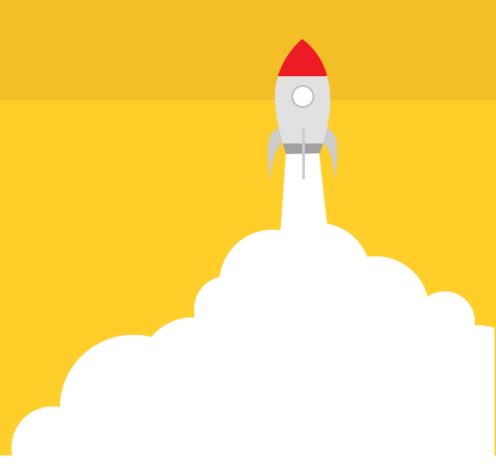
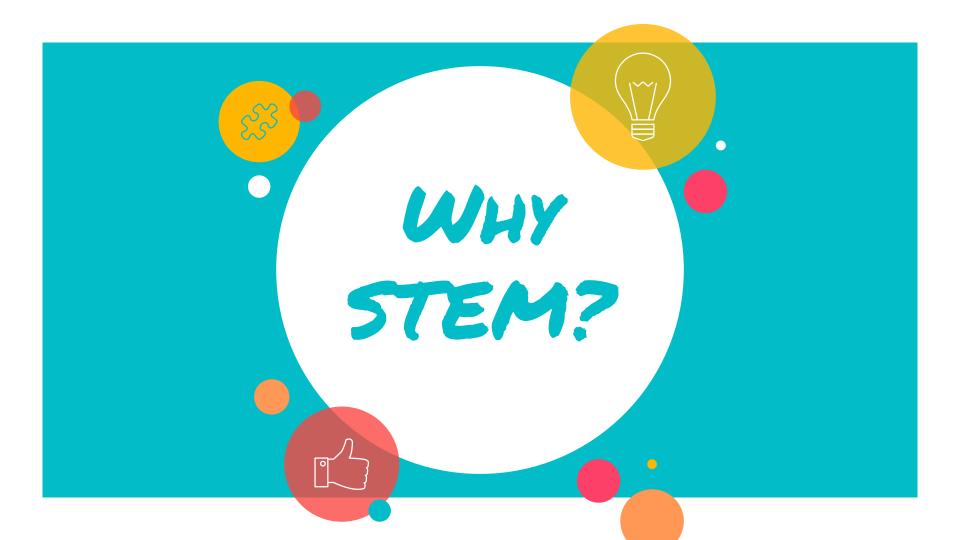
Action Rocket
動・火箭
@ UCCKE
STEM 課程分享





Bloom's Taxonomy

Creating: They wou

Can students create a new product or point of view?

They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating:

Can the student justify a stand or decision?

To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing:

Can the student distinguish between the different parts?

They would be able to compare, contrast, criticize,

differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying:

Can the student use the information in a new way?

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Understanding:

Can the student explain ideas or concepts?

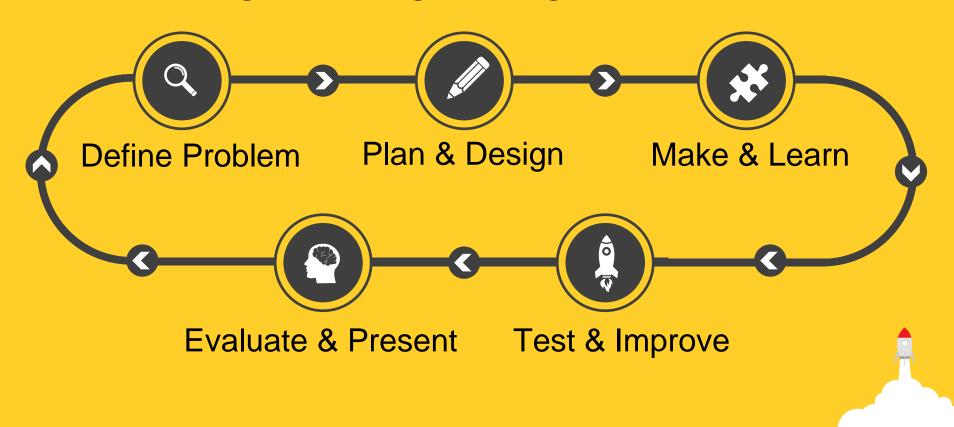
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Remembering:

Can the student recall or remember the information?

They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

Engineering Design Process



STEM Lessons (General Flow)

STEM Maker Project: solve real-world problem by "design and make"

	Lessons	Activities	-
1	Problem Definition and Analysis	Problem-based Learning Share-start learning I DESIGN. I CREATE.	I QUESTION.
2	STEM Investigation (Technology Education)		
3			
4			I STRUGGLE.
5			I COLLABORATE.
6	Model Design	Group Work Learning on Demand	I TRY. I SOLVE. I INVENT. I REFLECT.
7	Model Building		
8	Model Building		
9	Model Testing and Refinement		
10	Project Presentation and Evaluation	Presentation & Evaluation	T LEARN. VENSPIRED.COM

STEM課程(每星期一節60分鐘)

	機械與編程 Robotics and Coding	生活與發明 Invention	科學與科技 Science and Technology
中一	Makeblock 機械人應用(任務)	智能家居 產品設計	智慧城市 未來交通系統
中二	Lego ev3 機械人應用(設計)	智慧綠色校園 人工智能與物聯網	太空科技 太空移民與交通
	Game Development	Robotics and Invention	Science Investigation
中三	3D / VR 遊戲製作	科技產品發明	生物科研 Biotechnology

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太空移民與交通

01

太空移民歷史 - 火星移民

02

火星移民 - 研究

03

火箭歷史

04

火箭設計及製作

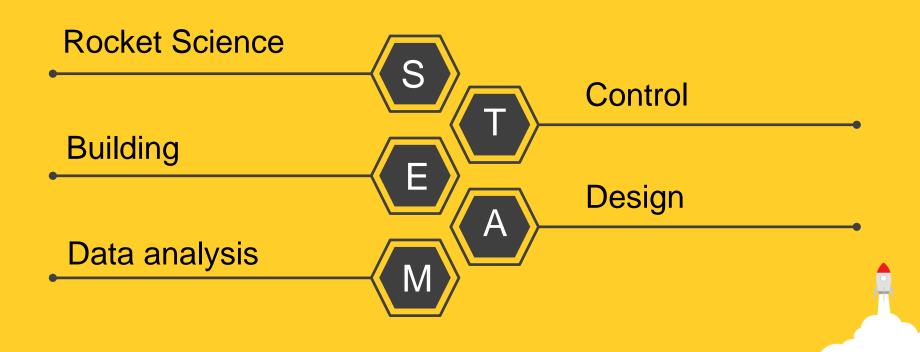
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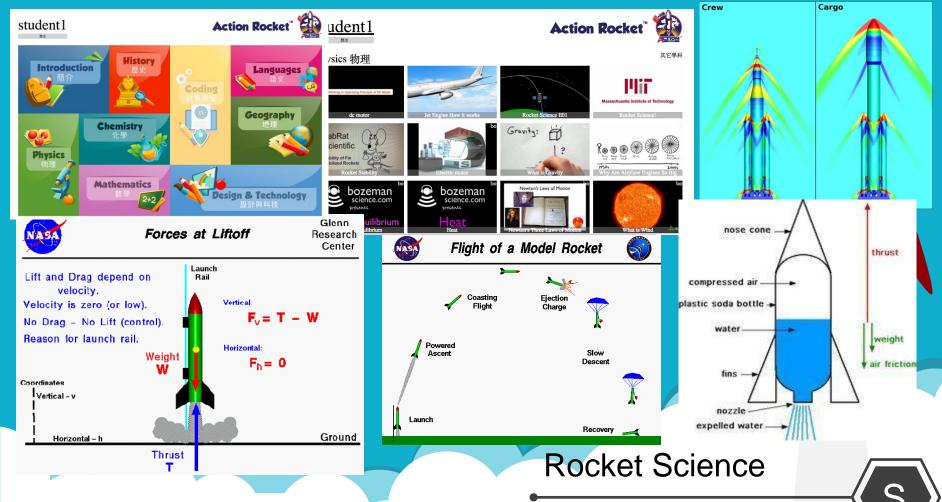
火箭測試及改良



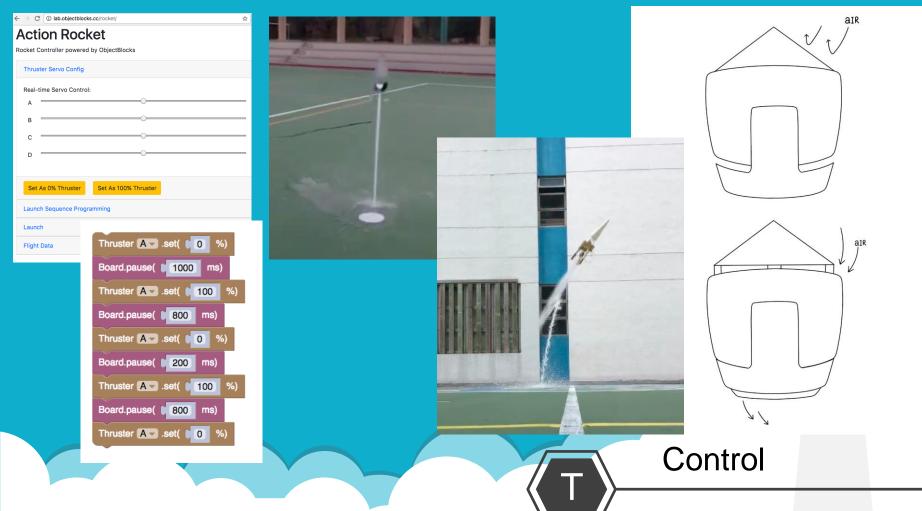
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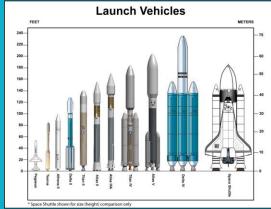
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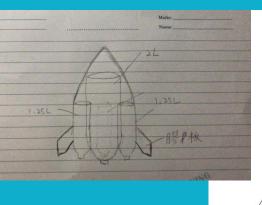


https://www.nasa.gov/audience/foreducators/9-12/index.html



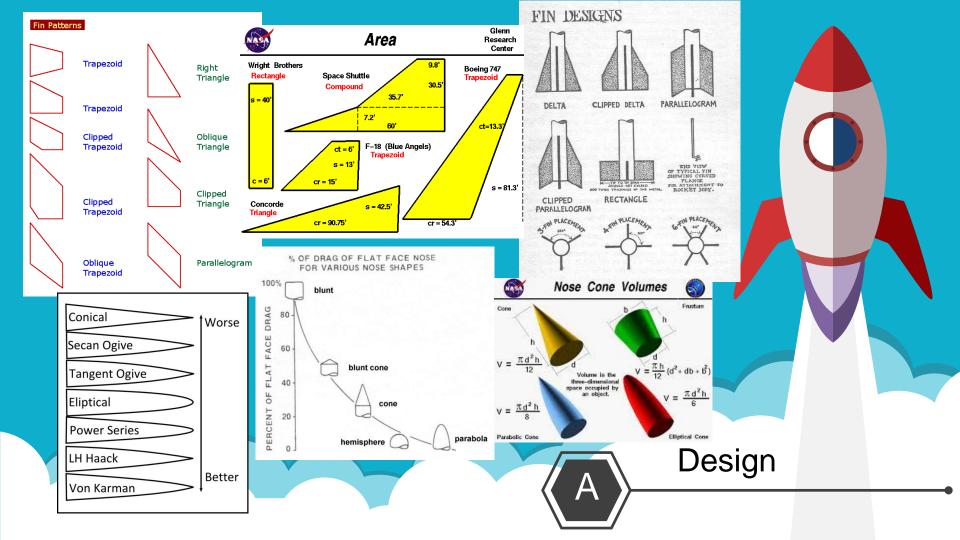


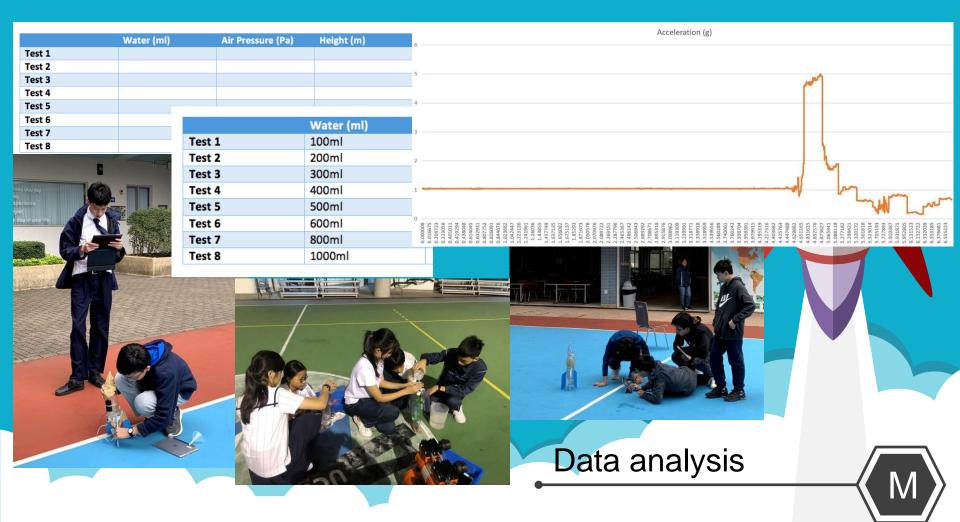


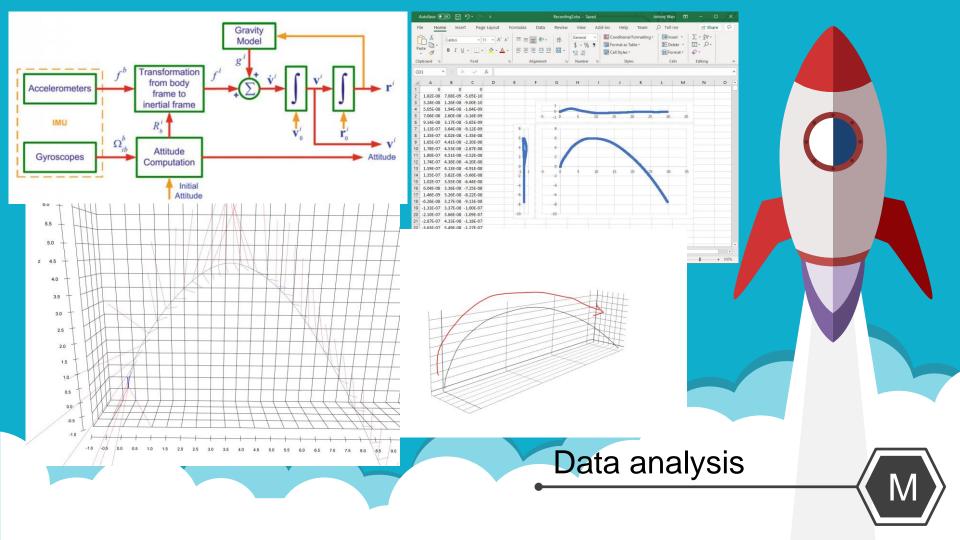












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