

傳統班教學目標

班級	教學目標	教材
<p>幼小班 幼大班</p>	<p>透過有趣的活動、童謠或兒歌、畫圖、勞作、說故事和遊戲，善用兒童各種感官知覺以及多種智能，啟發小朋友學習中文的興趣與動機。 介紹基本字彙，以簡短易學的句子，讓幼童能一起跟讀。</p>	<p>快樂幼兒華語 搭配補充教材， 實施彈性教學</p>
<p>注音班</p>	<p>認識學習注音符號 ㄅ ㄆ ㄇ，建立華語標準腔調的基礎；介紹基本字彙，作為將來閱讀及寫作之工具。 透過有趣的活動、童謠或兒歌、畫圖、勞作、說故事和遊戲，善用兒童各種感官知覺以及多種智能，啟發小朋友學習中文的興趣與動機。</p>	<p>學華語開步走 搭配補充教材， 實施彈性教學</p>
<p>一年級 二年級 三年級</p>	<p>採用情境式的教學方式，透過實物及情境之營造，讓學生對該課句型和字彙有所瞭解。 學習認字，分析中國字的結構，讓孩子認識文字之美與特性，並透過實物、圖畫、肢體動作等視覺方式呈現字彙或句型中常見的情境。字形、筆順、造詞、造句與單位詞的熟練，糾正發音提升表達能力。 運用淺顯易懂的可愛故事、短文、童謠或兒歌，加強聽、說、讀、寫的能力，使學童能在有趣的情境中學習，達到寓教於樂的目的。 藉由活潑有趣的課堂活動，讓學生靈活運用學過的詞彙，訓練說話能力。</p>	<p>美洲華語第一冊 美洲華語第二冊 美洲華語第三冊 搭配補充教材， 實施彈性教學</p>
<p>四年級 五年級 六年級</p>	<p>採用情境式的教學方式，透過實物及情境之營造，讓學生對該課句型和字彙有所瞭解。 學習認字，分析中國字的結構，讓孩子認識文字之美與特性，並透過實物、圖畫、肢體動作等視覺方式呈現字彙或句型中常見的情境。字形、筆順、造詞、造句與單位詞的熟練，糾正發音提升表達能力。 加入漢語拼音：配合識字、造詞、造句及中文打字。以閱讀、成語、寫作、思維能力的培養，豐富孩子的字彙；組句成段，組段成篇，訓練基本的寫作能力。 藉由活潑有趣的課堂活動，讓學生靈活運用學過的詞彙，訓練說話能力。</p>	<p>美洲華語第四冊 美洲華語第五冊 美洲華語第六冊 搭配補充教材， 實施彈性教學</p>
<p>七年級 八年級 九年級</p>	<p>採用情境式的教學方式，透過實物及情境之營造，讓學生對該課句型和字彙有所瞭解。 藉由聽、說、讀、寫、思、作的課程設計，讓孩子學會中文的應用及提升寫作能力。加強課外閱讀，生活、文化常識。精選短文或書籍，為 AP 中文做準備。</p>	<p>美洲華語第七冊 美洲華語第八冊 美洲華語第九冊 搭配補充教材， 實施彈性教學</p>

Chinese as a Foreign Language (CFL)

Class Descriptions

Class	Textbooks	Course Descriptions
K 1 3+ years old	快樂幼兒華語 My First Chinese Words Book 1~18	The goals for the class are to be educational in an encouraging and fun environment. The curriculum is compiled by referring to children psychological development theories. In order to facilitate learning, the class will focus especially on interactive teaching. The teacher will use Mandarin and English to communicate and guide students in learning basic and applicable conversations. Teachers will lead students with singing, games, drawings, and other activities.
K2 5+ years old	快樂幼兒華語 My First Chinese Words Book 19~36	
CFL-B 6+ years old	Go Chinese! Go 100	<ol style="list-style-type: none"> 1. Vocabulary and Sentence Structures: Help students use the target language in contexts relevant to their daily life. The same topics are revisited throughout the series to reinforce learning, as well as to expand on the vocabulary and sentence structures previously acquired. 2. Listening and Speaking: Integrate a variety of communicative activities such as role playing, interviews, games, pair work, and language exchanges to give students the opportunity to practice what they have learned. 3. Word Recognition and Reading: Each lesson introduces about 12 new Chinese characters. Each new character is first introduced and then practiced repeatedly in classroom activities and subsequent lessons to enhance retention of new vocabulary over time. Pinyin (phonetic notation) is used for the new vocabularies. 4. Type-to-Learn Methodology (with CD-ROM): Use Chinese typing as an instructional strategy to improve listening, pronunciation, and word recognition. 5. Chinese Characters and Character Writing: Follow the stroke order to write Chinese characters.
CFL-C 7+ years old	Go Chinese! Go 200	
CFL-D 8+ years old	Go Chinese! Go 300	
CFL Adult 18+ years old	一千字說華語 (One Thousand Words Learn Chinese) Pin Yin system, Supplementary materials	