單元（一）單元名稱：全境擴散-Covid-19 Alert	
教學節次	第（ 1 ）節~第（ 2 ）節
國際教育議題 實質內涵	國J1 理解我國發展和全球之關聯性。 國J12 探索全球議題，並構思永續發展的在地行動方案。
相關領域學習表現 （第二學習階段以上 應包含英語文領域領 綱）	【健康與體育領域】 1a-IV-2 分析個人與群體健康的影響因素。 2a-IV-2 自主思考健康問題所造成的威脅感與嚴重性。 3b-IV-4 因應不同的生活情境，善用各種生活技能，解決健康問題。 【語文領域—英語】 5-IV-11 能看懂並能填寫簡單的表格及資料等。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。
校訂國際教育 雙語學習內容	領域學習內容 Content 1. 傳染病發生的三大關鍵要素。 2. Covid-19 防疫新生活運動與傳染病三大要素的關聯性。 語言學習內容 Language of Learning Period One 目標字詞 target words: environmental factor, disease triangle, infectious disease, pathogen, transmission route, susceptible host, spread, block, virus, 目標句型 target sentences: 1. <u>How do infectious diseases spread?</u> (1) There are three environmental factors that cause the spread of infectious diseases. They are the disease triangle-pathogens, transmission routs and susceptible hosts. 2. <u>How do we stop the spread of infectious diseases ?</u> (1) When we _____, we block the transmission route. (2) When we _____, we kill the pathogen. (3) When we _____, we won't be a susceptible host. Period Two 目標字詞 target words: Coronavirus -19 (Covid-19), outbreak, prevent , available, , sanitizer , disinfect , avoid , close contact，social distancing(social distance), prevention measures, quarantine, temperature check 目標句型 target sentences: (1)<u>What prevention measures have our school taken for Covid-19?</u> (2) <u>We can (do something) to prevent the spread of infectious diseases.</u> Ex. We can <u>wash our hands whenever needed thoroughly</u> to stop the spread of Covid-19. By doing this, we_____(block the transmission rout/

	kill the pathogens)		
單元學習目標 (50~100字內)	學生能認識染病發生的三大關鍵要素之意涵，並辨識不同防疫作為與三大要素的關聯性，並比較他國 COVID-19 日常生活防疫措施與台灣後疫情新生活和學校生活之異同。同時學習以英語文解說關於傳染病散播的三大關鍵要素以及可落實於日常生活的防疫習慣。		
	引導作法	教學資源	認知能力
教學步驟	—第一節課— 【Warm up 引起動機】5 分鐘 1. 教師引用義大利作家喬凡尼·薄伽丘（Giovanni Boccaccio）1348 年提到黑死病時說的話:「致命的傳染病襲來……原因可能是天體作用，也可能是上帝的震怒懲罰我們邪惡的行為。」 2. 教師詢問學生是否認同薄伽丘的說法？ 3. 教師回饋說明，在人們對於傳染病還不太瞭解時，較多人會認為是「上天的旨意」或「天擇說」的想法。 4. 教師說明因醫學發展進步，人們對於傳染病的認識又更進一步。 【Presentation I 發展活動一】15 分鐘 1. 教師說明並解釋傳染病發生的三大關鍵要素（病原體 pathogen、傳染途徑 transmission route、抵抗力弱的宿主 susceptible host）。 2. 教師詢問學生聽過哪些防疫作為？ 3. 教師將全班分為 4 到 5	「都是天意？」簡報	學生能破除「傳染病無法預防」的迷思。 學生能理解傳染病發生的三大關鍵要素之意義。

	人一組，並發下「都是天意？」小組學習單，請學生將不同的防疫作為歸類、對應至傳染病三大關鍵要素。防疫作為有：	「都是天意？」小組學習單	
	（1） 勤以肥皂洗手。（wash hands with soap whenever needed）		學生能分析不同防疫作為與三大關鍵要素的關聯。
	（2） 維持均衡飲食。(keep a balanced diet)		
	（3） 時常以酒精消毒環境。(use alcohol-based sanitizers to keep the surroundings clean)		
	（4） 充足及良好的睡眠。(get enough sleep)		
	(5)清除積水容器。(clean up areas with standing water)		
	(6) 避免共用針頭。(Avoid reuse of syringe needles)		
	(7)避免不安全的性行為。(avoid casual sex)		
	(8) 維持適當社交距離。(keep social distance)		
	(9)出入公共場合配戴口罩。(wear masks in public places)		
	(10)維持運動習慣。(exercise regularly)		
	(11)定期健康檢查。(have routine physical checkup)		
	(12)不共飲共食。		

	(avoid sharing utensils) (13)避免用手直接觸摸口鼻。(Avoid touching your mouth, nose and eyes with unwashed hands) (14)時常以漂白水消毒環境。(disinfect the surrounding as often as possible) (15)盡量避免生食陌生動物。(Avoid uncooked foods) 4. 教師依組別以問答方式，逐一說明各防疫作為的背後意涵。 5. 教師統整說明常見的病原體、傳染途徑。 （1）常見病原體：病毒（virus）、細菌（bacteria）、寄生蟲／原蟲（parasite）、真菌（fungi）。 （2）常見傳染途徑：蟲媒傳染（vector-borne transmission）、食物或飲水傳染（diet and water infection）、空氣或飛沫傳染（airborne transmission／droplet infection）、性接觸或血液傳染（blood-borne infection）、接觸傳染(direct contact)		學生能列舉並理解常見的病原體與傳染途徑。

	【Wrap up 綜合活動】5 分鐘 1. 教師以流行性感冒、病毒性肝炎、肺結核等傳染病為例,請學生猜測學習單上哪些防疫行動對這些傳染病是有效的? 教師說明這些傳染病的傳染途徑、病原體,並引導學生瞭解明每個傳染病都有其特殊性,因此需經過專家不斷研究、測試才能知道全貌;如同現今全球都在探究 COVID-19 一樣。		學生能分辨不同傳染病的特性。
	【 英語教學】20 分鐘 【Warm up 引起動機】3 分鐘 教師呈現傳染病發生的三大關鍵要素的 infographic,引導學生口語表達『disease triangle』的概念 Teacher: "You have learned about the three environmental factors that cause the spread of infectious diseases. They are pathogen (infectious agents), transmission route and susceptible host. Now, let's review the three factors in English and how they are related to infectious diseases."	(1) Infographic of disease triangle	學生能認識傳染病發生的三大關鍵因素並能以英語口說解說圖表 (infographic)內容
	【Presentation I 發展活動一】15 分鐘 Teacher shows the students the vocabulary	(2) Vocabulary chart (3) The target sentences on "Spot Disease triangle!" PPT slides	

	chart of the target words and then divides the students into five groups. Then, Teacher has the teams finish the task of "Spot Disease triangle!". Teacher: "Well, it's teamwork time! Let's see if you can match the pictures on the PPT slides to what factors these photos refer to." Let's go over the sentences you can use for your answers first." 老師引導學生分組競賽完成 "Spot Disease triangle!" 的任務。 Part 1—Spot the three environmental factors of infectious diseases Target sentence 1. The PPT shows the example(s) of _ (1)pathogen (s) (2)transmission route(s) (3) susceptible host(s) Target sentence 2 How can we stop the spread of infectious diseases ? (1)When we _____ , we block the transmission route. (2) When we _____ , we kill the pathogen. (3) When we _____ , we won't	(4) Task on "Spot Disease triangle!" PPT showing photos of the three environmental factors of infectious diseases and ways to stop the spread of the infectious diseases	學生能辨識傳染病發生的三大關鍵因素並能以英語口說解說ＰＰＴ的內容所呈現的防治傳染病的相關作為。

	be a susceptible host ＊ "Spot Disease triangle!" 的任務總共有 15 張 PPT，分成兩大類型，第一類為傳染病發生的三大關鍵要素圖，另一類圖顯示防治傳染病散佈的作為。學生運用目標句型分組搶答。 【Wrap up 綜合活動】2分鐘 Teacher: "You've learned that different pathogens lead to different diseases and different diseases might have different transmission routes. For next period, we are going to talk about how Covid-19 has changed our school life. and learn about what other countries and Taiwan have done to prevent the spread of Covid-19. Before class dismissed, let's look at posters in different languages that show what people are advised to do to stop the spread of Covid-19 and please share the purposes of these prevention measures based on the disease triangle. 下課前老師以台灣和另外三張不同國家語言的防疫海報，分組複習防治疫情散佈的生活習慣和傳染病發	(5) Posters of prevention measures for Covid-19	學生能運用這堂課所習得的英語目標句型解說不同語言海報呈現的生活習慣和傳染病發生的三大關鍵因素的連結 學生能用英語表達每天到學校量體溫這件事與新冠肺炎的關聯。

	生的三大關鍵因素的連結。老師也請各組組長課後驗收組員是否都能以口語英語解說圖表(infographic)中傳染病發生的三大關鍵因素，組長則可由老師親自驗收。 ──第二節課── 【Warm up 引起動機】5分鐘 <u>Teachers:</u> Did you have the temperature check today? Why is the temperature check the first thing we do when we come to school now? <u>Students:</u> 1. We want to make sure no one is having a fever. Or 2. The school wants to keep everyone on the campus safe from Covid-19 Or3. Because of Covid-19 <u>Teacher:</u> For the last period, we learned about the disease triangle (the three environmental factors that cause the spread of infectious diseases). How is the everyday temperature check related to the three factors? <u>Students:</u> We have the temperature check to see if anyone has a fever. By doing this, we can block the	(1) 「How To Prevent The Spread of Infectious Disease」視覺媒材 (2) 「How To Prevent The Spread of Infectious Disease」字彙表	學生能用英語表達學校因應 Covid-19 疫情的防疫作為，

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	possible transmission route. 老師可以運用 the disease triangle 的視覺媒材，幫學生複習疾病發生與預防的三大關鍵因素。 【Presentation I 發展活動一】25 分鐘 Teacher: How is our school life different after the outbreak of Covid-19? Talk to your teammates about what prevention measures we have taken in our school life. If you come up with any good or better ideas, please write them down and share with the class later. Here are the vocabulary chart and the infographic of 「How To Prevent The Spread of Infectious Disease」for your reference. 教師先引導學生瀏覽目標生字，再請學生進行小組討論學校生活自從 Covid-19 疫情爆發後，有什麼樣的改變，並運用目標句型參考字彙表以英文書寫討論的結果，並鼓勵學生思考是否有 更好的防疫作為，提出和全班分享與討論並可提供校方參考 。 Teacher: Now let's read the text of Public Health to see why we take these prevention measures.	（3）「公共衛生（Public Health）」學習單 （4）「<u>Something Our School has done to prevent the spread of Covid-19</u>」學習單	並能理解學校不同的防疫規範與傳染病三大要素的關聯， 進一步發揮創意，構思是否有更好的校園防疫作為。

	Then we will go over the worksheet and match what we have done at school to the factors that cause the spread of Covid-19. 教師發下公共衛生(Public Health)短文,提問學生下列問題: (1)公共衛生在現階段Covid-19 疫情發展仍然充滿變數與未知的時刻扮演什麼樣的角色? (2)根據文章內容,「戴口罩」可以達成什麼樣的防疫效果 ? (3) 請引述文章內容,說明看似非常簡單的「洗手」這個生活習慣,為什麼會是相當重要的公衛防疫手段? (4)隔離和避免接觸傳染這兩種預防疾病傳播的公衛作法,在日常生活中,台灣有什麼相關的措施? 接著老師發下「Something Our School has done to prevent the spread of Covid-19」學習單,學生完成學習單表格填寫後,老師請有其他防疫作為想法的學生將其提出進行全班討論。 Teacher: If anyone comes up with a new idea or a better way to prevent the spread of Covid-19, please share with the class and we can do some further discussion. Teacher:	(5)義大利防疫宣傳短片 https://www.youtube (6)法國防疫宣傳影片 http://youtube.com	學生能用英語表達影片中的防疫作為

	Now let's look at two video clips and see if people in Italy and France are advised to do the same things in their everyday life to prevent the spread of Covid-19. 教師播放義大利的防疫短片與法國的防疫宣傳影片。 Teacher: What prevention measures do you see in the video clips then? Students: 1. Wash your hands thoroughly 2. No touching your eyes, nose or mouth with your hands. 3. Sneeze into your elbow or with a tissue and throw the tissue into a trash bin 4. No hand shakes (they have foot shake) 5. Keep social distance 6. Stay at home 7. Wear a face mask in public places 【Wrap up 綜合活動】15 分鐘 Teacher Now, team up in four and review the prevention measures our school has taken to stop the spread of Covid-19. The task for each team now is to create a poster or a video clip or PPT slides about the post Covid-19		學生能製作英語海報或短片或PPT slides 說明校園防疫新生活。

	school life for our partner schools. 教師引導學生複習校園防疫措施新生活後，學生分組完成海報或短片或PPT slides 分享國際夥伴我們的校園防疫新生活。		
國際教育雙語學習評量	1.能以英語解說關於傳染病散播的三大關鍵要素。 2.能看懂不同國家防疫海報海報並能將其防疫作為歸類與傳染病發生三大要素的關聯性填入簡單的表格。 3. 學生能透過海報或短片或PPT slides 分享國際夥伴因應 Covid-19 疫情，台灣推動的校園防疫新生活		
參考資料連結	1. https://www.cdc.gov/coronavirus/2019-ncov 2. https://www.ccci.org.in 3. http://www.mofa.go.kr 4. https://www.who.int 5. https://www.cdc.gov.tw		