't.
I want to be a basketball player.

你想當一名作家嗎?
是的, 我想。
不, 我不想。
我想當一名籃球員。

Let's Practice

根據圖片, 完成句子填空。

①



A: What do you want to be?

B: I want to be a police officer.

②



A: Do you want to be a bus driver, Mark?

B: No, I don't. I want to be an artist.

③



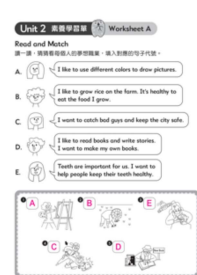
A: Does Kevin want to be

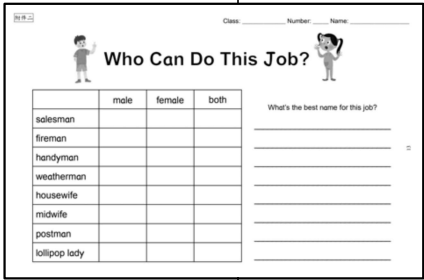

a farmer?

B: Yes, he does.

Lesson 2: What Do They Do?

- Teaching Focus:
 - (1) Simple present tense to describe job responsibilities
- Objectives:
 - (1) Students can describe what people do in their jobs.
 - (2) Students use the pattern: "A (job) (does something)."
 - (3) Students continue using "I want to be a..." with reasons.
- Core Competencies:
 - (1) Language Application
 - (2) Social Awareness

教學活動設計					
節次二	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	Review jobs from Lesson 1. Ask: "Who wants to be a singer?" Finish WW8 SB P.32-33, P.35 listening part	"Raise your hand if you want to be a doctor."	"Me!"	Flashcards SB	素養 worksheet completion verbal sentence completion
Presentation	Introduce job actions: "A teacher helps students."	"What does a singer do?" "A singer sings songs."	"A doctor helps sick people."	PPT slide with jobs and duties	
Practice	(1) Worksheet matching practice and Speaking practice 素養學習單: p.9 (工作內容配對練習) 	"Read out loud A to E's description." "Tell your partner: A farmer..." "Who can do this job?" "Can males be salesmen?" "Can females be salesmen?" "Do you think	"A farmer grows healthy farm plants to eat." "Both male and female can be salesmen." "Salesman can be better to be called 'salesperson.'"	PPT explains these worksheets with actual pictures: (1) 素養學習單 p.9 (2) 跨域學習單: p.13	

	<p>(2) Worksheet discussion</p> <p>跨域學習單: p.13 (職業與性別刻板印象導入)</p>	<p>both boys and girls can do this job?"</p> <p>"What do you think makes a job meaningful?"</p> <p>"Are there some other better names for this job?"</p>		
Wrap-up	<p>HW: Think about yourself and finish My Dream Job worksheet.</p> <p>跨域學習單: p.12</p> <p>Exit Ticket (before leaving the classroom): "Draw one job you remember and write the name in English."</p>	Part one and part two explanation.	<p>"I am good at... when I grow up, I want to be a I need to improve _____ skill."</p> 	跨域學習單: p.12
指導注意事項				
Differentiation: Support lower-level learners with sentence frames; let higher-level learners add "because" reasons ("I want to be a teacher because I like kids.")				
參考資料				
<ul style="list-style-type: none"> ● 素養學習單: 素養 p.9 (職業問答練習) ● 跨域學習單: p.12, p.13 (認識察覺自己及職涯想像、職業與性別刻板印象導入) 				
附錄				

Rubrics for Assessments: Lesson 2 – Job Duties in Present Tense

Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Present Tense Usage	Consistently uses correct present tense to describe duties.	Mostly uses correct present tense with few errors.	Uses present tense inconsistently; frequent mistakes.	Rarely uses present tense correctly; needs support.
Speaking Accuracy	Speaks fluently with appropriate job-related expressions.	Speaks clearly with occasional pauses or errors.	Speech is hesitant; needs help to complete thoughts.	Hard to understand; relies on teacher support.
Listening Comprehension	Understands peers' and teacher's descriptions fully.	Understands most descriptions; minor misunderstandings.	Needs repetition or visuals to grasp meaning.	Struggles to understand; little response shown.

(a) WW8 SB P.32-33, P.35 listening part

Vocabulary

A Listen and Say 8:00 26 **B Listen and Number** 8:00 27

a an artist a dentist a farmer a singer

All Jobs Are Important 8:00 28

I want to be a police officer.

32 thirty-two

33 thirty-three

Think and Discuss
What is your dream job? Why?

Sentence B

A Listen, Read, and Say 8:00 30

Do you want to be a writer?
Yes, I do.
No, I don't. I want to be a basketball player.

B Listen and Number 8:00 31

35 thirty-five

Grammar Focus






Do	you		a writer?	I	we	do.	I	we	don't.
Do	you		writers?	Yes.	they		No.	they	
Does	Kevin	want to be	a writer?		he	does.		he	doesn't.
	Amy				she			she	


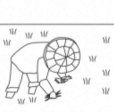

(b) 素養學習單: p.9 (工作內容配對練習)



Unit 2 素養學習單 Worksheet A

Read and Match

讀一讀，猜猜看每個人的夢想職業，填入對應的句子代號。

- A.  I like to use different colors to draw pictures.
- B.  I like to grow rice on the farm. It's healthy to eat the food I grow.
- C.  I want to catch bad guys and keep the city safe.
- D.  I like to read books and write stories.
I want to make my own books.
- E.  Teeth are important for us. I want to help people keep their teeth healthy.

1 A  2 B  3 E 

4 C  5 D 

* grow 種植 catch 抓住

(c) 跨域學習單: p.13 (職業與性別刻板印象導入)

附件二

Class: _____ Number: _____ Name: _____



Who Can Do This Job?



	male	female	both
salesman			
fireman			
handyman			
weatherman			
housewife			
midwife			
postman			
lollipop lady			

What's the best name for this job?

13

(d) 跨域學習單: p.12

附件一

Class: _____ Number: _____ Name: _____

My Dream Job

Part 1: Think and Write

When I grow up, I want to be a/an _____

because I like/want to _____.

Part 2: Think, Search and Write

I am good at ... 我擅長……

1. _____

2. _____

3. _____

I speak ... 我會說……

Language 1 _____ ☆☆☆☆

Language 2 _____ ☆☆☆☆

Language 3 _____ ☆☆☆☆

Write down the qualifications of your dream job. 寫下你理想職業的條件。



Brainstorm: What else do you need to improve? 還有哪些能力是你需要精進的?

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

12

Lesson 3: Malala's Magic Pencil Book (Empathy Building)

- Teaching Focus:
 - (1) Comprehension
 - (2) empathy
 - (3) value-based reflection
- Objectives:
 - (1) Students will understand the main ideas and message of Malala's Magic Pencil.
 - (2) Students will express feelings and opinions about Malala's story.
 - (3) Students will connect the story to the idea of meaningful jobs and making the world better.
- Core Competencies:
 - (1) Global Citizenship
 - (2) Empathy
 - (3) Cultural Awareness

教學活動設計					
節次三	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	Show cover of the book. Ask: "Who is she? What do you think this book is about?"	"Have you ever heard of Malala? What do you think her magic pencil does?"	"Maybe it can draw food." "Make the world better."	Book cover PPT 	Participation in discussion drawing and sentence writing
Presentati on	Read aloud the book with pauses to ask questions and explain key ideas	"Why is Malala sad here? What does she want to change?"	"Because girls can't go to school."	<i>Malala's Magic Pencil</i> (book or video)	
Practice	Students draw their own "magic pencil wish" and write one sentence: "I want to... because..." on a whiteboard	"What would you draw with your magic pencil? To make the world better."	"I want to clean the ocean because I love animals."	White-boards markers	
Wrap-up	Sharing time: Invite volunteers to share their wishes.	"Who wants to share their magic pencil wish?"	"I want to stop war."	White-boards	

	Exit Ticket (before leaving the classroom) : "Write one sentence: I want to be a _____."			student work display	
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指導注意事項

Differentiation: Allow drawing-only for lower-level students; provide sentence stems for others (e.g., "I want to... because...")

參考資料

- 繪本補充：繪本 Malala's Magic Pencil 及 YouTube read aloud 影片、課程簡報
<https://www.youtube.com/watch?v=zVqtqDDXWVg>



附錄

Rubrics for Assessments: Lesson 3 – Malala’s Magic Pencil

Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Comprehension	Fully understands story and relates to Malala’s challenges and goals.	Understands main ideas with minor gaps.	Grasps basic events but misses deeper meaning.	Has difficulty retelling or identifying key points.
Empathy & Value Connection	Expresses deep understanding of equality and compassion themes.	Identifies emotional elements and global issues.	Makes some emotional or personal connections.	Struggles to connect story to feelings or values.
Expression (Drawing/ Writing)	Creates expressive and meaningful responses with detail.	Creates relevant, complete responses with effort.	Responses are simple with limited detail.	Responses are unclear or minimal without support.

Lesson 4: SDGs and “Jobs that Change the World”

- Teaching Focus:
(1) Connecting jobs to Sustainable Development Goals (SDGs)
- Objectives:
(1) Students will understand what SDGs are in simple terms.
(2) Students will identify jobs that support important global goals (e.g., peace, education, environment).
(3) Students will express ideas on how they can help the world through their dream job.
- Core Competencies:
(1) Global Vision
(2) Critical Thinking
(3) Problem Solving


教學活動設計					
節次四	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	Show SDG icons. Ask: "What do you see? What do these pictures mean?"	"These are the world's goals. Let's learn what they mean!"	"Clean water." "No war."	SDGs poster  PPT	Accuracy in sorting jobs to goals, sentence writing task
Presentation	Introduce 4-5 SDGs and link them to jobs	"This is Goal 4: Quality Education. What job helps children learn?"	"Teacher!"	PPT with job-SDG pairs (e.g., doctor–health, artist–peace)	
Practice	Sorting activity: Match job cards to SDG goals	"Match the job to the goal. What do you think?"	"Doctor - Good health."	Job cards SDG icon cards	
Wrap-up	Students write: "I want to be a ____ to help ____ (SDG)." Exit Ticket (before leaving the classroom): "List one way your dream job helps the world."	"I want to be a scientist to help clean the earth."	"I want to be a leader to stop war." 	SDGs Job Matching Worksheet Pencils	

指導注意事項				
Differentiation: Provide SDG descriptions with visuals, let lower-level learners match only; support higher-level learners to explain “why” they chose the match.				
參考資料				
<ul style="list-style-type: none"> ● 自編 SDGs 對應職業簡報 ● 自編配對單/排序活動 ● SDGs poster (United Nations) 				
附錄				
Rubrics for Assessments: Lesson 4 – SDGs & Jobs				
Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Understanding of SDGs	Clearly explains SDG goals and their global relevance.	Identifies main ideas of SDGs with examples.	Has basic recognition of SDGs but vague explanation.	Unable to describe SDGs; needs guidance.
Job-SDG Matching	Logically matches jobs to SDGs with clear justification.	Matches jobs to SDGs with reasonable logic.	Makes partial or unclear job-SDG connections.	Struggles to connect jobs and SDGs meaningfully.
Expression (Oral/Written)	Explains ideas clearly using full sentences and vocabulary.	Explains ideas with minor errors; mostly clear.	Ideas are limited and need prompting.	Unable to express ideas without direct support.

(a) SDGs poster













(b.) SDGs Job Matching Worksheet- ANS Key


SDG Job Matching Worksheet

Name: _____ **Class:** _____ **Date:** _____

A. Part 1: Match the Job to the Goal

Draw a line to match the job with the SDG it helps.

Job	SDG Goal
 Teacher	→  Quality Education (Goal 4)
 Police Officer	→  Peace & Justice (Goal 16)
 Doctor	→  Good Health & Well-being (Goal 3)
 Environmentalist	→  Climate Action (Goal 13)
 Scientist	→  Clean Water (Goal 6)

B. Part 2: Think and Write

Write a sentence about your dream job and how it helps the world.


I want to be a _____ to help
_____.

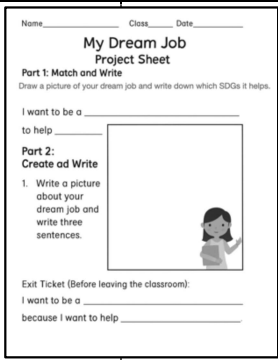
C. Exit Ticket (Before leaving the classroom)

List one way your dream job helps the world:

Lesson 5: Creative Project Time

- Teaching Focus:
 - (1) Personal expression
 - (2) visual storytelling
 - (3) presentation skills
- Objectives:
 - (1) Students will create a poster or mini-book about their dream job and how it helps the world.
 - (2) Students will write simple sentences describing their job, duties, and related SDG.
 - (3) Students will prepare for a short presentation.
- Core Competencies:
 - (1) Creativity
 - (2) Communication
 - (3) Self-Management

	教學活動設計				
節次五	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	Review key vocabulary and sentence frames	"Let's remember how to say our job and why we want it."	"I want to be a scientist because I like nature."	Sentence frames on board	Completeness and effort in a creative product
Presentation	Model a sample poster or mini-book	"Here is my poster. Look, I want to be a doctor. A doctor helps people stay healthy."	"I want to be a/an... I help... because..."	Sample project (poster or book) markers	Basic accuracy in writing Oral sharing
Practice	Students create their own project using drawing and writing	"Draw your job. Write three sentences about it."	"I want to be a teacher. A teacher helps students learn. I want to help Goal 4: Education."	Templates color pens SDG icons 	
Wrap-up	Pair sharing: Students show and read their work to a	"Show your partner and read your sentences."	"This is my job..., I help people...."	Project sheets	

	partner Exit Ticket (before leaving the classroom): “I want to be a _____ because I want to help _____.”			
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指導注意事項

Differentiation: Students choose poster or mini-book; allow drawing-only option or audio recording for struggling writers; provide scaffolds (sentence banks)

Suggested Digital Tools for Lesson 6:

- (a.) **Padlet:** Create an online gallery for student job posters or artwork. (class gallery)
- (b.) **Canva for Education:** Let students design their own posters or mini-books in English, integrating design thinking with writing. (students design job posters)

These tools support creativity, digital literacy, and differentiated output formats for various learner levels.

參考資料

- 創作與應用：Mini-book/Poster 製作
- 自編創作模板（含句型框架）

附錄

Rubrics for Assessments: Lesson 5- Creative Project

Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Content – Job Description	Describes job and purpose with clarity and detail.	Describes job with some detail; mostly relevant.	Gives basic job idea but lacks clarity.	Description is vague or unrelated; needs help.
Creativity & Effort	Demonstrates original ideas and strong effort in visuals and text.	Shows effort and creativity with some guidance.	Shows minimal creativity or visual planning.	Little effort shown; incomplete or copied work.
Language Use	Uses complete, correct sentences with appropriate vocabulary.	Uses basic sentences with some errors.	Writes short phrases; grammar limits meaning.	Hard to understand writing; needs full support.

(a.) My dream job Project sheet

Name _____ Class _____ Date _____

My Dream Job Project Sheet


Part 1: Match and Write

Draw a picture of your dream job and write down which SDGs it helps.

I want to be a _____
to help _____

**Part 2:
Create ad Write**

1. Write a picture about your dream job and write three sentences.



Exit Ticket (Before leaving the classroom):

I want to be a _____
because I want to help _____.

(b) 課程示意圖 (ChatGPT generated)



Lesson 6: Showcase and Reflection

- Teaching Focus:
 - (1) Presentation
 - (2) Peer feedback
 - (3) Personal reflection
- Objectives:
 - (1) Students will present their dream job projects to the class.
 - (2) Students will practice speaking clearly and listening respectfully.
 - (3) Students will reflect on what they learned about jobs, values, and their future.
- Core Competencies:
 - (1) Communication
 - (2) Collaboration
 - (3) Self-Awareness

	<u>教學活動設計</u>				
節次六	教學流程及活動設計 Activities	教師用語 Teacher's Language	學生用語 Student's languages	教學資源 Materials	評量 Assessment
Warm-up	Review expectations for presentation and listening.	"When someone presents, we listen and clap."	"Look, listen, and be kind."	Presentation rubric (visual)	Oral presentation clarity Engagement
Presentation	Students take turns sharing their dream job project with the class.	"Who would like to go first? Tell us about your dream job."	"I want to be a nurse. A nurse helps sick people. I want to help Goal 3: Good Health."	Student projects, microphone (optional)	
Practice	Peer feedback using simple form or emojis (e.g., 🌟👍💡)	"Write one star and one wish for your friend."	"I like your drawing. I wish you spoke louder."	Peer feedback slips or stickers	Reflection content
Wrap-up	Group reflection and class discussion Exit Ticket (before leaving the classroom): Use emojis or smiley face checkboxes for	"What did you learn on this unit? What job do you want and why?"	"I want to be a leader. I want to make the world peaceful."	Reflection board or sentence strips	

	students to circle how confident or excited they feel about their dream job.				
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指導注意事項

Differentiation: Allow reading from notes, present in pairs, or pre-record video; provide reflection stems: "I learned... I want to be... because..."

Suggested Digital Tools for Lesson 6:

(a) Flip (formerly Flipgrid):

Record and share student English presentations to practice speaking fluency and boost confidence. (record presentations)

(c) Padlet:

Use for peer feedback collection or display final projects online for others to view and comment. (peer feedback wall)

These platforms enhance engagement, encourage authentic communication, and provide diverse presentation formats for students.

參考資料

- 學生發表+口語表現
- 評量用：口語簡報錄音稿、自評單（發表紀錄與反思單）

附錄

(1) Student Self-Assessment:

At the end of the unit, students complete a self-evaluation form to reflect on their learning:

- I can say my dream job in English. 😊 😐 😞
- I can talk about how my job helps the world. 😊 😐 😞
- I enjoyed making my poster or book. 😊 😐 😞
- One short open-ended question:
"What was the most meaningful thing you learned in this unit?" _____.

(2) Peer feedback as part of the speaking performance assessment:

During final presentations, students use a simple "One Star, One Wish" form:

★ One thing I liked: _____

💡 One suggestion I have: _____

This encourages active listening and helps students learn to give constructive feedback in English.

Rubrics for Assessments: Lesson 6 – Showcase & Reflection

Criteria	A - Excellent	B - Good	C - Basic	D - Needs Support
Presentation Clarity	Speaks fluently and confidently with good volume and pace.	Speaks clearly with minor hesitations.	Presentation is unclear or too quiet.	Needs assistance or refuses to speak.
Engagement & Delivery	Engages audience with eye contact and enthusiasm.	Mostly maintains audience attention.	Engagement is limited or inconsistent.	Avoids presentation or disengaged.
Reflection Depth	Reflects deeply on learning and personal growth.	Gives thoughtful, relevant reflection.	Reflection is simple or repetitive.	Struggles to reflect without prompting.

(a.) Student final project: mini book & poster example (ChatGPT generated)

Student Samples: Below are examples of student work, including dream job mini-books and posters, showcasing their understanding of language, values, and creativity.



E. Activity Extensions for Future Applications:

1. “Job Fair Role-play” Day:
Students dress up and introduce their dream jobs in English.
2. AI-Enhanced Career Cards:
Use tools like Canva or Chat GPT to create “future dream jobs.”
3. International Exchange:
Submit student “Dream Job” videos to partner schools or classes abroad.

F. Lesson Plan Conclusion:

This unit combines career exploration, cultural appreciation, human rights education, and global issues (SDGs). Through English language learning tasks—including role-play, mini-book creation, interdisciplinary worksheets, and presentations—students not only express their aspirations but also reflect on how their dream jobs can make the world a better place. This design embodies the power of education through innovation and values.