

- 生活課程的主題教學樣貌，通常-
- Theme teaching of life courses looks like
- 小題大作、特定情境(教室、校園、學校附近、家庭) + 特定行動 (探索、體驗、探究、創作、解決問題、溝通、合作.....等)
- Focus on Topic, specific situations (classroom, campus, near school, family) + specific actions (exploration, exploration, experience, inquiry, creation, problem solving, communication, cooperation, etc.

- 喚起學習目的（問題意識）、探索特定問題、參與不同類型的學習活動、學習探究事物的方法、解決問題、表達、練習（運用）與應用。
- Arouse learning purpose (problem awareness), explore specific issues, participate in Same type of learning activities, learning methods of exploring things, problem solving, expression, practice (application) and application
-

一、基本理念 Basic Concept

Base on Children's Characteristics

(一) 生活課程從**兒童的特性**出發

Finding Problems

發現問題

體驗

Experienced

自我省思

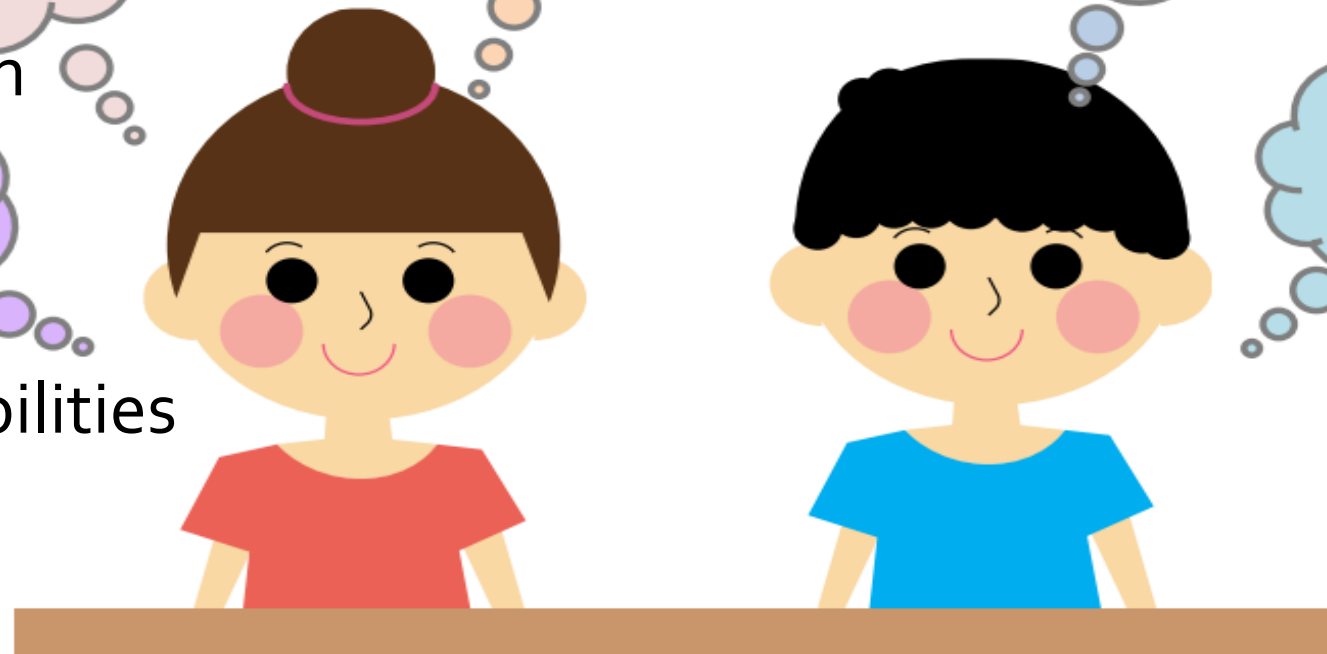
Self-Reflection

發展能力

Development abilities

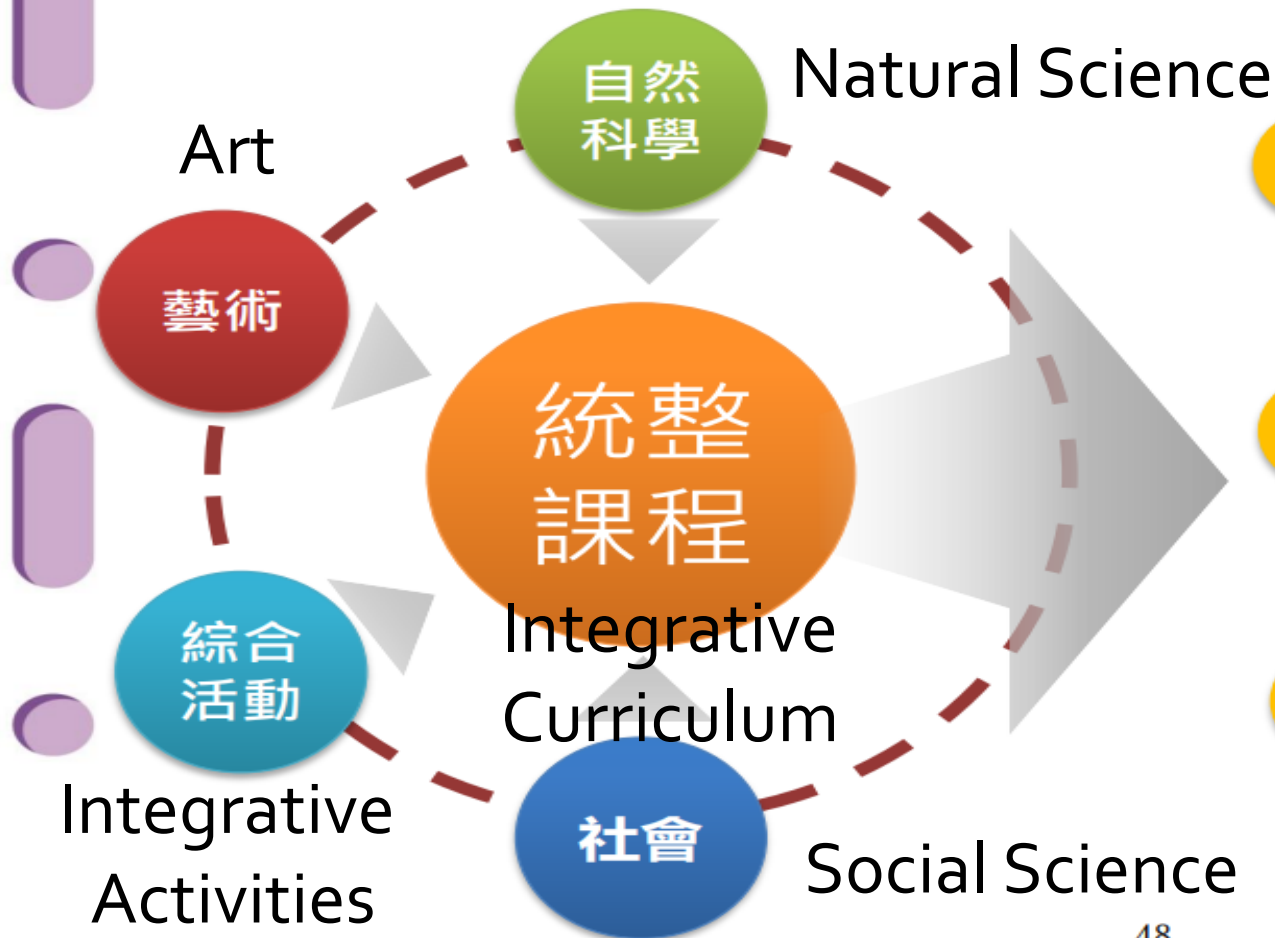
探索

Explored



一、基本理念 Basic Concept

(二) 課程屬性 Curriculum Domain



- 1、Expand Vision and Abilities.
- 2、Live a life of truth, kindness and beauty.
- 3、Have a good foundation for continued learning

1

幫助學童拓展視野與能力的課程。

2

奠定學童過真、善、美生活的課程。

3

為繼續學習打下良好基礎的課程。

(三) 教師圖像

Teacher's Image

1. 以學童學習為本，規劃與實踐課程。

2. 能發展具創意的主題統整教學活動。

3. 關注學童學習與發展的歷程，能等待與陪伴學童的成長。

4. 帶領學童發現與探究問題，並維持其好奇與探索的喜悅。

1、 Student-Centered for Planning and executing courses.

2、 Develop creative and integrative teaching activities.

3、 Focus on students' processes of learning and development.

4、 Lead students to discovery and inquiry problems.

(三) 教師圖像 Teacher's Image

- 1、 Help students to overcome problems.
- 2、 Lead students to success and improve self-confidence.
- 3、 Dare to innovate teaching.
- 4、 Be happy, full of energy and cooperate with others .

5.協助學童**克服學習的困境**，嘗試以建設性的方法解決問題。

6.**讓學童感受成功的經驗**，進而提升想法與自信。

7.**勇於創新教學**，感受學生學習的喜悅。

8.**快樂且充滿能量**，能**與他人合作且共同成長**。



二、課程目標

- (一) 探索生活中人、事、物及環境的特性與變化，**增進探究事理的能力，獲得學習的樂趣，展現自信。**
- (二) 發現並嘗試解決問題，**透過各種媒介與表徵符號表達感受與想法**，於生活中應用所學並身體力行。

1. Explore the characteristics and changes of people, things, and environments in life, so as to enhance the abilities in inquiring how and why things work, have the joy of learning, and show confidence.
2. Discover and try to solve problems, express feelings and thoughts through various media and symbolic representations, and apply what has been learned to life in person.

- (三) **覺察生活中文化、藝術及自然現象的豐富性**，尊重與欣賞其歧異，建構重要概念，發展生活技能與方法。
- (四) 體認生活規範建立的意義，**使用合適的語彙或方式與人互動及合作**，建立起良好生活習慣，並能關懷環境與尊重生命。

3、Perceive the richness of culture, art, and natural phenomena in life, respect and appreciate that diversity exists, construct important concepts, and develop life skills and methods.

4、Realize the significance of establishing a norm of life, interact and cooperate with people using appropriate vocabulary or methods, foster good habits in life, and be able to show concern for the environment and respect life.

(五) 省思生活中人、事、物互動現象對自己的意義，**發現生活之美並應用於生活。**

5. Reflect on what the interaction among people, things, and environments in life means to themselves, discover the beauty of life and apply it in real life



三、時間分配 Time Management

生活課程

1

於第 1 學習階段

(國小1-2年級)實施



二、生活課程核心素養（舉例）

總綱 核心 素養 面向	總綱 核心素養 項目	總綱核心素養 項目說明	生活課程核心素養具體內涵 國民小學教育（E） 第一學習階段
B	B1 符號運用 與 溝通表達	具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。	生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.	生活-E-B1 Use appropriate and multiple symbolic representations to express personal ideas, communicate with others, and be able to empathize and respect the opinions of others.

三、學習重點

Learning Focus

生活課程學習重點

七個主題軸

Seven Axes

Learning Performant

Learning Content Topics

學習表現 (30項)

學習內容主題 (6項)

學習表現說明 (74條)

學習內容 (23條)

Learning Performant Explanations

Learning Contents

學習重點七個主題軸

7、 Cooperate with people

6、 Demonstrate appropriate behavior and attitude

5、 Perceive and appreciate beauty

1、 Accept oneself with delight

2、 Explore how things work

3、 Enjoy learning

4、 Express opinions and practice innovatively



學習重點七個主題軸之內涵

一、悅納自己

1、Accept oneself with delight

- 透過自己與外界的連結，產生自我感知並能對自己有正向的看法，學習照顧與保護自己的方法。

Generate a self-perception, have a positive view of oneself, and learn ways to take care and protect oneself through the connection with the outside world.

二、探究事理

2、Explore how things work

- 藉由各種媒介，探索人、事、物的特性與關係；學習各種探究人、事、物的方法並理解探究後所獲得的道理。

Explore the characteristics and relationships of people, things, and environments through various means and media; learn various ways to explore people, things and environments and understand the principles obtained from the exploration.

三、樂於學習

3、Enjoy learning

- 對生活事物充滿好奇與喜好探究之心，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。

Be curious about things in life, be fond of exploration, experience and feel the pleasure of learning, and be active to discover and solve problems and continue learning.

四、表達想法與創新實踐

4、Express opinions and practice innovatively

- 使用不同的表徵符號表達自己的想法，並進行創作、分享及實踐。

Express one's ideas using different symbolic representations and take the initiative to create, share, and practice in life

五、美的感知與欣賞

5、Perceive and appreciate beauty

- 感受生活中人、事、物的美，欣賞美的多元形式與表現，體會生活的美好。

Perceive and feel the beauty of people, things and environments in life, appreciate the multiple forms and expressions of beauty, and experience a good and happy life.

6、Demonstrate appropriate behavior and attitude

六、表現合宜的行為與態度

- 覺察自己、他人和環境的關係，省思自己所應扮演的角色，體會生活禮儀與團體規範的意義，並學習尊重他人、愛護生活環境及關懷生命。

Be aware of the relationship between self, other people, and the environments and reflect on how one should play one's role, perceive the meaning of life etiquette and group norms, learn to respect others, cherish the environments and care for life.

七、與人合作

7、Cooperate with people

- 能與人友善互動，願意共同完成工作，展現尊重、溝通以及合作的技巧。

Be able to interact with people friendly, be willing to complete a task with others, and demonstrate skills in respect, communication and cooperation.

四、學習表現架構

Framework of Learning Performant

七個主題軸

Seven Axes

學習表現 (30項)

Learning Performant

學習表現說明 (74條)

Learning Performant Explanations

以主題軸4表達想法與創新實踐為例說明

主題軸	學習表現	學習表現說明
4. 表達想法與 創新實踐 使用不同的表徵符	4-I-1 利用各種生活的媒介與素材，進行表現與創作，喚起豐富的想像力。	<ol style="list-style-type: none"> 嘗試運用生活中的各種素材，進行遊戲與活動，表現自己的感受與想法。 從事藝術、文學、科學、社會等創作活動，以喚起豐富的想像力。
4. Express opinions and practice	4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.	<ol style="list-style-type: none"> Try to use various materials in life to play and to engage activities and express one's feelings and thoughts. Engage in creative activities related to art, literature, science, and society to evoke rich imagination.
	4-I-2	1. Try to express one's feelings and thoughts in

四、學習內容架構

The Framework of Learning Content

七個主題軸

Seven Axes

學習內容主題 (6項)

Learning Content Topics

學習內容 (23條)

Learning Contents

學習內容主題

A.事物變化及生命成長現象的觀察與省思

B.環境之美的探索與愛護

C.生活事物特性的探究與創新應用

D.人際關係的建立與溝通合作

E.生活規範的實踐與省思

F.自主學習策略的練習與覺察

Learning Content Topics

Observation and reflection on phenomena related to the change of things and the growth of life

Exploration and cherishment for the beauty of the environment

Exploration and innovative application of the characteristics of things in life

Establishment of interpersonal relationship and communication for cooperation

Practice of and reflection on life norms

Practice and awareness of strategies in autonomous learning

學習內容主題

學習內容

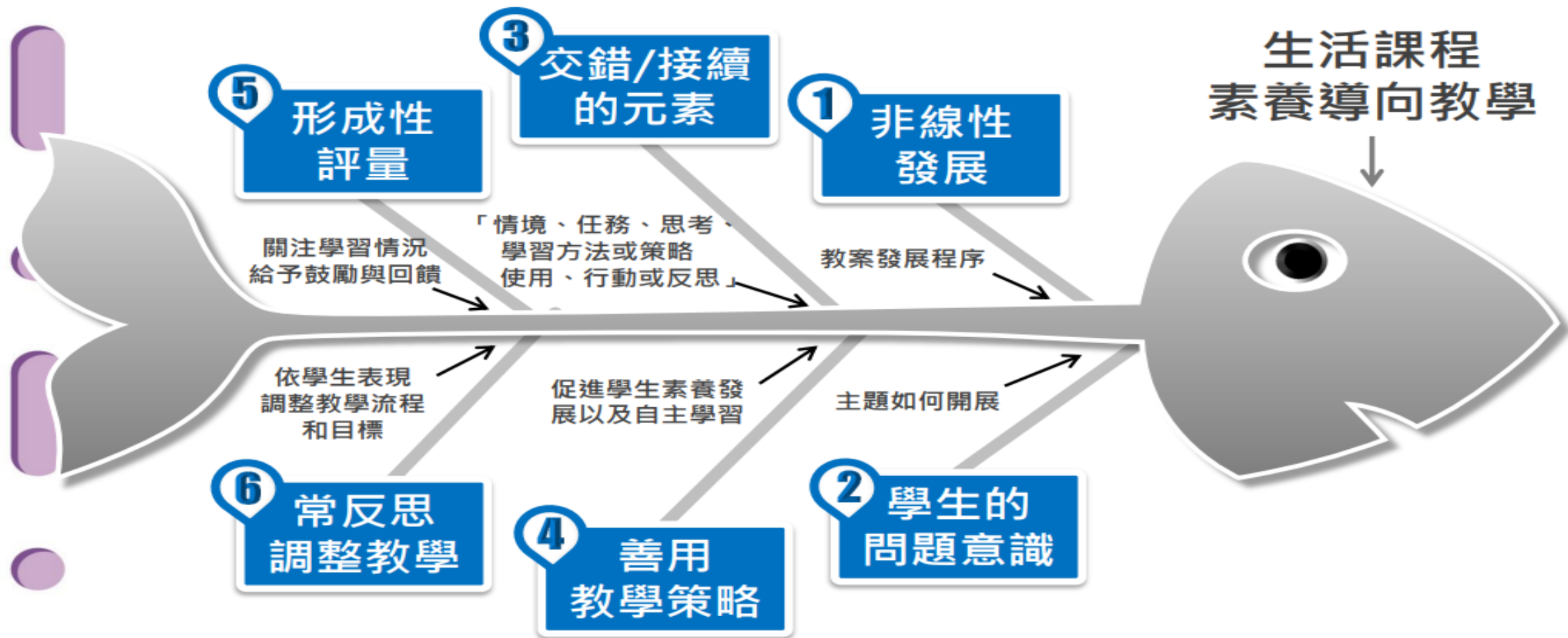
A. 事物變化及生命成長現象的觀察與省思

- A-I-1 生命成長現象的認識
- A-I-2 事物變化現象的觀察
- A-I-3 自我省思

Observation and reflection on phenomena related to the change of things and the growth of life

A-I-1 Understanding the phenomenon of life growth
A-I-2 Observing the changes of things
A-I-3 Self-reflection

生活課程素養導向教學 案例發展與設計特性



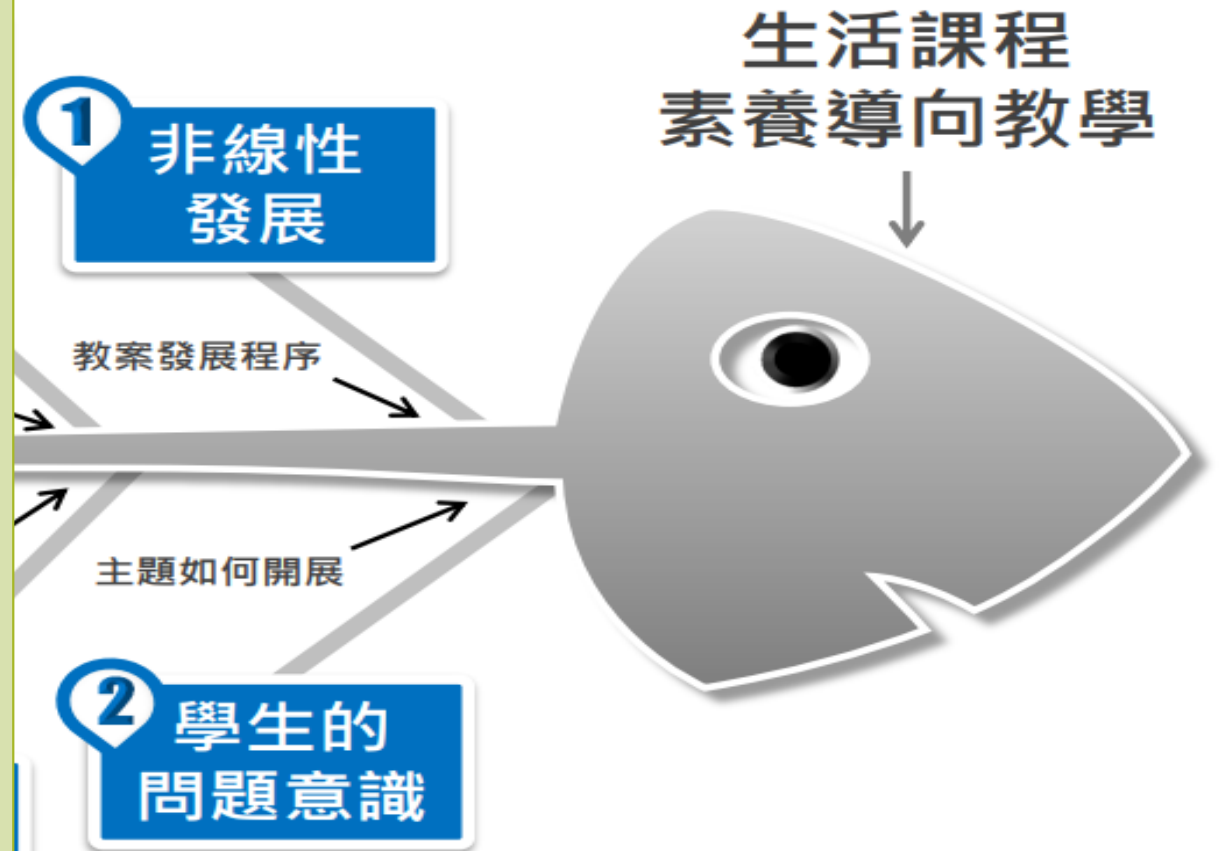
生活課程素養導向教學 案例發展與設計特性

1、教案發展程序非線性發展

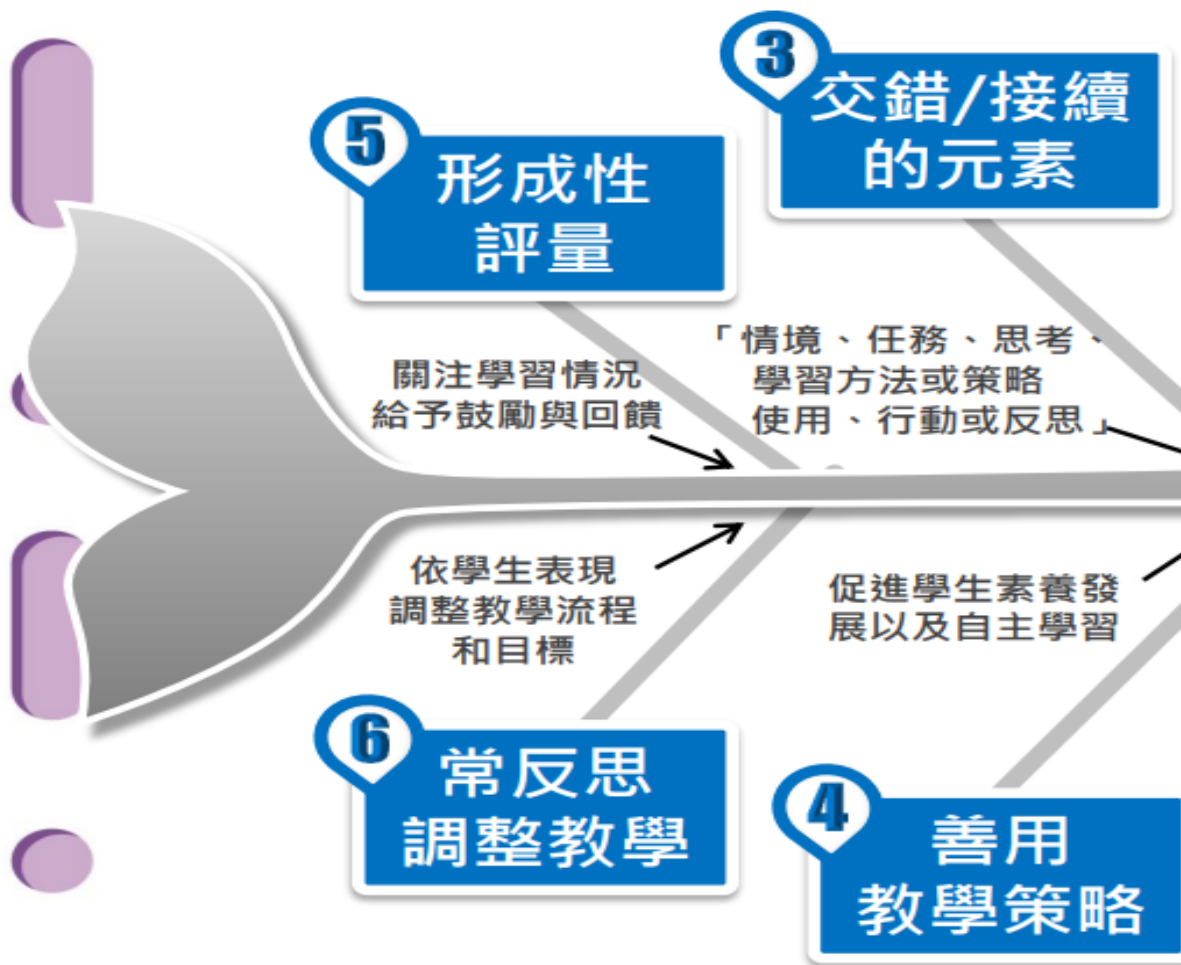
Lesson Plan Development
Program Nonlinear
Development.

2、主題從學生的問題意識 開展

The theme starts from
students' problem awareness



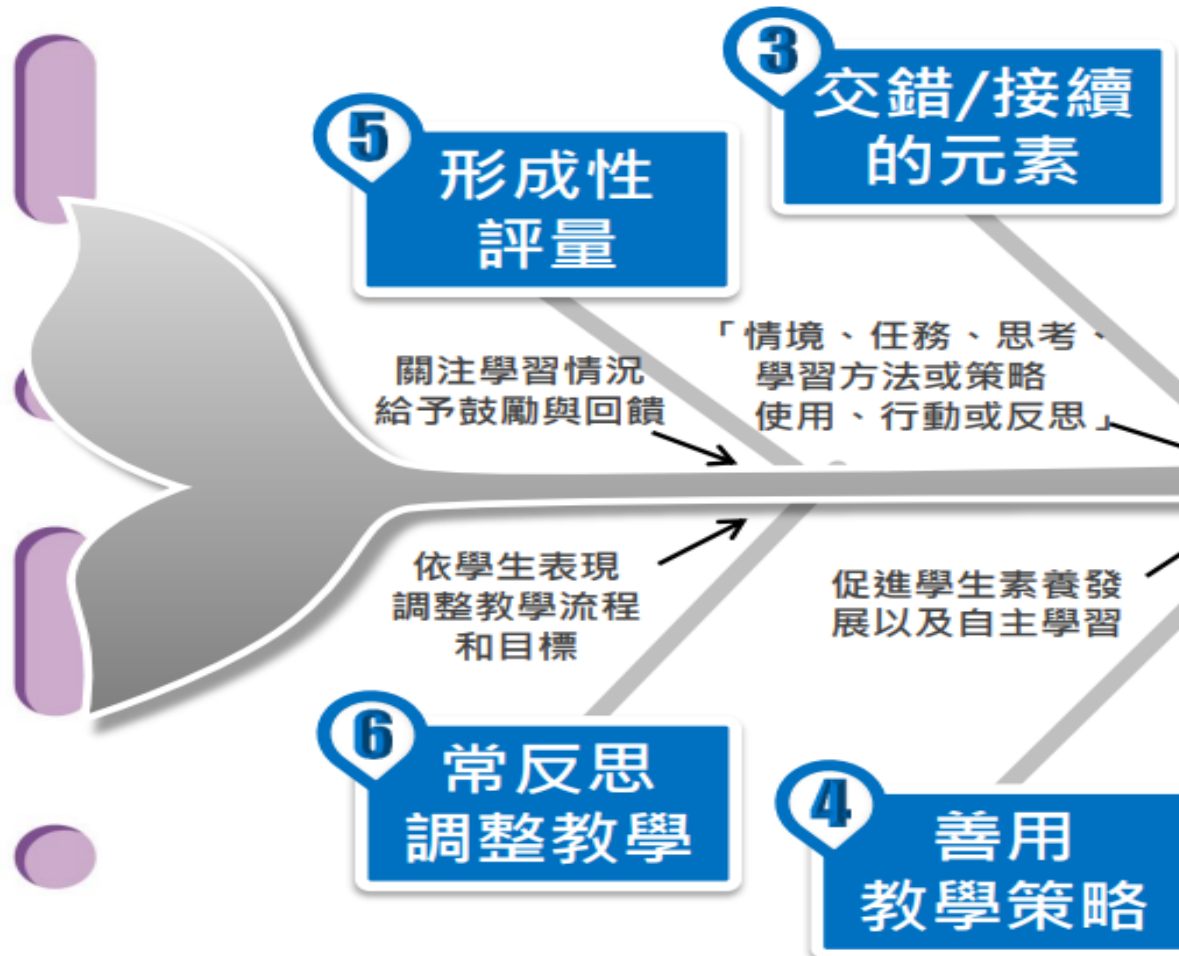
生活課程素 案例發展與



3、情境、任務、思考，學習方法或策略使用、行動或反思等元素交錯或接續使用

Use Situations, tasks, thinking tasks, learning methods ,strategies, actions ,reflections or other elements interleaved or sequentially

生活課程素養導向教學 案例發展與設計特性



4、善用策略，促進學生素養發展以及自主學習
Make good use of strategies to promote student development and independent learning

生活課程素養導向教學 案例發展與設計特性

5 形成性 評量

關注學習情況
給予鼓勵與回饋

依學生表現
調整教學流程
和目標

6 常反思 調整教學

5、重視形成性評量，關注學習情況給於鼓勵與回饋

Pay attention to formative assessment.

Pay attention to the learning situation and provide encouragement and feedback.

生活課程素養導向教學 案例發展與設計特性

5 形成性
評量

關注學習情況
給予鼓勵與回饋

依學生表現
調整教學流程
和目標

6 常反思
調整教學

6、依學生表現調整教學流程和目標，常反思調整教學

Adjust teaching procedures and goals based on student performance, and reflect and adjust teaching frequently .

Key points for implementing life courses

伍、生活課程實施要點

- 一 課程發展 Curriculum Development
- 二 教材選編 Teaching Material Selection
- 三 教學實施 Teaching implementation
- 四 教學資源 Education resources
- 五 學習評量 learning assessment

一、課程發展

(一) 超越學科的統整課程

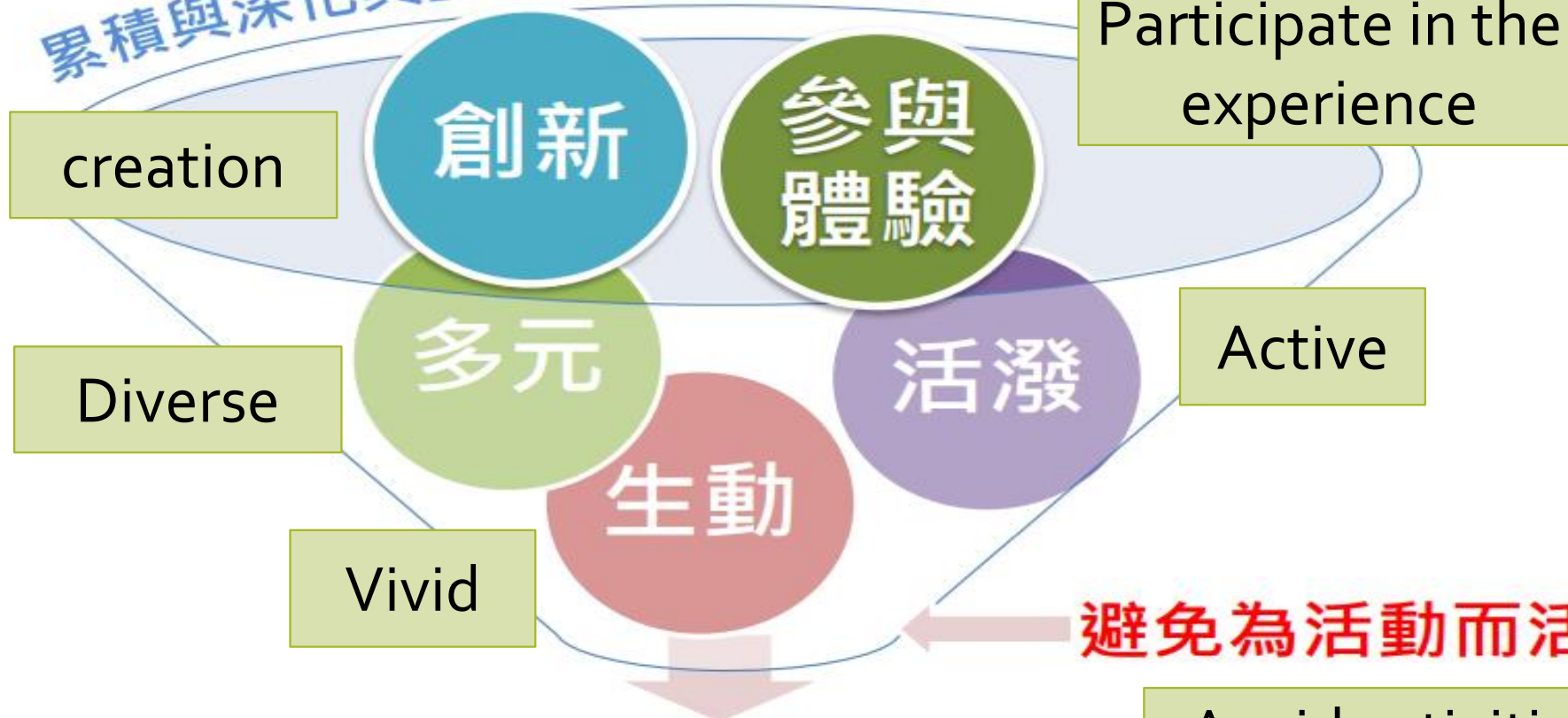
- 教師應考量學童的**生活經驗**，以**學童真實生活情境或經驗**為基礎來發展課程。
- **避免**以**直接傳遞知識**的方式設計與實施課程活動。

- Teachers should consider students' life experiences and develop curriculum based on students' real life situations or experiences
- Avoid designing and implementing curriculum activities in a way that directly transfers knowledge.

(三) 課程規劃與活動設計

Curriculum and Learning Activities Design

累積與深化其生活課程核心素養



讓學童有參與學習的樂趣

Avoid activities for the sake of activities

三、教學實施

每週六節課
顧及生活課程的主體性與脈絡性，避免分科與拼湊方式教學

教學歷程應尊重差異性，提供展現優勢能力的機會

教學與真實生活情境連結，透過探索與體驗培養核心素養，避免單一教法或過度依賴視聽媒材



教師依專長背景優勢及風格教學，也可視實際需要協同同學，協同時仍需維持主題教學的模式

教學主題由生活中關心的事物引發，喚起問題探究意識在特定情境中採取行動產生主動探究及學習動機



三、教學實施

每週六節課
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1

統整課程

教師依專長背景優勢及風格

1、Integrated Curriculum

- Six classes per week.
- Focus on the subjectivity and context of the curriculum, and avoiding subject-specific teaching

2、Teaching Model

- Teachers teach according to their expertise, background, advantages and style, and they can also teach collaboratively according to actual teaching needs
- At the same time, they still need to maintain the theme teaching model.

六節課

生活課程的主體性與脈絡
避免分科與拼湊方式教學



教育部國民及學前教育署
K-12 Education Administration, Ministry of Education

3、Teaching Topic

- Teaching topics are the matters of concern from life which can arouse awareness of problem inquiry.
- Taking actions in specific situations to generate active inquiry and learning motivation.

教學與真實生活
情境連結，透過
探索與體驗培養
核心素養，避免
單一教法或過度
依賴視聽媒材

4
真實情境

3
教學主題

教學主題由生活中關心的事物引發，喚起問題探究意識在特定情境中採取行動產生主動探究及學習動機



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4、Authentic Context

- Teaching is connected with real-life situations, and core competencies are cultivated through exploration and experience, avoiding single teaching or over-reliance on audio-visual medias.



三、教學實施

每週六節課
顧及生活課程的主體性與脈絡性，避免分科與拼湊方式教學

教學歷程應尊重差異性，提供展現優勢能力的機會

5
尊重差異

教學與真實生活情境連結，透過探索與體驗培養核心素養，避免單一教法或過度依賴視聽媒材

真實

4、Respect Differences

- The teaching process should respect differences and provide opportunities to demonstrate superior abilities.

Students are autonomous learners

素養導向教學模式

Teachers are guiders and facilitators

學生是自主的學習者

教師是引導者與協助者

脈絡化的學習情境

教師交付 / 學生自訂工作任務

學生思考或討論

採取行動使用策略與方法

反思與自我調整

contextualized learning situations

Hand on tasks

Students think or discuss

Students use methods and strategies

Students do reflections or Self-adjustment

伍、學習評量

評量包含

形成性 + 總結性

目的在於：

- 關懷了解學習進展
- 協助克服困難
- 引發進一步學習

目的在於：

- 瞭解學習表現達成
- 透過連續性的形成性評量觀察其能力增長，評斷其學習成效。

應同步規劃與實施

評量與教學活動



避免紙筆測驗
作唯一定期評量
避免全學年統一命題



評量中看見學習狀況適當回饋正向鼓勵



學習歷程或結果表現包含以下：

- 行為或技能檢核表
- 情意或態度評量表
- 教室觀察紀錄
- 參觀分享
- 圖文日記
- 各項發表、表演活動



有效學習

反思教學是否達成核心素養

Multiple Assessments

- Behavior or skill checklist
- Affection or attitude evaluation scale
- Classroom observation records
- Visit sharing
- Graphic diaries
- Various presentations
- Performance activities

評量

採多元評量

學習歷程或結果表現包含以下：

行為或技能檢核表

情意或態度評量表

教室觀察紀錄

參觀分享

圖文日記

各項發表、表演活動

的評量是
的歷程

兄適當回饋正向鼓勵



有效學習

反思教學是否達成核心素養



評量包含

形成性 + 總結性

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應同步規劃與實施

評量與教學活動



避免紙筆測驗
作唯一定期
避免全學年終



Formative + Summative The Goals of Assessment

- Learning development
- Help students to overcome the difficulties
- Lead to further learning
- Understand learning performance achievement
- Observe their ability growth and judge their learning effectiveness through continuous formative assessment.

伍、學習評量

- Assessment and teaching activities should be planned simultaneously.
- Avoid written tests as the only regular assessment.

學習歷程或結果表現包含以下：

行為或技能檢核表

情意或態度評量表

教室觀察紀錄

參觀分享

圖文日記

各項發表、表演活動

應同步規劃與實施

評量與教學活動



避免紙筆測驗
作唯一定期評量
避免全學年統一命題



評量中看見學習狀況適當回饋正向鼓勵



有效學習

反思教學是否達成核心素養