

榮譽榜

臺北市立誠正國民中學 111學年度第二學期

輔導處一學生個人組 競賽項目 競賽成績 班級 姓名 指導老師/教練

教務處一學生個人組 競賽項目 競賽成績 獲獎者 指導老師 日期

教務處一學生團體組 競賽項目 競賽成績 獲獎者 指導老師 日期

體育組一學擊隊 競賽項目 競賽成績 班級 姓名 指導老師

體育組一排球隊 競賽項目 競賽成績 班級 姓名 指導老師

體育組一擊劍隊 競賽項目 競賽成績 班級 姓名 指導老師

七年級校外教學 六福村 八年級班級游泳比賽 八年級隔宿露營 萬瑞森林遊樂園區 七年級班際長繩比賽 九年級班際排球比賽 內湖區校際兩人三腳比賽 704第三名 管樂團 臺北市兒童月表演

體育組一桌球隊-男(團體) 競賽項目 競賽成績 班級/姓名 指導老師

體育組一桌球隊-男 競賽項目 競賽成績 班級 姓名 指導老師

全中運 頒獎典禮暨餐敘 優良學生競選暨投票 畢業典禮 管樂團成果發表會 112年臺北市市長盃 游泳大隊接力比賽 810 第四名 七八年級班際越野比賽

誠正簡訊 72

發行所：臺北市立誠正國民中學 發行人：王麗芬 主編：江仲文 編輯委員：曾煥玲、李嘉永、李韻冬、葉榮文、曹珊 英文編審：張靜玉、蔡欣吾 臺北市立誠正國民中學 September 2023 / 112年9月

自主學習趣味多—111學年度臺北市「國中閱讀知識王」比賽紀錄



110學年度，本校於第五屆「國中閱讀知識王」決賽奪冠後，再次於111學年度參賽，並且榮獲「優勝」的佳績。

今年的比賽要熟讀《三國演義》、《記憶傳承人》、《大自然的獵人》、《白鯨記》、《動物生活的四季》和《跳舞的熊》等六部經典文學作品...

Autonomous Learning with Diverse Interests - Record of the "Junior High Reading Knowledge King" Competition in the 111th Academic Year, Taipei City

Author: Lin Qiongwen English proofreader: Teacher Tsai, Hsin Wu

In the 110th academic year, our school won the championship in the 5th "Junior High Reading Knowledge King" competition.

The competition of this year required a thorough reading of six classic literary works, including "Romance of the Three Kingdoms," "The Giver," "Naturalist," "Moby-Dick," "The Year of the Greylag Goose," and "Dancing Bears."

This year, the participating team consisted of three students from Class 810. They faced heavy academic pressures, and I, due to busy work, couldn't allocate much time to train them.

In recent years, the booklist for the Knowledge King competition has been based on the "Books Illuminate Knowledge" activity promoted by the Education Bureau.

「文轉圖」、「思辨」、「表演」、「合作」等能力，三個人所有的才華加起來，要說是十項全能也不為過。

今年參賽隊伍由810三位學生組成，她們課業壓力大，而我也因業務繁忙，無法抽出更多時間訓練她們...

近幾年知識王比賽的書目就是教育局推動的「以書映光」活動書目...

之後我依照個人興趣分配負責的書籍，每位同學熟讀兩本書並將全書重點分享給其他兩位夥伴...

大概在賽前一週，我請同學將負責的書籍做賽前出題給其他人回答。我告訴她們，要把自己想像成評審，有出題者意識...

今年巫苙怡、潘有葵、簡子瀾三位同學很幸運地能與其他11校隊在一起晉級...

去年得冠軍的學生參賽了兩年，我想能奪冠應該歸功於他們能力的增長以及豐富的參賽經驗...

今年我依照個人興趣分配負責的書籍，每位同學熟讀兩本書並將全書重點分享給其他兩位夥伴...

Every one or two months, the Education Bureau holds an article solicitation event for outstanding works based on classic books. Therefore, before the competition this year, I printed the excellent works collected from various schools to help the participating students learn about the methods of summarization, creative thinking, and grasp the key points of each book from others' outstanding works.

Afterward, I assigned the books according to individual interests. Each student thoroughly read two books and shared the key points with the other two teammates. The listeners had to think carefully and raise questions, while the sharers had to answer their classmates' questions and teach them important knowledge points.

About a week before the competition, I asked the students to prepare questions based on the books they were responsible for and have others answer them. I told them to imagine themselves as judges and have the mindset of question setters, so they could examine the books from a broader perspective.

Autonomous Learning with Diverse Interests - Record of the "Junior High Reading Knowledge King" Competition in the 111th Academic Year, Taipei City

should consider what abilities they have or what methods they can use to solve them.

This year, our students, Wu Kuanyi, Pan Youzhen, and Jian Zimi, were fortunate to advance to the final round along with teams from 11 other schools.

The champion of last year participated for two years, and I believe their victory was attributed to their growing abilities and rich competition experience.

In other words, if they encounter certain situations in life, they

112年度教育會考成績優異名單

Table with columns: 姓名, 錄取學校, 畢業國小

Table with columns: 姓名, 錄取學校, 畢業國小

Bilingual - Green Expo Field Trip

Green Expo Field Trip

Huge thanks to our incredible teachers - Jason Lee, Summer Zhang, Chad Gu, Tiger Chu, and Adrian Knowles - for planning, helping out, and taking students on a fantastic field trip to the Yilan Green Expo!

Established in 2000, the expo focuses on green living, conservation, and eco-friendly agriculture. Our students had the opportunity to explore themed exhibitions and engage in outdoor education and recreation. The expo also raises environmental awareness within local industries.

On 27th April, all international class students were embarked on this exciting field trip! This was a great opportunity to see a different area of Taiwan and a great opportunity for Grades 7, 8 & 9 to spend time learning from one another and creating a team spirit.



Students spending time relaxing during the big trip to Yilan!



Say cheese! Grades 7, 8 & 9 pose for a group photo!



Math teacher communicating with parents



Science teacher presenting his curriculum

Musical Practice

International and local students have also been practicing their performance skills with singing and dancing in preparation for performing in musicals. This has greatly



Students practicing their performance skills!



The stage is set! Students working hard to improve their English!

Visiting Academia Sinica

We had the incredible opportunity to get together to explore one of the most prestigious research institutions in our country. At Academia Sinica, students immersed themselves in a world of scientific discovery, innovation, and academic excellence. Students had the chance to witness cutting-edge technologies, observe fascinating research projects, and



A photo of teachers in charge of Cheng Zheng Junior High School International Bilingual Program with our amazing principal in the middle.

gain valuable insights into various fields of study.



Researcher explaining how the system is build and setup



Visiting different areas of study in Academia Sinica

CZJH Information Session

Parents who are able to attend the information session had the opportunity to:

Meet the Faculty: Get to know our experienced and passionate faculty members who will be guiding their child's journey. Our teachers were available to answer questions and provide insights into the teaching methodologies and support systems in place to ensure their child's academic success and personal growth.

Q&A Session: We understand that parents may have specific concerns or inquiries. Therefore, we have allocated ample time for a question-and-answer session. Our team was ready to address any queries parents may have regarding curriculum, admission process, financial aspects, or any other topic of interest.

Registration Information: Parents also got to learn about the registration process, important dates, and any required documentation for registration. We guide parents through the steps to enroll their child in the Junior High School International Program and provide assistance throughout the application process.

Metaverse元宇宙~虛實整合的未來

探索元宇宙

第一次被元宇宙吸引，是觀賞2018年上映的電影「一級玩家」。劇中是一個虛擬現實的遊戲世界，人們以Avatar（虛擬化身）進入與其他互動，並進行遊戲中的彩蛋任務，這部電影的創意及場景令我深深著迷。後來在評估了各家的VR一體機後，興奮地購入了我的第一台Meta Quest2頭盔，開始在「Wander」環遊世界美景、在「Down The Rabbit Hole」進行愛麗絲夢遊仙境的實境解謎、在「The Climb」練習攀岩、也在「瘋狂過山車」裡體驗虛擬雲霄飛車的刺激感。今年更幸運的有機會到國家戲劇院參加一場沉浸式互動體驗，戴上VIVE頭盔、全身穿戴感應器進入巴黎舞會盛宴（和真人共舞），穿上虛擬的香奈兒訂製禮服來到夢境般絢爛炫目的場景，將我的元宇宙體驗提升至全新的境界。

「元宇宙」的概念來自於美國科幻小說家Neal Stephenson的第三本小說《Snow Crash》，出版於1992年，描繪出可任意穿梭現實與虛擬的世界。時至今日，元宇宙包含許多前瞻科技，有AI/大數據、AR/VR/MR、NFT、虛擬貨幣、虛擬人物、5G與雲端應用、區塊鏈..等，並結合各種領域的應用如：遠距會議、社群平台、AR廣告、虛擬歌手、虛擬醫療操作、3D全息投影展覽、虛擬商店..等，讓人擁有不同於現實世界的體驗和樂趣。

Explore the Metaverse

The first time I was drawn to the metaverse was when I watched the 2018 film "Ready Player One". In the movie, there is a virtual reality game world where people interact with each other through their avatars and complete Easter egg missions. The creativity and scenery in the movie fascinated me deeply. Later, after evaluating various VR headsets, I excitedly purchased my first Meta Quest 2 helmet and started exploring the world's beauty in "Wander", solving puzzles in "Down The Rabbit Hole", practicing climbing in "The Climb", and experiencing the excitement of virtual roller coasters in "Roller Coaster Madness". This year, I was even lucky enough to participate in an immersive interactive experience at the National Theater. With a VIVE headset and full-body sensors, I entered a virtual Parisian ball (dancing with real people), dressed in a virtual Chanel custom-made dress, and arrived in a dream-like dazzling scene, taking my metaverse experience to a whole new level.

The concept of 'metaverse' originates from the third novel, Snow Crash, by the American science fiction writer Neal Stephenson. It was published in 1992, depicting a world where individuals can freely navigate between reality and virtuality. Today, the metaverse includes many cutting-edge technologies such as AI/big data, AR/VR/MR, NFT, virtual currencies, virtual characters, 5G and cloud applications, blockchain, etc. and combines various fields of application such as remote meetings, social platforms, AR advertising, virtual singers, virtual medical procedures, 3D holographic exhibitions, virtual stores, etc., providing people with experiences and pleasures different from those in the real world.

在教學上的應用

元宇宙與教學的結合，可超越時間與空間的限制，並更加安全地學習技能，增加學生的參與度並提高學習效果，如虛擬實驗室、虛擬運動場館或圖書館。我在教學現場的應用如下：引導學生搭船在虛擬藍色水路悠遊，認識基隆河、淡水河的人文及生態；在富士山下的湖邊進入搭帳、生火野炊等互動畫面，體驗日本動畫「搖曳露營」的場景；在「Goxr」、「Spatial」等虛擬展間欣賞小組作品及學長姐、師長們的捷運藝術畫作；也可到虛擬星空一遊，讓觀星不再受限於教室或白天。透過頭盔、平板或手機等不同載具，提供具沉浸感的學習體驗。而為了讓學生有更好的科技應用能力，我帶領本校四位同學參加了111年台北市元宇宙VR城市競賽，主題為南港的新舊文化探索，在南港的街區場景拍攝360全景照片，並使用數種XR平台和影像軟體編輯製作內容，很幸運的獲得第三名的獎項。

未來，各縣市也將持續推動各校VR融入教學，及全新的XR數位共學模式：透過3D虛擬攝影棚直播環境的建置，結合教師團隊的多元數位教材以直播的方式進行創新的教學應用。智能科技的發展讓我們能夠更便捷地完成工作和學習，並運用科技去實踐想法和創意。我們可以透過虛實整合的方式來強化學習效果，例如參加實體的童軍露營活動，同時也可以體驗虛擬的野外求生場景來進行更多的挑戰。面對未來的科技創新，讓我們持續保持開放的心態去探索，這個多元有趣的元宇宙世界。

Application in Education

The integration of the metaverse and education can transcend the limitations of time and space, provide a safer environment for learning skills, increase student engagement, and improve learning outcomes. Examples of this integration include virtual labs, virtual sports venues, and libraries. In my teaching practice, I guide students to navigate a virtual blue waterway to learn about the culture and ecology of the Keelung River and Tamsui River. Students also experience interactive scenes such as camping and cooking on the lakeside of Mount Fuji, inspired by the Japanese animation "Yuru Camp". They can also visit virtual exhibition spaces such as "Goxr" and "Spatial" to appreciate group works, senior students' and teachers' paintings in the MRT galleries. Additionally, students can explore the virtual cosmos and enjoy stargazing beyond the classroom or daytime limitations, using various devices such as headsets, tablets, or smartphones to acquire an immersive learning experience.

To enhance students' technological application abilities, I led four students to participate in Taipei City Metaverse VR City Competition in the year 111. The theme was to explore the new and old cultures of Nangang. We took 360-degree panoramic photos of the streets of Nangang and used various XR platforms and image editing software to create the content. We were fortunate to win third place in the competition.

In the future, each city and county will continue to promote the integration of VR into teaching in schools, as well as a new XR digital collaborative learning model. By setting up a 3D virtual studio anchor environment and combining the diverse digital teaching materials of the teacher team, innovative teaching applications can be conducted through live broadcasts. The development of intelligent technology allows us to complete work and learning more conveniently, and to use technology to realize ideas and creativity. We can enhance the learning effect through the integration of virtuality and reality, such as participating in physical scout camping activities while also experiencing virtual wilderness survival scenes for more challenges. Facing future technological innovation, let us continue to maintain an open-minded attitude to explore this diverse and interesting metaverse world.

上一堂 雙語表演藝術課

- 學會創意醞釀、展現團隊合作，說一個好故事

為什麼我們需要表演藝術課？

表演藝術課，是一堂重要的課。透過表演藝術課，學生可以學習多元的表演藝術形式，不論在舞台或電影表演，表演者都需要不斷思考如何運用豐富的肢體語言，才能讓觀眾感同身受。為了展現細膩的情緒，學生們更需要學會觀察生活中的細節，敏銳的同理他人的感受。而劇本的創作與分組合作過程中的溝通，更訓練學生日後表達能力，包含彙整想法、口語表達，學習合作與包容。表演藝術課體現了學生能力的多元面向，願每一個孩子都可以在表演藝術課乃至是人生當中，找到屬於自己的舞台。

【九年級微電影課程-分鏡圖說故事】

時下的我們頻繁使用社群媒體、影音等媒介。因此培養影像閱讀素養、影像分析以及影像敘事的能力，是未來不可

或缺的能力，微電影課程便應運而生。

九年級的學生思考能力與表現力趨漸成熟，經過三年的雙語課程浸淫，對英語的使用自信心與掌握度更高。透過英語的文本輔以科技產品及分組合作學習，先理解知識，再運用自身經驗加以詮釋知識，得到真正的學習，確保能夠將所學的鏡頭語言加以運用於作品當中。

能夠繪製分鏡圖，就奠定了影片拍攝的重要基礎，請大家一起期待九年級學生今年為我們帶來的微電影作品

孩子們從表演藝術課上學到的，遠遠超越表演藝術本身，每次都會驚艷於學生的表現。有句話說「藝術不能當飯吃，但是藝術可以讓飯變得更好吃」。願孩子們可以從課程中獲取美感能力，看見美、運用美，成為更有力量內在更強大的人。



【從影片擷取指定鏡位】需先清楚了解鏡位的定義與用法，並且從影片中擷取指定鏡位，輔助說明鏡位的使用方式

【鏡位分析】學生以講師的身分析鏡頭，指導同學學習並抄錄筆記

技藝競賽 頒獎

隔宿露營



▲ 柯宛的 - 台北市技藝競賽飲料調製第一名



▲ 陳鈺茹 - 台北市技藝競賽機械群鉗工第二名



▲ 李岑貝 - 台北市技藝競賽餐飲群餐服第一名



▲ 施元杰 - 台北市技藝競賽餐飲群中餐第三名



▲ 許宗峻 - 台北市技藝競賽電機電子群冷凍第三名



▲ 潘立恆 - 台北市技藝競賽設計群3D數位角色設計第三名



▲ 職業達人開講-教育事業顧問周秉毅



▲ 職業達人開講-社工王藝婷

8年級職業達人心得

<p>職業：會計</p> <p>姓名：_____</p> <p>111 學年度第 2 學期生涯發展教育活動職業達人開講-職業生涯介紹回饋表</p> <p>時間：111年5月16日 第 5 節</p> <p>講題姓名：周秉毅 職業：教育事業顧問</p> <p>請在下方勾選你的感受：</p> <p>一、課程內容 感興趣 <input type="checkbox"/> 無感 <input type="checkbox"/> 不感興趣 <input type="checkbox"/></p> <p>二、課程形式 線上 <input type="checkbox"/> 不線上 <input type="checkbox"/> 均可 <input type="checkbox"/></p> <p>三、資訊獲取 很多 <input type="checkbox"/> 不多 <input type="checkbox"/> 均可 <input type="checkbox"/></p> <p>*今天的學習心得：從周老師的分享中，我了解到會計工作的專業性與重要性，也讓我對自己的未來職業有了更清晰的規劃。</p>	<p>職業：社工</p> <p>姓名：_____</p> <p>111 學年度第 2 學期生涯發展教育活動職業達人開講-職業生涯介紹回饋表</p> <p>時間：111年5月16日 第 6 節</p> <p>講題姓名：王藝婷 職業：社工師</p> <p>請在下方勾選你的感受：</p> <p>一、課程內容 感興趣 <input type="checkbox"/> 無感 <input type="checkbox"/> 不感興趣 <input type="checkbox"/></p> <p>二、課程形式 線上 <input type="checkbox"/> 不線上 <input type="checkbox"/> 均可 <input type="checkbox"/></p> <p>三、資訊獲取 很多 <input type="checkbox"/> 不多 <input type="checkbox"/> 均可 <input type="checkbox"/></p> <p>*今天的學習心得：剛開始我不了解社工的工作內容，看了影片後發現原來社工在幫助有需要的人，經由周老師的分享，我對社工的職責有了更深的認識，也讓我對自己的未來職業有了更清晰的規劃。</p>
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