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| **學生於本領域/科目的學習功能** | |  | **開課評估**   * 年級；人數；班型：科 ；每週學分/節 |
| 1. 個別學生描述 | （二）學生共同需求 |
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| **學期課程規劃（雙向細目表）** | | | | | | |
| **呼應領域/科目核心素養** : | | | | | | |
| **學習表現**    **學習內容** | |  |  |  |  |  |
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| **單元主題** | | |  | | | | |  | | **價值定位** | |
| **基本資料** | | **年級** |  | | | | |  | |  | |
| **班型** | **🞏資源班　🞏集中式特教班 🞏巡迴輔導班** | | | | |
| **節數** | **每週 節/本單元總計　　節** | | | | |
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| **呼應領域/科目核心素養**: | | | | | | | | | | | |
| 學習表現  學習內容 | | | | |  | |  | | **分析學生在該單元的學習功能/先備能力**  **思考課程調整原則**  學習內容：  學習歷程：  學習環境：  學習評量： | | |
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| **設想連結的情境** | | | | **設計總結性表現任務** | | **學習活動/脈絡設計** | | | | | **特定學生的策略/資源/輔具** |

素養導向教學設計的檢核與對應

□整合知識技能與態度

□情境化脈絡化的學習

□學習歷程方法及策略

□實踐力行的表現

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