



Cambridge Assessment
International Education

基于国际化学校以能力培养为导向的全人教育理念， 聚焦创新融合人文课程框架建设

无锡狄邦文理学校中学部实践经验分享

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- ▶ 教学教研方法
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一、培养目标

- ▶ 剑桥课程以提升学生**综合素质、核心素养及终身学习能力**为培养目标，并且与学校一起培养剑桥学习者，他们自信、负责、反思、创新和敬业，为在现代社会取得成功做好了准备。
- ▶ 中国国家课程培养目标之一具有初步的**创新精神、实践能力**、科学和人文素养以及环境意识；具有**适应终身学习的基础知识、基本技能和方法**，成为有理想、有道德、有文化、有纪律的一代新人。

一、培养目标

- ▶ 本校的育人目标：打造一所以培养**学生能力为导向**的面向未来的学校。

基于此，我们设计了本校人文课程的总体育人目标：**以人为本，通过多样化的主题活动以及多元化的文本阅读、思辨和表达训练**，使学生具备系统化的知识、学科技能与正确的价值观，并能运用人文社会科学领域的**核心概念**进行独立思考、判断与表达，最终获得心智的解放与成长，塑造完善的人格，成为**脚踏实地、胸怀天下、德才兼备**的优秀人才。

二、教学教研方法

- ▶ 核心理念：融贯中西，以学生为中心，依据多元智能理论开展全人教育。
- ▶ 教学方法：小组讨论，主题探究，调查问卷、课本剧、跨学科项目式学习。
- ▶ 教学研究制度：同年级同学科教师集体备课；同学科不同年级教师衔接交流；同年级不同学科教师跨学科探讨。



二、教学教研方法

学科教研活动



每学期听课学习



学科素养培训



总部培训

二、教学教研方法

学科教研活动



IGCSE课程学习交流会议



探究式教学经验分享

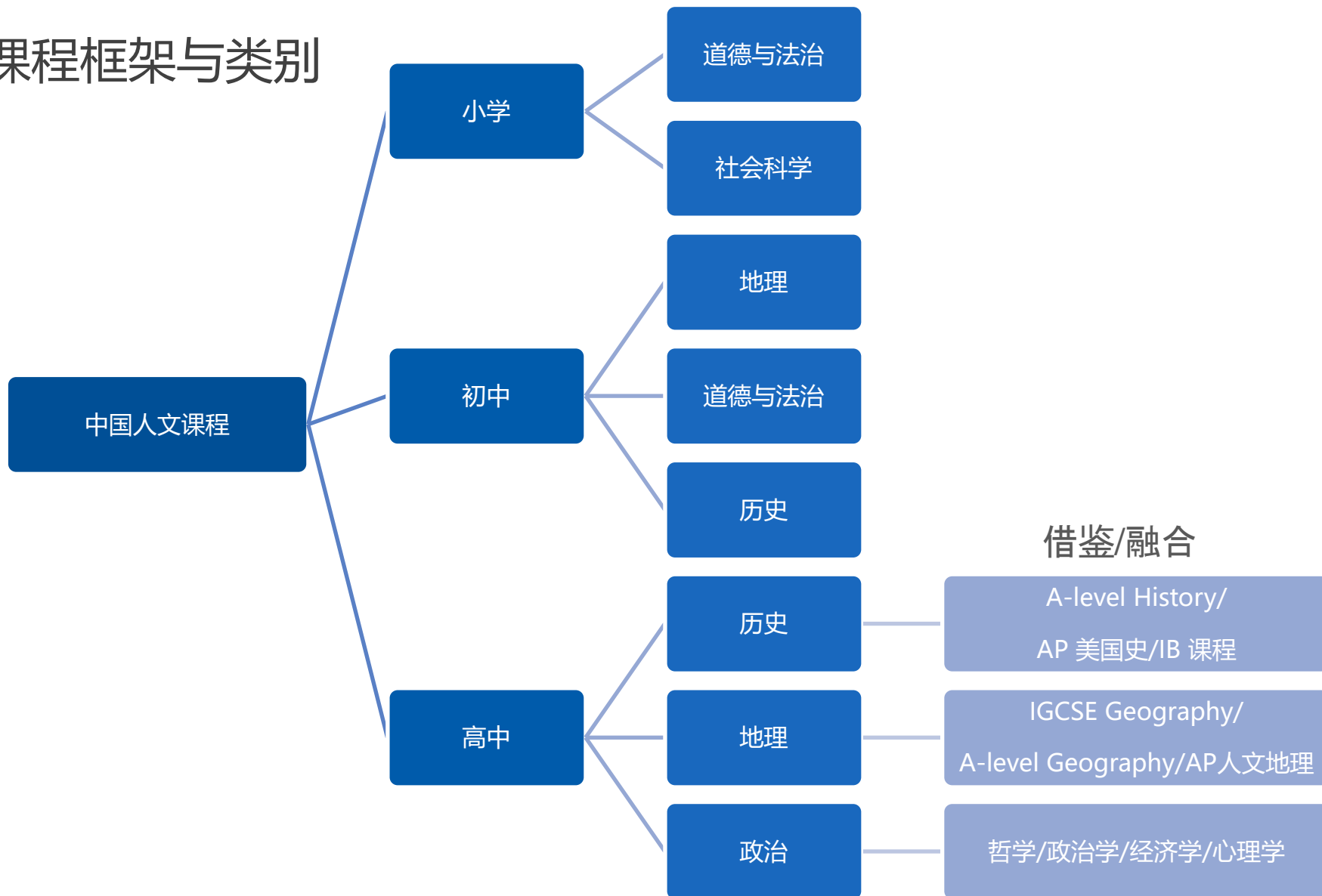


人文组私董会



三、课程设置

▶ 课程框架与类别



四、课程实施与评价

- ▶ 科目安排
- ▶ 课程融合主要在人文科目：
- ▶ 在**教学内容、教学形式以及评估体系**这三方面进行了积极的融合创新尝试。



四、课程实施与评价

(一) 教学形式和评价方式的创新与融合

- ▶ 课题：十一届三中全会后的中国
- ▶ 小组以**对话采访**或**新闻联播**的方式展示成果



四、课程实施与评价

▶ 历史复习游戏设计

▶ 评价标准

- ✓ 识别历史图表的能力（信息提取）
- ✓ 辨别历史人物，了解人物背景的能力（图像识别）
- ✓ 会对历史事件进行认识与评价（分析与解读）
- ✓ 了解历史的时序（时空观念）
- ✓ 陈述历史，语言表达能力（思辨与表达）
- ✓ 小组合作与沟通能力（社会交往）

历史探究课程——历史复习游戏设计 (评估表)								
Grade:	Class:		Name:					
项目	组 1 成员:	组 2 成员:	组 3 成员:	组 4 成员:	组 5 成员:	组 6 成员:	组 7 成员:	组 8 成员:
(请根据每一小组游戏中展现的历史技能进行评价, 显示该技能请勾)								
a. 识别历史图表的能力 (信息提取) information extraction								
b. 辨别历史人物, 了解人物背景的能力 identify historical figures								
c. 会对历史事件进行认识与评价 (分析与解读) analysis and interpretation								
d. 了解历史的时序 the chronology of history								
e. 陈述历史, 语言表达能力 language skills								

四、课程实施与评价

(二) 教学内容与教学语言的融合与创新

- ▶ **课程和作业的双语融合：**
- ▶ **精选主题性的英文历史阅读材料，结合国际课程对历史问题分析能力的要求以及国家课程中重点知识的理解与运用，设计中西语言表达和内容结合的英文作业，锻炼学生的英语材料阅读能力和问题分析能力。**

DSAS CN History G10. Name: _____ Class: _____ Grade: _____

The Ming and Qing Dynasties(Before the Opium War of 1840)

The period from the 14th to the 19th centuries encompassed the Ming and Qing dynasties, a period of decline of Chinese feudal society. The Ming Dynasty lasted over 280 years from its establishment by Zhu Yuanzhang in Nanjing in 1368 to Emperor Chongzhen's suicide in 1644. The early half of the Qing Dynasty lasted over 190 years from Emperor Shunzhi's entry into Beijing in 1644 to the outbreak of the Opium War in 1840. In the Ming Dynasty, there was a closer integration of the many ethnic groups that composed China. In the first half of the dynasty, the economy developed rapidly, and the society was prosperous. Zheng He made seven long-distance voyages with huge merchant fleets, and promoted China's friendly relations with foreign countries. The reigns of emperors Kangxi, Yongzheng and Qianlong of the Qing Dynasty are regarded as a golden age both materially and culturally, and there emerged great number of statesmen, thinkers, strategists, explorers and scientists in those days, who composed glorious chapters in the history of China.

Also during this period, economic and cultural contacts between the East and the West became more and more frequent. The opening of new navigation routes brought every corner of the globe increasingly closer. In the 14th and the 15th centuries the germination of capitalism emerged in some cities along the Mediterranean Sea in Europe. Later, in the 17th and the 18th centuries, bourgeois revolutions took place in Britain, America and France in succession, and the world history entered a new stage. Some advanced countries in the West had entered the stage of maturation, and capitalism progressed rapidly. In comparison, however, China did not synchronously develop. Although the germination of capitalism had occurred in China as early as the mid-and late Ming Dynasty, due to the restrictions imposed by the feudal political and economic structure, the development of productivity was seriously hampered the commodity economy came across considerable difficulties, and the feudal society began to fall down from its summit. With the development of the Chinese society being left behind step by step, and the arrival of the aggressive forces of Western colonialists, the feudal rulers of China changed their attitude towards the outside world, gradually turning from an opening policy to a closed door one. The disparity between China and Western countries rapidly grew.

Question:
Combined with the materials and knowledge learned, please analyze the social conditions of China before the Opium War and think about the situation of China in the international pattern at that time.

DSAS CN History G10. Name: _____ Class: _____ Grade: _____

Zheng He's Voyages

In the early Ming Dynasty, China was one of the most advanced and developed countries in the world. In order to transmit the national power and strengthen contacts with other countries, Emperor Chengzu, whose name was Zhu Di, sent Zheng He on several voyages to the Western Ocean (Southeast Asia west of Brunei and the Indian Ocean) on diplomatic missions.

Zheng He (1371-1435), a native of Yunnan Province with Hui nationality (Moslem), had a nickname Sanbao, so he was also known as Sanbao the Chief of Eunuchs. Showing aptitude and diligence in study, and having gained outstanding military exploits, he won deep trust of Emperor Chengzu of the Ming Dynasty, so the latter dispatched him on diplomatic missions to the West. In June 1405, Zheng He embarked on his first voyage. His fleet consisted of more than 200 ships, manned by more than 20,000 men including sailors, soldiers, technical personnel, interpreters, etc. They carried large amounts of gold, precious stones, porcelain and silk to be used for trade and as gifts. The fleet set out from Liujiaogang Port in Taicang, Jiangsu Province. It arrived at the middle and southern parts of today's Vietnam, and via Java and Bengal, sailed westwards as far as to the Red Sea. Then, it returned by way of Ceylon and today's Calicut in India. The round trip took two years, and Zheng He returned to Nanjing in the autumn of 1407.

Zheng He's fleets were full of Chinese specialties such as silver, gold, diamonds, silk products and pottery. He presented these as the gifts of the Ming Dynasty to every country or region where he arrived expressing the desire to establish friendly contacts with them. Those western countries received Zheng He and his fleets very warmly. Some of the countries Zheng He visited dispatched envoys bearing tribute to the Ming court on his ships. Meanwhile Zheng He also brought back diamonds, spices and other specialties from other countries. Zheng He's achievements made Emperor Chengzu pleased. He travelled to the Western Ocean seven times, and his farthest voyage took him as far as to eastern coast of Africa and the coast of the Red Sea.

During this period, kings, envoys and merchant fleets of many countries in the Southern Ocean and the Western Ocean came to China in succession. Zheng He's voyages were a great feat in the world's navigation history. His first voyage was 87 years earlier than Columbus discovery of the American continent, 93 years earlier than Vasco da Gama's opening of the new navigation route in the Orient, and 116 years earlier than Fernando de Magallanes arrival at the Philippines. Therefore, Zheng He's voyages to the Western Ocean was a pioneering undertaking in the world navigation history, and in present Southeast Asia there are still many buildings dedicated to his memory.

Question:
As well as exploring the ocean, why did Zheng He's voyages have less influence than the opening of new shipping routes? Why didn't the Ming fleet sail further west?


四、课程实施与评价

(三) 构建跨学科跨语言融合课程

- ▶ 高中人文教学案例
- ▶ 中国近现代史与中国政治学中核心概念“中国梦”与美国历史与政治的核心主题“美国梦”之比较。

通过深入教研和有效的教学设计，将历史知识、政治知识、时事探讨与中西比较视野熔于一炉，构建多维度多素养的课程。

● 乔姆斯基的观察 中国梦



- 美国著名的语言学家，左翼知识分子，其“生成语法”学说被认为是20世纪理论语言学研究上最伟大的贡献。
- 其观点与学说还深刻影响了心理学和哲学。
- 是美国著名的公共知识分子之一，因对美国的批评而享誉世界。

四、课程实施与评价

(四) 教学主题借鉴国际课程的内容

- ▶ 教学内容的融合：深度整合中西课程标准、知识与技能
- ▶ 中国国家课程地理学科与IGCSE地理学科对应融合的章节

四、课程实施与评价

(四) 教学主题借鉴国际课程的内容

- ▶ 教学案例：《如何看待农民工现象》
- ▶ 学习方法的融合（跨学科）：人文地理学基础知识
与社会学研究方法---问卷调查法

四、课程实施与评价

▶ 学生评价制度

▶ **过程性评价：**此评价贯穿于教学过程，较多用于学生主题式探究活动。

▶ 学科评估：

▶ 评价标准由学生的课堂参与程度、努力程度、作业成绩和课堂小测构成

▶ 总结性评价：

▶ 阶段性总结性评价分为期中和期末测试，结合IGCSE Syllabus和不同内容性质生成了我校人文课程的评价标准。

五、其他相关辅助支持

- ▶ **社会活动**：湖南凤凰乡村启智公益项目
- ▶ **公众号**：寰宇人文社
- ▶ **竞赛活动**
- ▶ 校级党史知识竞赛或在线知识竞赛
- ▶ 人文主题类活动
- ▶ 世界地理学术挑战赛



六、反思

- ▶ 课程的融合与创新是教育发展的必由之路。
- ▶ 课程融合并非是对课程内容和资源要素的简单组合，而是要基于学习者的真实学习需求和体验，深入研究不同课程的标准与体系后再进行有效融合。

- ▶ 努力方向：

课程内容的融合 (Content)

学习方法和教学方法的融合 (Method)

评估体系的融合 (Assessment)

完整学习模式 (包含问题-探究-行动-反思) 的融合 (Learning Circle)



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感谢大家的聆听
欢迎大家交流与分享

