

【附件2】：109年度海洋教育「保護海洋」教案設計格式

(一) 基本資料

教案名稱	An Interdisciplinary Course Design for Marine Resource Issue— Go on an Adventure with Moana 「海洋議題融入跨領域素養教學」教案示例	設計者姓名	張渝琪
參加組別	<input checked="" type="checkbox"/> 高中組 <input type="checkbox"/> 國中組 <input type="checkbox"/> 國小組 <input type="checkbox"/> 幼兒園組	教學領域 (或科目)	English
參加子題	<input checked="" type="checkbox"/> 守護海岸 <input type="checkbox"/> 食魚教育 <input type="checkbox"/> 減塑行動		

(二) 教案概述

高中組

教案名稱	An Interdisciplinary Course Design for Marine Resource Issue— Go on an Adventure with Moana 「海洋議題融入跨領域素養教學」教案示例		
實施年級	高一	節數	共 5 節， 250 分鐘。(請以1至4節課設計)
課程類型	<input checked="" type="checkbox"/> 議題融入式課程 <input type="checkbox"/> 議題主題式課程 <input type="checkbox"/> 議題特色課程	課程實施時間	<input type="checkbox"/> 領域/科目： <input checked="" type="checkbox"/> 校訂必修/選修 <input type="checkbox"/> 彈性學習課程/時間
總綱核心素養	A1 身心素養與自我精進      A3 規劃執行與創新應變 B1 符號運用與溝通表達      B2 科技資訊與媒體素養 C1 道德實踐與公民意識      C2 人際關係與團隊合作		
與課程綱要的對應			
領域/學習重點 <sup>ii</sup>	核心素養	海洋教育議題	海 A1 能從海洋探索與休閒中，建立合宜的人生觀，探尋生命意義，並不斷精進，追求至善。 海 A3 能規劃及執行海洋活動、探究海洋與開發海洋資源之能力，發揮創新精神，增進人與海的適切互動。 海 B1 能善用語文、數理、肢體與藝術等形式表達與溝通，增進與海洋的互動。 海 B3 能欣賞、創作有關海洋的藝術與文化，體會海洋藝術文化之美，豐富美感體驗，分享美善事物。 海 C1 能從海洋精神之宏觀、冒險、不畏艱難中，實踐道德的素養，主動關注海洋公共議題，參與海洋的社會活動，關懷永續發展。
			學習主題
	學習表現		1-V-8 能聽懂簡易英語影片的主要內容。 1-V-9 能聽懂簡短英語說明或敘述的主要內容。

	<p>3-V-3 能看懂常見的圖表</p> <p>4-V-2 能依主題或情境寫出正確達意的句子</p> <p>6-V-3 能樂於參與英語文課外活動</p> <p>7-V-5 能利用文本的結構特色，增進文意理解</p> <p>8-V-7 能融合文化知識與語言能力，解決生活中的問題</p> <p>9-V-7 能整合資訊，合理規劃並發揮創意完成任務</p>		<p>學，希望學生廣泛運用各種學習工具、科技媒體，與他人、環境做正向的溝通互動，成為終身的學習者，而關鍵之一就是要提升學生跨界的閱讀素養，在情境化脈絡化的環境中解決問題。本教案結合海洋議題融入跨領域教學 CLIL(Content and Language Integrated Learning)理論，結合英語與生物科，以任務導向(Task-based Learning)學習方式豐富英語課程的層次感。</p>
	<p>Ad-V-1 技術型高級中等階段所學的句型結構</p> <p>學習內容 *Ae -V-8工具書或其他的線上資源</p> <p>Ae-V-10故事的背景、人物、事件和結局</p> <p>B-V-6引導式討論</p> <p>C-V-9文化素養及社會上的多元文化觀點</p> <p>D-V-7資訊的評估，及任務的規劃與完成</p>		<p>海洋教育議題</p> <p>實質內涵 海 U2 規劃並參與各種水域休閒與觀光活動。</p> <p>海 U3 了解漁村與近海景觀、人文風情與生態旅遊的關係。</p> <p>海 U8 善用各種文體或寫作技巧，創作以海洋為背景的文學作品。</p>
學習目標	<p>1. 學生能體驗海洋休閒活動的親海行為。</p> <p>2. 學生能了解海洋文學與感受海洋文化的知海愛海情懷。</p> <p>4. 學生能學會在生活情境中使用英語學習海洋相關議題的文章與知識的自學能力。</p> <p>5. 學生能具有溝通協調、同理心及團隊合作能力</p> <p>6. 學生能運用社會資源，關切海洋政策，善盡公民責任。</p>		
教學資源	<p>Moana「海洋奇緣」影片、自編投影片、自編講義、學習單、投影布幕、網路、電腦、單槍投影機、麥克風、簡報筆、磁性白板、白板筆</p>		

## (二) 教案概述

### 高中組

教案名稱	An Interdisciplinary Course Design for Marine Resource Issue— Go on an Adventure with Moana 「海洋議題融入跨領域素養教學」教案示例		
實施年級	高一	節數	共 5 節，250 分鐘。(請以1至4節課設計)
發展領域	<p>海洋休閒與英文教學4C:</p> <p>(1)學科內容：自然科學、語文(英文)。本教案以 Moana 這部電影為主軸，以不同的學習任務讓學生了解英雄故事的敘事結構與情節發展，教學過程中採教學講述法、引導討論、Task-based learning 任務導向學習、分組合作學習建立學生信心，加上多元化學習評量穿插方式進行。</p> <p>(2)溝通：植物、動物、數字的英語，描述港口休閒文化、人類與海洋的互動，藉由分組進行發揮團隊精神完成學習單與旅遊路線報告，以文字記錄與其他資源，做成簡報上台分享成果。學生能運用所學字詞、溝通、表達、分享個人對於港口休閒產業與其它海洋文化特色的了解。除了加深對故事文本的理解，重複練習學習單上面的題目口頭練習，與學習單的書寫，綜合聽、說、讀、寫四種技能。</p> <p>(3)認知：透過教師的引導、提問與課程設計，進行並發展各層次的思考。借助 Moana Meets the Ocean 影片學習單、Moana the Girl 學習單，引起學生學習動機，並引導學生進一步掌握本教案的 Concept，讓他們知道，青少年階段很多人都跟 Moana 一樣，一方面渴</p>		

	望得到長輩的認可與肯定，另一方面卻又嚮往外面的世界，希望有機會去探索自己。尤其是這位反 Disney 迪士尼傳統的 Moana，她是主動又有能力的女生，鼓勵女同學們也能相信自己、肯定自己。最重要的是，海洋議題是貫穿整個教案的核心概念，藉由不同的學習任務，可以培養學生對人物的了解、與描寫之外，也能提升他們對於人物描寫的寫作能力。 (4)文化：台灣四面環海，嘉義附近有東石與布袋兩個港口，藉由連結嘉義本地海洋文化之旅的規劃，引導討論港口與與海洋生活常見的樣貌。
學習指標	海洋教育議題 海 U2 規劃並參與各種水域休閒與觀光活動。 海 U3 了解漁村與近海景觀、人文風情與生態旅遊的關係。 海 U8 善用各種文體或寫作技巧，創作以海洋為背景的文學作品。
學習目標	每一堂課讓學生同時透過聽講的練習溝通、進一步作圖表閱讀，做大量的學習輸入，訓練資訊檢索的能力與推理能力；再來讓學生填寫 Graphic Organizer 圖表加強理解故事的敘事結構；同時，每一堂課都會有機會用口語摘要所學，在小組當中討論表達想法，上台報告 One-day Trip to the Harbor 學習產出，最後做寫作 My Heroic Journey 回述個人經驗，達到生活化情境化教學的目的。要求學生規劃到嘉義兩個海港的一日自助冒險之旅，塑造「親海、愛海、知海」的教育情境，讓學生親近海洋，鼓勵學生珍惜海洋資源，以及為海洋生態平衡保育而努力，並採取行動從日常生活做好環境保育，以培養「知海」與「愛海」的態度。
教學資源	Moana「海洋奇緣」影片、自編投影片、自編講義、學習單、投影布幕、網路、電腦、單槍投影機、麥克風、簡報筆、磁性白板、白板筆

### (三) 教學活動設計

學習活動	時間	備註 (請說明評量方式)
<p><b>1<sup>st</sup> Period: Moana the Character</b></p> <p><b>I. Warm-up Worksheet I Moana Meets the Ocean</b></p> <p>1. Moana Meets the Ocean ( 5 min) -- The teacher ensures that all students are paying attention without any distraction.</p> <p>2. Greetings</p> <p>3. Tap into experiences-- The teacher passes the worksheet “Moana Meets the Ocean” down.</p> <p>4. Before playing the movie Moana, the teacher will ask the students to look at the movie title and share their previous experiences by asking some questions. -- Have you ever been to the beach? -- What did you do on the beach?</p> <p>5. The teacher use random selection to call upon students to share their experiences.</p> <p><b>II. Show Time: Movie Part One (20 min)</b></p> <p>1. Have students read all the questions on the worksheet first and remind them to look for the answers while watching the movie.</p> <p>2. Make sure all students understand the questions on the worksheet.</p> <p>3. Start the movie.</p> <p><b>III. Get Set to Read: Moana meets the ocean (5 min)</b></p> <p>1. After watching the movie, have the students write down their answers on the worksheet</p>	50 分鐘	<p>🔊 Listening &amp; 🗣️ Speaking :</p> <p>1. Students will recall their own experiences of going to the beaches and talk about their stories, through which they will be encouraged to practice speaking skills.</p> <p>2. Students will work in pairs and take turns talking to their partner about their stories.</p> <p>3. The pair of students who are willing to model and share their stories will get extra one point each.</p> <p>🔊 Listening &amp; 📝 Writing :</p> <p>1. Students have to listen carefully while watching the movie.</p> <p>2. Students have to pay attention to the questions</p>

<p>2. Have students paired up to compare their answers and talk about the differences</p> <p><b>IV. Moana the Girl (20 min): Reading – Paragraph 1-- Worksheet II</b></p> <p>1. The teacher passes down Worksheet II: Moana the girl before telling the class that the focus for today’s lesson will be on the introduction of the characters and the setting of the story, that is, the first paragraph of the reading.</p> <p>2. Task 1:</p> <p>(1) For Task 1, the teacher has students portray and analyze the character.</p> <p>(2) The teacher has the students work in pair and ask them to look at the picture of Moana and pay attention to what she says and does. Students have to find evidence that shows that Moana is not only physically-capable but also brave.</p> <p>3. Task 2:</p> <p>(1) In Task 2, students have to create their own description of some character they have in mind.</p> <p><b>V. Wrap-up:</b> Add up everyone’s points</p>	<p>on the worksheet while watching the movie.</p> <p><input type="checkbox"/> <b>Reading &amp; Writing &amp; Speaking :</b></p> <p>1. Students have to read the questions on the worksheet carefully before writing down their answers.</p> <p>2. For the practice of Information Gap, students have to talk about the differences of their answers.</p> <p>3. The team that volunteers to share their answers will get one extra point each.</p> <p><b>* Learning Attitude :</b> Add up everyone’s points at the end of the class.</p>
<p><b>2<sup>nd</sup> Period: Moana’s Sea Adventure Challenge</b></p> <p><b>I. Task 1: Ideas of a Sea Adventure Challenge (10 min)</b></p> <p>1. Lead in-- Conflict</p> <p>(1) For the lead in, the teacher will ask students to talk about their experiences of arguing with their parents for something they want to do.</p> <p>-- Have your parents ever prohibited you from doing something you want to do?</p> <p>-- What was it? Was it something dangerous?</p> <p>-- How did you settle the argument?</p> <p>(2) The teacher passes down the worksheet Moana’s Sea Adventure Challenge Worksheet III</p> <p>(3) The teacher tells the students that Moana’s father is terrified of letting Moana go out into the sea beyond the reef surrounding it. He even forbids his people from journeying beyond Motunui's reef.</p> <p>2. Moana failed when she tried to leave for the first time</p> <p>(1) The teacher has students talk about the reasons as to why Moana failed for the first time</p> <p>(2) The teacher has students work in group to discuss what kind of boats are fit for long voyage on the ocean</p> <p>(3) Have students look at the pictures that show different ideas of protecting Moana from getting hurt or lost while sailing on the sea.</p> <p>(4) Ask the students to choose the ones that they think will work.</p> <p><b>II. Show Time: Movie Part Two (20 min)</b></p> <p>1. Have students read all the questions on the second part of the worksheet first.</p> <p>2. The teacher has students work in group to talk about what they think Moana should bring on her next journey and why.</p> <p>3. Make sure all students understand the questions on the worksheet.</p> <p>4. Start the movie.</p> <p><b>III. Task 2: Prepare for a Sea Adventure Challenge (10 min)</b></p>	<p><input type="checkbox"/> <b>Reading &amp; Writing :</b></p> <p>1. Students have to read the pictures and identify different equipment and ships.</p> <p>2. Students have to choose the ones that they consider safe and write down their answers.</p> <p><b>🔔 Speaking &amp; 🎧 Listening :</b></p> <p>1. The students will share their answers in a group sharing their ideas about Moana’s failure.</p> <p>2. The rest of the students will listen carefully while waiting for their turn.</p> <p>50</p> <p><input type="checkbox"/> <b>Reading &amp; Writing :</b></p> <p>1. Students have to read the pictures and choose the tools they think Moana will need or should pack for the adventure.</p> <p>2. Students have to choose the ones that they consider necessary and write down their answers.</p>

<p>1. Reading: Paragraph 2 The teacher tells the students that the focus of today's lesson is on the second paragraph of the reading about the conflict between Moana and her parents.</p> <p>2. The teacher has the students imagine a scenario where Moana is going on her second adventure.</p> <p>3. Have students work in group and answer the questions: Moana is going to embark on her second sea voyage. What are the things that Moana should pack to protect her? (1) Have the students work in group to choose the things from the pictures and share their reasons. (2) Have students practice in pairs to talk about the reasons with the sentence pattern offered.</p> <p><b>IV. Introducing the Course Requirement Appendix I (10 min)</b> 1. The Teacher passes down the Course Requirement, explaining that they will be mapping out an itinerary of one-day trip to one of the harbors in Chia-Yi. 2. The students will complete the task as a team. 3. Students will present their itinerary in the 5<sup>th</sup> period. 4. The teacher asks a few students to explain the instructions in Chinese and make sure everyone understand the task. 5. The teacher answers students' questions with regard to the presentation.</p> <p><b>V. Grouping</b> 1. All students get to choose their own team members. 2. There will be five to six people in one group. 3. Students will be assigned their own jobs in the group.</p> <p><b>VI. Wrap-up:</b> The teacher reminds the students to find time to work together on the group report.</p>	<p><b>🔔 Listening</b> <b>&amp; 🗣️ Speaking :</b> 1. Students will listen carefully to the instructions on the group presentation 2. Those who can answer the teacher's questions about the group presentation in the 7<sup>th</sup> period will get one extra point.</p> <p><b>* Cooperative Learning :</b> Students can form their own group and join the group of their own choice. They can work more efficiently while working with someone they are more familiar with. This will yield better result as well.</p>
<p><b>3<sup>rd</sup> Period: Adventure Begins!</b></p> <p><b>I. Adventure Begins! Worksheet IV</b> <b>1. Entry Ticket:</b> (1) For the Entry Ticket, the teacher passes down the worksheet "Adventure Begins!" in Worksheet IV. (2) Task 1: Read and Predict (10 min). The teacher has the students find out what Mau says to Moana when they meet for the first time. (3) Have students put the sentences into order. (4) Have students work in pair and take turns reading out the lines. <b>2. Prediction:</b> The students have to make two predictions as to what will happen in the second half of the story.</p> <p><b>II. Show Time: Movie Part Three (20 min)</b> 1. The teacher asks the students to pay attention to the development of the plot before showing the movie. 2. The teacher shows the third part of the movie. 3. The teacher asks the student to pay attention to what the second half of Moana's adventure is about.</p> <p><b>III. Task 2 –Persuade Maui (20 min)</b></p>	<p>50</p> <p><input type="checkbox"/> Reading &amp; <input type="checkbox"/> Writing : 1. Students have to read the pictures and choose the dialogues that fit with the sequence of the story. 2. Students have to sequence the sentences and write down their answers.</p> <p><b>🔔 Speaking &amp; 🗣️ Listening :</b> 1. The students will share their answers in a group about the right order of the sentences. 2. The rest of the students will listen carefully while waiting for their turn. 3. The students will take turns reading out the sentences.</p> <p><input type="checkbox"/> Writing</p>

<p>1. Reading: Paragraph 3  (1) The teacher tells the students that the focus of today’s lesson is on the third paragraph of the reading.  (2) Since Maui is reluctant to go on an adventure with Maui, the teacher asks the students to pretend to be Moana and think of the ways they need to persuade Maui.  2. The students have to write down their ideas and talk Maui into going on an adventure with them.  3. Have students share what they have written and let the class decide which one(s) is/are the most persuasive.</p> <p><b>IV. Wrap-up:</b>  Add up everyone’s point</p>	<p><b>🔔Speaking&amp;🔊Listening</b>  :</p> <ol style="list-style-type: none"> <li>1. The students have to write down the ways that they think will successfully persuade Maui to go on an adventure with them.</li> <li>2. The students will take turns sharing their writings with the rest of the group.</li> <li>3. The rest of the students will listen carefully while waiting for their turn.</li> <li>4. Have the groups choose the ones that they consider the most persuasive.</li> <li>5. The chosen students will get one extra point.</li> </ol>
<p><b>4<sup>th</sup> Period: Moana’s Sea Adventure –Text Structure</b></p> <p><b>I. Moana’s Sea Adventure – Reading Worksheet V (30 min)</b>  1. Task 1: Text Structure  (1) The teacher passes Worksheet V “Moana’s Sea Adventure-- Reading” down.  (2) The teacher explains the elements of a narrative.  (3) The teacher asks the students to read the passage and choose one part of text structure for each paragraph.  (4) The teacher checks the answers and make sure all students understand the sequence of the story.  (5) The teacher helps students understand the vocabulary words.</p> <p>2. Task 2: Let’s Guess!  (1) For Task 2, the teacher asks the students to draw one picture that can best represent the main idea of the paragraph that they are assigned.  (2) Have the students share their pictures. The rest of the class try to guess which paragraph the picture is about.</p> <p><b>II. Show Time: Movie Part Four (25 min)</b>  1. Before showing the fourth part of the movie, the teacher will ask students to predict the ending of the story.  2. The teacher plays the movie.</p> <p><b>III. Task 3: Graphic Organizer (15 min)</b>  1. Based on their understanding of task 1 &amp; 2, students now will go on to do the Activity 3 and finish the Graphic Organizer on their own.  2. The teacher talks about the narrative structure of Moana’s heroic journey, including the introduction, rising action, climax, falling actions and the resolution  3. The teacher divides the students into six groups  4. The students work in group and read the passage carefully before writing down the answers.</p>	<p><input type="checkbox"/>Reading  🔊Writing🔔Speaking&amp;🔊Listening :  50</p> <ol style="list-style-type: none"> <li>1. Students have to read the instructions in the table first before deciding on one subheading for each paragraph.</li> <li>2. Students have to talk about the ideas as to how to draw a picture that can best represent the main ideas of the paragraph they are assigned.</li> <li>3. Students have to listen carefully while the other groups are sharing the pictures they draw.</li> <li>4. Students have to talk about their reasons.</li> </ol> <p><input type="checkbox"/>Reading  🔔Listening🔊Speaking&amp;🔊Writing :  </p> <ol style="list-style-type: none"> <li>1. Students have to read the passage carefully before answering the questions on the Graphic Organizer.</li> <li>2. All students have to write down their answers on the worksheet.</li> <li>3. Students compare the answers with their partners.</li> </ol>

<p>5. The students compare their answers with another group  6. The teacher shows the correct answers on the ppt  7. Ask those who have the right answers to help translate into Chinese.  8. The teacher sees if students still have questions and make sure all students understand.</p> <p><b>IV. wrap-up</b>  1. The teacher reminds the students to hand in the draft of their presentation online.  2. The teacher reminds students that they will do their presentation in the 7th period of class.  3. Make sure all groups have done mapping out their trip to the harbors, including  -- upload the ppt files  -- arrange the order to do the presentation  4. the powerpoint file: the fonts, the pictures, photos, layouts</p>	<p>4. Those who are willing to model will get one extra point for each person.  <b>* Cooperative Learning :</b>  1. Students can talk to someone they are more familiar with and practice speaking English at the same time.  2. For the group presentation, they can also get different responsibilities they are willing to take on.</p>
<p><b>5<sup>th</sup> Period : Your Heroic Journey</b>  <b>I. Warm-up ( 3 min)</b>  1. Based on the drafts that have been submitted by the students, the teacher offers some suggestions as to how to make improvements.  2. If necessary, the teacher will offer his/her help.  3. The teacher makes sure that all groups have uploaded their ppt files.  4. The teacher makes sure the order of presentation of each group.</p> <p><b>II. Explaining the evaluation form and process (2 min)</b>  1. The teacher passes down the Grading Rubric for the presentation Appendix II and answer students' questions  2. Make sure all groups will send someone on the team to give feedbacks on behalf of their team</p> <p><b>III. Presenting your ideas: (30 min)</b>  1. Each group has five minutes to do the presentation  2. The other students will listen carefully while taking notes on the grading paper  3. After each group's presentation, the other groups have to send one or two students to give feedbacks or ask questions with regard to the presentation.</p> <p><b>IV. Feedback: (12 min)</b>  1. The teacher observes the other students closely while each group is doing the presentation  2. The teacher will give some comments and suggestions as to the presentations, including the pronunciation, misspellings, or some layout problems.</p> <p><b>V. Wrap-up &amp; Reflections</b>  The teacher asks the students to talk about their reflections on this activity.</p>	<p>50</p> <p><b>🔔 Listening 🗣️Speaking &amp; 📖Reading:</b>  1. The students will listen carefully to the instructions on the evaluation form  2. The students will read the criteria carefully  3. Students can ask questions and answer the teacher's questions with regard to the criteria listed on the form.  4. Those who can answer the other students' questions right in English will get one extra point.</p> <p><b>🔔 Listening &amp; 🗣️Speaking &amp; ✍️Writing :</b>  1. The students will try to make the presentation in English.  2. The students in other groups will listen carefully  3. The students will write down the scores  4. The teacher will observe carefully how the students give the scores on the evaluation form  5. Those do well on the presentation in terms of effectiveness, originality,</p>

		and organization will get five more points for the first place, three for second, one for third respectively.
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#### (四) 教學實踐、教學省思與建議

教學實踐情形與成果	<p>Since this is my first time to use a movie as the text for my course design, I have to admit that it has not been easy at all. First of all, I have to divide the movie into six periods of class so that we will have time to introduce the concept, to talk about the content, and to apply the strategies in speaking, listening, reading and writing. It means that I have to transform the everyday text into academic text while building a learning scaffold for my students. Even though this lesson plan is mapped out initially for 8 periods of class, teachers can still adapt it to suit their own needs depending on the time schedule or students' English proficiency levels.</p> <p>Meanwhile, the students in these two classes come from different departments, including the comprehensive high school, chemical engineering, electrical engineering, and electronic engineering. The students have to find classmates in their own classes to finish the project "One-day trip to the Harbor" together. As a result, some groups are larger than the others. This is one of the aspects that I have to take into account when asking the students to do the presentation next time. With too many students in one group, some students may not get the opportunity to do their part in the team work. If teachers can perhaps consider giving students from different classes time to discuss their group project, this lesson plan might be extended to nine periods.</p>
教學省思與建議	<p>未來修正建議與教學省思：</p> <p>Besides having the opportunity to make a poster for Moana's heroic journey, another task that students like is the group presentation "One-day trip to the Harbor." They even talk about wetland and the importance of preserving the ecosystem in the wetland and the salt land. This is quite amazing. It means that they come to realize the close relationship between human activities and the mother nature and the necessity for human beings to make efforts to pay closer attention to marine ecosystem while paying a visit. Besides sightseeing and enjoying the local delicacies, it is imperative that our students can grasp the core concept that marine biology and culture is more than just taking a trip to the harbors. To be honest, I find their presentations quite informative and yet entertaining at the same time. On the other hand, they frown at the idea of writing an article about "My Heroic Journey" even though they get to guess who the author is at the end. I just hope that with more practices, students will understand the narrative structure of a hero's journey, and thus will be inspired to write their own account of a momentous moment in their life, thereby discovering the courage along the way. Thankfully, they still have fun while singing along with the video and writing down the answers to the questions.</p> <p>All in all, I am glad that students seem to enjoy themselves while performing the tasks. Above all, they are eager to come to the class even if it means to that they have to rush to the different classroom during the short break.</p>

#### (五) 附錄

得附上如教學活動簡報、活動照片、學生作品及相關資料或評量工具（如活動單、學習單、作品檢核表...等等）

## Moana's Sea Adventure —Reading



Moana is a **brave**, caring and **curious** girl with black hair, brown eyes and dark skin. She lives on an island with her people. Her father is the chief of their tribe, which means she will take on the same **responsibility** someday in the future. Moana has a strong desire to go on a sea **adventure** but her father does not allow it because he thinks it is too dangerous. Even though Moana's parents wanted to protect her by keeping her away from the sea, she was still drawn to the ocean.

**Legend** has it that a demigod named Maui stole the heart of goddess Te Feti. The goddess **cursed** the island. On Moana's island, **crops** started failing and the fishermen could not catch any fish. Moana suggested that they should become **voyagers** just like their **ancestors** once did. Unfortunately, Moana ran into trouble when she tried to leave for the first time. She used a fishing boat meant for the calm sea. To sail the ocean, she needed a completely different boat. The problem is that their wayfaring had not been tried for generations so they forgot most of the "blue-water" skills needed.

Moana's grandmother encouraged Moana not to give up. After her grandmother passed away, Moana set sails on a daring mission to save her people. Following the heavenly **constellation**, Moana struggled to sail **properly**. In order to return the "heart," Moana had to find Maui, the demigod, first. However, when Moana found Maui, he no longer had the heart, so they had to hunt for it. Maui was still hesitant to return the heart. Moana **convinced** him that he would be restored to the hero he once was. Moreover, she agrees to help him **retrieve** his hook before setting a course for Te Fiti. During their argument, they were attacked by pirates. But they managed to escape by working together.

Over the course of their adventure, Maui guided Moana in her **quest** to become a master wayfinder. He taught her how to **control** the ship. Together they sailed across the open ocean on an action-packed voyage, **encountering** enormous monsters and impossible odds, and along the way, Moana fulfilled the ancient quest of her ancestors and discovered the one thing she had been seeking: her own **identity**.

After returning the heart to TeFeti, Moana sailed back to Motonui, where the flowers and fruit were **blossoming** again since the darkness had been defeated. She was reunited with her people and her parents.

Worksheet I 海洋議題融入素養學習單 I

Class: \_\_\_\_\_ No: \_\_\_\_ Name:

## Moana Meets the Ocean



1. Who is this girl?
2. What did she find on the **seashore**?
3. What is the little **turtle afraid of**?
4. Why did she choose to help the turtle?

5. What happened after she helped the turtle?

6. What is the glowing “pebble?”



7. What is the chicken’s name?
8. What is so special about the chicken?

學生 Pair work



學生 Pair Work



Worksheet II 海洋議題融入素養學習單 II

Class: \_\_\_\_\_ No: \_\_\_\_ Name:

# Moana the Girl

## I. Task 1: Portray and Analyze the character.

Look at the picture of Moana and describe her.



### 1. Moana is physically-capable.

Her hair is long and \_\_\_\_\_ .

Her skin is \_\_\_\_\_ .

She is holding \_\_\_\_\_ .

### 2. Moana is sea-loving, headstrong, strong-willed, and practically fearless.

She likes to

She likes to

## II. Task 2: Create

In terms of writing, one thing you can learn from the story is that if you want to portray your character as “brave,” for example, don’t use the word “brave.” Instead, give descriptions of her **thoughts, words, or actions that match this adjective.**

Now pick an adjective from below for the personality of one character you would like to portray. **Your goal is to provide two or three clear and vivid details that help create a picture of the character in the minds of your reader.**

Curious  passive  active  confident  helpful  kind  fearless

# Moana's Sea Adventure Challenge

## Task 1: Conflict

Moana's father is terrified of letting Moana go out into the sea beyond the reef surrounding it. He even forbids his people from journeying beyond Motunui's reef.



Moana failed for the first time because she did not have the right type of ship. The pictures below show different ideas of protecting Moana from getting hurt or lost while sailing on the sea. Which ones do you think will work?

<p>1. Put balloons above the ship</p>	<p>2. Attach a raft to the ship</p>	<p>3. Make the ship invisible</p>
<p>4. Put rubber cushion under the ship</p>	<p>5. Put a windmill onboard</p>	<p>6. Put more sails on the ship</p>

## Task 2: How Can Moana travel safely?

If you are hired by the chief to protect Moana on the sea voyage. What are the things that Moana should pack? Choose the things from the pictures below.

			
1. Instant Noodles	2. bucket	3. Strings	4. Cardboard
			
5. Medicine	6. Plastic bottle	7. clothes	8. wrench
			
9. plastic bag	10. constellation book	11. compass	12. nautical chart

## Let's Think

Why do you think that Moana should pack these things?

Moana should choose \_\_\_\_\_ because

Moana should pack \_\_\_\_\_ because

Moana should bring \_\_\_\_\_ because



# Adventure Begins!

## Task 1: Read and Predict.

Please find out what Mau says to Moana when they meet for the first time.



(A) It's actually Maui, shapeshifter, demigod of the wind and sea, hero of man. I interrupted, from the top, hero of man. Go.

(B) You are not my hero. And I'm not here so you can sign my oar. I'm here because you stole the heart of Te Fiti and you will board my boat, sail across the sea, and put it back.

(C) Boat! A boat! The Gods have given me a ....

(D) Oh, of course, of course. Yes, yes, yes, yes. Maui always has time for his fans. When you use a bird to write with, it's called tweeting. (laughs) I know, not every day you get a chance to meet your hero.

(E) Maui, shapeshifter, demigod of the wind and sea. I am Moana...

**What do you expect to happen in the second half of the story? Make two predictions.**

Prediction1	Prediction 2

## Task 2: Persuade Maui.

Maui is reluctant to go on an adventure with Moana. **Now you were Moana. Please write down what you would like to say to Maui to talk him into setting sails to find the heart with you.**

*Maui:*

*Moana*

學生練習思辨表達



學生練習思辨表達



## Moana's Sea Adventure —Reading

**Task 1: Read the following passage about Moana's adventure.**

**Try to guess the text structure.**

- |   |
|---|
| (A) Falling action (B) Resolution (C) Climax<br>(D) Introduction (Exposition) (E) Rising Action |
|---|

1.

Moana is a **brave**, caring and **curious** girl with black hair, brown eyes and dark skin. She lives on an island with her people. Her father is the chief of their tribe, which means she will take on the same **responsibility** someday in the future. Moana has a strong desire to go on a sea **adventure** but her father does not allow it because he thinks it is too dangerous. Even though Moana's parents wanted to protect her by keeping her away from the sea, she was still drawn to the ocean.

2.

**Legend** has it that a demigod named Maui stole the heart of goddess Te Feti. The goddess **cursed** the island. On Moana's island, **crops** started failing and the fishermen could not catch any fish. Moana suggested that they should become **voyagers** just like their **ancestors** once did. Unfortunately, Moana ran into trouble when she tried to leave for the first time. She used a fishing boat meant for the calm sea. To sail the ocean, she needed a completely different boat. The problem is that their wayfaring had not been tried for generations so they forgot most of the "blue-water" skills needed.

3.

Moana's grandmother encouraged Moana not to give up. After her grandmother passed away, Moana set sails on a daring mission to save her people. Following the heavenly **constellation**, Moana struggled to sail **properly**. In order to return the "heart," Moana had to find Maui, the demigod, first. However, when Moana found Maui, he no longer had the heart, so they had to hunt for it. Maui was still hesitant to return the heart. Moana **convinced** him that he would be restored to the hero he once was. Moreover, she agrees to help him **retrieve** his hook before setting a course for Te Fiti. During their argument, they were attacked by pirates. But they managed to escape by working together.

4.

Over the course of their adventure, Maui guided Moana in her **quest** to become a master wayfinder. He taught her how to **control** the ship. Together they sailed across the open ocean on an action-packed voyage, **encountering** enormous monsters and impossible odds, and along the way, Moana fulfilled the ancient quest of her ancestors and discovered the one thing she had been seeking: her own **identity**.

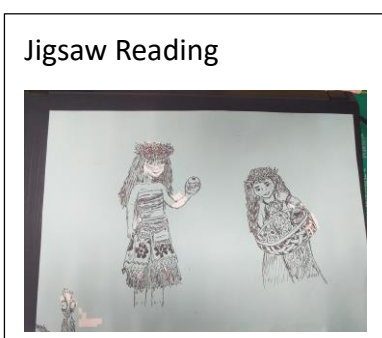
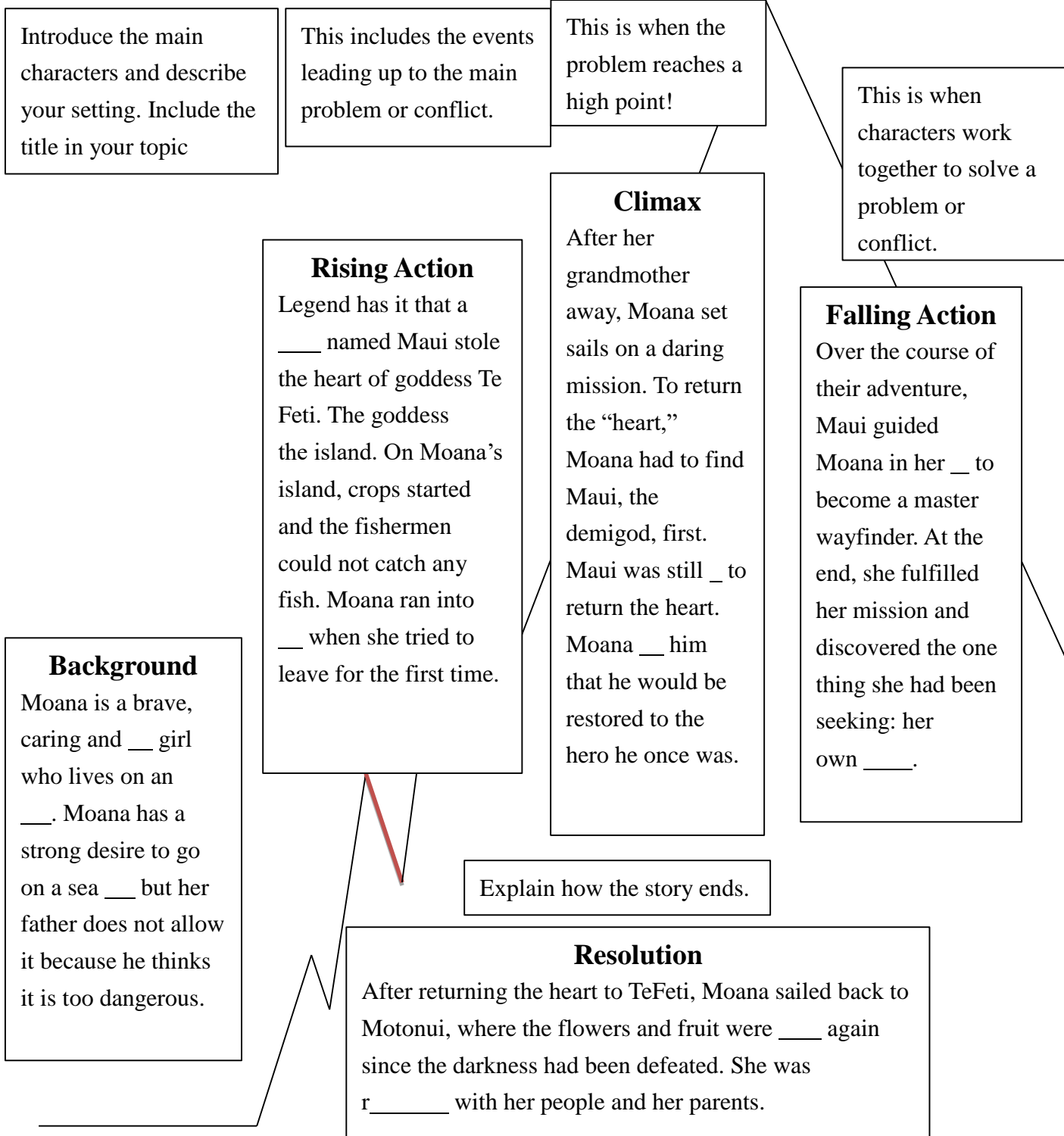
5.

After returning the heart to TeFeti, Moana sailed back to Motonui, where the flowers and fruit were **blossoming** again since the darkness had been defeated. She was reunited with her people and her parents.

**Task 2: Each group will be given one paragraph. Please draw a picture to best represent the main idea of the paragraph. Share it with the class.**



### Task 3: Graphic Organizer




Class: \_\_\_\_\_ No: \_\_\_\_ Name:

## Course Requirement— Let's Go On an Adventure

*Taking your dream trip is one of the most exciting things you can do. Planning that trip, not so much. Stressful and at times overwhelming, it can be a challenge to know where to start. Please follow the instructions and plan a one-day trip to one of the harbors here in Chia-Yi.*



One-day Trip to the Harbor	
Steps	Your Plan
1. Get your planning tools ready -- Find your destination on the map	
2. Start with your travel timeframe (Morning/ Afternoon/ Evening)	~
	~
	~
3. What are the places you can visit on this trip?	
4. Make a Top-5 (or 10) list/ What are the activities that you can do?	
5. What should you bring with you?	
6. Weatherproof your plans: What is the weather like?	
7: Finding transportation: How are you going to get there?	



**Grading Rubric for PowerPoint 分組簡報評分表**

CATEGORY	4 很棒	3 很好	2 不錯	1 有待改進	Points
<b>Effectiveness</b> •內容主題的呈現是否明確、清楚	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)
<b>Sequencing of Information</b> •內容圖文組織搭配得當	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)
<b>Originality</b> •內容創意的表現是否具有特色	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)
<b>Spelling and Grammar</b> 內容拼字與文法	Presentation has no misspellings or grammatical	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling	(1)
					(2)
					(3)

	errors.			errors.	(4)
					(5)
					(6)
<b>Use of Graphics</b> •版面編排的視覺美觀程度	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)
<b>Organization</b> •文句語詞使用的正確性及流暢性	PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)
<b>Sources</b> •作品格式能達到目的並說明出處來源	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but one is not in the desired format.	All sources (information and graphics) are accurately documented, but two or more are not in the desired format.	Some sources are not accurately documented.	(1)
					(2)
					(3)
					(4)
					(5)
					(6)

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