

Curriculum Guidelines of 12-Year Basic Education

Language Domain – Native Language (Eastern Min Language)

December 2021

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I. Fundamental Beliefs

Language is not only the medium of social communication and interaction, but also the carrier of culture. The goals of language education lie in developing students' skills of verbal communication and rational reasoning, laying a foundation for adaptive development and lifelong learning, helping students understand and inquire into different cultures and values, and promoting ethnic understanding and interaction.

From the perspective of cultural equality, languages of all ethnic groups in Taiwan should be equally protected. Cultural interest of the ethnic minorities should get even greater protection, not just for upholding the democratic value of Taiwan, but also as a way to make up for the loss of native languages/Taiwanese sign language due to the monolingual policy in the past. Out of respect for multiculturalism, a mutually respectful and inclusive multilingual-friendly environment is created, so that everyone in the country may use his/her native language/Taiwanese sign language with confidence and dignity, and the histories and cultures of different ethnic groups in Taiwan can be passed down through generations.

As linguistic and cultural rights grow to be an essential part in the international notion of human rights, preservation and continuation of languages and cultures have attracted more and more attention. Considering the inheritance crisis faced by Taiwan's native languages/Taiwanese sign language, the government has drawn up and promulgated the Development of National Languages Act on January 9, 2019 in support of language revival and inheritance on the basis of diversity, equality, preservation, and development. On the basic national education level, native languages/Taiwanese sign language have been designated as MOE-mandated curriculum at all educational stages to ensure students have the opportunity of continuing their study of native languages/Taiwan sign language.

Eastern Min language is the commonly used language of the ethnic group in Lienchiang County (Matsu). The Eastern Min language curriculum guidelines are developed based on the spirit of respect for multiculturalism laid down in the Development of National Languages Act, and aim at inheriting, reviving, and promoting the Eastern Min language and culture, as well as fostering cultural innovation. Learning of the Eastern Min language starts with the cultivation of the language, literature, and cultural knowledge, and inspires students' interest and ability in exploring and applying the Eastern Min language in real-life situations. Furthermore, students are trained to engage in self-directed learning, express emotions, solve problems, use information, undertake artistic creation, cultural inheritance, and develop the knowledge, skills, and attitude of local and international care.

The nine core competency items on three dimensions of the Eastern Min language curriculum

guidelines are developed under the curriculum framework built upon the learning performance and learning content that correspond with each other, and seek to demonstrate the language's connection with life and culture. Integration with individual schools' internal and external resources is encouraged for curriculum development and planning, striving to achieve practical and diverse curriculum designs that fulfill the educational goals and vision of the 12-year basic education.

II. Curriculum Goals

1. Foster an interest in learning Eastern Min language, understand the local history and cultural characteristics, and inculcate the idea of reviving Eastern Min language.
2. Develop the listening, speaking, reading, and writing abilities in Eastern Min language.
3. Enhance the ability of using Eastern Min language in everyday life, as well as the abilities of thinking, problem-solving, and innovation in the language.
4. Interact with others and demonstrate social care using Eastern Min language, and develop team spirit and an attitude of mutual trust with multiple ethnic groups.
5. Show concern for the local culture and globalization issues, and hence broaden one's international horizons through the learning of Eastern Min language.

III. Time Allocation

Educational stages Learning stages Grades Categories	Elementary school						Junior high school			Upper secondary school								
	Stage I		Stage II		Stage III		Stage IV			Stage V								
	1	2	3	4	5	6	7	8	9	10	11	12						
MOE-mandated curriculum	1 period/week						1 period/week			2 credits								
Enriched elective courses										4 credits								
Remarks	<p>I. Elementary education</p> <p>1. It is under the “domain-specific curriculum” in the elementary school; one 40-minute period per week is allocated.</p> <p>2. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week. Furthermore, combination with other domains is allowed for implementation of interdisciplinary curriculum. The course may also be given during the alternative learning period.</p> <p>II. Junior high education</p> <p>1. It is under the “domain-specific curriculum” in Grades 7 and 8; one 45-minute period per week is allocated. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week.</p> <p>2. It is under the “alternative curriculum” for Grade 9. Schools should survey students for their intention to take the course. Class should be offered as an alternative learning course if students are interested. It is recommended the course should reinforce integration of the Eastern Min language knowledge and real-life application upon the foundation of the domain-specific curriculum.</p> <p>3. Schools may also implement interdisciplinary curriculum by integrating it with other domains, and may offer it as an alternative learning course.</p> <p>III. Upper secondary education</p> <p>1. The 2-credit native languages/Taiwanese sign language course is under the MOE-mandated curriculum, to be offered basically in the first year, but may also be given in other academic years.</p> <p>2. The 4-credit enriched elective courses for general upper secondary schools should comply with the following curriculum plan:</p> <table><tr><th>Name of course</th><th>Credit</th></tr><tr><td>Verbal communication and expression in Eastern Min language</td><td>2</td></tr><tr><td>Special topics in Eastern Min language</td><td>2</td></tr></table> <p>3. Vocational, comprehensive, and specialized upper secondary schools may offer elective Eastern Min language courses according to students’ needs and the school development vision and characteristics upon completion of the MOE-mandated curriculum by making reference to the general upper secondary schools’ enriched elective courses in native languages/Taiwanese sign language.</p>												Name of course	Credit	Verbal communication and expression in Eastern Min language	2	Special topics in Eastern Min language	2
Name of course	Credit																	
Verbal communication and expression in Eastern Min language	2																	
Special topics in Eastern Min language	2																	

*IV. Core Competency

According to the content of core competency for various educational stages laid down in the Curriculum Guidelines of 12-Year Basic Education – General Guidelines, the following table depicts the specific learning content of the “Eastern Min language” subject after assimilating the fundamental beliefs and course objectives of the subject. However, for students who have changed the language they studied or who have suspended the study of this language, teachers may flexibly adjust the requirement by referring to the core competency for different educational stages depending on the students’ actual language ability and development status.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Eastern Min Language) Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	閩東-E-A1 Promote one’s self understanding and develop one’s life potential through the learning of Eastern Min language.	閩東-J-A1 Understand Eastern Min language; possess the interest and ability to learn Eastern Min language at one’s own initiative; explore one’s self-worth; enhance self-understanding; actively develop one’s potential.	閩東-U-A1 Understand the characteristics of Eastern Min language and the meaning of its inheritance, and hence affirm one’s self-worth; strive to improve oneself; make plans for one’s life.

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	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	閩東-E-A2 Be able to think in Eastern Min language through the experience and inheritance of local activities, and be able to deal with daily life problems using what one has learnt.	閩東-J-A2 Through the inheritance of the Eastern Min language knowledge, improve life knowledge and skills, enhance the ability of independent thinking, and hence seek appropriate strategies to solve life problems.	閩東-U-A2 Perform deductive and inductive reasoning, and criticism in Eastern Min language; strengthen one's positive attitude in face of challenges; and be able to effectively tackle all sorts of issues in life and about life.
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	閩東-E-A3 Properly respond to daily life situations, enrich life experience, and improve social adaptability through devising an Eastern Min language learning plan, engaging in practical activities (e.g., sharing, discussion, and exhibition/performance), and creative thinking.	閩東-J-A3 Devise an Eastern Min language learning plan by using resources wisely; develop a diversity of professional knowledge and skills; practice the spirit of active learning; manifest the abilities of planning, execution, and innovation.	閩東-U-A3 Make plans, practice and reflect on them using Eastern Min language; be able to exert the innovative spirit and integrate the Eastern Min language into other domains/subjects, and thereby improve one's ability to respond to social change.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and	閩東-E-B1 Be able to use Eastern Min language for daily life expression through the learning of basic Eastern Min listening, speaking, reading, and writing.	閩東-J-B1 Express ideas and emotions, conduct communication and interaction in daily life through the integrated usage of listening, speaking, reading, and writing in Eastern Min language.	閩東-U-B1 Possess the ability to express ideas and emotions in Eastern Min language; engage in interpersonal communication and interaction with empathy in daily life and at work.

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			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.			
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	閩東-E-B2 Understand the content and influence of the Eastern Min media, and be able to search for and use the media resources to learn Eastern Min language by using basic technology and information skills.	閩東-J-B2 Improve learning result by using information search tools to collect and organize Eastern Min language information; identify correctness of information; be able to speculate over the interactive relationship between media resources and the local culture.	閩東-U-B2 Intensify the learning of Eastern Min language by using various media tools, and be able to reflect on such issues as technological ethics through the process of media information literacy and criticism.
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences,	閩東-E-B3 Promote the development of multiple senses through various artistic experiences and activities; improve one's ability to perceive Eastern Min language and appreciate the arts; feel the beauty of	閩東-J-B3 Participate in the local cultural and artistic appreciation and performance activities, and hence understand the beauty of the Eastern Min culture and enrich the diversity of aesthetic literacy and life.	閩東-U-B3 Participate in the local cultural and artistic appreciation and performance activities; perceive the interactive relationship between artistic creation and society, history, and culture; manifest the aesthetic literacy in life; engage in artistic and cultural

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Eastern Min Language)		
			Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		and develop the ability to appreciate, create, and share arts.	arts and improve aesthetic literacy in life.		inheritance, creation, and sharing.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	閩東-E-C1 Understand issues about the local culture such as traditional virtues, environmental protection, and social care through the learning of Eastern Min language, and thereby improve one's moral knowledge and judgment of what is right or wrong.	閩東-J-C1 Foster morality in life and a sense of civic responsibility through the learning of Eastern Min language and local culture; cultivate an attitude of active care for social issues and sustainable development of nature and ecology through community participation, and thereby enhance the civic literacy of moral thinking and practice.	閩東-U-C1 Think critically about public issues in Eastern Min language; develop a sense of moral practice and social responsibility; be able to actively participate in environmental conservation, social and public affairs in order to practice the virtue of knowing and doing good.
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive	閩東-E-C2 Build good interpersonal relationship using communication skills in Eastern Min language, and be willing to interact with others for improvement of	閩東-J-C2 Actively care for and serve people using the communication and coordination skills in Eastern Min language; improve the competencies of cooperation and	閩東-U-C2 Convey a friendly sentiment using Eastern Min language; accept a diversity of opinions; build good interpersonal and interactive relationship; improve the competencies of

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Eastern Min Language)		
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		relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	teamwork competency.	harmonious interaction with people.	communication and coordination, teamwork, and social participation.
	C3 Cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	閩東-E-C3 Experience the local culture, understand cultural diversity, and hence enhance respect for other languages and cultures through the learning of Eastern Min language.	閩東-J-C3 Explore the value of the local culture, appreciate differences of multiple cultures, care for international cultures, understand and respect the similarities and differences between international and local cultures, and hence develop a multicultural value through the learning of Eastern Min language.	閩東-U-C3 Identify with the value of the local culture, adapt to the contemporary trends and social development, actively care for and take action on the global cultural issues, contemplate the association between localization and internationalization, establish a multicultural view, and hence bolster the international perspective through the learning of Eastern Min language.

V. Learning Focus

Learning focus, comprising “learning performance” and “learning content”, provides a framework for the curriculum design, development of teaching materials, textbook review, and learning assessment, and is put into practice through teaching. However, “learning performance” and “learning content” may correspond differently, and may be matched flexibly depending on the learning stages and the characteristics of the domain/subject.

Considering the curriculum articulation problem arising from students learning different languages at different stages, a language proficiency assessment tool should be used to identify the language proficiency level of students who have shifted to another language or suspended the study of a language. Courses should be arranged according to the language learning levels, but not all levels of course should be offered. Eastern Min language is taught at five levels from introductory to advanced courses. Learning focus of each level corresponds to the learning focus of the respective learning stage. Courses of different language levels may be offered for each single learning stage, and the relationships are shown below:

No.	Learning stages	Levels of language course that may be offered
I	Stage I	Level 1
II	Stage II	Level 1~2
III	Stage III	Level 1~3
IV	Stage IV	Level 1~4
V	Stage V	Level 1~5

“Illustration of Learning Focus of Eastern Min Language and the Corresponding Core Competency with Examples” (see Appendix 1) is laid down to make sure that the learning focus corresponds with the core competency, and that the core competency of the subject can be accomplished through the learning focus. Thus, it guides the interdisciplinary curriculum design and ensures rigorous curriculum development. Learning focus is composed according to the learning stages, but schools and teachers should provide adaptive instruction based on students’ language learning levels and needs. “Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum” (see Appendix 2) are drawn up to enrich learning of the subject, promote cultivation of the core competency to appropriately match various issues with the learning focus of the Eastern Min language.

1. Learning Performance

Learning performance of the Eastern Min language is categorized into four types – “listening”, “speaking”, “reading”, and “writing”. The coding principle is illustrated as follows:

1. The first code, in Arabic number, represents “Type”.
2. The second code indicates the “learning stage”, with Roman number “I” referring to the first learning stage (G1-2 in elementary school), “II” the second learning stage (G3-4 in elementary school), “III” the third learning stage (G5-6 in elementary school), “IV” the fourth learning stage (G7-8 in junior high school), and “V” the fifth learning stage (2-credit MOE-mandated course in upper secondary school).
3. The third code is a serial number.
4. The “#” mark indicates a recommendation for schools’ reference for offering alternative learning courses at G9 based on the foundation of the domain-specific curriculum, in order to reinforce the integration of the language skills and the ability to apply them in daily life.

Type	Learning stage	Learning performance	
1. Listening	I	1-I-1	Be able to hear and understand daily life words and phrases in Eastern Min language.
		1-I-2	Be able to hear and understand content of the teaching materials in Eastern Min language.
		1-I-3	Be able to develop an interest in and habit of learning Eastern Min language through listening at one’s own initiative.
	II	1-II-1	Be able hear and understand daily life sentences in Eastern Min language.
		1-II-2	Be able to hear and understand Eastern Min expressions frequently used in life.
		1-II-3	Be able to listen to and appreciate Eastern Min language-related artistic performances.
	III	1-III-1	Be able to hear and understand pronunciation and phrases in Eastern Min language.
		1-III-2	Be able to hear and understand content of Eastern Min conversations in life.
		1-III-3	Be able to use digital technology to assist listening and understanding of Eastern Min language.
	IV	1-IV-1	Be able to hear and identify the theme and content of Eastern Min conversations.
		1-IV-2	Be able to perceive and understand the meaning manifested in Eastern Min language-related activities.
		#1-IV-3	Be able to hear and identify the variety of messages conveyed by Eastern Min language.
	V	1-V-1	Be able to grasp the speaker’s argument.
		1-V-2	Be able to make association and deduction in Eastern Min language through listening.
		1-V-3	Be able to hear and identify public affair expressions in

Type	Learning stage	Learning performance	
		Eastern Min language.	
2. Speaking	I	2-I-1	Be able to read aloud the Eastern Min material learnt.
		2-I-2	Be able to interact with others in Eastern Min language.
		2-I-3	Be able to express feelings and needs in simple Eastern Min language.
	II	2-II-1	Be able to use the phonetic symbols of Eastern Min language and corresponding Chinese words to help verbal expression.
		2-II-2	Be able to speak about simple things in daily life using Eastern Min language.
		2-II-3	Be able to read out and sing Eastern Min songs.
	III	2-III-1	Be able to engage in conversation, sharing, and discussion in Eastern Min language.
		2-III-2	Be able to describe surrounding things in life using Eastern Min language.
	IV	2-IV-1	Be able to tell local stories in Eastern Min language.
		2-IV-2	Be able to introduce characteristics of the local culture in Eastern Min language.
		#2-IV-3	Be able to share life experiences in Eastern Min language.
	V	2-V-1	Be able to explain the meaning of the local culture in Eastern Min language.
		2-V-2	Be able to introduce the origin of the local culture in Eastern Min language.
		2-V-3	Be able to describe and discuss issues in Eastern Min language.
3. Reading	I	3-I-1	Be able to read simple graphic works in Eastern Min language.
		3-I-2	Be able to read learning resources in Eastern Min language.
	II	3-II-1	Be able to read Eastern Min language frequently seen in daily life.
		3-II-2	Be able to read Eastern Min language frequently seen in daily life, and understand its meaning.
		3-II-3	Be able to read short essays and stories in Eastern Min language.
	III	3-III-1	Be able to understand characteristics of the local culture in the process of reading Eastern Min language.
		3-III-2	Be able to appreciate the theme and connotation of Eastern Min literary works.
		3-III-3	Be able to help reading Eastern Min language through the use of various media and materials.
	IV	3-IV-1	Be able to read Eastern Min literary works to enhance cultural understanding.
		3-IV-2	Be able to appreciate Eastern Min literary works to broaden one's horizons and exchanges with others.
		#3-IV-3	Be able to develop one's Eastern Min reading ability by using various media and materials.
	V	3-V-1	Be able to read Eastern Min literary works, and think

Type	Learning stage	Learning performance	
			critically about the issues relating to the local culture.
		3-V-2	Be able to read and appreciate the connotation of Eastern Min literary works.
		3-V-3	Be able to understand the social and cultural meaning of Eastern Min literary works by using various media and materials.
4. Writing	I	4-I-1	Be able to write basic words and phrases in Eastern Min language.
		4-II-1	Be able to write simple daily life expressions and short sentences in Eastern Min language.
	II	4-II-2	Be able to write about gratitude to, care for, and assistance by others using Eastern Min language.
		4-III-1	Be able to write short essays about daily life using simple Eastern Min language.
	III	4-III-2	Be able to use the vocabulary search systems on the media, reference books, or online to help writing in Eastern Min language.
		#4-IV-1	Be able to write personal, family, or life stories in Eastern Min language.
	IV	4-IV-2	Be able to imitate simple practical writings in Eastern Min language.
		4-V-1	Be able to copywrite in Eastern Min language.
	V	4-V-2	Be able to use the Eastern Min writing system.
		4-V-3	Be able to write creative works and present them in Eastern Min language.

2. Learning Content

Emphasis is placed on the inheritance of the Eastern Min culture for the learning of Eastern Min language. The learning content revolves around the daily life, focusing mainly on “language”, with knowledge about “life” and “culture” assisting the learning. The “language” theme is taught from simple to complicated content on “vocabulary”, “sentence”, “passage”, and “pragmatics” depending on students’ language ability. Different items of learning content are intertwiningly covered under each of the “life”, “culture”, and “language” themes. Coding illustration is given below:

1. The first code represents “theme and item”. “Theme” is coded with capital English letters and “item” small English letters.
2. The second code indicates the “learning stage” using Roman numbers, with “I” representing the first learning stage (G1-2 in elementary school), “II” the second learning stage (G3-4 in elementary school), “III” the third learning stage (G5-6 in elementary school), “IV” the fourth learning stage (G7-8 in junior high school), and “V” the fifth learning stage (2-credit MOE-mandated course in upper secondary school).
3. The third code is a serial number.
4. The bullseye mark (◎) means the same learning content appearing repeatedly in different

learning stages. Learning of Eastern Min language often involves an upward spiral progress of enriched knowledge, which is indicated with the bullseye mark (◎).

Theme	Item	Learning stage	Learning content
A. Language	a. Phonetic symbols	II	Aa-II-1 Recognition and reading of the phonetic symbols of Eastern Min language
		III	Aa-III-1 The phonics rules of Eastern Min language
		IV	Aa-IV-1 The system of basic initials, finals, and tones of the Eastern Min language
		V	Aa-V-1 The system of special initials, finals, and tones of the Eastern Min language
	b. Vocabulary	I	Ab-I-1 Basic words and phrases in Eastern Min language
		II	Ab-II-1 Common Eastern Min words and phrases in life
		III	Ab-III-1 Special Eastern Min words and phrases in life
		IV	Ab-IV-1 Advanced Chinese characters in Eastern Min language
			Ab-IV-2 Simple reference books and information media in Eastern Min language
		V	Ab-V-1 Special Chinese characters in Eastern Min language
			Ab-V-2 Common Eastern Min words and phrases used in life and at workplace
			Ab-V-3 Practical reference books and information media in Eastern Min language
	c. Sentence	I	Ac-I-1 Simple daily expressions in Eastern Min language, e.g., greetings, titles, etc.
		II	Ac-II-1 Daily expressions in Eastern Min language, e.g., games, weather words
		III	Ac-III-1 Simple sentence patterns and usage in Eastern Min language
		IV	Ac-IV-1 Daily expressions in Eastern Min language, e.g., food and drinks, shopping words
			Ac-IV-2 Conventional idiomatic phrases in Eastern Min language, e.g., two-part allegorical sayings, proverbs
		V	Ac-V-1 Idiomatic phrases in Eastern Min

Theme	Item	Learning stage	Learning content
			language, e.g., conventional expressions, idioms
			Ac-V-2 Sentence patterns and usage in Eastern Min language
	d. Passage	I	Ad-I-1 Rhymes and nursery rhymes
		II	Ad-II-1 Poetry and short essays
		III	Ad-III-1 Life stories and short practical writings
		IV	®Ad-IV-1 Proses, novels
			Ad-IV-2 Chants, e.g., festive/cheering poetry
		V	®Ad-V-1 Proses, novels
			Ad-V-2 Stories, dramas
	e. Pragmatics	I	Ae-I-1 Basic emotional expression in Eastern Min language
		II	Ae-II-1 Emotional expression in Eastern Min language
		III	Ae-III-1 Basic speaking skill in Eastern Min language
		IV	Ae-IV-1 Speaking skill and deductive reasoning in Eastern Min language
		V	Ae-V-1 Distinction of literary and colloquial readings and usage of Eastern Min language
B. Life	a. Local identity	I	Ba-I-1 Names of places, orientations
		II	Ba-II-1 Names of festivals and ceremonies, e.g., Matsu's lantern festival (bā-màng), replenishment of god's treasury (puō khǒu)
			Ba-III-1 Specialty produce, e.g., mussels, red vinasse
		IV	Ba-IV-1 Local customs
			Ba-IV-2 Local integration and innovation
		V	Ba-V-1 Society and me
			Ba-V-2 People and the land
	b. Interpersonal communication	I	Bb-I-1 Greeting words and kinship titles
		II	Bb-II-1 Simple expressions and blessing words
		III	Bb-III-1 Interaction and coordination
		IV	Bb-IV-1 Expression of intention and emotions
			Bb-IV-2 Life dealings
		V	Bb-V-1 Teamwork
			Bb-V-2 Sharing of emotions and experiences
	c. Daily life	I	Bc-I-1 Family life
		II	Bc-II-1 School life
		III	Bc-III-1 Community activities
		IV	Bc-IV-1 Recreation and leisure

Theme	Item	Learning stage	Learning content
			Bc-IV-2 Learning activities
		V	Bc-V-1 Work and life
			Bc-V-2 Aesthetic experience
	d. Social affairs	I	Bd-I-1 Group activities
		II	Bd-II-1 Sharing of housework
		III	Bd-III-1 Occupations and society
		IV	®Bd-IV-1 Understanding of and respect for genders
			Bd-IV-2 Care for the ethnic group
			Bd-IV-3 Community service
		V	®Bd-V-1 Understanding of and respect for genders
			Bd-V-2 Participation in public affairs
	e. Natural phenomena	I	Be-I-1 Time and weather
		II	Be-II-1 Life space and landscape
		III	Be-III-1 Landscape of the hometown
		IV	Be-IV-1 Change of seasons
			Be-IV-2 Landscape and topography, e.g., checkered sea, sandbar-connected islands
		V	Be-V-1 Climate change
			Be-V-2 Conservation and environmental protection issues, e.g., Chinese crested tern, marine debris, overfishing
C. Culture	a. Customs and folklore	I	Ca-I-1 Traditional Eastern Min festivals, e.g., lanterns hanging before the Lantern Festival Day (suông-tshēi-màng), dumpling making at Winter Solstice (toeing-tsáik-tsho-uòng)
		II	Ca-II-1 Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year
		III	Ca-III-1 Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival
		IV	Ca-IV-1 Annual sacrificial ceremonies in Eastern Min region, e.g., the feast for Nine Emperor Festival, the year-end cleaning (tshēing tòung)
		V	Ca-V-1 The Eastern Min rites of passage, e.g., the bride's granny at the wedding, celebration for seniors approaching new decades in age (kuang`kou)
			Ca-V-2 The Eastern Min religions, e.g.,

Theme	Item	Learning stage	Learning content
			Lady Linshui (lǐng tsuī nē), White Horse King (pah mā tsoung uòng)
	b. History and culture	I	Cb-I-1 Local food in Eastern Min region, e.g., aged wine, Gooseneck barnacles
		II	Cb-II-1 Family history and origin
		III	Cb-III-1 Meaning of local culture
		IV	Cb-IV-1 Collective memory of Eastern Min people
		V	Cb-V-1 Characteristics of the Eastern Min culture
	c. Arts and aesthetics	I	Cc-I-1 Colloquial proverbs and nursery rhymes
		II	Cc-II-1 Traditional folk relics
		III	Cc-III-1 Traditional village buildings, e.g., the stamp-like architecture, fire-sealing gable
		IV	Cc-IV-1 Traditional life skills and crafts, e.g., wind lantern, paper cutting
		V	Cc-V-1 Appreciation and analysis of opera, songs, and music, e.g., Min opera, drum-board music
			Cc-V-2 Traditional architectural skills, e.g., random masonry, herringbone bond
	d. Environment and ecology	I	Cd-I-1 Common animals
			Cd-I-2 Common plants
		II	Cd-II-1 Habitat of common local animals
			Cd-II-2 Growth environment of common local plants
		III	Cd-III-1 Frequently seen species in the sea and intertidal zone
			Cd-III-2 Ecology of special local species, e.g., red spider lily, Chinese crested tern
		IV	Cd-IV-1 Cultural landscape of settlements, e.g., preservation of traditional settlements
			Cd-IV-2 Island ecology of Matsu
		V	Cd-V-1 Battlefield scenes in Matsu, e.g., tunnels, forts
			Cd-V-2 Ecological conservation of the hometown
			Cd-V-3 Sustainability of the environment
	e. International perspective	I	Ce-I-1 Cultural understanding
		II	Ce-II-1 Cultural exchange
		III	Ce-III-1 International understanding and cultural exchange
		IV	Ce-IV-1 Migration and development of the ethnic group

Theme	Item	Learning stage	Learning content
		V	Ce-V-1 Cultural inheritance and innovation
			Ce-V-2 Cultural tourism and international exchange

3. Elective Course Guide for Upper Secondary School Education

The 4-credit enriched elective courses for general upper secondary schools, including “Oral Communication and Expression in Eastern Min Language” and “Special Topics in Eastern Min Language”, are an extension of the MOE-mandated curriculum for strengthening students’ ability in integrated application (listening, speaking, reading, and writing) of Eastern Min language. The 2-credit elective special topic course aims at deepening literacy-oriented learning and may be designed as a 2-credit research project in one semester or a 1-credit project in two semesters. Flexible arrangements, such as interdisciplinary co-planning, group teaching or team teaching can be offered. The curriculum plans are as follows:

(1) Oral Communication and Expression in Eastern Min Language

Name	Oral Communication and Expression in Eastern Min Language
Course objectives	<ol style="list-style-type: none"> 1. Possess the ability to use Eastern Min language for daily communication and proper responses in different scenarios. 2. Be able to describe people, events, time, places, and objects verbally and through multiple media, and hence express opinions and engage in conversation and discussion. 3. Be able to introduce the Eastern Min ethnic and local characteristics in Eastern Min language, such as the culture and history, nature and ecology.
Course content	The course should cover daily life contents, community and group activities, festivals, disaster prevention, workplace, and situational topics such as the Eastern Min culture and history, nature and ecological characteristics, guiding students to use the diverse ways, skills, and ethics of oral communication and expression in Eastern Min language for practical exercise.

(2) Special Topics in Eastern Min Language

Name	Special Topics in Easter Min Language
Course objectives	<ol style="list-style-type: none"> 1. Develop students’ habit of thinking in Eastern Min language; perceive the development in Eastern Min language, life, and culture for a deeper understanding of Eastern Min language and culture. 2. Cultivate and enhance critical and creative thinking, and strengthen problem-solving skill through the research on a special topic.
Course content	<ol style="list-style-type: none"> 1. Understanding and implementation of the basic concepts of a research project, which include defining the topic, research methods and process, conclusion of a research, result presentation and feedback. 2. The scope of the special topics may include: <ol style="list-style-type: none"> (1) Study about topics related to Eastern Min language and text

	(2) Study about related issues integrated with the Eastern Min culture and history, nature and ecology, e.g., gender equality education, human rights education, environment education, marine education.
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VI. Implementation Directions

Based on the fundamental beliefs of “spontaneity”, “interaction”, and “common good” specified in the 12-year basic education curriculum guidelines, as well as the curriculum goals of the Eastern Min language subject, literacy-oriented curriculum and instruction are put into practice to increase students’ interest in learning and practical skills. The Implementation Directions cover the following areas: curriculum development, teaching material selection and composition, teaching implementation, teaching resources, and learning assessment.

1. Curriculum Development

Curriculum development of the Eastern Min language subject should integrate social resources and cultural assets, with emphasis on teachers’ (including related teaching staff) collaboration for flexible, progressive, diverse, and innovative curriculum design, to enhance students’ Eastern Min listening, speaking, reading, and writing abilities. The curriculum development stresses usage of the language in life, hoping to build a foundation for Eastern Min language usage in students through real-life situations of themselves, their family, community, society, and the globe, foster an understanding of the characteristics of the language, culture, history, and the ethnic group, and thereby revive the language and apply it in life. The following principles should be taken into consideration for the curriculum development:

- (1) Student-centered learning: Curriculum development should be student-centered, emphasizing physical and mental development and making sure that students’ learning of Eastern Min language conforms to the core competency. Curriculum planning should aim at developing students’ integrated interest and knowledge in learning Eastern Min language, and applying it to life situations, self-discovery, career exploration and development, etc.
- (2) Step-by-step progression: Vertical articulation and continuity across the learning stages should be considered for curriculum planning in order to integrate the knowledge, skills, and attitude. Situational and contextual learning environment should be created, and curriculum development should be conducted with comprehensive planning from proximity to distance, from intimate to distant relation, from basic to integrated usage.
- (3) Integration and infusion: Schools should place emphasis on the horizontal integration of different domains/subjects and issues for curriculum development, and reference should be made to Appendix 2: Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum to integrate the issues specified in the General Guidelines. Schools

may plan for and implement such issue integration in the curriculum when necessary.

- (4) Resource integration: The curriculum should be linked to students' life experience. Teachers and students should jointly construct a unique school-based Eastern Min language curriculum that connects to the functions of society, school, and family, so as to create a good language learning environment.
- (5) Diversity and adaptivity: Schools should take students' individual differences and learning needs into consideration, and give due importance to the learning process, strategies, and methods. A diverse and adaptive curriculum should be planned to achieve knowledge-practice consistency in life. Experiential, discovery, and life application activities may be planned for the alternative curriculum in elementary and junior high schools to develop students' interest in Eastern Min language. In the upper secondary educational stage, diverse and enriched elective courses may be offered to students with an interest in or aptitude for Eastern Min language.

2. Teaching Material Selection and Composition

Content of the Eastern Min teaching materials should put equal emphasis on the development of listening, speaking, reading, and writing abilities. Selection and composition of teaching materials for all learning stages should emphasize the balanced development of learning performance and integrated usage of the language. Learning content should include diverse and real-life elements.

- (1) Compliance with the curriculum guidelines: Teaching materials and teaching aids of Eastern Min language should be in compliance with the fundamental beliefs, curriculum goals, core competency, and learning focus specified in the curriculum guidelines, to be designed based on a literacy-oriented teaching and learning strategy.
- (2) Connection to situational context: Teaching material composition of Eastern Min language should be oriented to learners' life experience, interest, and needs. Emphasis should be placed on the situational context, learning strategies, practical application, vividness and creativity. Teachers should keep a good grasp of the principle of teaching material composition based on these curriculum guidelines, and select or compose teaching materials for learners with different levels of language proficiency while also taking the schools' characteristics and local features into consideration.
- (3) Emphasis on continuity and integration: Learning material selection and composition for various learning stages of Eastern Min language should be well-connected and coherent. Furthermore, in relation to the research of special topics, integration in the teaching

material selection and composition is encouraged to connect with the curricula of other domains or subjects for improvement of the thinking and problem-solving skills in Eastern Min language.

- (4) Integration of listening, speaking, reading, and writing skills: In Stages I to III of Eastern Min language learning, the design of teaching contents and activities should emphasize the development of listening and speaking skills, with simple selected articles to increase reading opportunity and give proper amount of writing exercise of vocabulary and short sentences. In Stage IV and V, balanced development and application of all four skills – listening, speaking, reading, writing – should be stressed.
- (5) Integration with practice in life: For teaching materials of Eastern Min language, relevance to life and practicality should be the basis of composing and selecting the learning text, which should present thematic and real-life situations, with specific themes, sentence structures, and communication function integrated. Diverse activities of expression, communication, and interaction should be designed to boost interest in language learning and develop communication and expression skills.
- (6) Emphasis on step-by-step progress: Teaching materials of Eastern Min language should be composed with a focus on the learning performance, choosing appropriate learning contents that are gradually progressive, from simple to complicated, with revision of learnt contents from time to time. Also, there should be adequate exercises of different situations in the articles and conversations to familiarize students with the language and improve the language sense.
- (7) Intelligibility and beauty: Teaching materials of Eastern Min language should be as clear and lucid as possible. Beauty of words and illustrations, as well as students' physical and mental development and needs should be taken into consideration.
- (8) Encouraging the development of features: The local government and schools may adjust or develop school-based Eastern Min language teaching materials with reference to the local characteristics, and students' ability, needs, interest, life experience, ethnic background, cultural traits, human and material resources. Local literary works of Lienchiang County (Matsu) and Eastern Min-related culture, stories, songs, proses, novels, practical writings may be included as eligible choices of teaching materials, in order to encourage students to read, create, share, and use the language.
- (9) Promotion of self-directed learning: Apart from the traditional print materials, schools should also make good use of various reference books and the information technology, and develop multimedia learning material to increase the motivation to learn and improve

learning outcome. Content of the teaching materials may appropriately include such learning resources as digital and technology platforms or software to strengthen students' ability to apply their knowledge to life and address their self-learning needs.

- (10) Respect for and appreciation of diversity: To increase the breadth of learning, selection and composition of Eastern Min teaching materials may include the issues listed in the General Guidelines. In addition, the gender and ethnic implications of various media images, languages, and text should be taken seriously when selecting and composing teaching materials; positive language and text of equality should be used when writing. In terms of the selection of learning contents and topics, messages that convey specific gender or racial stereotypes should be avoided. When using folk materials such as local verses, rhymes, songs, and colloquial proverbs, elements that embody gender or racial discrimination should be avoided.

3. Teaching Implementation

Students' Eastern Min language ability, interest, and needs should be taken into account for teaching implementation, considering the unique characteristics of their living environment, community, and socio-cultural context. Information technology and community resources should be effectively used and various effective teaching strategies should be flexibly adopted to achieve the learning objectives. Selection of teaching methods should aim at promoting learning, with diverse strategies and different modes of teacher-student interaction flexibly used to guide students step by step to improvement of their language literacy.

- (1) Adaptive instruction: Suggestions for the implementation of the Eastern Min language curriculum are given below.
1. Before the start of the Eastern Min language course, schools and teachers should find out students' foundation of learning, choose appropriate teaching materials, and adopt adaptive and differentiated teaching.
 2. If a school offers Eastern Min language courses for different levels at the same learning stage, teachers should give comprehensive consideration to students' cultural background, age, language ability, and cognitive factors that affect learning, and perform pedagogical transformation according to the contents of core competency appropriate to their educational stages, so that the instruction corresponds with the students' language learning progress.
 3. Implementation of the curriculum and related supporting measures should be determined by the central competent authority.

- (2) Creation of learning situations: To enhance learning effectiveness of Eastern Min language, teachers should create Eastern Min learning situations appropriate for the learning stages, using the local culture, stories, current affairs and issues, etc. for scenario design and introduction, assisted with learning hardware and software, to motivate learning and arrange the learning process. Students are encouraged to take the initiative and be responsible for learning through observation, reflection, asking questions, inquiry, creation, and solving problems. Emphasis is placed on interaction and communication to create an immersive learning situation.
- (3) Promotion of teacher-student interaction: When teaching the Eastern Min language, teachers should be able to guide students to self-learning, communication and interaction, social participation with a positive, open, and enthusiastic attitude; teachers should also respect students' interpretation, expression, or problem-solving approach, and be able to offer positive feedback for students' learning.
- (4) Effective teaching strategies: When teaching the Eastern Min language, teachers may use a variety of effective instructional strategies to design diverse learning activities, e.g., field study, interview, role play, performance, special project, cultural experience, debate, advocacy, presentation of creative works, etc., thus gradually inspiring students' need and capacity of learning Eastern Min language and making meaningful connection with and application to real-life situations. Examples of the teaching strategies are given below:
1. Small group instruction: Teachers may adopt collaborative learning or reciprocal teaching through small group instruction to allow students to integrate the learning processes of listening, speaking, reading, and writing through interpersonal interaction such as the conversations, practical work, and discussion with teachers and peers, and hence deepen their understanding and improve language usage.
 2. Practical experience: Teachers may use local sightseeing attractions, cultural assets, living settlements, and industries for field study and experience to give students a specific real-life memory through the integration of the vivid experience and images with the text and literature, and thereby perceive the beauty of the language and culture.
 3. Inquiry into special topics: Teachers may allow students to initiate and plan their own special project by integrating the school's overall curriculum plan on the basis of Eastern Min language learning. Students should inquire into the topics by integrating and applying what they have learnt, and thus augmenting their inquiry and application skills, as well as care for the sustainable development of the local community, society, and the world.

4. Presentation and feedback: Teachers may design a learning presentation activity for students, for examples in the form of broadcasting, news reporting, drama, rapping, language competition, policy marketing, thesis statement, or debate on an issue. Students may learn to create and express ideas, take part in public affairs, and provide positive and meaningful feedback using Eastern Min language, so that their interest in learning and ability to use the language in daily life can be enhanced.
 5. Digital learning: Teachers are advised to flexibly use digital learning tools and adopt diversified learning strategies, with equal emphasis on virtual and physical teaching. Instructional models such as flipped teaching, online collaborative notes or discussion, and online inter-school seminar may be used for synchronous, asynchronous, or blended learning in order to liven up students' learning process.
- (5) Teacher's professional development: Considering the regional characteristics, the scale of schools, and continuity of different educational stages, the teaching research committees of different schools may establish an inter-school professional learning community to engage in collaborative lesson planning, teaching observation and feedback, research and development of curriculum and teaching materials, etc. to enhance professional knowledge of Eastern Min language and improve students' learning outcome.

4. Teaching Resources

Teaching resources should be used basically for supporting and inspiring students' interest and ability in learning Eastern Min language. Schools should first self-evaluate their resources for offering the Eastern Min language courses, and then enrich and deploy them in an organized way, and strategically introduce and use them for teaching.

- (1) Create the learning field: School space can be used to create Eastern Min language learning corner, center, or classroom, and design an Eastern Min language-related learning environment to provide students with real-life scenario and attractive field for diverse learning.
- (2) Enrich teaching resources: Schools should systematically expand and maintain teaching software and hardware, and actively increase the collections of various teaching and learning media and materials such as books, audio/visual material, and e-books to support students' self-learning. In addition, schools may also invite relevant scholars, experts, local artists and practitioners from related industries, or local elders to hold talks or sharing sessions in Eastern Min language so as to broaden students' horizons. Moreover, teachers may collect Eastern Min language-related news reports or language competition entries,

etc. to augment teaching research and development resources, instructional designs, and shared lesson plan resources for the teachers' community.

- (3) Use learning resources wisely: Teachers should develop and design various learning resources and teaching aids, with diversified teaching strategies, to increase students' interest in learning. Teachers should also offer off-campus learning experiences by making good use of local current affairs and issues, cultural activities, community or civil resources, social and cultural assets, natural resources, and local industries, along with all sorts of venues and fundings.
- (4) Encourage parent participation: Schools should encourage parents to establish Eastern Min language learning community and reinforce teacher-parent collaboration and cooperation in support of students' afterschool learning and language use.
- (5) Consolidate online platforms: Schools may sort out Eastern Min language-related digital learning platforms, and teachers may design and plan a digital learning program based on these curriculum guidelines to provide students with self-directed and spontaneous, multipronged language learning opportunity and environment.
- (6) The central competent authority should provide the language proficiency assessment tool for schools.

5. Learning Assessment

(1) Purpose of assessment

Learning assessment aims at understanding students' learning status to provide a basis for teaching and tutoring, promote students' self-learning, and ensure learning effectiveness.

(2) Scope and content of assessment

- 1. Reference should be made to the learning focus of various learning stages listed in the curriculum guidelines; emphasis should be placed on students' Eastern Min language perception, feelings, and skills as well as their integrated usage in real life. Assessment may include classroom and out-of-class participation, assignment/task performance, learning attitude, and progress.
- 2. Learning assessment should correspond to the learning objectives. Assessment rubrics and methods should emphasize the learning process, problem-solving and task performance, so as to inspire interest, usage and practice.

(3) Assessment methods

- 1. Teachers should adopt diverse assessment methods with reference to the purpose, scope, and content of assessment, primarily in the form of oral practice, for examples, listening

and oral communication, oral presentation, exhibition and performance, appreciation, and behavioral observation, assisted with written test, learning worksheet, or special project and report, in order to find out students' ability, learning progress and result in multiple ways.

2. Teachers should take into account students' physical and mental development, individual differences, and the language use status at home to adopt appropriate assessment methods.

(4) Results presentation

Assessment results can be presented by means of centesimal grade system or letter grade system, with qualitative description added. The qualitative description may include the status of students' achievement of learning objectives, strengths in learning, participation in in-class and out-of-class Eastern Min language activities, learning motivation and attitude, etc.

(5) Feedback and application

1. Teachers should give instant and specific feedback to students based on the assessment result to support their learning and help them achieve the learning objectives.
2. Teachers should reflect on the assessment result, understand students' learning outcome, diagnose the main cause of students' learning challenges, and provide more adaptive teaching content and assessment method. The curriculum, teaching materials and approaches should also be adjusted accordingly.
3. Students should be able to discern application of the learning content to the real life through the assessment process, take the initiative to construct their own language knowledge and develop self-learning ability.

G. Appendix

Appendix 1: Illustration of Learning Focus of Eastern Min Language and the Corresponding Core Competency with Examples

Learning Focus of the Eastern Min Language Subject			Core Competency of the Eastern Min Language Subject
Learning Performance	Learning Content		
1-I-1 Be able to hear and understand daily life words and phrases in Eastern Min language. 1-II-1 Be able hear and understand daily life sentences in Eastern Min language. 1-II-2 Be able to hear and understand Eastern Min expressions frequently used in life. 2-II-2 Be able to speak about simple things in daily life using Eastern Min language. 2-III-2 Be able to describe surrounding things in life using Eastern Min language. 3-II-2 Be able to read Eastern Min language frequently seen in daily life, and understand its meaning. 3-III-1 Be able to understand characteristics of the local culture in the process of reading Eastern Min language.	Ba-III-1 Bb-I-1 Bb-III-1 Bc-II-1 Bd-II-1 Cb-I-1 Cb-II-1 Cb-III-1 Cc-II-1	Specialty produce, e.g., mussels, red vinasse Greeting words and kinship titles Interaction and coordination School life Sharing of housework Local food in Eastern Min region, e.g., aged wine, Gooseneck barnacles Family history and origin Meaning of local culture Traditional folk relics	閩東-E-A1 Promote one’s self understanding and develop one’s life potential through the learning of Eastern Min language.
1-IV-1 Be able to hear and identify the theme and content of Eastern Min conversations. #2-IV-3 Be able to share life experiences in Eastern Min language. 3-IV-2 Be able to appreciate Eastern Min literary works to broaden one’s horizons and exchanges with others. #4-IV-1 Be able to write personal, family, or life stories in Eastern Min language.	Bc-IV-1 Cb-IV-1	Recreation and leisure Collective memory of Eastern Min people	

<p>1-V-1 Be able to grasp the speaker's argument.</p> <p>2-V-3 Be able to describe and discuss issues in Eastern Min language.</p> <p>3-V-2 Be able to read and appreciate the connotation of Eastern Min literary works.</p> <p>4-V-2 Be able to use the Eastern Min writing system.</p>	<p>°Ad-V-1</p> <p>Ae-V-1</p> <p>Ba-V-1</p> <p>Bb-V-2</p> <p>Bc-V-2</p>	<p>Proses, novels</p> <p>Distinction of literary and colloquial readings and usage of Eastern Min language</p> <p>Society and me</p> <p>Sharing of emotions and experiences</p> <p>Aesthetic experience</p>	<p>閩東-U-A1</p> <p>Understand the characteristics of Eastern Min language and the meaning of its inheritance, and hence affirm one's self-worth; strive to improve oneself; make plans for one's life.</p>
<p>1-I-3 Be able to develop an interest in and habit of learning Eastern Min language through listening at one's own initiative.</p> <p>2-I-3 Be able to express feelings and needs in simple Eastern Min language.</p> <p>2-II-2 Be able to speak about simple things in daily life using Eastern Min language.</p> <p>2-III-1 Be able to engage in conversation, sharing, and discussion in Eastern Min language</p> <p>2-III-2 Be able to describe surrounding things in life using Eastern Min language.</p>	<p>Ac-I-1</p> <p>Ac-II-1</p> <p>Ac-III-1</p> <p>Ae-I-1</p> <p>Ae-II-1</p> <p>Ae-III-1</p> <p>Bb-II-1</p> <p>Bb-III-1</p> <p>Bc-II-1</p> <p>Bc-III-1</p> <p>Bd-I-1</p>	<p>Simple daily expressions in Eastern Min language, e.g., greetings, titles, etc.</p> <p>Daily expressions in Eastern Min language, e.g., games, weather words</p> <p>Simple sentence patterns and usage in Eastern Min language</p> <p>Basic emotional expression in Eastern Min language</p> <p>Emotional expression in Eastern Min language</p> <p>Basic speaking skill in Eastern Min language</p> <p>Simple expressions and blessing words</p> <p>Interaction and coordination</p> <p>School life</p> <p>Community activities</p> <p>Group activities</p>	<p>閩東-E-A2</p> <p>Be able to think in Eastern Min language through the experience and inheritance of local activities, and be able to deal with daily life problems using what one has learnt.</p>
<p>#1-IV-3 Be able to hear and identify the variety of messages conveyed by Eastern Min language.</p> <p>2-IV-2 Be able to introduce characteristics of the local culture in Eastern Min language.</p> <p>3-IV-1 Be able to read Eastern Min literary works to enhance cultural understanding.</p> <p>4-IV-2 Be able to imitate simple practical writings in Eastern Min language.</p>	<p>Ab-IV-1</p> <p>Ba-IV-1</p> <p>Be-IV-1</p> <p>Ca-IV-1</p>	<p>Advanced Chinese characters in Eastern Min language</p> <p>Local customs</p> <p>Change of seasons</p> <p>Annual sacrificial ceremonies in Eastern Min region, e.g., the feast for Nine Emperor Festival, the year-end cleaning (tshēng tòng)</p>	<p>閩東-J-A2</p> <p>Through the inheritance of the Eastern Min language knowledge, improve life knowledge and skills, enhance the ability of independent thinking, and hence seek appropriate strategies to solve life problems.</p>

<p>1-V-2 Be able to make association and deduction in Eastern Min language through listening.</p> <p>2-V-3 Be able to describe and discuss issues in Eastern Min language.</p> <p>3-V-1 Be able to read Eastern Min literary works, and think critically about the issues relating to the local culture</p> <p>4-V-3 Be able to write creative works and present them in Eastern Min language.</p>	<p>Ac-V-1</p> <p>Be-V-1</p> <p>Cd-V-2</p>	<p>Idiomatic phrases in Eastern Min language, e.g., conventional expressions, idioms</p> <p>Climate change</p> <p>Ecological conservation of the hometown</p>	<p>閩東-U-A2</p> <p>Perform deductive and inductive reasoning, and criticism in Eastern Min language; strengthen one's positive attitude in face of challenges; and be able to effectively tackle all sorts of issues in life and about life.</p>
<p>1-II-3 Be able to listen to and appreciate Eastern Min language-related artistic performances.</p> <p>2-I-2 Be able to interact with others in Eastern Min language.</p> <p>2-II-3 Be able to read out and sing Eastern Min songs.</p> <p>2-III-1 Be able to engage in conversation, sharing, and discussion in Eastern Min language</p> <p>4-II-1 Be able to write simple daily life expressions and short sentences in Eastern Min language.</p> <p>4-III-1 Be able to write short essays about daily life using simple Eastern Min language.</p>	<p>Ad-I-1</p> <p>Ad-II-1</p> <p>Ad-III-1</p> <p>Ba-III-1</p> <p>Bc-III-1</p> <p>Bd-III-1</p> <p>Ca-III-1</p> <p>Cb-III-1</p> <p>Cc-I-1</p> <p>Ce-I-1</p> <p>Ce-II-1</p> <p>Ce-III-1</p>	<p>Rhymes and nursery rhymes</p> <p>Poetry and short essays</p> <p>Life stories and short practical writings</p> <p>Specialty produce, e.g., mussels, red vinasse</p> <p>Community activities</p> <p>Occupations and society</p> <p>Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival</p> <p>Meaning of local culture</p> <p>Colloquial proverbs and nursery rhymes</p> <p>Cultural understanding</p> <p>Cultural exchange</p> <p>International understanding and cultural exchange</p>	<p>閩東-E-A3</p> <p>Properly respond to daily life situations, enrich life experience, and improve social adaptability through devising an Eastern Min language learning plan, engaging in practical activities (e.g., sharing, discussion, and exhibition/performance), and creative thinking.</p>
<p>1-IV-2 Be able to perceive and understand the meaning manifested in Eastern Min language-related activities.</p> <p>2-IV-1 Be able to tell local stories in Eastern Min language.</p> <p>#3-IV-3 Be able to develop one's Eastern Min reading ability by using various media and materials.</p> <p>#4-IV-1 Be able to write</p>	<p>Bc-IV-2</p>	<p>Learning activities</p>	<p>閩東-J-A3</p> <p>Devise an Eastern Min language learning plan by using resources wisely; develop a diversity of professional knowledge and skills; practice the spirit of active learning; manifest the abilities of planning, execution, and innovation.</p>

personal, family, or life stories in Eastern Min language.			
<p>1-V-3 Be able to hear and identify public affair expressions in Eastern Min language.</p> <p>2-V-1 Be able to explain the meaning of the local culture in Eastern Min language.</p> <p>3-V-3 Be able to understand the social and cultural meaning of Eastern Min literary works by using various media and materials.</p> <p>4-V-3 Be able to write creative works and present them in Eastern Min language.</p>	<p>Ab-V-1</p> <p>Ac-V-2</p> <p>Ba-V-2</p>	<p>Special Chinese characters in Eastern Min language</p> <p>Sentence patterns and usage in Eastern Min language</p> <p>People and the land</p>	<p>閩東-U-A3</p> <p>Make plans, practice and reflect on them using Eastern Min language; be able to exert the innovative spirit and integrate the Eastern Min language into other domains/subjects, and thereby improve one's ability to respond to social change.</p>
<p>1-I-1 Be able to hear and understand daily life words and phrases in Eastern Min language.</p> <p>1-I-2 Be able to hear and understand content of the teaching materials in Eastern Min language.</p> <p>1-II-1 Be able hear and understand daily life sentences in Eastern Min language.</p> <p>1-II-2 Be able to hear and understand Eastern Min expressions frequently used in life.</p> <p>1-III-1 Be able to hear and understand pronunciation and phrases in Eastern Min language.</p> <p>2-I-1 Be able to read aloud the Eastern Min material learnt.</p> <p>2-I-3 Be able to express feelings and needs in simple Eastern Min language.</p> <p>2-II-1 Be able to use the phonetic symbols of Eastern Min language and corresponding Chinese words to help verbal expression.</p> <p>3-I-2 Be able to read learning resources in Eastern Min</p>	<p>Aa-II-1</p> <p>Aa-III-1</p> <p>Ab-I-1</p> <p>Ab-II-1</p> <p>Ab-III-1</p> <p>Ac-I-1</p> <p>Ac-II-1</p> <p>Ac-III-1</p> <p>Ad-I-1</p> <p>Ad-II-1</p> <p>Ad-III-1</p> <p>Ae-I-1</p>	<p>Recognition and reading the phonetic symbols of Eastern Min language</p> <p>The phonics rules of Eastern Min language</p> <p>Basic words and phrases in Eastern Min language</p> <p>Common Eastern Min words and phrases in life</p> <p>Special Eastern Min words and phrases in life</p> <p>Simple daily expressions in Eastern Min language, e.g., greetings, titles, etc.</p> <p>Daily expressions in Eastern Min language, e.g., games, weather words</p> <p>Simple sentence patterns and usage in Eastern Min language</p> <p>Rhymes and nursery rhymes</p> <p>Poetry and short essays</p> <p>Life stories and short practical writings</p> <p>Basic emotional expression in Eastern</p>	<p>閩東-E-B1</p> <p>Be able to use Eastern Min language for daily life expression through the learning of basic Eastern Min listening, speaking, reading, and writing.</p>

<p>language.</p> <p>3-II-1 Be able to read Eastern Min language frequently seen in daily life.</p> <p>3-II-2 Be able to read Eastern Min language frequently seen in daily life, and understand its meaning.</p> <p>4-I-1 Be able to write basic words and phrases in Eastern Min language.</p>	<p>Ae-II-1</p> <p>Ae-III-1</p> <p>Bb-I-1</p> <p>Bb-II-1</p> <p>Bb-III-1</p>	<p>Min language</p> <p>Emotional expression in Eastern Min language</p> <p>Basic speaking skill in Eastern Min language</p> <p>Greeting words and kinship titles</p> <p>Simple expressions and blessing words</p> <p>Interaction and coordination</p>	
<p>1-IV-1 Be able to hear and identify the theme and content of Eastern Min conversations.</p> <p>2-IV-1 Be able to tell local stories in Eastern Min language.</p> <p>#3-IV-3 Be able to develop one's Eastern Min reading ability by using various media and materials.</p> <p>4-IV-2 Be able to imitate simple practical writings in Eastern Min language.</p>	<p>Aa-IV-1</p> <p>Ac-IV-1</p> <p>Bb-IV-1</p>	<p>The system of basic initials, finals, and tones of the Eastern Min language</p> <p>Daily expressions in Eastern Min language, e.g., food and drinks, shopping words</p> <p>Expression of intention and emotions</p>	<p>閩東-J-B1</p> <p>Express ideas and emotions, conduct communication and interaction in daily life through the integrated usage of listening, speaking, reading, and writing in Eastern Min language.</p>
<p>1-V-1 Be able to grasp the speaker's argument.</p> <p>2-V-3 Be able to describe and discuss issues in Eastern Min language.</p> <p>3-V-1 Be able to read Eastern Min literary works, and think critically about the issues relating to the local culture</p> <p>4-V-3 Be able to write creative works and present them in Eastern Min language.</p>	<p>Aa-V-1</p> <p>Bd-V-2</p>	<p>The system of special initials, finals, and tones of the Eastern Min language</p> <p>Participation in public affairs</p>	<p>閩東-U-B1</p> <p>Possess the ability to express ideas and emotions in Eastern Min language; engage in interpersonal communication and interaction with empathy in daily life and at work.</p>
<p>3-III-3 Be able to use various media and materials to help reading Eastern Min language.</p> <p>4-III-2 Be able to use the vocabulary search systems on the media, reference books, or online to help writing in Eastern Min language.</p>	<p>Aa-II-1</p> <p>Aa-III-1</p> <p>Ad-III-1</p>	<p>Recognition and reading the phonetic symbols of Eastern Min language</p> <p>The phonics rules of Eastern Min language</p> <p>Life stories and short practical writings</p>	<p>閩東-E-B2</p> <p>Understand the content and influence of the Eastern Min media, and be able to search for and use the media resources to learn Eastern Min language by using basic technology and information skills.</p>
<p>#1-IV-3 Be able to hear and</p>	<p>Ab-IV-2</p>	<p>Simple reference books</p>	<p>閩東-J-B2</p>

<p>identify the variety of messages conveyed by Eastern Min language.</p> <p>2-IV-2 Be able to introduce characteristics of the local culture in Eastern Min language.</p> <p>#3-IV-3 Be able to develop one's Eastern Min reading ability by using various media and materials.</p>	<p>and information media in Eastern Min language</p>	<p>Improve learning result by using information search tools to collect and organize Eastern Min language information; identify correctness of information; be able to speculate over the interactive relationship between media resources and the local culture.</p>
<p>1-V-2 Be able to make association and deduction in Eastern Min language through listening.</p> <p>2-V-3 Be able to describe and discuss issues in Eastern Min language.</p> <p>3-V-3 Be able to understand the social and cultural meaning of Eastern Min literary works by using various media and materials.</p> <p>4-V-2 Be able to use the Eastern Min writing system.</p>	<p>Ab-V-3 Practical reference books and information media in Eastern Min language</p> <p>Ac-V-2 Sentence patterns and usage in Eastern Min language</p> <p>Ba-V-2 People and the land</p> <p>®Bd-V-1 Understanding of and respect for genders</p> <p>Ce-V-1 Cultural inheritance and innovation</p>	<p>閩東-U-B2</p> <p>Intensify the learning of Eastern Min language by using various media tools, and be able to reflect on such issues as technological ethics through the process of media information literacy and criticism.</p>
<p>1-I-3 Be able to develop an interest in and habit of learning Eastern Min language through listening at one's own initiative.</p> <p>1-II-3 Be able to listen to and appreciate Eastern Min language-related artistic performances.</p> <p>2-II-3 Be able to read out and sing Eastern Min songs.</p> <p>3-I-1 Be able to read simple graphic works in Eastern Min language.</p> <p>3-III-1 Be able to understand characteristics of the local culture in the process of reading Eastern Min language.</p> <p>3-III-2 Be able to appreciate the theme and connotation of Eastern Min literary works.</p>	<p>Be-II-1 Life space and landscape</p> <p>Be-III-1 Landscape of the hometown</p> <p>Ca-II-1 Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year</p> <p>Ca-III-1 Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival</p> <p>Cb-I-1 Local food in Eastern Min region, e.g., aged wine, Gooseneck barnacles</p> <p>Cc-I-1 Colloquial proverbs and nursery rhymes</p> <p>Cc-II-1 Traditional folk relics</p> <p>Cc-III-1 Traditional buildings, e.g., the stamp-like architecture, fire-sealing gable</p>	<p>閩東-E-B3</p> <p>Promote the development of multiple senses through various artistic experiences and activities; improve one's ability to perceive Eastern Min language and appreciate the arts; feel the beauty of arts and improve aesthetic literacy in life.</p>

1-IV-2 Be able to perceive and understand the meaning manifested in Eastern Min language-related activities. 3-IV-2 Be able to appreciate Eastern Min literary works to broaden one's horizons and exchanges with others.	*Ad-IV-1 Ad-IV-2 Be-IV-2 Cc-IV-1	Proses, novels Rapping, e.g., festive/cheering poetry Landscape and topography, e.g., checkered sea, sandbar- connected islands Traditional life skills and crafts, e.g., wind lantern, paper cutting	閩東-J-B3 Participate in the local cultural and artistic appreciation and performance activities, and hence understand the beauty of the Eastern Min culture and enrich the diversity of aesthetic literacy and life.
1-V-3 Be able to hear and identify public affair expressions in Eastern Min language. 2-V-2 Be able to introduce the origin of the local culture in Eastern Min language. 3-V-2 Be able to read and appreciate the connotation of Eastern Min literary works. 4-V-3 Be able to write creative works and present them in Eastern Min language.	Ab-V-2 Ad-V-2 Bb-V-2 Cc-V-1	Common Eastern Min words and phrases used in life and at workplace Stories, dramas Sharing of emotions and experiences Appreciation and analysis of opera, songs, and music, e.g., Min opera, drum-board music	閩東-U-B3 Participate in the local cultural and artistic appreciation and performance activities; perceive the interactive relationship between artistic creation and society, history, and culture; manifest the aesthetic literacy in life; engage in artistic and cultural inheritance, creation, and sharing.
2-II-3 Be able to read out and sing Eastern Min songs. 2-III-2 Be able to describe surrounding things in life using Eastern Min language. 3-I-2 Be able to read learning resources in Eastern Min language. 3-III-1 Be able to understand characteristics of the local culture in the process of reading Eastern Min language. 3-III-2 Be able to appreciate the theme and connotation of Eastern Min literary works.	Ba-III-1 Bc-III-1 Bd-III-1 Be-I-1 Be-II-1 Ca-I-1 Ca-II-1 Cb-II-1 Cb-III-1	Specialty produce, e.g., mussels, red vinasse Community activities Occupations and society Time and weather Life space and landscape Traditional Eastern Min festivals, e.g., lanterns hanging before the Lantern Festival Day (suông-tshēi- mâng), dumpling making at Winter Solstice (toeing-tsáik- tsho-uòng) Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year Family history and origin Meaning of local	閩東-E-C1 Understand issues about the local culture such as traditional virtues, environmental protection, and social care through the learning of Eastern Min language, and thereby improve one's moral knowledge and judgment of what is right or wrong.

	Cc-I-1 culture Colloquial proverbs and nursery rhymes Cc-II-1 Traditional folk relics Cc-III-1 Traditional buildings, e.g., the stamp-like architecture, fire-sealing gable Cd-I-1 Common animals Cd-II-2 Growth environment of common local plants Cd-III-2 Ecology of special local species, e.g., red spider lily, Chinese crested tern	
#2-IV-3 Be able to share life experiences in Eastern Min language. #4-IV-1 Be able to write personal, family, or life stories in Eastern Min language.	Ac-IV-2 Conventional idiomatic phrases in Eastern Min language, e.g., two-part allegorical sayings, proverbs Bd-IV-3 Community service Cd-IV-1 Cultural landscape of settlements, e.g., preservation of traditional settlements Cd-IV-2 Island ecology of Matsu	閩東-J-C1 Foster morality in life and a sense of civic responsibility through the learning of Eastern Min language and local culture; cultivate an attitude of active care for social issues and sustainable development of nature and ecology through community participation, and thereby enhance the civic literacy of moral thinking and practice.
1-V-3 Be able to hear and identify public affair expressions in Eastern Min language. 2-V-2 Be able to introduce the origin of the local culture in Eastern Min language. 3-V-2 Be able to read and appreciate the connotation of Eastern Min literary works. 4-V-3 Be able to write creative works and present them in Eastern Min language.	[®] Ad-V-1 Proses, novels Bd-V-2 Participation in public affairs Be-V-1 Climate change Cd-V-2 Ecological conservation of the hometown Cd-V-3 Sustainability of the environment	閩東-U-C1 Think critically about public issues in Eastern Min language; develop a sense of moral practice and social responsibility; be able to actively participate in environmental conservation, social and public affairs in order to practice the virtue of knowing and doing good.
1-I-1 Be able to hear and understand daily life words and phrases in Eastern Min language. 1-I-3 Be able to develop an interest in and habit of learning Eastern Min	Ae-I-1 Basic emotional expression in Eastern Min language Ae-II-1 Emotional expression in Eastern Min language Ae-III-1 Basic speaking skill in	閩東-E-C2 Build good interpersonal relationship using communication skills in Eastern Min language, and be willing to interact with others for improvement of

<p>language through listening at one's own initiative.</p> <p>1-II-1 Be able hear and understand daily life sentences in Eastern Min language.</p> <p>1-II-2 Be able to hear and understand Eastern Min expressions frequently used in life.</p> <p>1-III-2 Be able to hear and understand content of Eastern Min conversations in life.</p> <p>2-I-2 Be able to interact with others in Eastern Min language.</p> <p>2-I-3 Be able to express feelings and needs in simple Eastern Min language.</p> <p>2-III-1 Be able to engage in conversation, sharing, and discussion in Eastern Min language</p>	<p>Bb-I-1</p> <p>Bb-II-1</p> <p>Bb-III-1</p> <p>Bc-I-1</p> <p>Bc-II-1</p> <p>Bc-III-1</p> <p>Bd-I-1</p> <p>Bd-III-1</p>	<p>Eastern Min language</p> <p>Greeting words and kinship titles</p> <p>Simple expressions and blessing words</p> <p>Interaction and coordination</p> <p>Family life</p> <p>School life</p> <p>Community activities</p> <p>Group activities</p> <p>Occupations and society</p>	<p>teamwork competency.</p>
<p>#1-IV-3 Be able to hear and identify the variety of messages conveyed by Eastern Min language.</p> <p>#2-IV-3 Be able to share life experiences in Eastern Min language.</p> <p>3-IV-2 Be able to appreciate Eastern Min literary works to broaden one's horizons and exchanges with others.</p>	<p>Ae-IV-1</p> <p>Ba-IV-2</p> <p>Bb-IV-2</p> <p>Bd-IV-2</p>	<p>Speaking skill and deductive reasoning in Eastern Min language</p> <p>Local integration and innovation</p> <p>Life dealings</p> <p>Care for the ethnic group</p>	<p>閩東-J-C2</p> <p>Actively care for and serve people using the communication and coordination skills in Eastern Min language; improve the competencies of cooperation and harmonious interaction with people.</p>
<p>1-V-1 Be able to grasp the speaker's argument.</p> <p>2-V-3 Be able to describe and discuss issues in Eastern Min language.</p> <p>3-V-3 Be able to understand the social and cultural meaning of Eastern Min literary works by using various media and materials.</p> <p>4-V-2 Be able to use the Eastern Min writing system.</p>	<p>Ba-V-2</p> <p>Ca-V-1</p> <p>Cb-V-1</p>	<p>People and the land</p> <p>The Eastern Min rites of passage, e.g., the bride's granny at the wedding, celebration for seniors approaching new decades in age (kuang kou)</p> <p>Characteristics of the Eastern Min culture</p>	<p>閩東-U-C2</p> <p>Convey a friendly sentiment using Eastern Min language; accept a diversity of opinions; build good interpersonal and interactive relationship; improve the competencies of communication and coordination, teamwork, and social participation.</p>
<p>1-I-3 Be able to develop an interest in and habit of learning Eastern Min</p>	<p>Ba-III-1</p> <p>Ca-I-1</p>	<p>Specialty produce, e.g., mussels, red vinasse</p> <p>Traditional Eastern</p>	<p>閩東-E-C3</p> <p>Experience the local culture, understand cultural</p>

<p>language through listening at one's own initiative.</p> <p>1-III-1 Be able to hear and understand pronunciation and phrases in Eastern Min language.</p> <p>2-II-1 Be able to use the phonetic symbols of Eastern Min language and corresponding Chinese words to help verbal expression.</p> <p>3-I-2 Be able to read learning resources in Eastern Min language.</p> <p>3-II-1 Be able to read Eastern Min language frequently seen in daily life.</p> <p>4-I-1 Be able to write basic words and phrases in Eastern Min language.</p> <p>4-III-2 Be able to use the vocabulary search systems on the media, reference books, or online to help writing in Eastern Min language.</p>	<p>Ca-II-1</p> <p>Ca-III-1</p> <p>Cb -I- 1</p> <p>Cb-II-1</p> <p>Cb-III-1</p> <p>Cc-II-1</p> <p>Cc-III-1</p> <p>Ce-I-1</p> <p>Ce-II-1</p> <p>Ce-III-1</p>	<p>Min festivals, e.g., lanterns hanging before the Lantern Festival Day (suông-tshēi-màng), dumpling making at Winter Solstice (toeing-tsáik-tsho-uòng)</p> <p>Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year</p> <p>Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival</p> <p>Local food in Eastern Min region, e.g., aged wine, Gooseneck barnacles</p> <p>Family history and origin</p> <p>Meaning of local culture</p> <p>Traditional folk relics</p> <p>Traditional buildings, e.g., the stamp-like architecture, fire-sealing gable</p> <p>Cultural understanding</p> <p>Cultural exchange</p> <p>International understanding and cultural exchange</p>	<p>diversity, and hence enhance respect for other languages and cultures through the learning of Eastern Min language.</p>
<p>#2-IV-3 Be able to share life experiences in Eastern Min language.</p> <p>3-IV-1 Be able to read Eastern Min literary works to enhance cultural understanding.</p>	<p>Ce-IV-1</p>	<p>Migration and development of the ethnic group</p>	<p>閩東-J-C3</p> <p>Explore the value of the local culture, appreciate differences of multiple cultures, care for international cultures, understand and respect the similarities and differences between international and local cultures, and hence develop a multicultural value through the learning of Eastern Min language.</p>

<p>1-V-2 Be able to make association and deduction in Eastern Min language through listening.</p> <p>2-V-2 Be able to introduce the origin of the local culture in Eastern Min language.</p> <p>3-V-1 Be able to read Eastern Min literary works, and think critically about the issues relating to the local culture</p> <p>4-V-3 Be able to write creative works and present them in Eastern Min language.</p>	<p>°Ad-V-1</p> <p>Ad-V-2</p> <p>°Bd-V-1</p> <p>Be-V-2</p> <p>Cd-V-1</p> <p>Ce-V-2</p> <p>Proses, novels</p> <p>Stories, dramas</p> <p>Understanding of and respect for genders</p> <p>Conservation and environmental protection issues, e.g., Chinese crested tern, marine debris, overfishing</p> <p>Battlefield scenes in Matsu, e.g., tunnels, forts</p> <p>Cultural tourism and international exchange</p>	<p>閩東-U-C3</p> <p>Identify with the value of the local culture, adapt to the contemporary trends and social development, actively care for and take action on the global cultural issues, contemplate the association between localization and internationalization, establish a multicultural view, and hence bolster the international perspective through the learning of Eastern Min language.</p>
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Appendix 2: Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum

A. Foreword

“Issues” are some topics that attract popular attention based on the social development needs and students are expected to show understanding and take action on these issues. These are essential topics related to modern life, human development, and social values that are contemporary and forward-looking; they are also interdisciplinary topics that are extensively discussed. The 12-year basic education is based on the general guidelines and fundamental beliefs of “spontaneity”, “interaction”, and “common good”. They are closely related to the pulse of society and situation of our life. Students are trained in their critical thinking and problem-solving abilities with the issue-based education, and their sense of responsibility and executive power in face of the issues are enhanced. They will be also able to pursue the core values such as respect for diversity, empathic care, justice, fairness, and sustainable development.

Pursuant to the provision of the Enactment Rules of the General Guidelines, the curriculum design for various domains should appropriately integrate the issues of gender equality, human rights, environment, ocean, morality, life, rule of law, technology, information, energy, security, disaster prevention, family education, career planning, multiculturalism, reading literacy, outdoor education, international education, and indigenous education. Creativity and characteristics of the curriculum and instruction for various domains/subjects can be brought into play, while relevant issues not restricted to the above may be appropriately integrated. Also, as society changes and time passes, substance of the issues may change and new issues may emerge. Therefore, schools should stay highly sensitive to the issues, and invigorate and deepen the substance of the issues according to changes of the environment, and design innovative, forward-looking, and integrated curriculum plans as adaptive and age-appropriate to students’ physical and mental development.

To exert the function of issue-based education, the Curriculum Guidelines of various domains/subjects have transformed and integrated the issues listed in the General Guidelines. Schools, teachers, and educators engaged in the research and development, publication, and review of teaching material should take on the responsibility to integrate the issues in the curriculum and teaching in accordance with the Curriculum Guidelines of various domains/subjects and with reference to these Guidelines. Schools may also make plans to include the relevant concerns in their alternative curriculum/alternative learning period and in the school-based curriculum, so that the spirit and value of the issues can be integrated in the school’s regulations or organization, reward and punishment system, and related activities, so as to shape their campus culture and improve

students' learning outcome.

Issue-based education can be implemented in both formal and informal curricula. Curriculum development and teaching material selection and composition should be centered on students' experiences, and material from everyday life should be included. Having grasped the basic concept of the issues and their substantive contents for different educational stages, connection with the domain/subject contents should be established to guide students' learning in a progressive manner on different levels including problem perception, comprehension of knowledge, skill acquisition, and action and practice, as well as development of teaching material and editing of teacher's manuals. When teaching, teachers should not only cover contents of the domain/subject's teaching material, but also include the issues through connection, extension, integration, and transformation of the domain/subject's contents. They may also add characters, exemplary models, customs, and festivals into the teaching material, or adopt incidental teaching. Besides, the issues may also be integrated in assignments, works, performances, visits, student club or group activities in diversified ways. The classroom can be made a learning community for knowledge building and development through discussion, conversation, critique, and reflection, so that the quality of issue-based learning can be improved.

All competent authorities in charge of education should provide resources for implementing issue-based education. For a complete description of the contents of various issues listed in the General Guidelines and the way of integrating them into the curricula, please refer to the "Handbook of Issue-based Curriculum Integration" and the Curriculum Guides for various domains/subjects of the Curriculum Guidelines of 12-Year Basic Education.

B. Learning goals of the issues

For the appropriate integration of the issues into various domain/subject curricula and the proper implementation of education-related laws as well as the national policy guidelines, the learning goals for the following 19 issues are detailed below to provide a reference for schools and teachers for issue-based curriculum integration when delivering the courses or conducting issue-based teaching, so that they fit in properly with the domain/subject curricula.

Issues	Learning Goals
Gender equality education ¹	Understand the diversity of gender, discern the fact that gender inequality exists and be aware of the gender power relations in social culture; develop a value and belief in gender equality, put respect and tolerance for gender diversity and differences into practice; take action to eliminate gender bias and discrimination, protect human dignity for different genders and substantive equality of gender status.

Issues	Learning Goals
Human rights education ²	Understand the fact that human rights exist and be aware of the basic concept and value thereof; develop a value and belief in human rights; augment the feeling for and appreciation of human rights; develop behaviors of respect for human rights and take action to practice human rights.
Environment education ³	Discern and understand the environmental crises and challenges facing human survival and development; probe into topics such as climate change, resource depletion, and loss of biodiversity, as well as social injustice and environmental injustice; contemplate the meaning of personal development, national development, and human development; take action to practice a green, simple, and sustainable lifestyle.
Marine education ⁴	Experience the ocean-friendly behaviors such as marine recreation and take water safety seriously; understand the marine society and feel the love of sea in a marine culture; develop the ocean literacy by exploring the marine science and sustainable marine resources.
Technology education ⁵	Possess literacy in the philosophy of technology and the techno-culture; inspire an interest in continued learning of technology and technological design; develop technological knowledge and skill of using the products.
Energy education ⁶	Augment the basic concept of energy; develop the correct values of energy; foster the thought, habit, and attitude of energy conservation.
Family education ⁷	Possess the knowledge and skill of examining family development, interaction of family and society, and management of family resources; enhance the sense of responsibility and a positive attitude of active participation in family activities; inspire the awareness and duty of interacting with family members for common good, and hence improve the quality of family life.
Indigenous education ⁸	Apprehend the history, culture, and values of the indigenous peoples; boost inter-ethnic mutual understanding and respect; cultivate the beliefs of coprosperity and equality of all ethnic groups.
Moral education	Improve the knowledge and ability of moral development; understand the core value of morality and moral issues; develop the moral qualities of knowing what is good, enjoying to do good, and actually doing good.
Life education	Develop the knowledge and skill of exploring the fundamental topics of life; elevate the ability and attitude of critical thinking about values; strengthen the cultivation of knowledge-practice consistency.
Rule-of-law education	Understand meaning of the law and the rule of law; acquire basic knowledge of the legal entity and procedures; pursue the values of human rights protection, justice and fairness.
Information education	Enhance the problem-solving and computational thinking skills through the use of information; equip oneself with life and career knowledge and skills; foster the necessary attitude and responsibility for the information society.
Safety education	Develop an awareness of safety; elevate sensitivity, alertness, and judgement for the environment; prevent the occurrence of accidents and injuries to ensure safety of life.
Disaster prevention education	Understand the causes of natural disasters; develop the abilities of disaster risk management and disaster prevention and rescue; strengthen the sense of responsibility, attitude, and executive power of taking prevention and rescue actions.
Career planning	Understand one's personal traits, interest, and work environment; develop the knowledge and skills of career planning; develop a sensitivity for recognizing

Issues	Learning Goals
education	trends and the executive power of responding to changes.
Multicultural education	Discern the abundance and diversity of cultures; cultivate the intercultural literacy that respects differences and seeks substantive equality; uphold the value of multiculturalism.
Reading literacy education	Develop the text-based thinking, problem solving, and knowledge construction abilities; nurture a love-of-reading attitude; develop the literacy of diverse reading.
Outdoor education	Reinforce the sense of connectedness with the environment and foster an environment-friendly attitude; develop the skill of social perception and interaction and cultivate the notion of respect and care for others; open up students' horizons and cultivate a healthy body and mind.
International education	Develop the knowledge and skills of participating in international activities; inspire the competence of intercultural observation and reflection; develop an international awareness and sense of responsibility that upholds national subjectivity.
<p>Education-related laws and national policy guidelines that are involved in the 8 issues:</p> <p>Note 1: Education-related laws and national policy guidelines pertaining to gender equality education include: Gender Equity Education Act, Gender Equality Policy Guidelines, and Enforcement Act of Convention on the Elimination of All Forms of Discrimination against Women.</p> <p>Note 2: Education-related laws and national policy guidelines pertaining to human rights education include: Act to Implement the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights; Implementation Act of the Convention on the Rights of the Child; and Act to Implement the Convention on the Rights of Persons with Disabilities.</p> <p>Note 3: Education-related laws and national policy guidelines pertaining to environment education include: The Environmental Education Act and National Environmental Education Guidelines.</p> <p>Note 4: Education-related laws and policy guidelines pertaining to marine education include: National Oceans Policy Guidelines.</p> <p>Note 5: Education-related laws and policy guidelines pertaining to technology education include: Fundamental Science and Technology Act.</p> <p>Note 6: Education-related laws and policy guidelines pertaining to energy education include: Guidelines on Energy Development.</p> <p>Note 7: Education-related laws and policy guidelines pertaining to family education include: Family Education Act.</p> <p>Note 8: Education-related laws and policy guidelines pertaining to indigenous education include: The Indigenous Peoples Basic Law, Education Act for Indigenous Peoples, and Indigenous Languages Development Act.</p>	

C. Learning topics and substantive contents of issue-based curriculum integration and illustration of learning focus with examples

1. Learning topics and substantive contents of the issues

As an extension of the Grade 1-9 integrated curriculum guidelines, a comprehensive content framework has been developed for the issues of gender equality, human rights, environment, and marine education. It helps the integration of issues when planning the extension of the domain/subject curricula, and also enriches and realizes the contents of core competency. Therefore, the gender equality, human rights, environment, and marine education issues are taken

as examples, with their learning topics and substantive contents presented as follows, to provide a reference for curriculum design, composition of teaching materials, and teaching implementation.

For illustration of the selection of issues, practices, and examples in this domain, please refer to the “Language Domain – Native Language (Eastern Min Language) Curriculum Guide”.

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
Gender Equality Education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity. 性E2 Perceive the impact of body image on the body and mind.	性J1 Accept one's own and others' sexual orientation, gender traits, and gender identity. 性J2 Clarify the gender myths about the body image.	性U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development. 性U2 Explore the impact of social culture and media on the body image.
	Breakthrough of gender roles and elimination of sexism	性E3 Perceive the gender stereotypes, understand that division of labor in family, school, and occupation should not be subject to gender restriction.	性J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype.	性U3 Analyze gender inequality phenomena in family, school, workplace, and media, and propose strategies for improvement.
	Respect for and protection of physical autonomy	性E4 Understand the body boundary and respect others' physical autonomy.	性J4 Understand issues relating to physical autonomy, protect one's own and respect others' physical autonomy.	性U4 Protect and defend one's own physical autonomy, and respect others' physical autonomy.

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	Prevention of sexual harassment, sexual assault, and sexual bullying	性E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the ways to seek help.	性J5 Identify the forms of sexual harassment, sexual assault, and sexual bullying, and make good use of resources to solve problems.	性U5 Probe into issues relating to sexual harassment, sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.
	Analysis of gender implications in language, text, and signs	性E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	性J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	性U6 Analyze the gender implications of signs, and use gender-equal language and signs.
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	性J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media. 性J8 Interpret the gender implications of technological products.	性U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement. 性U8 Develop technology and information competence without being subject to gender restriction.
	Gender rights and public participation	性E8 Understand the achievements and contributions of people of	性J9 Understand the law relating to gender rights	性U9 Understand the history of gender equality

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		性E9 different sexes. Review the gender discrepancy of space and resource distribution in campus, and give suggestions for improvement.	and acknowledge the models of gender equality movements; possess a caring attitude for gender minority. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	movement, take the initiative to participate in social and public affairs that promote gender equality; actively protect gender rights. 性U10 Review gender-related policies and offer opinions.
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and interpersonal interaction. 性E11 Develop the ability of appropriate emotional expression between genders.	性J11 Remove emotional expression and communication that denotes gender stereotypes and gender bias; possess the ability to communicate with others on an equal footing. 性J12 Reflect on the gender power relation with others; promote equal and good interaction.	性U11 Analyze gender power issues in affective relationship; develop communication and negotiation skills; and enhance the ability to deal with sentimental frustration. 性U12 Reflect on the gender power relations in various interactions.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of	性J13 Understand the gender implications of the diversity of family types. 性J14 Understand	性U13 Explore the gender and family issues in both local and international societies.

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		different societies.	the power structure and relations of genders, ethnic groups, and social classes in society.	性U14 Make good use of resources to widen the local and international horizons of gender equality.
Human rights education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	人U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.
	Human rights and responsibility	人E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	人J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	人U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.
	Human rights, democracy, and rule of law	人E3 Understand that each individual has different needs, and discuss and comply with the group's rules.	人J3 Explore all possible conflicts of interest, and understand how to form public rules by means of democratic deliberation and proper	人U3 Discern the important human rights legislation in Taiwan and its meaning; understand the constitutional philosophy and principle of protecting

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			procedures in order to protect freedom and equality.	human rights.
Human rights and its practice in life		<p>人E4 Express one's own idea of a wonderful world, and listen to others' opinions.</p> <p>人E5 Appreciate and accept individual differences and respect one's own and others' rights.</p> <p>人E6 Recognize personal bias, and avoid emergence of discriminatory behaviors.</p>	<p>人J4 Understand the principles of equality and justice, and practice them in life.</p> <p>人J5 Understand there are different groups and cultures in society; respect and appreciate the differences.</p> <p>人J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the underprivileged.</p>	<p>人U4 Understand the relationship between human rights and world peace, and put it into practice in society.</p> <p>人U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights.</p> <p>人U6 Explore such phenomena as discrimination against minorities, exclusion of dissidents, and stigmatization, etc.; understand the fact that they are usually reciprocal causes and effects of political and economic inequality, racism, etc.; and propose related citizen action plans.</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	Violations of human rights and remedies	人E7 Discern such life experiences as injustice, unreasonableness, violation of regulations, and health being harmed, and know the channels to seek remedies.	人J7 Explore the impact of human rights violation on individuals, community/tribe, and society, and propose strategies or action plans for improvement.	人U7 Realize the human rights and legal implications of civil disobedience, and advocate contemporary human rights-related issues in Taiwan and around the world.
	Important topics of human rights	人E8 Understand children's needs for the rights to play. 人E9 Understand the relationship between deprivation of survival rights, identity rights and personal dignity. 人E10 Understand the relationship between privacy and everyday life. 人E11 Understand the connotation of the Declaration of the Rights of the Child and the significance of The Convention on the Rights of Children for the protection and support of children's basic needs.	人J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself. 人J9 Discern the relationship between the rights to education, rights to work and personal career development. 人J10 Understand the origin and history of human rights development and their meaning for human rights protection. 人J11 Understand human rights-related organizations and activities through the use of	人U8 Explain the importance of freedom of speech and freedom of press for the operation of democratic society. 人U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people with disabilities in society, aiming at promoting their substantively equal social status. 人U10 Understand the function of United Nations and other human rights-related organizations in the

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			<p>information networks.</p> <p>人J12 Apprehend the interrelationship between poverty and class exploitation.</p> <p>人J13 Understand the impact of war and peace on human life.</p> <p>人J14 Understand the significance of Universal Declaration of Human Rights for maintaining and protecting human rights.</p>	<p>人U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.</p> <p>人U12 Discern all the important international human rights covenants of the United Nations.</p>
Environment education	Environmental ethics	<p>環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p> <p>環E2 Perceive the beauty and value of biological life; care for the life of animals and plants.</p> <p>環E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.</p>	<p>環J1 Understand the importance of biodiversity and environmental carrying capacity.</p> <p>環J2 Understand the interactive relationship between human beings and animals in the surrounding; understand animals' needs; and care for animals' welfare.</p> <p>環J3 Understand the ethical value of natural</p>	<p>環U1 Care for the place of residence; understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p> <p>環U2 Understand the eco-injustice due to human damage of other species and habitats, and thus support the relevant</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			environment through environmental aesthetics and nature literature.	environmental protection policies.
	Sustainable development	環E4 Perceive the impact of economic development and industrial development on the environment. 環E5 Perceive the impact of human lifestyle on other creatures and the ecological system. 環E6 Understand that excessive material demands of human beings will impact on future generations. 環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society.	環J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy). 環J5 Understand the background and trend of United Nations' promotion of sustainable development. 環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.	環U3 Examine the contents of Taiwan's 21st century agenda and the related policies. 環U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development. 環U5 Adopt a lifestyle of sustainable consumption and simple life; promote sustainable development.
	Climate change	環E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena. 環E9 Perceive the impact caused by	環J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change	環U6 Examine the international and local coping measures against climate change; understand the spirit of

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>climate change on life, society, and the environment.</p> <p>環E10 Acknowledge that human behaviors are the cause of climate change.</p>	<p>through the “carbon cycle”.</p> <p>環J8 Understand the fragility and resilience of Taiwan’s ecological environment and social development in face of climate change.</p> <p>環J9 Understand the meaning of climate change mitigation and adaptation, and Taiwan’s policies in response to climate change adaptation.</p>	<p>international covenants in response to climate change.</p> <p>環U7 Collect and analyze the local trend of energy consumption and carbon emission; speculate on solutions that suit the local conditions; participate in collective action.</p>
	Disaster prevention and rescue	<p>環E11 Discern major disasters that have occurred in Taiwan.</p> <p>環E12 Develop an alertness and sensitivity to disasters; gain a basic understanding of disasters; and be able to avoid the occurrence of disasters.</p> <p>環E13 Perceive the increased frequency and expanded impact of natural disasters.</p>	<p>環J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry.</p> <p>環J11 Understand the factor of human influence on natural disasters.</p> <p>環J12 Beware of the possible hazards that may come with different disaster types;</p>	<p>環U8 Understand Taiwan’s policy formulation for disaster prevention from the perspective of the disaster prevention regulations.</p> <p>環U9 Analyze the actual monitoring data; examine the trend and prediction of natural disaster frequency.</p> <p>環U10 Execute the</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			<p>learn about the suitable prevention and hideaway behaviors.</p> <p>環J13 Participate in disaster evacuation drills.</p>	<p>disaster prevention and rescue drills.</p> <p>環U11 Draw disaster prevention maps by using graphics technology and investigation of disaster data.</p>
	Sustainable use of energy and resources	<p>環E14 Understand that energy and resources have to be used for human survival and development; learn to use natural energy or materials in their natural forms in everyday life.</p> <p>環E15 Realize that over-consumption of energy and resources will cause pollution to the environment and resource depletion.</p> <p>環E16 Understand the principles of material cycle as well as resource recycling and reuse.</p> <p>環E17 Develop behaviors of water, electricity, and material conservation in everyday life, and reduce resource consumption.</p>	<p>環J14 Understand the relationship between energy flow, material cycle, and the operation of the eco-system.</p> <p>環J15 Discern the life cycle of products; explore their eco-footprint, water footprint, and carbon footprint.</p> <p>環J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>環U12 Understand the meaning and executive strategy of a circular society; practice green consumption and environment-friendly lifestyle.</p> <p>環U13 Understand the environmental cost, polluter pays principle, green design, and clean production mechanism.</p> <p>環U14 Understand the local and international legislation and administrative measures relating to the utilization of energy.</p> <p>環U15 Understand the green construction principles of adaptation to</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
				local conditions and environmental friendliness.
Marine education	Marine recreation	海E1 Like water activities, and take water safety seriously. 海E2 Learn the skill of swimming, and be familiar with the self-help knowledge and skills. 海E3 Possess the knowledge and skills to engage in various water recreational activities.	海J1 Participate in diverse marine recreations and water activities, and be familiar with various water survival skills. 海J2 Learn about and take part in safe marine eco-tourism. 海J3 Understand the coastal and riverside environment and the residents' life and recreation.	海U1 Be well-versed in various water sports; possess the safety knowledge and skills. 海U2 Plan and participate in various water recreations and tourist activities. 海U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.
	Marine society	海E4 Learn about the environment and industries in one's hometown or neighboring waters. 海E5 Explore the relationship between Taiwan's pioneering history and the ocean. 海E6 Understand that Taiwan is a maritime state; strengthen the awareness of Taiwan's	海J4 Understand the structure and development of marine aquatic products, marine engineering, transportation, energy, tourism, and related industries. 海J5 Understand the characteristics and importance of	海U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities. 海U5 Learn about the maritime law; understand and care about the maritime policies. 海U6 Examine the

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		maritime sovereignty.	Taiwan's territory and geographic location. 海J6 Understand the maritime law and regulations related to everyday life. 海J7 Explore the impact of the development of marine industries on Taiwan's economy.	evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences. 海U7 Understand Taiwan's maritime interest and strategic position.
	Marine culture	海E7 Read, share, and create ocean-related stories. 海E8 Understand the relationship between maritime folklore, religion, and life 海E9 Engage in artistic presentation with an oceanic theme by using the body, voice, images, and props.	海J8 Read, share, and create literature with an oceanic background. 海J9 Understand the similarities and differences of the maritime cultures of Taiwan and other countries. 海J10 Engage in artistic presentation with an oceanic theme using various media and in different forms. 海J11 Understand the meaning of maritime folklore, religious beliefs and rituals, and	海U8 Create literature with an oceanic background in various genres and using different writing skills. 海U9 Identify the value, style, and cultural context of various ocean arts. 海U10 Compare the evolution, similarities and differences of the maritime folklore, religious beliefs and rituals of Taiwan and other countries.

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			their relationship with social development.	
	Marine science and technology	<p>海E10 Understand the characteristics of water and ocean, and their applications in life.</p> <p>海E11 Understand the marine life and ecology.</p> <p>海E12 Understand the relationship between sea transportation tools and technology development.</p>	<p>海J12 Explore the characteristics, formation, and hazards of Taiwan's coastal landform and offshore areas.</p> <p>海J13 Examine the impact of the ocean on the terrestrial environment and life.</p> <p>海J14 Explore the association between the marine life and ecological environment.</p> <p>海J15 Examine the types, structures, and mechanisms of ships.</p>	<p>海U11 Understand the physical characteristics of waves, tsunami, and Kuroshio current, etc., as well as the chemical composition of ocean, such as salinity, minerals, etc.</p> <p>海U12 Understand the influence of seawater structure, submarine geomorphology, and ocean current on the marine environment.</p> <p>海U13 Explore the correlation between changes in the marine environment and the climate change.</p> <p>海U14 Understand the relationship among the global hydrosphere, ecological system, and biodiversity.</p> <p>海U15 Be familiar with the</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
				ocean-related application technology such as seawater desalination, shipping, ocean energy, mineral exploration and mining, etc.
	Marine resources and sustainability	<p>海E13 Discern the aquatic products commonly seen in daily life.</p> <p>海E14 Understand that seawater contains salt and other contents, and identify the association between marine resources and life.</p> <p>海E15 Learn about the commonly seen river and ocean resources in one's hometown, and cherish the natural resources.</p> <p>海E16 Understand the environmental problems in the hometown's waters and seas, such as pollution and overfishing.</p>	<p>海J16 Learn about the types, usage, restoration, and conservation methods of living marine resources.</p> <p>海J17 Understand the types and applications of non-living marine resources.</p> <p>海J18 Explore the influence of human activities on the marine ecology.</p> <p>海J19 Understand the limitation of marine resources, and protect the marine environment.</p> <p>海J20 Understand the problems of Taiwan's marine environment, and actively participate in</p>	<p>海U16 Explore the management strategies for and sustainable development of living marine resources.</p> <p>海U17 Understand the marine minerals and energy resources, and their economic values.</p> <p>海U18 Understand the cumulative consequences caused by marine environmental pollution on the marine life and environment, and propose coping strategies.</p> <p>海U19 Understand the global marine environmental problems; familiarize</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			the marine protection action.	oneself with and take part in the marine protection action.

2. Illustration of learning focus with examples for issue-based curriculum integration in the “Eastern Min Language Curriculum Guidelines”

Issue-based curriculum integration for the contents of the Eastern Min language covers the knowledge, attitude, and practice pertaining to the issues. Emphasis is put on elevating the perception of and sensitivity to the issues, development of the values and a sense of responsibility, and the practice thereof in daily life. When conducting issue-based education, students’ ability to explore, think critically, and take action about the issues can be developed by connecting the learning focus of the domain with the substantive contents of the issues, and the extension, integration, and transformation thereof. The following table lists the learning topics and substantive contents of the four issues (gender equality education, human rights education, environment education, and marine education), with examples of “learning focus” from the curriculum guidelines, to provide a reference for teaching material selection and composition and for teaching implementation.

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
Gender equality education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性 E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity. 性 E2 Perceive the impact of body image on the body and mind.	Ba-I-1 Names of places, orientations Ba-II-1 Names of festivals and ceremonies, e.g., Matsu’s lantern festival (bā-màng), replenishment of god’s treasury (puō khǒu)	
		性 U1 Affirm one’s own and respect others’ sexual orientation, gender	Bb-I-1 Greeting words and kinship titles Bb-II-1 Simple expressions and blessing words Bb-III-1 Interaction and coordination Bc-II-1 School life Ba-V-1 Society and me	

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		traits, and gender identity; break through the gender restriction on personal development. 性 U2 Explore the impact of social culture and media on the body image.		
	Breakthrough of gender roles and elimination of sexism	性 E3 Perceive the gender stereotypes, understand that division of labor in family, school, and occupation should not be subject to gender restriction.	Bc-I-1 Bc-II-1 Bd-II-1 Cb-II-1 Cc-I-1	Family life School life Sharing of housework Family history and origin Colloquial proverbs and nursery rhymes
	Respect for and protection of physical autonomy	性 E4 Understand the body boundary and respect others' physical autonomy.	2-I-3 Bc-I-1 Bc-II-1 Bc-III-1 Bd-I-1 Bd-II-1 Bd-III-1	Be able to express feelings and needs in simple Eastern Min language. Family life School life Community activities Group activities Sharing of housework Occupations and society
		性 J4 Understand issues relating to physical autonomy, protect one's own and respect others' physical autonomy.	1-IV-1 #2-IV-3 Bb-IV-1 Bb-IV-2	Be able to hear and identify the theme and content of Eastern Min conversations. Be able to share life experiences in Eastern Min language. Expression of intention and emotions Life dealings
		性 U4 Protect and defend one's own physical autonomy, and respect others' physical autonomy.	2-V-3 Bc-V-1 ®Bd-V-1	Be able to describe and discuss issues in Eastern Min language. Work and life Understanding of and respect for genders
		性 E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the ways to seek help.	2-I-3 2-III-1	Be able to express feelings and needs in simple Eastern Min language. Be able to engage in conversation, sharing, and discussion in
	Prevention of sexual harassment, sexual assault, and sexual bullying			

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
			2-III-2 Eastern Min language Be able to describe surrounding things in life using Eastern Min language. Ab-III-1 Special Eastern Min words and phrases in life Bd-I-1 Community activities Bd-III-1 Occupations and society
		性 J5 Identify the forms of sexual harassment, sexual assault, and sexual bullying, and make good use of resources to solve problems.	#3-IV-3 Be able to develop one's Eastern Min reading ability by using various media and materials. Bc-IV-1 Recreation and leisure Bc-IV-2 Learning activities
		性 U5 Probe into issues relating to sexual harassment, sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.	2-V-3 Be able to describe and discuss issues in Eastern Min language. Ab-V-2 Common Eastern Min words and phrases used in life and at workplace ® Ad-V-1 Proses, novels Ad-V-2 Stories, dramas
	Analysis of gender implications in language, text, and signs	性 E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	Ab-I-1 Basic words and phrases in Eastern Min language Ab-II-1 Common Eastern Min words and phrases in life Ab-III-1 Special Eastern Min words and phrases in life Ac-I-1 Simple daily expressions in Eastern Min language, e.g., greetings, titles, etc. Ac-II-1 Daily expressions in Eastern Min language, e.g., games, weather words Ac-III-1 Simple sentence patterns and usage in Eastern Min language Ad-I-1 Rhymes and nursery rhymes Ad-II-1 Poetry and short essays

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
			Ad-III-1 Life stories and short practical writings Ae-I-1 Basic emotional expression in Eastern Min language Ae-II-1 Emotional expression in Eastern Min language Ae-III-1 Basic speaking skill in Eastern Min language Bb-I-1 Greeting words and kinship titles Bd-I-1 Group activities Ce-I-1 Cultural understanding Ce-II-1 Cultural exchange Ce-III-1 International understanding and cultural exchange
	Gender literacy in technology, information, and media	性 E7 Analyze the gender stereotypes conveyed by various media.	Ad-I-1 Rhymes and nursery rhymes Ae-I-1 Basic emotional expression in Eastern Min language Ae-II-1 Emotional expression in Eastern Min language Cc-I-1 Colloquial proverbs and nursery rhymes
		性 U8 Develop technology and information competence without being subject to gender restriction.	3-V-3 Be able to understand the social and cultural meaning of Eastern Min literary works by using various media and materials.
	Gender rights and public participation	性 J9 Review the gender discrepancy of space and resource distribution in campus, and give suggestions for improvement. 性 J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	Bd-IV-2 Care for the ethnic group Bd-IV-3 Community service
		性 U9 Understand the history of gender equality movement, take the	Bd-V-2 Participation in public affairs

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
		initiative to participate in social and public affairs that promote gender equality; actively protect gender rights. 性 U10 Review gender-related policies and offer opinions.	
	Gender and multiculturalism	性 E12 Understand and respect the diversity of family types. 性 E13 Understand the difference in the gender cultures of different societies.	Ba-I-1 Names of places, orientations Ba-II-1 Names of festivals and ceremonies, e.g., Matsu's lantern festival (bā-màng), replenishment of god's treasury (puō khǒu) Ba-III-1 Specialty produce, e.g., mussels, red vinasse Bd-I-1 Group activities Bd-II-1 Sharing of housework Bd-III-1 Occupations and society Ca-III-1 Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival Cultural exchange Ce-II-1
		性 J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	Ac-IV-1 Daily expressions in Eastern Min language, e.g., food and drinks, shopping words Ca-IV-1 Annual sacrificial ceremonies in Eastern Min region, e.g., the feast for Nine Emperor Festival, the year-end cleaning (tshēing tòung)
		性 U14 Make good use of resources to widen the local and international horizons of gender equality.	Ab-V-3 Practical reference books and information media in Eastern Min language Ca-V-1 The Eastern Min rites of passage, e.g., the bride's granny at the wedding, celebration for seniors approaching new decades in age

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
			(kuang kou) Ca-V-2 The Eastern Min religions, e.g., Lady Linshui (lǐng tsuī nē), White Horse King (pah mā tsoung uòng) Ce-V-2 Cultural tourism and international exchange
Human rights education	Basic concept of human rights	人 E1 Understand that human rights are inherent, universal, and inalienable.	Bc-I-1 Family life Bd-I-1 Group activities Bd-II-1 Sharing of housework Bd-III-1 Occupations and society Cb-II-1 Family history and origin
		人 J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	Bd-IV-3 Community service
		人 U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.	®Bd-V-1 Understanding of and respect for genders
	Human rights and responsibility	人 E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	Bc-III-1 Community activities Bd-III-1 Occupations and society Cb-III-1 Meaning of local culture Ce-III-1 International understanding and cultural exchange
		人 J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	Bd-IV-3 Community service Cb-IV-1 Collective memory of Eastern Min people
		人 U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.	Ba-V-2 People and the land Bd-V-2 Participation in public affairs

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Human rights and its practice in life	人 E5 Appreciate and accept individual differences and respect one's own and others' rights.	Bc-I-1 Family life Bc-III-1 Community activities Bd-I-1 Group activities Bd-II-1 Sharing of housework Bd-III-1 Occupations and society Ce-I-1 Cultural understanding Ce-II-1 Cultural exchange Ce-III-1 International understanding and cultural exchange
		人 J5 Understand there are different groups and cultures in society; respect and appreciate the differences.	Ca-IV-1 Annual sacrificial ceremonies in Eastern Min region, e.g., the feast for Nine Emperor Festival, the year-end cleaning (tshēing tòung) Ce-IV-1 Migration and development of the ethnic group
		人 U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights.	Ce-V-2 Cultural tourism and international exchange
	Important topics of human rights	人 E11 Understand the connotation of the Declaration of the Rights of the Child and the significance of The Convention on the Rights of Children for the protection and support of children's basic needs.	2-III-2 Be able to describe surrounding things in life using Eastern Min language. 3-III-3 Be able to help reading Eastern Min language through the use of various media and materials. Bb-III-1 Interaction and coordination Ce-I-1 Cultural understanding Ce-III-1 International understanding and cultural exchange
		人 J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself. 人 J11 Understand human rights-related	Bb-IV-1 Expression of intention and emotions Bc-IV-2 Learning activities Cb-IV-1 Collective memory of Eastern Min people

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		organizations and activities through the use of information networks.	
		<p>人 U8 Explain the importance of freedom of speech and freedom of press for the operation of democratic society.</p> <p>人 U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people with disabilities in society, aiming at promoting their substantively equal social status.</p>	<p>Bc-V-1 Work and life</p> <p>Bd-V-2 Participation in public affairs</p>
Environment education	Environmental ethics	<p>環 E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p>	<p>Ba-III-1 Specialty produce, e.g., mussels, red vinasse</p> <p>Be-I-1 Time and weather</p> <p>Be-II-1 Life space and landscape</p> <p>Be-III-1 Landscape of the hometown</p> <p>Ca-II-1 Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year</p> <p>Ca-III-1 Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival</p> <p>Cc-III-1 Traditional buildings, e.g., the stamp-like architecture, fire-sealing gable</p> <p>Common animals</p> <p>Cd-I-1 Growth environment of common local plants</p> <p>Cd-II-2 Ecology of special local species, e.g., red spider lily, Chinese crested tern</p>
		環 U1 Care for the place of residence; understand the importance of	Cd-V-2 Ecological conservation of the hometown

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	Sustainable development	compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.	
		環 J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy).	Cd-IV-1 Cultural landscape of settlements, e.g., preservation of traditional settlements Cd-IV-2 Island ecology of Matsu
		環 U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development.	Cd-V-3 Sustainability of the environment
	Climate change	環 E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena. 環 E9 Perceive the impact caused by climate change on life, society, and the environment.	3-III-3 Be able to help reading Eastern Min language through the use of various media and materials. Be-I-1 Time and weather Cd-II-1 Habitat of common local animals Cd-II-2 Growth environment of common local plants
		環 J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change through the “carbon cycle”. 環 J9 Understand the meaning of climate change mitigation and adaptation, and Taiwan’s policies in response to climate change adaptation.	Ba-IV-2 Local integration and innovation Bc-IV-2 Learning activities Be-IV-1 Change of seasons Be-IV-2 Landscape and topography, e.g., checkered sea, sandbar-connected islands Cd-IV-2 Island ecology of Matsu Ce-IV-1 Migration and development of the ethnic group
		環 U6 Examine the international and local coping measures against	Bd-V-2 Participation in public affairs Be-V-1 Climate change

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		climate change; understand the spirit of international covenants in response to climate change. 環 U7 Collect and analyze the local trend of energy consumption and carbon emission; speculate on solutions that suit the local conditions; participate in collective action.	Be-V-2 Conservation and environmental protection issues, e.g., Chinese crested tern, marine debris, overfishing Cd-V-2 Ecological conservation of the hometown Cd-V-3 Sustainability of the environment
Marine education	Marine recreation	海 U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.	Cd-V-2 Ecological conservation of the hometown
	Marine culture	海 E7 Read, share, and create ocean-related stories.	Ca-II-1 Eastern Min seasonal terms and customs, e.g., the rainy season in spring (tshung tsuī), serving snacks for the elderly during the Lunar New Year Ca-III-1 Local celebrations in Eastern Min region, e.g., Mazu Ascension Day, Tower-burning festival Local food in Eastern Min region, e.g., aged wine, Gooseneck barnacles Meaning of local culture Cb-III-1 Colloquial proverbs and nursery rhymes Cc-I-1 Traditional folk relics Cc-II-1 Traditional buildings, e.g., the stamp-like architecture, fire-sealing gable Common animals Cd-I-1 Growth environment of common local plants Cd-II-2 Ecology of special local

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			Cd-III-2 species, e.g., red spider lily, Chinese crested tern Cultural understanding Ce-I-1 Cultural exchange Ce-II-1 International Ce-III-1 understanding and cultural exchange
		海 J8 Read, share, and create literature with an oceanic background.	*Ad-IV-1 Proses, novels Ad-IV-2 Rapping, e.g., festive/cheering poetry
		海 U8 Create literature with an oceanic background in various genres and using different writing skills. 海 U9 Identify the value, style, and cultural context of various ocean arts.	Ab-V-2 Common Eastern Min words and phrases used in life and at workplace Ac-V-2 Sentence patterns and usage in Eastern Min language Be-V-2 Conservation and environmental protection issues, e.g., Chinese crested tern, marine debris, overfishing
	Marine resources and sustainability	海 E13 Discern the aquatic products commonly seen in daily life. 海 E16 Understand the environmental problems in the hometown's waters and seas, such as pollution and overfishing.	2-III-1 Be able to engage in conversation, sharing, and discussion in Eastern Min language 2-III-2 Be able to describe surrounding things in life using Eastern Min language. Ba-III-1 Specialty produce, e.g., mussels, red vinasse Bd-III-1 Occupations and society Cd-III-1 Frequently seen species in the sea and intertidal zone Cd-III-2 Ecology of special local species, e.g., red spider lily, Chinese crested tern
		海 J16 Learn about the types, usage, restoration, and conservation methods of living marine resources. 海 J18 Explore the influence of human activities on the marine ecology.	2-IV-2 Be able to introduce characteristics of the local culture in Eastern Min language. #2-IV-3 Be able to share life experiences in Eastern Min language. Ba-IV-2 Local integration and

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			innovation Bc-IV-1 Recreation and leisure Bc-IV-2 Learning activities Be-IV-2 Landscape and topography, e.g., checkered sea, sandbar-connected islands Cd-IV-2 Island ecology of Matsu
		海 U16 Explore the management strategies for and sustainable development of living marine resources. 海 U19 Understand the global marine environmental problems; familiarize oneself with and take part in the marine protection action.	2-V-3 Be able to describe and discuss issues in Eastern Min language. Ba-V-2 People and the land Bd-V-2 Participation in public affairs Be-V-2 Conservation and environmental protection issues, e.g., Chinese crested tern, marine debris, overfishing Cd-V-2 Ecological conservation of the hometown Cd-V-3 Sustainability of the environment