

高二學習歷程檔案製作競賽



普通科 二忠
25號 許家穎

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英語文 學習歷程檔案



指導老師：彭琪惠



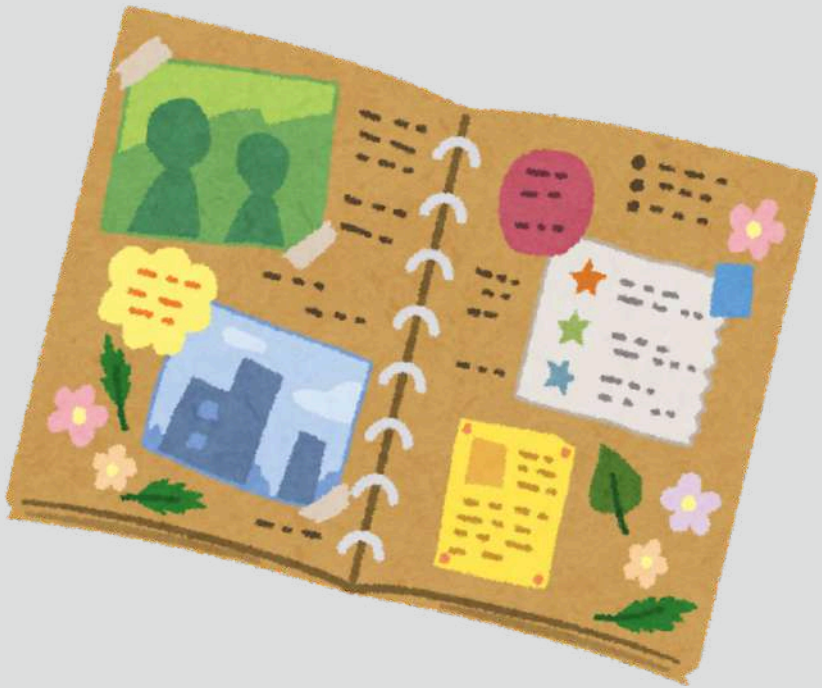
課程單元一

Understanding SDGs

K-W-L Chart for SDGs overview		
Class <u>普一</u> No <u>42</u> Name <u>許家穎</u>		
What I <u>K</u> now	What I <u>W</u> onder (or what do I <u>w</u> ant to know) 5WH	What I have <u>L</u> earned
Unit 1 Sentence pattern I had + V-pp before S + V-ed Unit 3 Sentence Pattern I find + O + adj / Ving / V-pp / 介系詞片語 I had known nothing about SDG16 before I went to high school. ✓ I find SDG16 ✓ <u>significant, it talks to me.</u>	Unit 6 Sentence Patterns I wonder + who / what / why / whether + S + V <u>I wonder to know why SDGs have spread to all over the world</u> <u>I wonder to know when SDGs were threatened.</u> 字跡太小 筆色過淡 無法批閱	Unit 4 Sentence Patterns N, which+ V.... Unit 9 Sentence Patterns N + Ving / V-pp (省略關代用法) Unit 8 Sentence Patterns S1 + be 比較級 adj + than + S2 連綴動詞 S1 + V + 比較級 adv + than + S2 <u>I think SDG16 decent work very important to me.</u> <u>I hoped this spread all over the world.</u> <u>I think SDG16 is more people know than SDG17.</u>



寫完這份學習單後，我了解到了更多SDGs的內容，認識到永續發展的17項目標，這些議題都與我們息息相關，也開始思考這些目標與我們的生活有什麼關聯。



普一中心 32 許家穎

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Video watching discussion questions and activities

Video Link: <https://www.youtube.com/watch?v=7dzFbP2AgFo&t=34s>

Pre-Watching Questions:

What do you think the video is about based on the title, "SUSTAINABLE DEVELOPMENT

GOALS 📺🌐 What are SDGs? 🧐😊



While Watching Questions:

1. Main Ideas:

List three main ideas related to sustainable development goals discussed in the video.

(1) Climate Action

(2) Affordable

(3) Sustainable Cities And Communities

2. Visual Elements:

Describe any images or examples shown in the video that represent SDGs goals.

Scenes of using renewable energy, reducing poverty, or promoting education.

Post-Watching Questions:

1. What was your favorite part of the video? Why did it stand out to you?

As you can see it's everyone's responsibility to respect the planet and each one of us can do something. It doesn't matter how small. because it direction for use little bit of help can be useful.

2. Did you learn something new about SDGs? If yes, what was it?

Yes, I understand the importance of reducing emissions and choosing eco-friendly products.

3. What can people do to achieve SDGs goals in their daily lives?

Turn off the lights, unplugging appliances when people not using them. take quick showers instead of taking a bath.

Vocabulary and Expressions:

1. Language Exploration:

List three new words or expressions related to SDGs that you heard in the video. Try to guess their meanings based on context, and then look up the actual definitions.

Words or expressions	My guess	The actual definitions
Consumption	消耗	消耗
Inequalities	不平等	經濟差距
Eradicate	消除	消滅

2. Critical Thinking:

In your opinion, why is it important for you to understand SDGs?

Improve our quality of life while protecting the Earth and future resources.

3. Challenges:

What are some challenges you might face when achieving SDGs goals? Do you come up with any suggestions or solutions?

Act for the future, start today.

4. Create a Slogan:

Come up with a catchy slogan that encourages people to achieve one goal of SDGs. Share it with the group.

Enhance life, protect the Earth, create the future together.

透過這次觀看SDGs主題影片，我了解了「氣候行動」、「永續城市與社區」、「可負擔能源」等重要目標，意識到每個人都能從日常生活中做出小改變，例如關燈、拔插頭和節水來實踐永續理念。我也學到減少碳排與選擇環保產品的重要性。



SDGs17 多元夥伴關係

Don't miss anyone, let the world move forward together!

Collaborate to Promote a Sustainable Vision

Mobilize additional financial resources from multiple sources for developing countries.

Enhance global macroeconomic stability through policy coordination and coherence.

Enhance coordination through the global technology facilitation mechanism.

Provide international support to improve their domestic tax revenue and other revenue-generating capacities.

17 PARTNERSHIPS FOR THE GOALS



普一忠 32 許家穎

這次我選擇的是SDGs17多元夥伴關係
透過建立良好的夥伴關係，資源才能被更有效地運用，問題也才能被全面地解決。這讓我了解到團結合作也是推動改變的關鍵力量。

這份學習單統整了前面的學習單內容，還有對這次課程活動的心得與反思。

Reflection on the Introducing to SDGs
Class 普一忠 No 32 Name 許家穎

Before the activity: What did you think about this topic?
I didn't know what SDGs was at first, so I was curious about what kind of topic it would be.
During the activity: Did you encounter any problems or difficulties? How did you solve it?
The activity sheet needs to be expressed in English, which is a problem for me. So my solution is to use a translator or ask my classmates.
After the activity: Is there anything new you learned after the activity? What suggestions will you give to yourself?
I learned a lot about SDGs and the ability to express themselves in English. But I hope I can be more proactive and not lazy all the time.
Teacher's Evaluation
Good! I hope next time you may be brave enough to speak out your ideas.
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課程單元二

SDG 3 and Organ Donation

Task: Writing from Different Perspectives

Decide whose perspective would you choose to write from.

a. I would like to say something from Kate's/ Anna's/ Parents'/ Doctors' point of view.
(Circle your choice)

b. Understand the Character: Research the character whose perspective you are writing from.
Note their personality traits, experiences, and emotional responses to the events in the story.

Create a character profile for your choice. Use the story or mind map to list at least five adjectives to describe her/their personality traits and three major experiences that shaped them.

5 Adjectives to describe <u>Kate</u> 's Personality Traits
1. Responsible
2. Caring
3. Stressed
4. Determined
5. Protective

3 Major Experiences that Shaped <u>Kate</u>
1. Growing up feeling responsible for Anna's safety and well-being
2. Witnessing her parents <u>argue</u> with doctors about Anna's treatment
3. Having to make a difficult decision about Anna's medical care

c. Define the Voice: Determine how the character speaks and thinks. Are they optimistic, pessimistic, thoughtful, impulsive? Their voice should reflect their personality.
I would like to make my character thoughtful(adjective) because that would make her/them care deeply about each decision and its impact on Anna.

d. Empathize: Put yourself in the character's shoes. How would you feel if you were them?
What would you notice, think, or do?
If I were Kate, I would feel torn between what's right and what's best for my sister.

e. Show, Don't Tell: Use actions, thoughts, and dialogue to convey the character's feelings and personality instead of directly stating them.
Try creating a dialogue between two parties from the four with at least ten sentences.

A as <u>Kate</u>	B as <u>Doctor</u>
1. Why can't you just tell me the truth?	2. We are telling you the truth, Kate, but it's not that simple.
3. It's my sister. I deserve to know everything.	4. And we respect that, but there are risks we must consider.
5. She trusts me. If I let her go through this and it fails	6. Then we'll try something else. But this is her best option now.
7. You don't understand what it's like to watch her suffer.	8. I know it's hard. But we're doing our best, and so are you.
9. I just wish someone would ask her what she wants.	10. Maybe it's time we did. Let's talk with Anna together.

Write a scene from the story, but instead of stating the characters' emotions, describe their actions, facial expressions, and dialogue that imply these emotions. For instance, instead of saying "Anna felt nervous," you might write, "Anna's hands trembled as she grasped the legal documents, her voice barely above a whisper when she spoke."

My Scene Description from the Perspective of <u>Kate</u>
The hallway felt colder than usual. Kate stood frozen, her fingers tightening around the folder of medical records. Her eyes scanned the sterile walls, but her thoughts were with Anna - curled up in bed, quiet but watching. She took a deep breath, stepped into the doctor's office, and tried to hide the tremble in her voice. "I read the report," she began, swallowing hard. "And I don't know if I can say yes."

Ask a peer to read the scene and guess the emotions being depicted without telling them outright.

這份學習單是結合第六課課文內容完成的。我們以課文中的角色形象為基礎，先自己想像對話劇本，並透過小組討論的方式設計對話內容，最後用口說方式呈現出完整的劇情。

競賽歷程



(普高)114年口說達人	成績
✓ Talking about Directions 談論方向	97.35
✓ Transportation 交通	97.13
✓ Dining and restaurants 用餐與餐廳	96.56
✓ Shopping 購物	97.3
✓ Hotels and accomodations 飯店與住宿	95.91
✓ Concerning expectations 關於期待	96.29
✓ Concerning a premonition 關於預感	96.17
✓ Describing weather and seasons 描述天氣與季節	97
✓ Talking about time and frequencies 談論時間與頻率	96.34
✓ Concerning computers 關於電腦	95.67
✓ Warnings 警告	96.62

本學期的英語文課程…

本學期的英語文課程讓我有一些新的收穫，不過，因為我平常比較少複習課堂內容，所以在上課時常常會跟不上進度，或是在考試時反應比較慢。這讓我意識到，學習語言不能只靠課堂時間，更需要課後的練習和整理。希望下學期我能養成定期複習的習慣，讓學到的內容不會那麼快就忘記，也能在課堂上更積極參與。

數學旗桿測量

指導教師：張瓊文

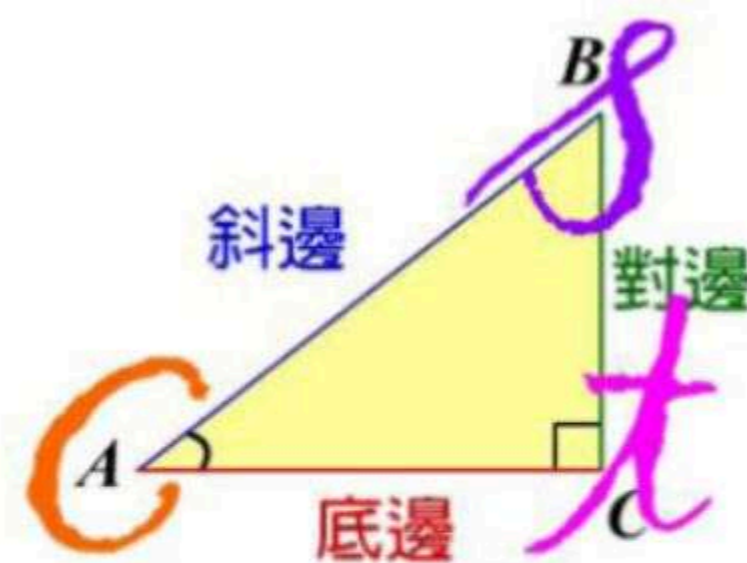
認識三角函數

三角函數是用來描述直角三角形中角度與邊長比例關係的數學函數，亦可以用單位圓的各種有關線段的長的等價來定義。

$$\sin \theta = \text{對邊} \div \text{斜邊}$$

$$\cos \theta = \text{鄰邊} \div \text{斜邊}$$

$$\tan \theta = \text{對邊} \div \text{鄰邊}$$



$$\sin A = \frac{\text{對邊}}{\text{斜邊}} = \frac{\overline{BC}}{\overline{AB}}$$

$$\cos A = \frac{\text{底邊}}{\text{斜邊}} = \frac{\overline{AC}}{\overline{AB}}$$

$$\tan A = \frac{\text{對邊}}{\text{底邊}} = \frac{\overline{BC}}{\overline{AC}}$$

做法

同學身高：160公分

腳步：24公分 共65步

➡ $24\text{公分} \times 65\text{步} = 1560$

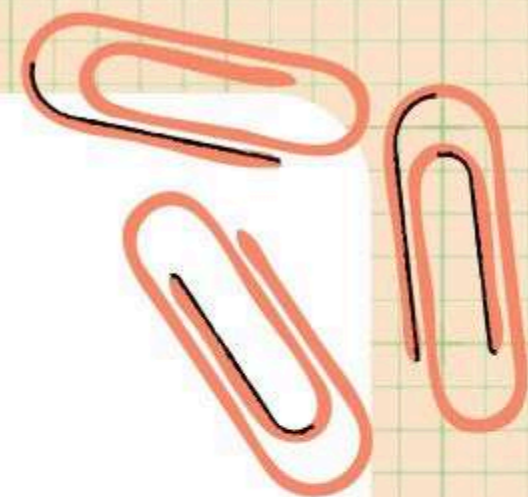
$$\theta = 40^\circ$$

$$\tan 40^\circ \times 1560\text{公分} = 1309.6$$

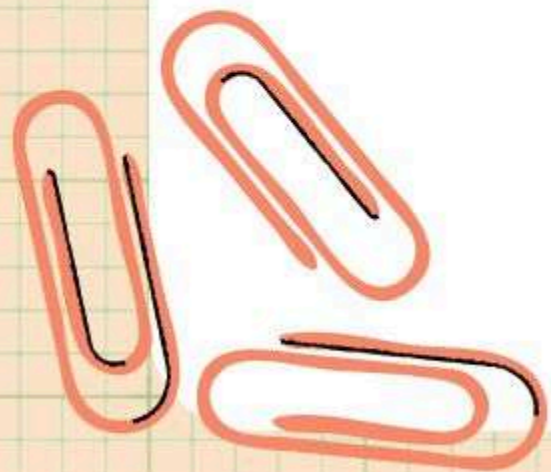
$$1309.6 + 160 = 1469.6\text{公分}$$



心得反思



數學不是只有在紙上寫公式、算數字，其實也真的能用在生活中。以前我都覺得學數學只是為了考試，但這次真的自己動手測量旗桿，發現數學其實滿實用的。這次用三角函數來算旗桿高度的活動，不只讓我更懂那些看起來很抽象的公式，也讓我學到怎麼把課堂上的東西拿來用在真實情況裡。



心得反思

我覺得自己在英文課和數學課學到了很多，以前總覺得英文就是背單字，但現在透過分組討論，我變得更敢開口表達，也認識了更多元的文化；數學課也不再只是枯燥的算式，在練習解題的過程中，我慢慢培養出把複雜問題變清晰的邏輯思考能力。這兩門課的收穫，真的讓我這學期過得非常充實，也學到了受用無窮的思考方式。

謝謝大家

