

Curriculum Guidelines for the 12-Year Basic Education
Elementary School, Junior High School, and Upper
Secondary School

The Domain of Integrative Activities

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I. Fundamental Beliefs

Integrative Activities adheres to the concepts of “taking the initiative,” “engaging in interaction,” and “seeking the common good” in the Curriculum Guidelines for the 12-Year Basic Education and focuses on students’ life experience. By implementing the core competency, the subject contents for each stage are connected and the different domains/subjects are integrated. This guides the students’ experience and helps them reflect on, implement, and innovate their learning. The goal is to construct internalized meaning and cultivate altruistic feelings.

This domain’s concepts are as follows:

1. Expand the exploration of value and experience speculation

Develop individual interests and talents, promote diversified self-directed learning, explore personal value, speculate and integrate experience, and implement existing knowledge in everyday life scenarios.

2. Cultivate aesthetics, innovation, and life implementation

Use an open and diversified learning scenario, as well as abundant message choices and interpersonal interactions, to explore future social change. Cultivate aesthetics, innovation, and life implementation knowledge.

3. Promote cultural understanding and social care

Understand, respect, and care about different cultural groups. Through service learning, implement social participation, and care about natural habitat and environmental sustainability.

II. Curriculum Goals

The main goal for this domain is to cultivate students’ ability to “explore value, integrate experience, and implement innovation.” Specific descriptions are as follows:

1. Advance Self- and career development

Develop self-potential and self-worth; explore self-view, humanism, and the meaning of life; improve self-learning and strengthen self-management; plan individual career and promote appropriate development; respect and value life; and pursue a happy life.

2. Practice life management and innovation

Develop friendly engagement and interaction knowledge and attitude; establish good interpersonal relationships, expression of feelings, and interactions; cultivate group cooperation and service leadership quality; develop and manage various resources; express imagination for the future; manage and innovate life; and think about issues regarding aesthetics of everyday life

to improve life quality and demonstrate everyday aesthetics.

3. Realize social and environmental care

Identify various challenges and risks in society and the environment; develop ability to think and problem-solving strategies; respect diverse cultures; actively care about others and the ecology; cultivate awareness of civil and social responsibility; participate in outdoor activities; get along harmoniously with nature; and promote environmental sustainability.

III. Time Allocation and Subject Combinations

The subjects (MOE-mandated and elective curriculum) and number of credits for elementary school, junior high school, and upper secondary schools are shown below.

Educational Stages	Learning Stages	Domain/subject		Number of learning periods / credits	Remarks
Elementary school	Stage II	Integrative Activities		2	The Stage II implements domain teaching. Each week will have two periods.
	Stage III	Integrative Activities		2	The Stage III implements domain teaching. Each week will have 2 periods.
Junior high school	Stage IV	Integrative Activities		3	Stage IV implements domain teaching in principle, including Home Economics, Scouting, and Counseling. Each week will have three periods.
Upper secondary school	Stage V	MOE-mandated subjects	Life Education	1	MOE-mandated subjects include Life Education (1 credit), Career Planning (1 credit), and Home Economics (2 credits), with a total of four credits. Different subjects can be taken in different grades.
			Career Planning	1	
			Home Economics	2	
		Enriched elective courses	Thinking: The Foundation of Wisdom	2	Enriched elective courses can account for six credits, including: “Thinking: The Foundation of Wisdom” (2 credits), “Future Imagination and Career Paths” (2 credits), and “Innovative Living and Family” (2 credits).
			Future Imagination and Career Paths	2	
			Innovative Living and Family	2	

IV. Core Competency

The following table shows the specific content of Integrative Activities by following the specific content of the various educational stages core competency in the *General Guidelines* and combining them with the domain of Integrative Activities' Fundamental Beliefs and Curriculum Goals.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Integrative Activities		
			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.	綜-E-A1 Get to know individual characteristics, primarily explore career paths, observe life changes, stimulate potential, and promote holistic physical and mental development.	綜-J-A1 Explore and develop self-potential, use resources adequately to promote suitable career development, reflect on self-value, and implement the meaning of life.	綜 S-U-A1 Think about life and the value of existence, possess appropriate humanism and self-view, explore oneself and family developmental process, and conduct career planning and development in pursuit of a supreme good and happy life.
	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.	綜-E-A2 Explore learning methods and cultivate critical thinking skills and responsible self-discipline. Use experience and implementation to solve everyday life problems.	綜-J-A2 Clarify learning objectives and explore diverse thinking and learning methods. Cultivate self-learning ability. Use appropriate strategies to solve life issues.	綜 S-U-A2 Determine self-need and objectives. Acquire critical thinking and self-management knowledge. Use specific feasible learning methods and implementation process to actively face and process various challenges in life.
	A3 Planning, Execution,	Possess the ability to devise and execute plans,	綜-E-A3 Plan and implement	綜-J-A3 Respond to social change and	綜 S-U-A3 Observe and respond to

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Integrative Activities		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
	Innovation, and Adaptation	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.	learning and life plans. Utilize resources or strategies, prevent danger, and protect oneself. Use innovative thinking to respond to everyday life scenarios.	environmental risks. Review and evaluate learning and life plans. Develop innovative thinking. Use the best strategy to protect oneself and others.	dangerous scenarios. Plan and utilize resources. Prevent and solve possible dangers. Analyze future social development trends. Express innovative spirit and promote flexible and adaptive development, as well as flexible adaptation ability.
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 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.	綜-E-B1 Observe one's own interpersonal communication method. Learn appropriate ¹ interaction and communication skills. Cultivate empathy and apply it in everyday life.	綜-J-B1 Respect, tolerate, and admire others. Appropriately express one's own opinions and feelings. Use empathy and suitable communication skills to promote good interpersonal interaction.	綜 S-U-B1 Suitably express one's own thinking, feelings, and value. Use empathy. Understand one's relationship with others. Play a suitable role in life and communicate and cooperate with others to solve problems and manage a happy family.
	B2 Information 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	綜-E-B2 Collect and apply resources. Understand the content, meaning, and impact of various media. Use these to process everyday life questions.	綜-J-B2 Use technology, information, and media resources. Be able to analyze and determine its appropriateness. Use them to effectively implement important tasks in life.	綜 S-U-B2 Possess technology, information, and media reading literacy. Apply technology to manage and develop resources. Study technology, information, and media ethics issues to improve life efficacy.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Integrative Activities		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		technology, information, and media.			
	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, and develop the ability to appreciate, create, and share arts.	綜-E-B3 Observe the diversity of life aesthetics. Cultivate the aesthetic experience in the living environment. Increase the abundance and creativity in life.	綜-J-B3 Utilize innovation capability to enrich life. Demonstrate aesthetics in personal and family living environment to improve life quality.	綜 S-U-B3 Use reflection on aesthetics of everyday life to enrich life aesthetics experience. Admire and share beautiful things. Innovate the management of family life and create a beautiful life.
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 the 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	綜-E-C1 Care about the ecology/ environment and surrounding things. Experience service process and fun. Understand and comply with ethical standards. Cultivate civic awareness.	綜-J-C1 Explore the relationship between people and the environment. Plan and implement service learning and outdoor learning activities. Implement civic care and reflect on the value of environmental sustainability action.	綜 S-U-C1 Possess ethical speculation and application capability. Actively care about public issues and participate in social service activities. Voluntarily care about natural ecology ethics and sustainable development issues.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Integrative Activities		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		to recognize, appreciate, and practice good deeds.			
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	綜-E-C2 Understand the feeling of others. Enjoy interacting with people. Learn to respect others. Improve interpersonal relationship. Cooperate with team members to achieve group objectives.	綜-J-C2 Apply suitable interpersonal interaction skills. Manage a good interpersonal relationship. Develop a positive influence. Cultivate an attitude that benefits others and the group. Improve team efficiency to achieve shared objectives.	綜 S-U-C2 Possess interpersonal communication knowledge. Improve joint decision in group life. Cooperate to solve problems. Learn and adequately use leadership qualities to face social changes. Create a quality life.
	C3 Multi-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.	綜-E-C3 Experience and appreciate local culture. Respect and care about different groups. Understand and tolerate cultural diversity.	綜-J-C3 Explore different living styles across the world. Understand, respect, and care about different cultures and ethnic groups. Display ability to live in a diversified society.	綜 S-U-C3 Recognize one's own cultural values. Respect and appreciate diverse cultures. Voluntarily care about the human condition and global issues. Participate in the promotion of world peace.

V. Learning Focus

The course objective of this domain adheres to the concepts of “taking the initiative,” “engaging in interaction” and “seeking the common good” of the General Guidelines, while corresponding to the three dimensions of the core competency in the General Guidelines: A) autonomous action; B) communication and interaction; and C) social participation. The course objective then changes to the core competency for this domain and expresses this domain’s “themes” and “topic items.”

1. Description of Learning Focus

The Learning Focus of the Integrative Activities Domain includes “learning performance” and “learning content.” The content of Learning Performance is constructed out of three themes and 12 topic items. The “learning content” covers important concepts, knowledge, and principles of the domains/subjects; it provides references for course design, development of teaching materials, and textbook review, which are implemented through teaching.

The “Integrative Activities Learning Focus and Core Competency Reference Examples” (see Appendix I) corresponds between the learning focus and the core competency. The learning focus can realize this domain’s core competency and guide cross-domain/cross-subject course design to improve stringency for course development.

“Appropriate Integration of issues into Curriculum Guidelines for Domains” (see Appendix II) serves to enrich this domain’s learning, promote core competency learning, and appropriately combine the various issues with the Learning Focus of the Integrative Activities domain.

“Supplemental descriptions” have been added to the Learning Content of this domain’s various educational stages to provide teachers and educational textbook editors with references during course design and teaching material development. See Appendix III.

2. Themes and Topic Items

The Integrative Activities domain framework contains 3 themes and 12 topic items.

Themes	1. Self- and career development	2. Life management and innovation	3. Social and environmental care
Topic Items	a. Self-exploration and growth	a. Interpersonal interaction and management	a. Crisis recognition and management
	b. Self-directed learning and management	b. Teamwork and leadership	b. Social care and service
	c. Career planning and development	c. Resource utilization and development	c. Respect for and understanding of cultures
	d. Respect and cherish life	d. Life aesthetics and innovation	d. Environmental conservation and sustainability

The overall content of the Integrative Activities domain includes:

Theme 1: Self- and career development

- (1) **Self-exploration and growth:** understand one's own potential and feelings, appreciate and accept oneself, explore and develop self-value, establish appropriate humanism, promote healthy and comprehensive individual and family development, and pursue a happy life.
- (2) **Self-directed learning and management:** explore self-learning methods. Plan and implement learning plans; observe self-needs and objectives. Cultivate discipline and a responsible attitude. Apply critical thinking and system analysis. Proactively take on challenges and solve problems.
- (3) **Career planning and development:** explore career development resources and their connections to oneself. Compile career information and be familiar with future social development trends. Plan individual occupational choices. Promote adaptive development and ability for flexible adaptation.
- (4) **Respect and cherish life:** observe and adjust one's own emotions. Explore changes and developments in life. Understand the meaning of life. Experience the value of life. Possess appropriate humanism and self-view to achieve healthy physical and mental development.

Theme 2: Life management and innovation

- (1) **Interpersonal interaction and management:** understand the relationship between oneself and others. Understand family and group communication problems. Adequately use diverse communication skills to create a good interpersonal relationship.
- (2) **Teamwork and leadership:** communicate and cooperate effectively with others, while expressing positive impact. Learn and use leadership strategy. Create a harmonious and effective group life.
- (3) **Resource utilization and development:** possess the knowledge to collect, analyze, develop, and apply various resources. Explore technology, information, and media ethics-related issues. Adequately plan and implement important tasks in personal life. Improve life quality.
- (4) **Life aesthetics and innovation:** observe and experience the diversity of life aesthetics. Appreciate and share beautiful and kind things. Develop life aesthetics. Apply creativity in life management.

Theme 3: Social and environmental care

- (1) **Crisis recognition and management:** identify dangerous scenarios concerning people and nature. Apply resources and develop suitable processing strategy. Prevent and eliminate danger to protect oneself and others.
- (2) **Social care and service:** care about surrounding events. Participate in service activities and experience their meaning. Cultivate the feeling to do good. Voluntarily participate in social services.
- (3) **Respect for and understanding of cultures:** explore the lifestyle in different parts of the world. Recognize one's own cultural values. Understand, respect, and care about different cultures and ethnic groups. Voluntarily care about human situations and global issues.
- (4) **Environmental conservation and sustainability:** adequately plan and implement outdoor activities. Experience and appreciate the relationship between people and the environment. Actively care about ecological sustainability development issues. Continue to display implementation actions.

3. Description of Learning Focus Codes

The coding method for Learning Performance and Learning Content based on educational stages is as follows:

(1) Elementary school stage

Domain teaching is implemented in the Stage II and Stage III. Learning Performance and Learning Content are based on the theme and topic item codes. An example is shown below:

- A. Learning Performance: the 1 in the first code in "1a-II-1" is the first theme. The "a" is the first topic item. The second code II is Stage II. The third code 1 is a serial number.
- B. Learning Content: the first code "A" in "Aa-II-1" is the first theme. The "a" is the first topic item. The second code II is Stage II. The third code 1 is a serial number.

Learning Goal	First code		Second code	Third code
Learning Performance	Themes 1, 2, 3	Topic items a, b, c, d	Stage II and Stage III	Serial number
Learning Content	Themes A, B, C	Topic items a, b, c, d	Stage II and Stage III	Serial number

(2) Junior high school stage

The junior high school stage includes three subjects: Home Economics, Scouting, and Counseling. Domain teaching is implemented in principle. The description is as follows:

- A. Learning Performance: Learning Performance is used to integrate the Learning Content of the three subjects of the domain based on the theme and topic item codes: the 1 in the first code “1a-IV-1” is the first theme. The “a” is the first topic item. The second code IV is Stage IV. The third code 1 is a serial number.
- B. Learning Content: professional development concerning the subjects: Home Economics, Scouting, and Counseling is designated by the abbreviations: “家”, “童”, and “輔”. Each of these three subjects has four categories of Learning Content, indicated as A, B, C, and D. Items for each subject category are shown as a, b, c, d.

Take the Learning Content of Home Economics as an example. The first code “家” in “家 Aa-IV-1” is the abbreviation for Home Economics. The “A” is the category (diet) and the “a” is the item (dietary behavior and green living). The second code IV is Stage IV. The third code 1 is the serial number.

Learning Performance			
First code		Second code	Third code
Themes 1, 2, 3	Topic items a, b, c, d	Learning stage: IV	Serial number
1. Self- and career development	a. Self-exploration and growth b. Self-directed learning and management c. Career planning and development d. Respect and cherish life	IV	Serial number
2. Life management and innovation	a. Interpersonal interaction and management b. Teamwork and leadership c. Resource utilization and development d. Life aesthetics and innovation		
3. Social and environmental care	a. Crisis recognition and management b. Social care and service c. Respect for and understanding of cultures d. Environmental conservation and sustainability		

Learning Content				
First code			Second code	Third code
Subject abbreviations:	Categories A, B, C, D	Items a, b, c, d	Learning stage:	Serial number

Learning Content				
First code			Second code	Third code
家, 童, 輔			IV	
家	A. Diet	a. Dietary behavior and green living b. Food resource management and application c. Food safety	IV	Serial number
	B. Clothing	a. Clothing management and consumption b. Clothing and image management c. Everyday application of fabrics		
	C. Life management	a. Personal and family resource management b. Living culture and etiquette c. Creative life and beautification		
	D. Family	a. Family relationship and management b. Changes and adjustments to family development c. Family activities and mutual learning d. Family culture and inheritance		
童	A. Scout spirit and development	a. Scout spirit b. Scout development	IV	Serial number
	B. Service to do good and diverse care	a. Service spirit b. Service to do good		
	C. Outdoor life and leisure knowledge	a. Wilderness travel knowledge b. Camping knowledge c. Outdoor leisure activity proficiency		
	D. Environmental conservation and sustainability	a. Environmental friendliness in the wilderness and everyday life b. Implementation of recreation and environmental friendliness c. Outdoor leisure and environmental issues		
輔	A. Self-growth	a. Self-exploration and the respect of differences b. Teenagers' physical and mental development and self-growth c. Value and respect life	IV	Serial number
	B. Self-directed learning	a. Self-management and attitude cultivation b. Learning strategies and resources c. High-order learning and diverse learning		
	C. Career development	a. Career development and personal integration		

Learning Content				
First code			Second code	Third code
		b. Education paths and career development c. Career planning, choices, and actions		
	D. Adaptation to life	a. Positive habits and adjustments b. Everyday problems and psychological crisis coping c. Interpersonal relationship and group interaction d. Gender and multicultural society		

(3) Upper secondary school stage

The upper secondary school stage includes the following three subjects: Life Education, Career Planning, and Home Economics. Separate subject teaching is used with each having its own professional knowledge system. The first code for Learning Performance and Learning Content is the abbreviation for the subject, category, and item.

A. The description is as follows:

Subject abbreviations: Life Education, Career Planning, and Home Economics are designated by “生”, “涯”, and “家” respectively.

B. Category:

- a. The categories in Learning Performance are shown as 1, 2, 3, 4, and 5.
- b. The categories in Learning Content are shown as A, B, C, D, and E.

C. Item: items in the subject categories are shown as a, b, and c.

Take Home Economics as an example:

- a. Learning Performance: the first code “家” in “家 1a-V-1” is the abbreviation for Home Economics. The “1” is the category (diet), and “a” is the item in the category (diet and lifestyle). The second code V is Stage V and the third code 1 is the serial number.
- b. Learning Content: the first code “家” in “家 Aa-V-1” is the abbreviation for Home Economics. The “A” is the category (diet) and “a” is the item in the category (diet and lifestyle). The second code V is Stage V and the third code 1 is the serial number.

Learning Performance				
First code			Second code	Third code
Subject abbreviations: MOE-mandated subjects: 生, 涯, 家	Categories 1, 2, 3, 4, 5	Items a, b, c	Learning stage: V	Serial number
生	1. Philosophical thinking	a. Competency of thinking b. Meta- and reflective thinking	V	Serial number
	2. Exploration of anthropology	a. Human characteristics and humanism b. Human subjectivity and self-view		
	3. Ultimate concern	a. Philosophy and the meaning of life, as well as concern over life and death and relevant practice b. Ultimate belief and religions		
	4. Value speculation	a. Moral and philosophical competencies and their application b. Reflection on aesthetics of everyday life		
	5. Spiritual cultivation	a. Spiritual self-awareness and cultivation b. Integration of personality and spiritual cultivation		
涯	1. Self-exploration	a. Career development and self-adaptation b. Developmental process and life issues c. Self-awareness and personal integration		
	2. Environmental exploration	a. Educational development and occupational choice b. Career life and social needs		
	3. Decision making and action	a. Career assessment and wise decisions b. Self-management and attitude development c. Career action and practice		
家	1. Diet	a. Diet and lifestyle b. Meal planning and preparation		
	2. Clothing	a. Outfit plan b. Clothing language and culture		
	3. Life management	a. Life resource management and consumption b. Image management c. Creative living and aesthetics		
	4. Family	a. Marriage and family building		

		b. Family life and interaction c. Teenagers and their families		
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Learning Content				
First code			Second code	Third code
Subject abbreviations: MOE-mandated subjects: 生, 涯, 家	Categories A, B, C, D, E	Items a, b, c	Learning stage: V	Serial number
生	A. Philosophical thinking	a. Competency of thinking b. Meta- and reflective thinking	V	Serial number
	B. Exploration of anthropology	a. Human characteristics and humanism b. Human subjectivity and self-view		
	C. Ultimate concern	a. Philosophy and the meaning of life, as well as concern over life and death and relevant practice b. Ultimate belief and religions		
	D. Value speculation	a. Moral and philosophical competencies and their application b. Reflection on aesthetics of everyday life		
	E. Spiritual cultivation	a. Spiritual self-awareness and cultivation b. Integration of personality and spiritual cultivation		
涯	A. Self-exploration	a. Career development and self-adaptation b. Developmental process and life issues c. Self-awareness and personal integration		
	B. Environmental exploration	a. Educational development and occupational choice b. Career life and social needs		
	C. Decision making and action	a. Career assessment and wise decisions b. Self-management and attitude development c. Career action and practice		
家	A. Diet	a. Diet and lifestyle b. Meal planning and preparation		
	B. Clothing	a. Outfit plan b. Clothing language and culture		
	C. Life management	a. Life resource management and consumption b. Image management c. Creative living and aesthetics		
	D. Family	a. Marriage and family		

		building b. Family life and interaction c. Teenagers and their families	V	Serial number
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(4) Enrichment and Expanded Elective Courses in Upper Secondary School

The upper secondary school has 2-credit Enriched elective courses for the three subjects: Life Education, Career Planning, and Home Economics. These courses are “Thinking: The Foundation of Wisdom,” “Future Imagination and Career Paths,” and “Innovative Life and Family.” In Learning Performance and Learning Content coding, the first code is the abbreviation for the elective course, the category, and the item, as shown below:

- A. Elective subject abbreviations: shown as “思”, “未”, and “創”.
- B. Category:
 - a. Shown as 1, 2, 3, and 4 in the Learning Performance categories.
 - b. Shown as A, B, C, and D in the Learning Content categories.
- C. Item: shown as a, b, and c under each subject category.

Take the Enriched elective course: Innovative Life and Family as an example.

- a. Learning Performance: the first code “創” in “創 1a-V-1” is the abbreviation for the “Innovative Life and family” subject. The 1 is the category (family diet), and the “a” is the category item (modern agriculture and trend of green diet). The second code V is Stage V and the third code 1 is a serial number.
- b. Learning Content: the first code “創” in “創 Aa-V-1” is the abbreviation for the “Innovative Life and Family” subject. The “A” is the category (family diet), and the “a” is the category item (modern agriculture and trend of green diet). The second code V is Stage V and the third code 1 is the serial number.

Learning Performance				
First code			Second code	Third code
Subject abbreviations: Enriched elective courses: 思, 未, 創	Categories 1, 2, 3, 4	Items a, b, c	Learning stage: V	Serial number
思	1. Thinking and fallacy	a. Importance of thinking b. Bias and fallacies	V	Serial
	2. Argumentation and critical thinking	a. Logical reasoning		

Learning Performance				
First code			Second code	Third code
	3. Fact and value	a. Fact identification b. Value analysis	V	number
	4. Affect and attitude	a. Affect and attitude toward thinking		
未	1. Self-exploration	a. Career development and self-adaptation b. Developmental process and life issues c. Self-awareness and personal integration		Serial number
	2. Environmental exploration	a. Educational development and occupational choice b. Career life and social needs		
	3. Decision making and action	a. Career assessment and wise decisions b. Self-management and attitude development c. Career action and practice		
創	1. Family foods	a. Modern agriculture and trend of green diet b. Tasty foods of family		
	2. Clothing and styles	a. Fashion design and styles		
	3. Family life management	a. Enjoyable life and fun of cultural creativity b. Care services and home economics		

Learning Content				
First code			Second code	Third code
Subject abbreviations: Enriched elective courses: 思, 未, 創	Categories A, B, C, D	Items a, b, c	Learning stage: V	Serial number
思	A. Thinking and fallacy	a. Importance of thinking b. Bias and fallacies	V	Serial number
	B. Argumentation and critical thinking	a. Logical reasoning		
	C. Fact and value	a. Fact identification b. Value analysis		
	D. Affect and attitude	a. Affect and attitude toward thinking		
未	A. Self-exploration	a. Career development and self-adaptation b. Developmental process and life issues c. Self-awareness and personal integration		
	B. Environmental exploration	a. Educational development and occupational choice b. Career life and social needs		
	C. Decision making and action	a. Career assessment and wise decisions b. Self-management and attitude development c. Career action and practice		
創	A. Family foods	a. Modern agriculture and trend of green diet b. Tasty foods of family		
	B. Clothing and styles	a. Fashion design and styles		
	C. Family life management	a. Enjoyable life and fun of cultural creativity b. Care services and home economics		

4. Learning Focus of Various Stages

(1) Learning Focus for elementary school stage

The Learning Focus for this stage can be composed of different corresponding combinations of Learning Performance and Learning Content. Teachers can conduct flexible teaching design based on their teaching needs.

Theme	Topic Item	Learning Stage	Learning Performance	Learning Content
1. Self- and career development	a. Self-exploration and growth	Stage II	1a-II-1 Demonstrate one's own abilities, interests, and growth. Express one's own thoughts and feelings.	Aa-II-1 Things you can do. Aa-II-2 Things, people, or events you are interested in. Aa-II-3 Self-exploration of thoughts and feelings.
		Stage III	1a-III-1 Appreciate and accept oneself and others.	Aa-III-1 Appreciation and acceptance of one's and others' special characteristics. Aa-III-2 Showing acceptance towards oneself and others.
	b. Self-directed learning and management	Stage II	1b-II-1 Choose suitable learning method and implement learning.	Ab-II-1 Effective learning method. Ab-II-2 Learning action.
		Stage III	1b-III-1 Plan and implement the learning plan. Cultivate self-discipline and a responsible attitude.	Ab-III-1 Planning and implementation of the learning plan. Ab-III-2 Self-management strategy.
	c. Career planning and development	Stage II	1c-II-1 Observe the meaning and importance of work.	Ac-II-1 The meaning of work. Ac-II-2 The good and bad of different types of work. Ac-II-3 The contribution of different types of work to society.
		Stage III	1c-III-1 Apply career information. Explore one's own career development.	Ac-III-1 Profession and ability. Ac-III-2 Profession and interest. Ac-III-3 Future career imagination.
	d. Respect and cherish life	Stage II	1d-II-1 Observe emotional changes. Cultivate a positive thinking attitude.	Ad-II-1 Identifying feeling and suitable adjustment. Ad-II-2 Positive thinking strategy.
		Stage III	1d-III-1 Observe life changes and developmental process. Implement respect and	Ad-III-1 The relationship between natural life and people. Ad-III-2 The developmental process of childhood stage. Ad-III-3 Actions that show

Theme	Topic Item	Learning Stage	Learning Performance	Learning Content
			value life.	respect for life. Ad-III-4 Actions that value life.
2. Life management and innovation	a. Interpersonal interaction and management	Stage II	2a-II-1 Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitudes and skills.	Ba-II-1 Appropriateness of self-expression. Ba-II-2 Interaction with family, peers, and teachers. Ba-II-3 Interpersonal communication attitudes and skills.
		Stage III	2a-III-1 Observe diverse interactions toward gender diversity and expression of feelings. Apply empathy to improve interpersonal relationship.	Ba-III-1 Diverse interpersonal interactions toward gender diversity and expression of feelings. Ba-III-2 Improving and implementing empathy. Ba-III-3 Building positive interpersonal relationship and conflict resolution capability.
	b. Teamwork and leadership	Stage II	2b-II-1 Understand the meaning of teamwork and care about team members. 2b-II-2 Participate in group activities. Follow rules. Value a sense of honor. Display responsible attitude.	Bb-II-1 The meaning and importance of teamwork. Bb-II-2 Caring about the actions of team members. Bb-II-3 Team activity participation attitude.
		Stage III	2b-III-1 Participate in different activities. Appropriately display one's role in the team. Cooperate to achieve mutual objectives.	Bb-III-1 Exploring one's role in the team. Bb-III-2 Teamwork and problem-solving. Bb-III-3 Teamwork skills.
	c. Resource utilization and development	Stage II	2c-II-1 Collect and organize various resources. Handle personal everyday life problems.	Bc-II-1 Knowing and compiling resources. Bc-II-2 Resources required for everyday life problems. Bc-II-3 Applying resources to handle everyday life

Theme	Topic Item	Learning Stage	Learning Performance	Learning Content
2. Life management and innovation				problems.
		Stage III	2c-III-1 Analyze and determine various types of resources. Plan strategy to solve everyday life problems.	Bc-III-1 Analyzing and determining different resources. Bc-III-2 The impact of media on everyday life. Bc-III-3 Planning to apply various resources to solve problems.
	d. Life aesthetics and innovation	Stage II	2d-II-1 Observe and know the universality and diversity of aesthetics in life.	Bd-II-1 The universality and diversity of life aesthetics.
			2d-II-2 Share one's experience and observations in applying creative solutions to life problems.	Bd-II-2 Observing and knowing life aesthetics. Bd-II-3 Creative solutions to life problems.
		Stage III	2d-III-1 Apply aesthetics and creativity. Solve life problems. Enrich life.	Bd-III-1 Applying life aesthetics and implementing creativity.
			2d-III-2 Observe, share, and appreciate the diverse aesthetic and creative expression in life.	Bd-III-2 Positively facing the diverse expression of life aesthetics and creativity.
3. Social and environmental care	a. Crisis recognition and management	Stage II	3a-II-1 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.	Ca-II-1 Potentially dangerous scenarios in life. Ca-II-2 Methods to identify dangerous scenarios in life. Ca-II-3 Handle and practice the handling of potential dangers in life.
		Stage III	3a-III-1 Identify potential dangers in the surrounding environment. Apply various resources and	Ca-III-1 Identifying potential dangers in the surrounding environment. Ca-III-2 Methods for identifying potential dangers in the environment.

Theme	Topic Item	Learning Stage	Learning Performance	Learning Content
3. Social and environmental care			strategies to eliminate the dangers.	Ca-III-3 Resources and strategies for eliminating dangers.
	b. Social care and service	Stage II	3b-II-1 Participate in school or community service learning and share the experience.	Cb-II-1 Understanding the service subject and appropriate services. Cb-II-2 Participating in services and sharing the experience.
		Stage III	3b-III-1 Continue with service participation. Reflect on the meaning of service learning. Display gratefulness and care for others.	Cb-III-1 Caring about surrounding things. Cb-III-2 Service learning experience. Cb-III-3 Gratefulness and care for others.
	c. Respect for and understanding of cultures	Stage II	3c-II-1 Participate in cultural activities. Experience the relationship between culture and life. Recognize one's own culture.	Cc-II-1 Participating in cultural activities. Cc-II-2 Reflecting on the relationship between culture and life. Cc-II-3 Recognizing one's own culture.
		Stage III	3c-III-1 Respect and care about different ethnic groups. Understand and appreciate different cultures.	Cc-III-1 The advantages and disadvantages of different ethnic groups. Cc-III-2 Attitude and etiquette for getting along with different ethnic groups. Cc-III-3 Experience and feeling of living in different cultures. Cc-III-4 Respect, appreciate, and care about different ethnic groups.
	d. Environmental conservation and sustainability	Stage II	3d-II-1 Observe environmental problems in life. Explore and implement environmentally friendly actions.	Cd-II-1 Observing environmental problems in life. Cd-II-2 Implementing and sharing environmentally friendly actions.
		Stage III	3d-III-1 Implement environmentally friendly actions.	Cd-III-1 The relationship between ecological resources and the environment.

Theme	Topic Item	Learning Stage	Learning Performance	Learning Content
			Value ecological resources and the environment.	Cd-III-2 Human's impact on environmental and ecological resources. Cd-III-3 Implementing ecological resource and environmentally friendly actions. Cd-III-4 Valuing ecological resources and display environmentally friendly feelings.

(2) Learning Focus for the junior high school stage

A. The developmental process of “Learning Focus” at the junior high school stage

As per the general objective, core competency, and learning framework of this domain, the high school stage is based on the principle of “domain teaching”; its “Learning Performance” has been developed out of three themes and 12 topic items. The subjects: Home Economics, Scouting, and Counseling are subsequently based on “Learning Performance,” while the content of “Learning Performance” that corresponds to professional development concerning subjects is taken into consideration to develop “Learning Content”. The first codes of the “Learning Content”: “家”, “童”, and “輔” represent the content of the subjects to which the “Learning Content” corresponds. The “Learning Content” corresponds to the subjects’ knowledge systems and provides “supplemental descriptions” for reference when developing courses. Please refer to Appendix III for more details.

B. Presentation of “Learning Focus” at the junior high school stage

The presentation of Learning Focus for this stage lists in sequence the concepts stated in Learning Performance against those stated in “Learning Content” to which they correspond. Such presentation aims to highlight the integration of “Learning Performance” with this domain’s “Learning Content” at the junior high school stage. The objectives and characteristics of this domain are implemented based on the “Learning Content” of professional development concerning the following subjects: Home Economics, Scouting, and Counseling. Depending on their teaching needs, teachers can design their courses by flexibly using the corresponding combination of Learning Performance and Learning Content.

Theme	Topic item	Learning Performance	Learning Content
1. Self- and career development	a. Self-exploration and growth	1a-IV-1 Explore the self- and family developmental process, as well as observe and analyze factors affecting personal growth and adaptation.	家 Db-IV-1 The effects of family composition and cultural diversity on self-development, as well as the relationship among low birth rate, population ageing, and changes in family structure. 輔 Aa-IV-1 Self-exploration methods, experiences, and attitudes. 輔 Ab-IV-1 Teenagers' physical and mental developmental process and adaptation.
		1a-IV-2 Demonstrate one's interests and diverse abilities and accept oneself to promote personal growth.	家 Ab-IV-2 Food preparation and creative utilization. 家 Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities. 童 Aa-IV-2 Work division in the patrol system, teamwork, and improvement in group dynamics. 輔 Aa-IV-2 Self-acceptance, respect for differences, and personal growth. 輔 Bc-IV-2 Demonstration of learning about diverse abilities and integration of experiences. 輔 Dd-IV-1 Respect for gender diversity.
	b. Self-directed learning and management	1b-IV-1 Cultivate an active/positive learning attitude, be familiar with learning methods, and develop self-directed learning and self-	家 Ca-IV-1 Time and money management concerning personal and family life. 輔 Ba-IV-1 Exploration of the meaning of learning and cultivation of lifelong learning

Theme	Topic item	Learning Performance	Learning Content
1. Self- and career development		management capabilities.	輔 Ba-IV-2 attitude. 輔 Bb-IV-1 Improvement in self-management and learning efficacy. Application of, and adjustment to, learning methods.
		1b-IV-2 Use problem-solving strategies to tackle life issues and overcome difficulties in life.	家 Db-IV-2 Adaptation to family development, change, and problems, as well as responses to family conflicts. 童 Cc-IV-1 Safety, risk and emergency management related to outdoor leisure activities. 輔 Ca-IV-1 Exploration of career development, career transition, and the meaning of life. 輔 Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.
	c.Career planning and development	1c-IV-1 Clarify one's view of values and integrate personal abilities, characteristics, family expectations, career information, and information related to further studies.	家 Dd-IV-2 Inheritance of family culture and its significance to individuals. 家 Dd-IV-3 Speculation about family expectations and self-development. 輔 Ca-IV-2 Career self-exploration and integration. 輔 Cb-IV-1 Probing of adaptive education and information integration.
		1c-IV-2 Explore the world of work and its future development, as well as enhance personal values and the meaning of life.	家 Bb-IV-1 Outfit plan, aesthetic demonstration, and personal image management. 家 Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities. 童 Bb-IV-3

Theme	Topic item	Learning Performance	Learning Content
1. Self- and career development			<p>輔 Ca-IV-1 Reflection on service activities and demonstration of diverse competencies.</p> <p>輔 Cb-IV-2 Exploration of career development, career transition, and the meaning of life. The meaning of work, work attitude, the world of work, breakthroughs in traditional gendered occupations, and the courage to explore future development.</p>
		1c-IV-3 Use career planning methods and resources to cultivate the ability to choose an occupation, so as to develop one's career paths.	<p>家 Ca-IV-1 Time and money management concerning personal and family life.</p> <p>輔 Cc-IV-1 Planning of career paths and resource utilization.</p> <p>輔 Cc-IV-2 Career decision-making, action, and adaptation.</p>
	d. Respect and cherish life	1d-IV-1 Observe one's psychological distress and related influence factors, as well as use suitable strategies or resources to promote mental health.	<p>家 Db-IV-2 Adaptation to family development, change, and problems, as well as responses to family conflicts.</p> <p>輔 Da-IV-1 Cultivation of positive thinking and life habits and attitudes.</p> <p>輔 Da-IV-2 Cause, effect, and adaptation of emotion and stress.</p> <p>輔 Db-IV-2 Coping to major psychological distress and loss.</p>
		1d-IV-2 Explore the meaning and value of life, respect and cherish one and others' lives, and help others.	家 Db-IV-1 The effects of family composition and cultural diversity on self-development, as well as the relationship among low birth rate, population ageing, and changes in family

Theme	Topic item	Learning Performance	Learning Content
1. Self- and career development			<p>structure.</p> <p>家 Dd-IV-2 Inheritance of family culture and its significance to individuals.</p> <p>童 Bb-IV-1 Evaluation of diverse ethnic group service demand.</p> <p>輔 Ac-IV-1 Exploration of life course, as well as the meaning and value of life.</p> <p>輔 Ac-IV-2 Cherish, respect, and treat all lives well.</p> <p>輔 Db-IV-2 Coping to major psychological distress and loss.</p>
2. Life management and innovation	a. Interpersonal interaction and management	2a-IV-1 Recognize the importance of interpersonal relationship, learn interpersonal communication skills, and manage interpersonal relationship with a positive attitude.	<p>家 Dc-IV-1 Planning and participating in family activities, as well as maintaining family relationships based on mutual respect and empathy.</p> <p>童 Aa-IV-3 Establishment and implementation of scout etiquette and team norms.</p> <p>童 Cb-IV-3 Activity leadership, communication, and problem-solving during camping.</p> <p>輔 Dc-IV-1 Cultivation of empathy, interpersonal communication skills, and conflict management, as well as positive management of interpersonal relationship.</p>
		2a-IV-2 Cultivate the ability to express oneself in an intimate relationship and acquire knowledge to handle such relationship.	<p>家 Db-IV-3 Appropriate behavior and attitude when making friends, as well as the developmental process of intimate relationship.</p> <p>輔 Dd-IV-2 Cultivating appropriate</p>

Theme	Topic item	Learning Performance	Learning Content
2. Life management and innovation			interactions between sexes and their attitudes toward each other.
		2a-IV-3 Observe one's communication with her/his family and improve her/his ability to manage family life.	家 Da-IV-1 Family communication and emotional expression. 家 Da-IV-2 The needs of different roles in the family and appropriate interactions among family members. 輔 Dc-IV-1 Cultivation of empathy, interpersonal communication skills, and conflict management, as well as positive management of interpersonal relationship.
	b. Teamwork and leadership	2b-IV-1 Participate in various group activities, effectively communicate and cooperate with others, and complete assigned tasks.	家 Dc-IV-1 Planning and participating in family activities, as well as maintaining family relationships based on mutual respect and empathy. 童 Aa-IV-1 Implementation of scout oath, law, and motto and accomplishment of team goals. 童 Aa-IV-3 Establishment and implementation of scout etiquette and team norms. 童 Cb-IV-2 Work division, planning, implementation, review, and reflection concerning camping activities. 童 Cb-IV-3 Activity leadership, communication, and problem-solving during camping. 輔 Dc-IV-2 Improvement in group

Theme	Topic item	Learning Performance	Learning Content
2. Life management and innovation			communication, interactions, and work efficiency.
		2b-IV-2 Experience the process of participating in group activities, express positive personal impact, and enhance group efficacy.	童 Aa-IV-2 Work division in the patrol system, teamwork, and improvement in group dynamics. 童 Bb-IV-2 Planning and implementation of the service activity plan. 童 Cb-IV-3 Activity leadership, communication, and problem-solving during camping. 輔 Dc-IV-2 Improvement in group communication, interactions, and work efficiency.
	c.Resource utilization and development	2c-IV-1 Make good use of various resources, as well as plan and implement important personal affairs in life.	家 Aa-IV-1 Factors affecting personal and family dietary behavior and appropriate dietary behavior for teenagers 家 Ab-IV-2 Food preparation and creative utilization. 家 Ba-IV-1 Cleaning, storing, and managing clothes. 家 Bc-IV-1 Understanding of common fabrics and applications of weaving skills. 童 Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies. 輔 Bb-IV-2 Exploration of learning resources and information integration and utilization.
		2c-IV-2 Effectively collect, analyze, and develop various resources to make appropriate	家 Aa-IV-2 Decision-making and behavior of dietary consumption in teenagers. 家 Ab-IV-1 Food purchase, preservation, and

Theme	Topic item	Learning Performance	Learning Content
2. Life management and innovation		decisions and use the resources properly.	<p>家 Ba-IV-2 effective utilization. Influence factors of clothing consumption, as well as decision-making and behavior of clothing consumption in teenagers.</p> <p>家 Ca-IV-1 Time and money management concerning personal and family life.</p> <p>家 Ca-IV-2 Analysis and comparison of consumption channels, resource utilization, risk assessment, and proper consumer behavior.</p> <p>童 Cb-IV-2 Work division, planning, implementation, review, and reflection concerning camping activities.</p> <p>童 Cc-IV-2 Integration and utilization of outdoor leisure activity proficiency.</p> <p>輔 Bb-IV-2 Exploration of learning resources and information integration and utilization.</p>
	d. Life aesthetics and innovation	2d-IV-1 Use innovation skills to plan appropriate activities and enrich personal and family life.	<p>家 Ab-IV-2 Food preparation and creative utilization.</p> <p>家 Cc-IV-1 Planning and beautifying living spaces, as well as displaying creativity.</p> <p>家 Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities.</p> <p>家 Dc-IV-1 Planning and participating in family activities, as well as maintaining a family</p>

Theme	Topic item	Learning Performance	Learning Content
2. Life management and innovation			<p>童 Ca-IV-3 relationship based on mutual respect and empathy. Planning and having various scouting travels with enjoyment.</p> <p>輔 Bc-IV-1 Actively exploring questions, cultivating a higher-order thinking, and applying to innovation skills.</p> <p>輔 Da-IV-1 Cultivation of positive thinking and life habits and attitudes.</p>
		2d-IV-2 Appreciate cultural diversity, apply aesthetics in daily life, and demonstrate aesthetics.	<p>家 Bb-IV-1 Outfit plan, aesthetic demonstration, and personal image management.</p> <p>家 Cc-IV-1 Planning and beautifying living spaces, as well as displaying creativity.</p> <p>童 Db-IV-1 Appreciation, maintenance, and protection of natural landscapes.</p> <p>童 Db-IV-2 Appreciation, maintenance, and protection of humanistic environment.</p> <p>輔 Dd-IV-3 Interaction with, and caring about, multicultural society.</p>
3. Society and environmental care	a. Crisis recognition and management	3a-IV-1 Identify and evaluate man-made or natural hazards and adopting the optimal strategy to protect oneself or others.	<p>家 Ac-IV-1 Understanding and utilization of food labels and processed food, as well as practice strategies and actions toward food safety.</p> <p>家 Ca-IV-2 Analysis and comparison of purchasing channels, resource utilization, risk assessment, and proper consumer behavior.</p>

Theme	Topic item	Learning Performance	Learning Content
3. Society and environmental care			<p>童 Ca-IV-1 Acquisition and use of basic skills related to outdoor observation, tracking, and reasoning.</p> <p>童 Cb-IV-1 Acquisition of camping knowledge and skills to improve wilderness survival ability.</p> <p>童 Cc-IV-1 Safety, risk and emergency management related to outdoor leisure activities.</p> <p>童 Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies.</p> <p>輔 Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.</p>
		3a-IV-2 Develop outdoor living skills, improve outdoor survival skills, and properly interact with their surroundings.	<p>家 Ab-IV-1 Food purchase, preservation, and effective utilization.</p> <p>家 Bc-IV-1 Understanding of common fabrics and applications of weaving skills.</p> <p>童 Ca-IV-1 Acquisition and use of basic skills related to outdoor observation, tracking, and reasoning.</p> <p>童 Ca-IV-2 Development of skills related to map interpretation, travel accessories utilization, and safety proficiency.</p> <p>童 Cb-IV-1 Acquisition of camping knowledge and skills to improve wilderness survival ability.</p>

Theme	Topic item	Learning Performance	Learning Content
3. Society and environmental care			<p>童 Cc-IV-2 Integration and utilization of outdoor leisure activity proficiency.</p> <p>童 Cc-IV-1 Safety, risk and emergency management related to outdoor leisure activities.</p>
	b. Social care and service	3b-IV-1 Care about serving society to deepen the desire to serve the public.	<p>童 Ba-IV-1 Understanding and living up to the meaning, value, and beliefs of service learning.</p> <p>童 Ba-IV-2 Participation in, and sharing of, campus caring services.</p> <p>童 Bb-IV-1 Service demand evaluation for diverse social groups.</p> <p>童 Bb-IV-2 Planning and implementation of service activity projects.</p> <p>童 Bb-IV-3 Reflection on service activities and demonstration of diverse competencies.</p> <p>童 Bb-IV-4 Participation in international service activities and cultural exchange.</p> <p>輔 Dd-IV-3 Interaction with, and caring for, multiple cultures in society.</p>
	c. Respect for and understanding of cultures	3c-IV-1 Explore lifestyles worldwide and demonstrate the understanding of, and respect for, different cultures.	<p>家 Bb-IV-2 Understanding the sociocultural meaning of clothing and dressing properly for different occasions.</p> <p>家 Cb-IV-1 Demonstration of proper etiquette for diverse cultures of life.</p> <p>童 Ab-IV-2 Collection and sharing of information on world scout movement to cultivate a global vision and concern of the world.</p>

Theme	Topic item	Learning Performance	Learning Content
3. Society and environmental care			<p>童 Ab-IV-3 Being familiar with scout international exchanges and attending events considered suitable.</p> <p>童 Bb-IV-4 Participation in international service programs and cultural exchanges.</p>
		3c-IV-2 Demonstrate competencies required for living in a multicultural society.	<p>家 Bb-IV-2 Understanding the sociocultural meaning of clothing and dressing properly for different occasions.</p> <p>家 Dd-IV-1 Respect for, and acceptance of, family lifestyles and diverse ethnic cultures.</p> <p>童 Ab-IV-1 Being familiar with and attending domestic scout and teen events to sharpen life competencies.</p> <p>輔 Dd-IV-1 Respecting gender diversity.</p> <p>輔 Dd-IV-3 Interaction with, and caring about, multicultural society.</p>
	d. Environmental conservation and sustainability	3d-IV-1 Explore and experience the human–environment relationship as well as planning and performing suitable outdoor activities.	<p>童 Ca-IV-3 Planning and experiencing various scouting travels with enjoyment.</p> <p>童 Da-IV-1 Exploring, practicing, and reflecting on sustainability and environmental conservation during camping.</p> <p>童 Db-IV-3 Participation in eco-friendly LOHAS travel and recreational activities.</p> <p>童 Cc-IV-2 Integration and utilization of outdoor leisure activity proficiency.</p> <p>童 Dc-IV-1 Development and implementation of environmental protection strategies during outdoor leisure</p>

Theme	Topic item	Learning Performance	Learning Content
3. Society and environmental care		3d-IV-2 Analyze the human–environment relationship, as well as use strategies and take actions to promote environment and sustainable development.	activities.
			家 Aa-IV-2 Decision-making and behavior of dietary consumption in teenagers.
			家 Aa-IV-3 Connection between practice strategies and actions of dietary behavior and environmental sustainability.
			童 Da-IV-1 Exploring, practicing, and reflecting on sustainability and environmental conservation during camping.
			童 Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies.
			童 Dc-IV-1 Development and implementation of environmental protection strategies during outdoor leisure activities.
			童 Dc-IV-2 Understanding of, engagement in, and reflection on, global environmental issues.

(3) Learning Focus of mandatory subjects provided in upper secondary schools

As the succession of elementary and junior high schools, upper secondary schools must provide a different level of learning responding to students' mental and physical development. Although upper secondary schools adopt subject-specific teaching, where each subject emphasizes different Learning Performance and Content, the subjects taught should still comply with the aforementioned three major themes and 12 topic items of the domain in question (i.e., Integrative Activities). According to their teaching requirements, teachers can flexibly design courses by adjusting combinations of the target Learning Performance and Content.

In elementary school, the aims of life education is enabling students to discover changes in life and development involved, so as to help them establish positive attitudes. In junior high school, life education focuses on the meaning and value of life, allowing students to determine their relationships with others and use appropriate strategies to promote their mental health. In upper secondary school, life education cultivates students' philosophical and speculative thinking skills, whereby they can establish the ultimate belief in life and realize their life value.

In elementary school, the subject of career planning enables students to develop interests in specific domains and relevant skills by learning about different occupations. In junior high school, career planning centers on exploring the process of self-development, enabling students to solve career-related problems and make relevant decisions. In upper secondary school, the subject aims to develop students' competencies associated with in-depth analysis and summarization of personality traits, development of career interests and leisure proficiency, the connection between different life stages, as well as career transitions and adaptation.

In elementary school, home economics centers on development of life experience and cultivation of basic life skills. In junior high school, home economics starts with personal and family lifestyles, aiming to help students develop more advanced life skills that cultivate their daily life proficiency, problem-solving competencies, as well as family life competencies. In upper secondary school, home economics—centering on interpersonal relationships and love, life management, and life practice—aims to help students develop competencies associated with healthy family life, daily life application and innovativeness, and establish a global vision. Therefore, students can improve their personal and family quality of life. The Learning Focus of home economics course in junior high and upper secondary school is also aligned based on categories of “diet, clothing, life management, and family,” of which the Learning Content is adjusted based on the learning stage concerned.

A. Learning Focus of Life Education

Life education aims to help students establish their personal life beliefs in life, develop philosophical and speculative thinking skills, and realize life value through value selection. The subject comprises Learning Focus of five categories, namely “philosophical thinking,” “exploration of anthropology,” “ultimate concern,” “value

speculation,” and “spiritual cultivation” which are closely related to the three themes and 12 topic items of the domain. Details are provided in the following table.

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
A. Philosophical thinking	Thinking competency	生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation.	生 Aa-V-1 Presenting thinking barriers through bias and fallacies. 生 Aa-V-2 Basic logic for critical thinking. 生 Aa-V-3 Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints. Affect and attitude toward critical thinking: 生 Aa-V-4 Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal principle of not being neutral but being just and impartial.	1. Self- and career development 2. Social and environmental care	a. Self-directed learning and management b. Social and environmental care
	b. Meta- and reflective thinking	生 1b-V-1 Possess proper meta- and reflective thinking competencies and constantly develop and deepen one's understanding and practice of thinking.	生 Ab-V-1 Reflective thinking and taking corresponding actions and dynamically understanding the nature and methods of thinking, as well as affect and attitude toward thinking.		
B. Exploration of anthropology	a. Human nature and humanism	生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration	生 Ba-V-1 Basic competencies of holistic anthropology	1. Self- and career development	d. Respect and cherish life

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
B. Exploration of anthropology		of anthropology and establishing the concept of holistic anthropology			
	a. Human subjectivity and self-view	生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation.	生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. 生 Bb-V-2 Asking the question of “What and who I am?” and understanding the relationships and differences among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.”	1. Self- and career development	d. Respect and cherish life
C. Ultimate concern	a. Philosophy and the meaning of life, as well as concern over life and death and relevant practice	生 3a-V-1 Be able to understand issues related to philosophy, life and death, basic connotations of religion, and its relationship between religious beliefs and life, thereby establishing one’s personal ultimate beliefs about life.	生 Ca-V-1 Connotations of philosophy and philosophical exploration of the meaning of life. 生 Ca-V-2 Connotations of, and relationship between, joy, happiness, supreme good, and supreme bliss. 生 Ca-V-3 The meanings of death in anthropology and its impact on life value. 生 Ca-V-4 The meaning of “good death” and	1. Self- and career development	a. Self-exploration and growth b. Respect and cherish life

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
C. Ultimate concern			practice of hospice.		
	b. Ultimate belief and religions	生 3b-V-1 Guided by the ultimate personal beliefs about life, one can live up to value speculation. When making daily life decisions, one can also enhance the integration of personality and spiritual cultivation.	生 Cb-V-1 Possible value and meaning of religious or ethnic beliefs to one's personal living and life. 生 Cb-V-2 Confirming one's ultimate belief and living up to it in value speculation and spiritual cultivation.	1. Self- and career development	a. Self-exploration and growth d. Respect and cherish life
D. Value speculation		生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.	生 Da-V-1 Necessity, meaning, and types of moral judgment. 生 Da-V-2 Determining the "good and evil" of the agent in question and corresponding factors that should be considered. 生 Da-V-3 Clarifying myths related to personal behavior and public affairs, and properly exploring relevant issues. 生 Da-V-4 Relationships and conflicts between moral norms and judgments, as well as corresponding responses. 生 Da-V-5 Relationships between moral practice and	1. Self- and career development 2. Social care and service	b. Self-directed learning and management b. Social care and service
	a. Moral and philosophical competencies and their application				

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
D. Value speculation			one's philosophy of life/world view.		
	b. Reflection on aesthetics of everyday life	生 4b-V-1 Be able to discover and create life aesthetics and develop one's own aesthetics of everyday life.	生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life. 生 Db-V-2 Competencies of acquiring aesthetic experience and developing aesthetics of everyday life. 生 Db-V-3 Aesthetics of everyday life and life values.	1. Life management and innovation	d. Life aesthetics and innovation
E. Spiritual cultivation	a. Spiritual self-awareness and cultivation	生 5a-V-1 Be spiritually self-aware at any time in daily life to cultivate one's spirituality.	生 Ea-V-1 Connotation, techniques, process, and required competency of spiritual cultivation. 生 Ea-V-2 Relationships among compassion, wisdom, love, and spiritual cultivation.	1. Self- and career development	a. Self-exploration and growth d. Respect and cherish life
	b. Integration of personality and spiritual cultivation	生 5b-V-1 Based on spiritual cultivation to engage in philosophical thinking, exploration of anthropology, ultimate concern, and value speculation.	生 Eb-V-1 Path to the integration of personality and its relationship with spiritual cultivation. 生 Eb-V-2 Integration of personality and spiritual cultivation from perspectives of different disciplines and religions.	1. Self- and career development	a. Self-exploration and growth d. Respect and cherish life

B. Learning Focus of Career Planning

Career planning aims to teach students how to analyze and integrate personality traits,

identify career interests, develop leisure proficiency, connect developmental tasks in each stage of life, and acquire career transition and adaptation abilities. The subject comprises Learning Focus of 3 categories, namely “self-exploration,” “environmental exploration,” and “decision making and action,” and the following table shows the relation between career planning and the three themes and 12 topic items of the domain.

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
A. Self-exploration	a. Career development and self-adaptation	涯 1a-V-1 Be able to connect developmental tasks in each stage of life, change one’s career path, and adapt to it.	涯 Aa-V-1 Developmental tasks in each stage of life.	1. Self- and career development	a. Career planning and development
			涯 Aa-V-2 Characteristics and requirements of career development for teenagers.		a. Crisis recognition and management
			涯 Aa-V-3 Career transition and adaptability.	2. Social and environmental care	
	b. Developmental process and life issues	涯 1b-V-1 Realize the importance of career planning and actively establish the meaning of one’s career life.	涯 Ab-V-1 The developmental process of one’s past, present, and future.	1. Self- and career development	a. Self-exploration and growth
			涯 Ab-V-2 Establishing the meaning and connotations of personal career planning.		d. Respect and cherish life
	c. Self-awareness and personal integration	涯 1c-V-1 Analyze and integrate personality traits, values, and career attitude and belief.	涯 Ac-V-1 Personal skills and interests.	1. Self- and career development	a. Self-exploration and growth
涯 Ac-V-2 Individual career attitude and belief					
	涯 Ac-V-3 Individual characters and values.				
	涯 1c-V-2 Clarify personal life roles and launch a career story.	涯 Ac-V-4 Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.	2. Life management and innovation	a. Interpersonal interaction and management	
B. Environmental exploration	a. Educational development and occupational choice	涯 2a-V-1 Be able to use information to analyze one’s	涯 Ba-V-1 High school career paths.	2. Life management and innovation	c. Resource utilization and development
			涯 Ba-V-2 Traits and career paths.		
			涯 Ba-V-3 Traits and college		

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
B. Environmental exploration		personality traits and create career paths.	涯 Ba-V-4 涯 Ba-V-5 discipline clusters. Learning and life in college. College career and occupational choice.		
	b. Career life and social needs	涯 2b-V-1 Develop work ethics to adapt oneself to future career life.	涯 Bb-V-1 Career life and work ethics. 涯 Bb-V-2 Market changes and future development.	2. Life management and innovation	b. Teamwork and leadership
				3. Social and environmental care	b. Social care and service c. Respect for and understanding of cultures d. Environmental conservation and sustainability
C. Decision making and action	a. Career assessment and wise decisions	涯 3a-V-1 Use career assessment and decision approaches to plan the future.	涯 Ca-V-1 Choice process and assessment tools. 涯 Ca-V-2 Career reflection and responses to changes.	2. Life management and innovation	c. Resource utilization and development
	b. Self-management and attitude development	涯 3b-V-1 Smartly use different learning methods and strategies to effectively learn new things and engage in lifelong learning.	涯 Cb-V-1 Self-directed learning methods and strategies. 涯 Cb-V-2 Time management and stress adaptation.	1. Self- and career development	b. Self-directed learning and management
	c. Career action and practice	涯 3c-V-1 Use the life portfolio to know oneself and achieve self-	涯 Cc-V-1 Career vision and action plans.	2. Life management and innovation	d. Life aesthetics and innovation

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
		promotion.			
	c. Career action and practice	涯 3c-V-1 Use the life portfolio to know oneself and achieve self-promotion.	涯 Cc-V-1 Career vision and action plans.	3. Social and environmental care	d. Environmental conservation and sustainability

C. Learning Focus of Home Economics

Home economics mainly focuses on interpersonal relationships and love, life management, and life practice. Its Learning Focus are divided into four categories, namely, “diet,” “clothing,” “life management,” and “family,” whereby students are taught to develop healthy family proficiency, life application, innovation abilities, and a global vision to improve the quality of personal and family life. The following table presents relevant details of how home economics relates to the three themes and 12 topic items in the domain.

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
A. Diet	a. Diet and lifestyle	家 1a-V-1 Determine the influence of family lifestyles and media on diet, understand principles of healthy diet in each life stage, and design healthy diets for themselves and their family members.	家 Aa-V-1 Dietary behavior and family lifestyles.	2. Life management and innovation	a. Interpersonal interaction and management
		家 1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to	家 Aa-V-2 Local and exotic diets and cultures.	3. Social and environmental awareness	c. Respect for and understanding of cultures
			家 Aa-V-3 Eco-friendly diet and food sustainability	3. Social and environmental awareness	b. Social care and service

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
	b. Meal planning and preparation	food sustainability.			
		家1b-V-1 Evaluate characteristics, of food, be familiar with principles of food hygiene and safety, and engage in meal planning using proper cooking skills.	家 Ab-V-1 Food characteristics and use.	2. Life management and innovation	c. Resource utilization and development
				3. Social and environmental care	a. Crisis recognition and management
		家1b-V-2 Use food aesthetics of food to design and develop healthy, safe, and diverse meals.	家 Ab-V-2 Diet aesthetics and application.	2. Life management and innovation	d. Life aesthetics and innovation
B. Clothing	a. Outfit plan	家2a-V-1 Analyze fabric properties and use fashion design elements to build an aesthetic self-image.	家 Ba-V-1 Fabric properties and clothing application.	2. Life management and innovation	c. Resource utilization and development
			家 Ba-V-2 Fashion design and outfit planning.		d. Life aesthetics and innovation
		家2a-V-2 Incorporate eco-friendly concepts into purchasing, clothes shopping and manage one's clothing according to relevant principles.	家 Ba-V-3 Clothing needs assessment and selection.	2. Life management and innovation	c. Resource utilization and development
			家 Ba-V-4 Clothing management and maintenance.	3. Social and environmental care	d. Environmental conservation and sustainability
	b. Clothing language and culture	家2b-V-1 Analyze trendy and classic elements, appreciating clothing cultures, and sharpening aesthetic style.	家 Bb-V-1 Clothing and fashion.	2. Life management and innovation	d. Life aesthetics and innovation
			家 Bb-V-2 Clothing cultures.	3. Social and environmental care	c. Respect for and understanding of cultures

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
C. Life management	a. Life resource management and consumption	家3a-V-1 Use technologies and information cleverly to manage crucial personal and family affairs.	家 Ca-V-1 Time, energy, and life resource management.	1. Self- and career development	b. Self-directed learning and management
				2. Life management and innovation	c. Resource utilization and development
		家3a-V-2 Cultivate financial literacy, integrate consumption proficiency, and creating a solid daily-life financial plan.	家 Ca-V-2 Family financial planning and management 家 Ca-V-3 Consumer behavior and culture.	2. Life management and innovation	c. Resource utilization and development
C. Life management	b. Image management	家3b-V-1 One's strengths to improve self-promotion skills and present elegance.	家 Cb-V-1 Perception and personal image management. 家 Cb-V-2 Interpersonal interactions and ethics.	1. Self- and career development	b. Self-directed learning and management
	c. Creative living and aesthetics	家3c-V-1 Cleverly presenting aesthetics of everyday life at home.	家 Cc-V-1 Eco-friendly home décor and spatial beautification.	2. Life management and innovation	d. Life aesthetics and innovation
D. Family	a. Marriage and family building	家4a-V-1 Explore gender differences in social interaction, marriage choices, and family building.	家 Da-V-1 Social interaction involving gender diversity and emotional expression.	1. Self- and career development	a. Self-exploration and growth
			家 Da-V-2 Marriage choice. 家 Da-V-3 Family building.	2. Life management and innovation	a. Interpersonal interaction and management
	b. Family life and interaction	家4b-V-1 Analyze the process and challenges of family development and develop response proficiency and strategies.	家 Db-V-1 Family development and resilience.	1. Self- and career development	d. Respect and cherish life
				3. Social and environmental care	a. Crisis recognition and management

Category	Item	Learning Performance	Learning Content	Framework of Integrative Activities	
				Theme	Topic item
D. Family		家4b-V-2 Explore the relationship between family systems and individuals, sharpen interaction and communication skills, and improve interactions among family members.	家 Db-V-2 Family systems and interactions among family members.	2. Life management and innovation	a. Interpersonal interaction and management
	c. Teenagers and their families	家4c-V-1 Reflect on teenagers' family responsibilities, design family co-learning activities, and take "love your family" actions.	家 Dc-V-1 Teenagers' family responsibilities and cultural feedback.	1. Self- and career development	a. Self-exploration and growth
			家 Dc-V-2 "Love your family" actions.	2. Life management and innovation	a. Interpersonal interaction and management

(4) Enriched elective courses provided in upper secondary schools

A two-credit elective subject is each added to the subjects: "life education," "career planning," and "home economics" in upper secondary education.

A. Learning Focus of the enriched elective course: "Thinking: The Foundation of Wisdom"

The objectives of the subject are to teach students about the importance of correct thinking, cultivate appropriate affect and attitude, and avoid trouble caused by bias and fallacies. Therefore, students can fully understand and comprehensively interpret the acquired information, making the right decision and daring to pursue the objective truth.

Category	Item	Learning Performance	Learning Content
A. Thinking competency and fallacy	a. Importance of thinking	思 1a-V-1 Be able to understand the importance of developing thinking competency.	思 Aa-V-1 Affect and attitude toward appropriate thinking. 思 Aa-V-2 Relationship between major life decisions and good competency of thinking. 思 Aa-V-3 Examples of misjudgments without sufficient thinking.

Category	Item	Learning Performance	Learning Content
A. Thinking competency and fallacy			<p>思 Aa-V-4 Competency of thinking and philosophy of life.</p> <p>思 Aa-V-5 Knowledge, truth, and competency of thinking</p> <p>思 Aa-V-6 Healthy interpersonal relationships and improvement in personal characters and competency of thinking.</p> <p>思 Aa-V-7 Knowledge, value judgment, and competency of thinking.</p>
	b. Bias and fallacies	思1b-V-1 Be able to avoid negative influence as well as trouble caused by bias and fallacies.	<p>思 Ab-V-1 Instinct and judgment.</p> <p>思 Ab-V-2 Patterns of various bias and fallacies with examples.</p> <p>思 Ab-V-3 Sources and limitations of information.</p> <p>思 Ab-V-4 Various bias and fallacies as barriers to thinking.</p>
B. Argumentation and critical thinking	a. Logical reasoning	<p>思2a-V-1 Be able to analyze argumentative structure and determine the validity of the argument in question.</p> <p>思2a-V-2 Be familiar with basic thinking rules.</p>	<p>思 Ba-V-1 Deduction and induction.</p> <p>思 Ba-V-2 Argumentative structure and valid argument.</p> <p>思 Ba-V-3 Common valid argument patterns, such as <i>modus ponens</i> and hypothetical syllogisms.</p> <p>思 Ba-V-4 Common invalid argument patterns such as denying the antecedent and improper transposition.</p> <p>思 Ba-V-5 Syllogistic patterns and other rules of inference.</p>
C. Fact and value	a. Fact identification	<p>思3a-V-1 Be able to examine facts and understand the truth.</p> <p>思3a-V-2 Be able to recognize what is true and false</p>	<p>思 Ca-V-1 Relationship between evidence and inference.</p> <p>思 Ca-V-2 Limitation of fact reporting.</p> <p>思 Ca-V-3 Connotation and extension of a</p>

Category	Item	Learning Performance	Learning Content
C. Fact and value		as well as what is right and wrong.	<p>思 Ca-V-4 concept. Aspects that must be considered in order to understand facts and the truth.</p> <p>思 Ca-V-5 Ambiguity and vagueness.</p> <p>思 Ca-V-6 Changes in world view and their relationships with facts.</p> <p>思 Ca-V-7 Fact judgment and value judgment.</p>
	b. Value analysis	<p>思3b-V-1 Be able to analyze different value systems.</p> <p>思3b-V-2 Be competent of resolving values conflicts.</p>	<p>思 Cb-V-1 Theoretically describe facts, including value judgment.</p> <p>思 Cb-V-2 Essentials of value judgment.</p> <p>思 Cb-V-3 Multifaceted characteristics of public issues.</p> <p>思 Cb-V-4 Simple conflicts and values conflicts.</p>
D. Affect and attitude	a. Affect and attitude toward thinking	<p>思4a-V-1 Have passion and courage to pursue the objective truth and identify its differences from one's own standpoints.</p> <p>思4a-V-2 Listen to, and respect, others' opinions and thoughts without prejudice.</p>	<p>思 Da-V-1 Affect and attitude toward the principle of "not being neutral but being justice and impartial."</p> <p>思 Da-V-2 Passion for pursuing the objective truth and courage for staying with the truth.</p> <p>思 Da-V-3 Prejudice and presumption.</p> <p>思 Da-V-4 Listening skills: To fully understand others' thoughts and points of view.</p> <p>思 Da-V-5 Emotion-driven verbal aggression and its harmful effects.</p> <p>思 Da-V-6 Importance of faithful conveyance: To avoid misunderstandings caused by message distortion.</p> <p>思 Da-V-7 Importance of being open-minded.</p>

B. Learning Focus of the enriched elective course: “Future Imagination and Career Paths”

Subject objectives are to help students imagine their future, explore their personal developmental process, life role, and career developmental tasks through personal development contexts, thereby enabling each student to maintain active and positive learning motivation and attitudes and possess concepts of time and stress management. Moreover, students will be able to explore future market changes and global industrial development trends, develop interpersonal relationships in workplaces and cross-field cooperation abilities to adapt to future career transitions, use career information analysis and integration, and choose suitable career paths. Consequently, they can become lifelong learners with social adaptability and contingency in the future.

Category	Item	Learning Performance	Learning Content
A. Self-exploration	a. Career development and self-adaptation	未 1a-V-1 Connect developmental tasks in each stage of life to equip teenagers with essential career abilities.	未 Aa-V-1 Developmental tasks in each stage of life 未 Aa-V-2 Youth career development characteristics and needs
		未 1a-V-2 Exploit transitions and opportunities in life to respond to career transitions in each stage	未 Aa-V-3 Career transitions and contingency abilities 未 Aa-V-4 Career opportunities and opportunity creation 未 Aa-V-5 Career adaptability and lifelong learning 未 Aa-V-6 Career crisis management
	b. Developmental process and life issues	未 1b-V-1 Perceive the relationship between personal developmental processes and career development to actively construct personal career meaning.	未 Ab-V-1 Personal developmental processes and development contexts 未 Ab-V-2 Future imagination and career aspirations
	c. Self-awareness and personal integration	未 1c-V-1 Clarify personal life roles and	未 Ac-V-1 Life roles and lifestyles, including gender, ethnicity,

Category	Item	Learning Performance	Learning Content
A. Self-exploration		striking a balance between work and leisure life	未 Ac-V-2 hierarchy, and other multicultural and interpersonal interactions and management. Future work and leisure life arrangement
B. Environmental exploration	a. Educational development and occupational choice	未2a-V-1 Be able to use information to analyze personality traits and create career paths	未 Ba-V-1 Use of information to analyze possible career paths in the future
	b. Career life and social needs	未2b-V-1 Understand occupational contents and exploring market changes and global industrial development trends	未Bb-V-1 Occupational contents and social needs 未Bb-V-2 Market fluctuation and future development 未Bb-V-3 International trends and lifestyles
		未2b-V-2 Cultivate abilities to manage interpersonal relationships in the workplace and cross-field cooperation	未Bb-V-4 Interpersonal communications and teamwork in the workplace. 未Bb-V-5 Gender, ethnicity, culture, professional fields, regional, and other cross-field cooperation.
C. Decision making and action	a. Career assessment and wise decision-making	未3a-V-1 Demonstrate the ability to reflect on oneself and respond flexibly with career assessment and selection approaches	未 Ca-V-1 Decision-making processes and assessment tools 未 Ca-V-2 Career boundaries and compromise processes 未 Ca-V-3 Career self-reflection and the ability to respond flexibly with positive views on uncertainty
	b. Self-management and attitude development	未3b-V-1 Possess active and positive learning motivations and attitude.	未 Cb-V-1 Interdisciplinary learning and self-directed planning of learning progress
		未3b-V-2 Establish and utilizing a personal	未 Cb-V-2 Digitized life and career management

Category	Item	Learning Performance	Learning Content
C. Decision making and action		academic portfolio.	
		未3b-V-3 Possess time and stress management skills and understanding the importance of career crisis management	未 Cb-V-3 Future career planning and time management 未 Cb-V-4 Future career crisis management and stress adaptation
	c. Career action and practice	未3c-V-1 Confirm phased career goals and realizing dream promises	未 Cc-V-1 Career vision construction and realization of dream to attain sense of reality, sense of future, and sense of responsibility 未 Cc-V-2 Future career vision and mission announcement

C. Learning Focus of the enriched elective course: “Innovative Life and Family”

Subject objectives:

- Sustainable agriculture and family dietary culture are combined to integrate food, agriculture, ecology, nutrition, and cultural aspects of green food education.
- Students experience aspects in fashion design, material composition, color and product design, and industry and marketing to increase their appreciation, innovation, and implementation abilities.
- Students experience horticulture and do-it-yourself activities to learn how a healthy and sustainable lifestyle can relieve stress.
- Relations among families, communities, environments, and international entities are explored to implement care practices and service actions in all aspects in life and fulfill the core values of home economics.
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Category	Item	Learning Performance	Learning Content
A. Family foods	a. Modern agriculture and green diet trend	創1a-V-1 Explore contents and requirements of environmentally friendly farming.	創 Aa-V-1 Environmentally friendly farming and simple planting techniques.
		創1a-V-2 Analyze the relationship between dietary consumption and environmental resources	創 Aa-V-2 Environmentally friendly ingredient selection and cooking.

Category	Item	Learning Performance	Learning Content
A. Family foods		to explore environmentally friendly cooking methods and ingredient selection key points.	
	b. Tasty family foods	<p>創1b-V-1 Explore family dietary cultures through creation of family heirloom cuisines and communal dining to pass down family values and culture.</p> <p>創1b-V-2 Understand the types and nutrient contents of contemporary light foods and various flavored drinks as well as learning the easy ways to prepare them.</p> <p>創1b-V-3 Evaluate possible changes in foods during cooking and processing and using scientific principles to create changes in cooking.</p>	<p>創 Ab-V-1 Family recipes and heirloom cuisines.</p> <p>創 Ab-V-2 Light foods and drinks catering to the lifestyles of health and sustainability (LOHAS).</p> <p>創 Ab-V-3 Scientific principles of food preparation.</p>
B. Clothing and styles	a. Fashion design and styles	<p>創2a-V-1 Appreciate fashion transitions and trends, while exploring the international fashion design industry.</p> <p>創2a-V-2 Decompose clothing elements, learning manufacturing steps, and understanding aesthetics of clothing and accessories.</p>	<p>創 Ba-V-1 Fashion and industry.</p> <p>創 Ba-V-2 Fashion design and styles.</p>
C. Family life management	a. Enjoyable lifestyles and cultural creativity	<p>創3a-V-1 Explore horticulture and its application in life beautification and stress relief.</p> <p>創3a-V-2 Appreciate cultural and creative markets and exploring their environmental appeals and applications in life.</p>	<p>創 Ca-V-1 Horticulture and stress relief.</p> <p>創 Ca-V-2 Environmental protection and cultural and creative handicrafts and relevant applications.</p>
	b. Care services and home economics	<p>創3b-V-1 Explore family needs of different age groups in life and demonstrating service and care actions.</p> <p>創3b-V-2 Analyze the relations between community</p>	<p>創 Cb-V-1 Family services and care.</p> <p>創 Cb-V-2 Social care and community participation.</p>

Category	Item	Learning Performance	Learning Content
		environments and quality of life to facilitate active care of the communities and participation in events.	

VI. Implementation Directions

From the five dimensions of curriculum development, teaching material selection and composition, teaching implementation, teaching resources, and learning assessment, the basic philosophies for implementing the domain and guidelines of curriculum goals are described.

1. Curriculum Development

Curriculum development of the Integrative Activities domain shall observe the following principles:

- (1) Flexible implementation of domain or subject-specific teaching: For Stage II and Stage III of elementary schools, domain teaching is implemented. For Stage IV of junior high schools, domain teaching is implemented in principle. For Stage V of upper secondary schools, subject-specific teaching under the domain curriculum framework is implemented in principle. Offering interdisciplinary elective courses is also encouraged.
- (2) Curriculum development of the school shall emphasize the appropriate integration of the domain in question and other domains or subjects, longitudinal transitions among educational stages, and adequate inclusion of core concepts and values of various topics in the curriculum guidelines.
- (3) The curriculum should be able to interpret and transform crucial contents of learning of the domain. Spiral curriculum theory is used with diverse curriculum design methods, such as situational analysis, process models, and goal models, to develop teaching material suitable for each educational stage.

2. Teaching Material Selection and Composition

Teaching material selection and composition in the Integrative Activities domain shall observe the following principles:

- (1) The teaching materials shall conform to basic principles and curriculum goals of the domain, as well as fully achieve Learning Focus of each stage.
- (2) The main contents shall demonstrate affective, technical, and cognitive aspects. Graphical and textual arrangement and selection shall be suitable for students' physical and psychological development while considering the issues related to gender equality, human rights, the environment, and marine education.
- (3) Life experience is combined with major current events and issues related to campus life and society to guide students through practice, self-reflection, and innovation in life.
- (4) Various questions shall be raised timely to guide students to respect diverse values, empathetic care, justice, and sustainable development in the process of speculative thinking.
- (5) Teaching material research and development includes various learning resources, such as

textbooks, books, digital teaching materials, adaptive learning materials, and diagnostic tools. The goal is to provide students with enriched Learning Contents. The codes and data used in the content must value equality in aspects of gender, ethnicity, culture, and class to avoid potential stereotypes, biases, and discrimination.

- (6) Except for approved textbooks, the school must select or independently edit suitable teaching materials according to subject attributes, regional characteristics, and student characteristics and needs. Said selection or editing should be based on the basic philosophy and Learning Focus of the domain in question. The school shall review the materials and avoid potential stereotypes, biases, and discrimination.
- (7) Research and development of school/regional characteristic teaching materials:
 - A. Schools and local governments can develop or adjust school or community-based Integrative Activities domain materials according to local humanistic and natural characteristics, student abilities, needs, interests, life experience, human resources, and material resources.
 - B. Teachers shall consider students' needs and local characteristics to create or select relevant teaching resources to strengthen students' abilities to explore values in the Integrative Activities domain, organize experience, and practice innovation.
 - C. Teachers shall consider indigenous students' ethnic background differences and needs in selection of suitable materials and guiding the students to reflect on their personal life meaning, career planning, and possible directions of family life management from perspectives of ethnic group cultures and ethnic development.

3. Teaching Implementation

Teaching implementation of the Integrative Activities domain shall grasp the following teaching principles and methods to reinforce overall learners' experience, self-reflection, practice, and innovation abilities to create internalized meaning:

- (1) Teaching principles
 - A. Learner-centered: Curricula and teaching activities are designed according to students' readiness, interest, learning style, and diverse intelligent and cultural backgrounds to provide them with successful learning experience.
 - B. Enhanced experiential learning: Multiple sensory exploration activities are provided, while connotations and experiences of affect and skill are valued.
 - C. Emphasis on self-reflection and sharing: Student self-reflection is guided and multiple methods are used for sharing to facilitate immediate feedback.

- D. Emphasis on life practice: Learning Contents shall be fully connected to life; students are encouraged to practice what they have learned in life.
- E. Practice and innovation: Teachers are encouraged to research and develop innovative teaching materials and digital learning resources, as well as to innovate teaching experiments or action research by implementing collaborative course preparation, open lectures, classroom observations, and collaborative course discussions, thereby cultivating students' practical and innovative abilities to apply what they have learned.
- F. Development of internalized meaning: Value clarification and internalization processes are emphasized to avoid instillation of values and enable students to fully expand, discover, and share meanings associated with individuals.
- G. When teachers use teaching materials and engage in educational activities, they shall possess gender equality awareness, eliminate gender stereotypes, and avoid gender discrimination.
- H. Decomposition of stereotype framework and practice breakthrough: Students are prompted to speculate stereotype frameworks in the aspects of gender, marriage, family, ethnicity, culture, and class. They are encouraged to learn structural factors and effects, gradually breaking through various frameworks from the inside out and practicing learned knowledge in life to identify the real self.

(2) Teaching methods

- A. Teachers shall select suitable teaching methods and strategies to motivate student learning, encouraging students to cooperate with their peers and become active learners, according to the domain core competency, Learning Performance, Learning Content, teaching objectives, and students' different needs.
- B. Teachers shall use multiple teaching strategies, such as experiential learning, value clarification, cooperative learning, problem-solving, and creative thinking, to implement basic domain principles of experience, self-reflection, practice, and innovation.
- C. For students with different learning abilities, teachers can adjust teaching methods and guide them according to their special needs. Working with special education professionals to provide cooperative guidance can be adopted if necessary.
- D. According to different subject expertise in the domain, teachers can adopt collaborative teaching models and flexibly use combinations of Learning Performance and Learning Contents with multiple teaching methods and assessment methods to develop cross-subject integrated courses.

4. Teaching Resources

- (1) Establish teaching venues: The school shall establish and increase Integrative Activities domain /subject classrooms and relevant learning space to offer abundant learning venues to students.
- (2) Enrich teaching resources: Teachers shall research and develop various teaching tools. The school shall plan augmentation and maintenance of relevant software and hardware. Various teaching materials, including relevant books, audiovisual data, teaching and assessment tools, network resources, and e-books, shall be added to support students' independent learning.
- (3) Integrate human resources: The school can integrate human resources inside and outside the school with community resources. Alumni, vocational personnel, and worker paradigm personnel of multiple domains are invited to collaborate with the teachers to improve curricula, research and develop adaptive learning materials and diagnostic tools, and improve student learning effectiveness.
- (4) Use community resources: Community resources, social organizations, natural resources, and industrial and social resources are used appropriately to expand student experience and horizons, and provide observation and learning opportunities to students.
- (5) Use online platforms: Teachers can link to, or construct, online platforms required for domain teaching and provide opportunities for student independent learning and mutual observation.

5. Learning Assessment

The Integrative Activities domain aims at guiding students to construct internalized meaning through experience, self-reflection, practice, and innovation, while improving abilities including “Self- and career development,” “life management and innovation” and “social and environmental care.” The 12-Year Basic Education emphasizes cultivation of students' competency. Therefore, competency-oriented learning assessment not only assesses student knowledge, ability, and attitude, but also emphasizes both the learning process and results. The students can organize what they have learned and apply this to their life scenarios. Thus, learning assessment is based on teaching goals and Learning Contents. Suitable diverse assessment methods, tools, contents, and processes are developed. Diverse learning results are presented to provide more adaptive teaching and promote student growth and development.

(1) Learning assessment implementation

- A. Learning assessment is conducted according to learning assessment guidelines and relevant complementary regulations stipulated by the competent authority. According to the goal of learning assessment, suitable diverse assessment methods are selected. Assessment can be conducted by individuals or in groups.
 - a. Advanced paper-based assessment: According to important knowledge and conceptual

objectives, as well as affective objectives of learning interest, motivation, and attitude, methods such as activity feedback worksheets, paper-and-pencil assessments, questionnaires, checklists, and assessment scales are adopted.

- b. Performance and verbal assessment: Methods such as written reports, Q & A, oral reports, verbal communication, interviews, practical operation, work creation, performance, and behavioral observation are adopted according to objectives of problem-solving, ability, participation in practice, and word-deed performance.
 - c. Portfolio assessment: According to learning objectives, students are guided to organize or compile paper-based assessments, forms, performance assessment data, and relevant anecdotes and records to create portfolios that demonstrate their learning processes and results for feedback and self-reflection.
- B. Learning assessment shall be combined with teaching. Specific assessment items and guidelines shall be developed according to learning objectives and included in teaching plans. Alternatively, assessment plans corresponding to teaching contents shall be deliberated.
 - C. Learning assessment shall cover both formative and summative assessments to enable students to understand their advantages and disadvantages in learning and further develop their self-evaluation and effective learning abilities.
 - D. Teachers shall establish objective and specific assessment items and criteria according to individual or group assessment tools based on learning needs, thereby effectively guiding the direction, learning attitude, and learning behavior of individuals and student groups in the learning process.
 - E. Assessment contents shall take into account students' physical and psychological development, individual differences, cultural differences, and domain core competency contents, as well as Learning Performance in knowledge, ability, and affect aspects.
 - F. In addition to teachers, students are encouraged to perform self-assessment and peer assessment.

(2) Assessment results

- A. The learning assessment results shall provide quantitative assessment and qualitative description. Quantitative assessment follows criterion-referenced test. Qualitative description shall be provided with language comprehensible by parents, students, and the general public to describe the efforts, progress, success experience, and extraordinary achievements of the student as enhancement.

- B. The professional community of teachers of the domain or individual teachers shall diagnose students' learning status and understand their learning effectiveness and difficulties according to the assessment result analysis. Subsequently, the learning objectives are adjusted, along with teaching materials, pedagogies, or assessment tools. Suitable and customized guidance shall be provided to the students.
- C. Analysis of diverse learning assessment results can serve as references for the school in improving curricula and relevant teaching and assessment measures.

VII. Appendix

Appendix I: Integrative Activities Learning Focus and Core Competency Reference Examples

1. Elementary School

Learning Focus of the Integrative Activities Domain		Core Competencies of the Integrative Activities Domain
Learning Performance	Learning Content	
1a-II-1 Demonstrate one's own abilities, interests, and growth. Express one's own thoughts and feelings.	Aa-II-1 Things you can do. Aa-II-2 Things, people, or events you are interested in. Aa-II-3 Self-exploration of thoughts and feelings.	綜-E-A1 Get to know individual characteristics, primarily explore career paths, observe life changes, stimulate potential, and promote holistic physical and mental development.
1c-II-1 Observe the meaning and importance of work.	Ac-II-1 The meaning of work. Ac-II-2 The good and bad of different types of work. Ac-II-3 The contribution of different types of work to society.	
1d-II-1 Observe emotional changes. Cultivate a positive thinking attitude.	Ad-II-1 Identifying feeling and suitable adjustment. Ad-II-2 Positive thinking strategy.	
1a-III-1 Appreciate and accept oneself and others.	Aa-III-1 Appreciation and acceptance of one's and others' special characteristics. Aa-III-2 Showing acceptance towards oneself and others.	
1c-III-1 Apply career information. Explore one's own career development.	Ac-III-1 Profession and ability. Ac-III-2 Profession and interest. Ac-III-3 Future career imagination.	
1d-III-1 Observe life changes and developmental process. Implement respect and value life.	Ad-III-1 The relationship between natural life and people. Ad-III-2 Childhood stage developmental process. Ad-III-3 Actions that show respect for life. Ad-III-4 Actions that value life.	
2d-II-1 Observe and know the universality and diversity of aesthetics in life. 2d-II-2 Share one's experience and observations in applying creative solutions to life problems.	Bd-II-1 The universality and diversity of life aesthetics. Bd-II-2 Observing and knowing life aesthetics. Bd-II-3 Creative solutions to life problems.	綜-E-B3 Observe the diversity of life aesthetics. Cultivate the aesthetic experience in the living environment. Increase the abundance and creativity in life.
2d-III-1 Apply aesthetics and creativity. Solve life problems. Enrich life. 2d-III-2 Observe, share, and appreciate the diverse aesthetic and creative expression in life.	Bd-III-1 Applying life aesthetics and implementing creativity. Bd-III-2 Positively facing the diverse expression of life aesthetics and creativity.	

Learning Focus of the Integrative Activities Domain				Core Competencies of the Integrative Activities Domain
Learning Performance		Learning Content		
2a-II-1	Observe one’s own interpersonal communication method. Display suitable interactions, as well communication attitude and skills.	Ba-II-1	Appropriateness of self-expression.	綜-E-C2 Understand the feeling of others. Enjoy interacting with people. Learn to respect others. Improve interpersonal relationship. Cooperate with team members to achieve group objectives.
		Ba-II-2	Interaction with family, peers, and teachers.	
		Ba-II-3	Interpersonal communication attitude and skills.	
2b-II-1	Understand the meaning of teamwork and care about team members.	Bb-II-1	The meaning and importance of teamwork.	
2b-II-2	Participate in group activities. Follow rules. Value a sense of honor. Display responsible attitude.	Bb-II-2	Caring about the actions of team members.	
		Bb-II-3	Team activity participation attitude.	
2a-III-1	Observe diverse interactions toward gender diversity and expression of feelings. Apply empathy to improve interpersonal relationship.	Ba-III-1	Diverse interpersonal interactions toward gender diversity and expression of feelings.	
		Ba-III-2	Improving and implementing empathy.	
		Ba-III-3	Building positive interpersonal relationship and conflict resolution capability.	
2b-III-1	Participate in different activities. Appropriately display one’s role in the team. Cooperate to achieve mutual objectives.	Bb-III-1	Exploring one’s role in the team.	
		Bb-III-2	Teamwork and problem-solving.	
		Bb-III-3	Teamwork skills.	
3c-II-1	Participate in cultural activities. Experience the relationship between culture and life. Recognize one’s own culture.	Cc-II-1	Participating in cultural activities.	綜-E-C3 Experience and appreciate local culture. Respect and care about different groups. Understand and tolerate cultural diversity.
		Cc-II-2	Reflecting on the relationship between culture and life.	
		Cc-II-3	Recognizing one’s own culture.	
3c-III-1	Respect and care about different ethnic groups. Understand and appreciate different cultures.	Cc-III-1	The advantages and disadvantages of different ethnic groups.	
		Cc-III-2	Attitude and etiquette for getting along with different ethnic groups.	
		Cc-III-3	Experience and feeling of living in different cultures.	
		Cc-III-4	Respect, appreciate, and care about different ethnic groups.	

2. Junior high School

Learning Focus of the Integrative Activities Domain		Core Competencies of the Integrative Activities Domain
Learning Performance	Learning Content	
1a-IV-2 Demonstrate one's interests and diverse abilities and accept oneself to promote personal growth.	家 Ab-IV-2 Food preparation and creative utilization	綜-J-A1 Explore and develop self-potential, use resources adequately to promote suit-able career development, reflect on self-value, and implement the meaning of life.
	家 Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities.	
	童 Aa-IV-2 Work division in the patrol system, teamwork, and improvement in group dynamics.	
	輔 Aa-IV-2 Self-acceptance, respect for differences, and personal growth.	
	輔 Bc-IV-2 Demonstration of learning about diverse abilities and integration of experiences	
	輔 Dd-IV-1 Respect for gender diversity.	
2d-IV-1 Use innovation skills to plan appropriate activities and enrich personal and family life.	家 Ab-IV-2 Food preparation and creative utilization.	綜-J-B3 Utilize innovation capability to enrich life. Demonstrate aesthetics in personal and family living environment to improve life quality.
	家 Cc-IV-1 Planning and beautifying living spaces, as well as displaying creativity.	
	家 Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities.	
	家 Dc-IV-1 Planning and participating in family activities, as well as maintaining family relationships based on mutual respect and empathy.	
	童 Ca-IV-3 Planning and experiencing various scouting travels with enjoyment.	
	輔 Bc-IV-1 Actively exploring questions, cultivating a higher-order thinking, and applying to innovation skills.	
	輔 Da-IV-1 Cultivation of a positive thinking and life habits and	

Learning Focus of the Integrative Activities Domain		Core Competencies of the Integrative Activities Domain
Learning Performance	Learning Content	
	attitudes.	
2a-IV-1 Recognize the importance of interpersonal relationship, learn interpersonal communication skills, and manage interpersonal relationship with a positive attitude.	家Dc-IV-1 Planning and participating in family activities, as well as maintaining family relationships based on mutual respect and empathy.	綜-J-C2 Apply suitable interpersonal interaction skills. Manage a good inter-personal relationship. Develop a positive influence. Cultivate an attitude that benefits others and the group. Improve team efficiency to achieve shared objectives.
	童 Aa-IV-3 Establishment and implementation of scout etiquette and team norms.	
	童 Cb-IV-3 Activity leadership, communication, and problem-solving during camping.	
	輔Dc-IV-1 Cultivation of empathy, interpersonal communication skills, and conflict management, as well as positive management of interpersonal relationship.	
3c-IV-1 Explore lifestyles worldwide and demonstrate the understanding of, and respect for, different cultures.	家Bb-IV-2 Understanding the sociocultural meaning of clothing and dressing properly for different occasions.	綜-J-C3 Explore different living styles across the world. Understand, respect, and care about different cultures and ethnic groups. Display ability to live in a diversified society.
	家Cb-IV-1 Demonstration of proper etiquette for diverse cultures of life.	
	童 Ab-IV-2 Collection and sharing of information on world scout movement to cultivate a global vision and concern of the world.	
	童 Ab-IV-3 Being familiar with scout international exchanges and attending events considered suitable.	
	童 Bb-IV-4 Participation in international service programs and cultural exchanges.	

3. Upper Secondary School

Learning Focus of the Integrative Activities Domain		Core Competencies of the Integrative Activities Domain
Learning Performance	Learning Content	
<p>生3a-V-1 Be able to understand issues related to philosophy, life and death, basic connotations of religion, and its relationship between religious beliefs and life, thereby establishing one's personal ultimate beliefs about life.</p> <p>生3b-V-1 Guided by the ultimate personal beliefs about life, one can live up to value speculation. When making daily life decisions, one can also enhance the integration of personality and spiritual cultivation.</p>	<p>生Ca-V-1 Connotations of philosophy and philosophical exploration of the meaning of life.</p> <p>生Ca-V-2 Connotations of, and relationship between, joy, happiness, supreme good, and supreme bliss.</p> <p>生Ca-V-3 The meanings of death in anthropology and its impact on life value.</p> <p>生Ca-V-4 The meaning of "good death" and practice of hospice.</p> <p>生Cb-V-1 Possible value and meaning of religious or ethnic beliefs to one's personal living and life.</p> <p>生Cb-V-2 Confirming one's ultimate belief and living up to it in value speculation and spiritual cultivation.</p>	<p>綜 S-U-A1 Think about life and the value of existence, possess appropriate human-ism and self-view, explore oneself and family developmental process, and conduct career planning and development in pursuit of a supreme good and happy life.</p>
<p>涯1b-V-1 Realize the importance of career planning and actively establish the meaning of one's career life.</p>	<p>涯Ab-V-1 The developmental process of one's past, present, and future.</p> <p>涯Ab-V-2 Establishing the meaning and connotations of personal career planning.</p>	
<p>家4c-V-1 Reflect on teenagers' family responsibilities, design family co-learning activities, and take "love your family" actions.</p>	<p>家Dc-V-1 Teenagers' family responsibilities and cultural feedback.</p> <p>家Dc-V-2 "Love your family" actions.</p>	
<p>生4b-V-1 Be able to discover and create life aesthetics and develop one's own aesthetics of everyday life.</p>	<p>生Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life.</p> <p>生Db-V-2 Competencies of acquiring aesthetic experience and developing aesthetics of everyday life.</p> <p>生Db-V-3 Aesthetics of everyday life and life values.</p>	<p>綜 S-U-B3 Use reflection on aesthetics of everyday life to enrich life aesthetics experience. Admire and share beautiful things. Innovate the management of</p>

Learning Focus of the Integrative Activities Domain		Core Competencies of the Integrative Activities Domain
Learning Performance	Learning Content	
涯1c-V-2 Clarify personal life roles and launch a career story.	涯Ac-V-4 Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.	family life and create a beautiful life.
家1b-V-2 Use food aesthetics of food to design and develop healthy, safe, and diverse meals.	家Ab-V-2 Diet aesthetics and application	
涯2b-V-1 Develop work ethics to adapt oneself to future career life.	涯Bb-V-1 Career life and work ethics. 涯Bb-V-2 Market changes and future development.	綜 S-U-C2 Possess interpersonal communication knowledge. Improve joint decision in group life. Cooperate to solve problems. Learn and adequately use leadership qualities to face social changes. Create a quality life.
家4c-V-1 Reflect on teenagers' family responsibilities, design family co-learning activities, and take "love your family" actions.	Dc-V-1 Teenagers' family responsibilities and cultural feedback. Dc-V-2 "Love your family" actions.	
涯2b-V-1 Develop work ethics to adapt oneself to future career life.	涯Bb-V-1 Career life and work ethics. 涯Bb-V-2 Market changes and future development.	綜 S-U-C3 Recognize one's own cultural values. Respect and appreciate diverse cultures. Voluntarily care about the human condition and global issues. Participate in the promotion of world peace.
家2b-V-1 Analyze trendy and classic elements, appreciating clothing cultures, and sharpening aesthetic style.	家Bb-V-1 Clothing and fashion. 家Bb-V-2 Clothing cultures.	

Appendix II: Appropriate Integration of Issues into Curriculum Guidelines for Domains

1. Preface

“Issues” are topics arising from the needs of social development, which are generally concerned by the public and students are expected to understand and act upon. Related to modern life, human development, and social values, they are contemporary and forward-looking, interdisciplinary, inviting myriads of discussions. The 12-Year Basic Education is based on the basic concepts of “taking the initiative,” engaging the public,” and “seeking the common good” in the General Curriculum Guidelines. To be closely linked to the trends of society and real life situations, issue-based education is implemented to cultivate students’ critical thinking and problem-solving abilities, enhance their sense of responsibility and action to issues, and allow them to pursue core values such as respect for diversity, empathy, fairness and justice, and sustainable development.

According to the “Implementation Directions” in the “The General Curriculum Guidelines,” the curriculum design of various domains should appropriately integrate gender equality, human rights, environment, ocean, morality, life, rule of law, technology, information, energy, safety, disaster prevention, family education, career planning, cultural diversity, reading literacy, outdoor education, international education, indigenous education, and other issues. Creativity and characteristics of curriculum and teaching can be applied to each domain/subject, appropriately addressing but not limited to the above issues. Nonetheless, as the society changes, the meaning of issues may change or new issues may emerge over time. In response, schools should be highly sensitive to issues, vitalize and delve into the meaning of issues, and design innovative, forward-looking, and integrated age-appropriate, adaptive curriculum plans according to the physical and mental development of students.

To promote the function of issue-based education, the “Curriculum Guidelines” of each domain/subject has properly altered and integrated the issues listed in “The General Curriculum Guidelines.” Schools, teachers and educators work on textbook research and development, publication and review should comply with the content of “Curriculum Guidelines” of each domain/subject and refer to this instruction to take the responsibility of integrating issues into curriculum and teaching. Schools may also use relevant issues in the alternative course/hours and school-based curriculum, suitably incorporate the spirit and value of issues into schools regulations, reward and punishment system, and related activities, to create campus culture and enhance students’ learning outcomes.

The implementation of issue-based education includes formal and informal curriculum. The development of school curriculum and selection of teaching materials should focus on student experience and life. Considering fundamental belief of issues and the substantial meaning in different stages of education, the domain/subject content is linked to gradually

guide students through different levels with problem awareness, knowledge understanding, skill acquisition, and practical actions, as well as to develop teaching materials and edit teaching manuals. When giving lectures, apart from the content covered in each domain/subject, teachers may incorporate issues through linking, extending, integrating, and transforming the domain/subject content. The figures, models, customs, festivals, etc., can also be added to the teaching-learning materials, or with incidental teaching method, integrating issues through multiple approaches for assignments, works, performances, visits, club, and group activities. Through discussion, dialogue, criticism, and reflection, the classroom becomes a learning community for knowledge construction and development, improving the quality of issue learning.

The relevant education authorities should provide resources to implement issues integration into education. For the complete description and integration methods of issues listed in “The General Curriculum Guidelines,” please refer to “The Handbook of Issues Integration” and curriculum handbook for each domain/subject curriculum guidelines of the 12-Year Basic Education.

2. Learning Objectives of Issues

To enable appropriate integration of issues into the curriculum of each domain/subject and to implement the education-related regulations and national policy guidelines, the learning objectives of the 19 issues are listed as below to provide schools and teachers with appropriate integration during teaching of relevant courses or issues and link to the respective domain/subject.

Issues	Learning Objectives
Gender Equality Education ¹	Understand gender diversity and notice existence of gender inequality and gender power relations in society and culture. Establish values and beliefs of gender equality and respect and tolerate gender diversity. Take action to eliminate prejudice and discrimination, safeguard gender equality and human dignity as well as substantive equality of gender status.
Human Rights Education ²	Understand facts, basic concepts, and values of human rights. Develop values and beliefs about human rights. Enhance perception and evaluation of human rights. Cultivate behaviors that respect human rights and participate in activities that practice human rights.
Environmental Education ³	Recognize and understand the environmental crisis and challenges faced by human survival and development. Explore climate change, resource depletion, and biodiversity loss, as well as social and environmental injustice. Consider the significance of personal, national, and human development. Implement green, simple, and sustainable life action.
Marine Education ⁴	Experience marine recreation and sea-loving activities that emphasizes water safety. Understand marine society and the love for ocean in ocean culture. Explore marine science and knowledge of sustainable marine resources.
Technology	Possess literacy in the philosophy of technology and technology culture. Stimulate interest in continuous learning of technology and technology design. Cultivate

Issues	Learning Objectives
Education ⁵	knowledge in technology and skills in product use.
Energy Education ⁶	Enhance fundamental belief of energy. Develop correct energy values. Develop energy-saving thinking, habits, and attitudes.
Family Education ⁷	Have knowledge and ability to explore development of family, interaction between the family and the society. Enhance the sense of responsibility and attitude to actively participate in family activities. Stimulate awareness and responsibilities of creating good family interaction to enhance quality of family life.
Indigenous Education ⁸	Understand history, culture, and values of indigenous peoples. Promote mutual understanding and respect across ethnic groups. Cultivate beliefs in common prosperity and equality among ethnic groups.
Moral Education	Enhance knowledge and ability of moral development. Understand core values of morality and moral issues. Cultivate moral quality of knowing, loving, and doing the good.
Life Education	Cultivate knowledge and ability to explore the fundamental issues of life. Improve ability and sentiment in debating about values. Enhance cultivation of integrating knowledge and action.
Rule of Law Education	Understand meaning of law and rule of law. Acquire basic knowledge of legal entities and procedures. Pursue values of human rights protection and fairness and justice.
Information Education	Improve ability to use information in problem-solving and computational thinking. Prepare knowledge and ability for life and career. Cultivate attitude and responsibility a citizen of information society should have.
Safety Education	Establish safety awareness. Improve sensitivity, alertness and judgment. Prevent occurrence of accidents to ensure life safety.
Disaster Prevention Education	Learn about causes of natural disasters. Develop disaster risk management and disaster prevention and rescue capabilities. Enhance responsibility, attitude, and action in disaster prevention and rescue effort.
Life Planning Education	Understand personal characteristics, interests, and work environment. Cultivate knowledge and ability of career planning. Develop sensitivity and insights into trends and ability to respond.
Multicultural Education	Recognize richness and diversity of culture. Develop cross-cultural literacy that respects differences and pursues substantive equality. Safeguard multicultural values.
Literacy Education	Develop the ability to think from text, solve problems and construct knowledge. Cultivate a love of reading. Develop competency for wide-range reading.
Outdoor Education	Strengthen sense of connection with the environment and foster an environmentally-friendly attitude. Develop social awareness and interaction skills and cultivate sentiment of respecting and caring for others. Broaden students' horizons and nurture healthy body and mind.
International Education	Develop knowledge and ability to participate in international events. Stimulate cross-cultural observation and reflection. Develop international awareness and sense of responsibility of the national subject.

The education-related regulations and national policy guidelines involved in the 8 issues are listed as follows:

Note 1: The education-related regulations or national policy guidelines for gender equality education include: “Gender Equality Education Act,” “Gender Equality Policy Guidelines,” “Convention on the Elimination of All Forms of Discrimination against Women,” etc.

Note 2: The education-related regulations or national policy guidelines for human rights education include: “International Covenant on Civil and Political Rights & International Covenant on Economic, Social and Cultural Rights,” “Convention on the Rights of The Child,” “Convention on the Rights of Persons with Disabilities,” etc.

Note 3: The education-related regulations or national policy guidelines for environmental education include: “Environmental Education Act,” “National Environmental Education Guidelines,” etc.

Note 4: The education-related regulations or national policy guidelines for marine education include: “National Marine Policy Guidelines,” etc.

Note 5: The education-related regulations or national policy guidelines for technology education include: “Fundamental Science and Technology Law,” etc.

Note 6: The education-related regulations or national policy guidelines for energy education include: “Guidelines on Energy Development,” etc.

Note 7: The education-related regulations or national policy guidelines for family education include: “Family Education Act,” etc.

Note 8: The education-related regulations or national policy guidelines for indigenous education include: “The Indigenous Peoples Basic Law,” “Education Act for Indigenous Peoples,” “The Indigenous Languages Development Act,” etc.

3. Examples of Learning Topics, Substantial Meaning, and Learning Focus of the Appropriately Integrated Issues

(1) The learning topics and substantial meaning of issues

Gender equality, human rights, environmental, and marine education issues are the continuation of the Grade 1-9 Curriculum Guidelines. It has a complete meaning framework, which facilitates extending and planning of appropriate integration into each domain/subject and can enrich and implement the meaning of core competency. Hence, gender equality, human rights, environmental, and marine education issues are taken as an example to present their learning topics and substantial meanings, which can be used as references for curriculum design, textbook editing, and teaching implementation.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Gender Equality Education	Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity	性E1 Recognize various aspects of biological gender, sexual orientation, gender traits, and gender identity. 性E2 Be aware of the impact of the body image on body and mind.	性J1 Accept the sexual orientation, gender traits, and gender identity of self and others. 性J2 Clarify the gender myth of body image.	性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. 性U2 Explore the influence of society, culture and media on body image.
	Breakthrough in Gender Roles and Elimination of Gender Discrimination	性E3 Be aware of stereotypes of gender roles and understand the division of labor in families, schools, and workplaces, which shouldn't be restricted by gender.	性J3 Examine gender stereotypes resulting from prejudice and discrimination in families, schools, and workplaces.	性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement.
	Respect and Maintenance of Body Autonomy	性E4 Recognize body boundaries and respect autonomy of others.	性J4 Recognize issues related to body autonomy. Safeguard body autonomy of self and respect body autonomy of others.	性U4 Safeguard and protect body autonomy of self and respect body autonomy of others.
	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 relevant help and support channels.	性J5 Identify the patterns of sexual harassment, sexual assault, and sexual bullying, and use resources to solve problems.	性U5 Explore issues related to sexual harassment, sexual assault, and sexual bullying, and be familiar with the rights, help and support channels and procedures.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Gender Equality Education	Analysis of Gender Connotation in Languages, Literals and Symbols	性E6 Understand the gender connotation of images, language, and words and use gender-inclusive language and words to communicate.	性J6 Explore the gender connotation of various symbols and gender issues in interpersonal communication.	性U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols.
	Gender Literacy in Technology, Information and Media	性E7 Interpret the gender stereotypes conveyed by different types of media.	性J7 Analyze the gender myths, prejudice, and discrimination conveyed by different types of media. 性J8 Interpret the gender connotation of technology products.	性U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. 性U8 Develop technology and information capabilities that are not restricted by gender.
	Gender Rights and Interests, and Public Engagement	性E8 Understand achievements and contributions of different genders. 性E9 Examine gender gap in the allocation of spaces and resources on campus, and make suggestions for improvement.	性J9 Recognize gender rights-related regulations and role models of gender equality movements, and possess attitude of caring for gender minorities. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	性U9 Understand the historical development of gender equality movements, actively participate in social and public affairs that promote gender equality, and actively safeguard gender rights. 性U10 Review gender-related policies and provide opinions.
	Relations and Interactions Between Gender and Power	性E10 Identify gender-stereotyped feelings and interpersonal interactions. 性E11 Develop ability to express emotions appropriately between genders.	性J11 Eliminate gender-stereotyped and gender-biased feelings and communications, possessing ability to interact with others on an equal footing. 性J12 Reflect on gendered power	性U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks. 性U12 Reflect on gendered power relations in social interactions.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Gender Equality Education			relations with others and promote equality and good interaction.	
	Gender and Multiculturalism	性 E12 Understand and respect diverse types of family. 性 E13 Understand cultural differences of gender in different societies.	性 J13 Understand gender implications of diverse family types. 性 J14 Recognize power structure between gender, race, and class in society.	性 U13 Explore gender and family issues in local and international societies. 性 U14 Make good use of resources to broaden local and international perspectives of gender equality.
	Basic Concepts of Human Rights	人 E1 Recognize that human rights are universal, ubiquitous, and inalienable.	人 J1 Understand basic meaning of human rights and understand significance of the constitutions in protecting human rights.	人 U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights.
Human Rights Education	Human Rights and Responsibilities	人 E2 Concern about injustice in events happening around you and propose ideas for improvement.	人 J2 Concern about human rights issues within the country, propose a social blueprint that is in line with justice, and implement social improvements and actions.	人 U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development.
	Human Rights, Democracy, and the Rule of Law	人 E3 Understand different needs of each individual and discuss and follow organizational rules.	人 J3 Explore the possible conflicts coming from various interests and understand how to use deliberative democracy and proper procedures in protecting equality and freedom.	人 U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Human Rights Education	Human Rights and Life Practices	<p>人E4 Express ideas of what a beautiful world looks like and listen to others' ideas.</p> <p>人E5 Appreciate and tolerate individual differences and respect rights of oneself and others.</p> <p>人E6 Be aware of personal prejudices and avoid discriminatory behavior.</p>	<p>人J4 Understand principles of equality and justice and put them into practice.</p> <p>人J5 Understand that there are different groups and cultures in society, of which the differences should be respected and appreciated.</p> <p>人J6 Acknowledge all kinds of discrimination in society and take actions to care for and protect the disadvantaged.</p>	<p>人U4 Understand relationship between human rights and world peace and put into practice in society.</p> <p>人U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights.</p> <p>人U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and propose relevant civic action plans.</p>
	Violations of Human Rights and Remedies	人E7 Recognize unfairness, unreasonableness, violation of rules, health hazards, and other experiences and understand how to seek help.	人J7 Explore impact of human rights violations on individuals, communities/ tribes, and society and propose improvement strategies or action plans.	人U7 Comprehend implications of human rights and rule of law in citizens disobedience and advocate issues related to human rights in our country or the world today.
	Important Topics on Human Rights	<p>人E8 Understand children's right to play games.</p> <p>人E9 Understand relationship between the right to life, deprivation of the right to identity, and personal dignity.</p> <p>人E10 Recognize relationship between privacy and daily life. Understand meaning of the</p> <p>人E11 Declaration of</p>	<p>人J8 Understand the right to personal liberty and be capable of self-protection.</p> <p>人J9 Understand relationship between the right to education, work, and personal career development.</p> <p>人J10 Understand the origin of human rights and significance of historical development to</p>	<p>人U8 Explain the importance of freedom of speech or freedom of the press to the functioning of a democratic society.</p> <p>人U9 Understand various affirmative actions provided by law to the disadvantaged such as indigenous people and the physically and mentally disabled in society are to promote substantively equal social status.</p> <p>人U10 Recognize functions of the United Nations and other human rights-</p>

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Human Rights Education		the Rights of the Child and Convention on the Rights of the child with their protection and support of children's basic needs.	<p>protection of human rights.</p> <p>人J11 Use information networks to understand human rights-related organizations and campaigns.</p> <p>人J12 Understand correlation between poverty and class exploitation.</p> <p>人J13 Understand impact of war and peace on human life.</p> <p>人J14 Understand promotion and protection of human rights in the Universal Declaration of Human Rights.</p>	<p>related organizations in protecting human rights.</p> <p>人U11 Understand causes of massacres in human history and think about how to prevent them from happening.</p> <p>人U12 Learn about various important international human rights conventions of the United Nations.</p>
Environmental Education	Environmental Ethics	<p>環E1 Participate in outdoor learning and experience nature to realize the beauty, harmony, and integrity of natural environments.</p> <p>環E2 Recognize the beauty and value of biological life and care about animal and plant life.</p> <p>環E3 Understand harmonious coexistence of man and nature and further protect important habitats.</p>	<p>環J1 Understand biodiversity and importance of carrying capacity.</p> <p>環J2 Understand interaction between humans and animals around them, recognize animals' needs, and care about animal welfare.</p> <p>環J3 Understand ethical value of the natural environments through environmental aesthetics and nature writing.</p>	<p>環U1 Care about development restrictions and violations of rights in residential domains due to protections and understand the importance of compensatory justice.</p> <p>環U2 Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies.</p>
	Sustainable Development	環E4 Be aware of the impact of economic and industrial	環J4 Understand the meaning and principles of sustainable	<p>環U3 Explore the meaning and related policies of Taiwan's Agenda 21.</p> <p>環U4 Think about the quality</p>

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Environmental Education		<p>development on the environment.</p> <p>環E5 Realize the impact of human lifestyles on other organisms and ecosystems.</p> <p>環E6 Recognize that the excessive material needs of mankind will have an impact on future generations.</p> <p>環E7 Realize the problem of uneven food distribution and the big gap between the rich and poor in human society.</p>	<p>development (a balanced development of environment, society and economy.)</p> <p>環J5 Understand the background and trends of the United Nations in promoting sustainable development.</p> <p>環J6 Understand the sustainable issues of increasing world population, food supply, and nutrition.</p>	<p>of life and the meaning of human development, and its relationship with sustainable development.</p> <p>環U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development.</p>
	Climate Change	<p>環E8 Recognize factors contributing to temperature, rainfall and perceive climate trends and extreme weather phenomena.</p> <p>環E9 Recognize the impact of climate change on life, society, and the environment.</p> <p>環E10 Recognize that human behavior is the cause of climate change.</p>	<p>環J7 Understand the relationship among fossil fuels and greenhouse gases, global warming, and climate change in the “carbon cycle.”</p> <p>環J8 Understand the vulnerability and resilience of Taiwan’s ecological environment and social development in the face of climate change.</p> <p>環J9 Understand the meaning of climate change mitigation and adjustment and Taiwan’s policies adapted due to climate change.</p>	<p>環U6 Explore the international and domestic responses to climate change and understand the spirit of international conventions in response to climate change.</p> <p>環U7 Collect and analyze local energy consumption and carbon emissions trends. Think about solutions tailored to local conditions, and participate in collective actions.</p>

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Environmental Education	Disaster Prevention and Rescue	環 E11 Learn about the major disasters in Taiwan history. 環 E12 Develop vigilance and alertness to disasters, have a basic understanding of disasters, and be capable of avoiding disasters. 環 E13 Recognize that the frequency and impact of natural disasters have increased.	環 J10 Understand the impact of natural disasters on living, life, social development, and economic industry. 環 J11 Understand man-made impact factors of natural disasters. 環 J12 Recognize the possible hazards from different types of disasters and learn about appropriate prevention and evacuation procedures. 環 J13 Participate in disaster prevention and evacuation drills.	環 U8 Learn about Taiwan's disaster prevention and rescue policy plans from the Disaster Prevention and Response Act. 環 U9 Analyze actual monitoring data and explore trends and estimates of natural disaster frequency. 環 U10 Execute disaster prevention and rescue drills. 環 U11 Use mapping technology and disaster data surveys to plot disaster prevention maps.
	Sustainable Use of Energy and Resources	環 E14 Recognize that energy and resources are needed for the survival and development of human beings and learn to directly use natural energy or natural forms of matter in life. 環 E15 Realize that excessive use of energy and resources will lead to environmental pollution and resource depletion. 環 E16 Understand the principles of material and resource	環 J14 Understand relationship between energy flow, material cycle, and ecosystem processes. 環 J15 Learn about product life cycle and explore products' ecological, water, and carbon footprints. 環 J16 Understand basic principles and development trends of various alternative energy.	環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. 環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism. 環 U14 Understand relevant laws and administrative measures on energy utilization in our country and internationally. 環 U15 Understand that green buildings are tailored to local conditions and are environmentally friendly.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Environmental Education		環 E17 recycling. Develop behaviors that save water, electricity, and materials in daily life and reduce resource consumption.		
	Marine Leisure	海E1 Like water activities and value water safety. 海E2 Learn swimming skills and be familiar with self-rescue knowledge. 海E3 Possess knowledge and skills to engage in diverse recreational water activities.	海J1 Participate in various marine recreations and water activities and be proficient in various water survival skills. 海J2 Learn about and participate in safe marine ecotourism. 海J3 Understand the environment of the coast or riverbank and residents' lives and leisure activities.	海U1 Be proficient in various water sports and possess knowledge and skills regarding safety. 海U2 Plan and participate in various recreational water and sightseeing activities. 海U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and eco-tourism.
Marine Education	Marine Society	海E4 Learn about water environment and industry in hometown or neighboring domains. 海E5 Explore colonization history in Taiwan and its relationship with the ocean. 海E6 Understand that we are a maritime nation and strengthen Taiwan's awareness of maritime sovereignty.	海J4 Understand structure and development of marine aquaculture, engineering, transportation, energy, tourism, and other industries. 海J5 Understand characteristics and importance of our country's geographical location. 海J6 Understand marine regulations related to daily life. 海J7 Explore impact of	海U4 Analyze marine-related industries and technology development, and evaluate their relationship with economic activities. 海U5 Learn about marine-related laws, understand and care about marine policies. 海U6 Evaluate and analyze evolution and differences of Taiwan and other countries' maritime history. 海U7 Realize Taiwan's maritime rights and strategic position.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Marine Education			the development of marine-related industries on Taiwan's economy.	
	Ocean Culture	海E7 Read, share, and create stories about ocean. 海E8 Understand relationship between marine folk activities, religious beliefs, and life. 海E9 Carry out artistic expression with the ocean as the theme through the body, sound, image, props, etc.	海J8 Read, share, and create literature works with the ocean as the setting. 海J9 Understand differences in marine culture between our country and other countries. 海J10 Use various medias and forms to engage in ocean-themed artistic expression. 海J11 Understand the significance of marine folk beliefs and ceremonies and their relationships with societal development.	海U8 Use various styles or writing skills to create literature works with the ocean as the backdrop. 海U9 Recognize value, style, and cultural context of various marine arts. 海U10 Compare the evolution and differences of marine folk beliefs and ceremonies between our and other countries.
	Marine Science and Technology	海E10 Understand the characteristics of water and oceans and their daily application. 海E11 Learn about marine life and ecology. 海E12 Understand relationship between marine transportation and technological development.	海J12 Explore the characteristics of coastal landforms, and causes of the disasters in the domain. 海J13 Explore impact of the ocean on the environment and life on land. 海J14 Explore relationship between marine life and ecological environment. 海J15 Explore types, structures, and	海U11 Understand physical characteristics of oceans such as waves, tsunamis, and Kuroshio, as well as the chemical compositions of the ocean including salinity and minerals. 海U12 Understand impact of seawater structure, submarine geomorphology, and ocean currents on the marine environment. 海U13 Discuss correlation between changes in marine environment and climate change.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Marine Education			principles of ships.	海 U14 Understand the relationship between global hydrosphere, ecosystems, and biodiversity. 海 U15 Be familiar with applied ocean technology including seawater desalination, ship transportation, marine energy, mineral exploration, and mining.
	Marine Resources and Sustainability	海 E13 Learn about common marine products in daily life. 海 E14 Understand that seawater contains salt and other compositions and realize the association of marine resources with daily life. 海 E15 Learn about major rivers and marine resources in the hometown and value natural resources. 海 E16 Understand water pollution, overfishing, and other water environmental problems in the hometown.	海 J16 Understand types, uses, restoration, and conservation methods of marine biological resources. 海 J17 Understand types and applications of non-biological marine resources. 海 J18 Discuss impact of human activities on marine ecology. 海 J19 Understand limitations of marine resources and protect marine environment. 海 J20 Understand marine environmental issues in our country and actively participate in ocean preservation.	海 U16 Discuss the management strategy and sustainable development of marine biological resources. 海 U17 Understand resources such as marine minerals and energy, and their economic value. 海 U18 Understand marine pollution's cumulative effects on marine life and environment and propose countermeasures. 海 U19 Understand global marine environmental issues and be familiar with or participate in marine preservation.

(2) Examples of Learning Focus with appropriate integration of issues into the “Integrative Activities Learning Domain Curriculum Guidelines”

The content of the integration of issues into Integrative Activities covers the knowledge, sentiment, and action of the issues and emphasizes the improvement of awareness and sensitivity to the issue, the cultivation of values and sense of responsibility, and practices in life. When conducting issue-based education, through connecting, extending, integrating, and transforming of learning focus of the domain and substantial meanings of issues, students’ ability to explore, reason, and practice will be developed. The following table only list the learning topics and substantial meanings of the four issues, gender equality education, human rights education, environmental education, and marine educations. They are included in the “learning focus” of this curriculum guideline to be used as a reference for the compilation of teaching materials and teaching implementation.

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”
Gender Equality Education	Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity	<p>性E1 Recognize various aspects of bio-logical gen-der, sexual orientation, gender traits, and gender identity.</p> <p>性E2 Be aware of the impact of the body image on body and mind.</p> <p>性J1 Accept the sexual orientation, gender traits, and gender identity of self and others.</p> <p>性J2 Clarify the gen-der myth of body image.</p> <p>性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development.</p> <p>性U2 Explore the influence of society, culture and media on body image.</p>	<p>1a-III-1 Appreciate and accept oneself and others.</p> <p>Aa-III-1 Appreciation and acceptance of one’s and others’ special characteristics.</p> <p>Aa-III-2 Showing acceptance towards oneself and others.</p> <p>家Ba-IV-2 Influence factors of clothing consumption, as well as decision-making and behavior of clothing consumption in teenagers.</p> <p>輔Aa-IV-1 Self-exploration methods, experiences, and attitudes.</p> <p>輔Aa-IV-2 Self-acceptance, respect for differences, and personal growth.</p> <p>輔Dd-IV-1 Respect for gender diversity.</p> <p>生Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.</p> <p>生Bb-V-2 Asking the question of “What and who I am?” and understanding the relationships and differences among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.”</p>

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Gender Equality Education			未Ac-V-1	Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.
	Breakthrough in Gender Roles and Elimination of Gender Discrimination	<p>性E3 Be aware of stereotypes of gender roles and understand the division of labor in families, schools, and workplaces, which shouldn't be restricted by gender.</p> <p>性J3 Examine gender stereotypes resulting from prejudice and discrimination in families, schools, and workplaces.</p> <p>性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement.</p>	<p>2b-III-1 Participate in different activities. Appropriately display one's role in the team. Cooperate to achieve mutual objectives.</p> <p>Ac-III-3 Future career imagination.</p> <p>1a-IV-1 Explore the self- and family developmental process, as well as observe and analyze factors affecting personal growth and adaptation.</p> <p>1c-IV-1 Clarify one's view of values and integrate personal abilities, characteristics, family expectations, career information, and information related to further studies.</p> <p>1c-IV-2 Explore the world of work and its future development, as well as enhance personal values and the meaning of life.</p> <p>家 Da-IV-2 The needs of different roles in the family and appropriate interactions among family members.</p> <p>家 Dd-IV-2 Inheritance of family culture and its significance to individuals.</p> <p>輔 Cb-IV-1 Probing of adaptive education and information integration.</p> <p>涯 1c-V-2 Clarify personal life roles and launch a career story.</p> <p>涯 Ac-V-4 Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.</p>	

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Gender Equality Education	Respect and Maintenance of Body Autonomy	<p>性E4 Recognize body boundaries and respect autonomy of others.</p> <p>性J4 Recognize issues related to body autonomy. Safeguard body autonomy of self and respect body autonomy of others.</p> <p>性U4 Safeguard and protect body autonomy of self and respect body autonomy of others.</p>	<p>1d-III-1 Observe life changes and developmental process. Implement respect and value life.</p> <p>Ad-III-3 Actions that show respect for life.</p> <p>Ba-III-2 Improving and implementing empathy.</p> <p>1d-IV-2 Explore the meaning and value of life, respect and cherish one and others’ lives, and help others.</p> <p>輔Aa-IV-2 Self-acceptance, respect for differences, and personal growth.</p>	
	Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying	<p>性E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the relevant help and support channels.</p> <p>性J5 Identify the patterns of sexual harassment, sexual assault, and sexual bullying, and use resources to solve problems.</p> <p>性U5 Explore issues related to sexual harassment, sexual assault, and sexual bullying, and be familiar with the rights, help and support channels and procedures.</p>	<p>3a-II-1 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.</p> <p>3a-III-1 Identify potential dangers in the surrounding environment. Apply various resources and strategies to eliminate the dangers.</p> <p>3a-IV-1 Identify and evaluate man-made or natural hazards and adopting the optimal strategy to protect oneself or others.</p> <p>輔Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.</p> <p>輔Db-IV-2 Coping to major psychological distress and loss.</p> <p>輔Dd-IV-2 Cultivating appropriate interactions between sexes and their attitudes toward each other.</p> <p>家Cb-V-2 Interpersonal interactions and ethics.</p>	
	Analysis of Gender Connotation in Languages, Literals and Symbols	<p>性E6 Understand the gender connotation of images, language, and words and use gender-inclusive language and words to communicate.</p> <p>性J6 Explore the gender connotation of various symbols and gender issues in interpersonal communication.</p>	<p>2a-II-1 Observe one’s own interpersonal communication method. Display suitable interactions, as well communication attitude and skills.</p> <p>2c-III-1 Analyze and determine various types of resources. Plan strategy to solve</p>	

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Gender Equality Education		性U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols.	Bc-III-1 輔Dc-IV-1 思3a-V-1 思3a-V-2	everyday life problems. Analyzing and determining different resources. Cultivation of empathy, interpersonal communication skills, and conflict management, as well as positive management of interpersonal relationship. Being able to examine facts and understand the truth. Being able to recognize what is true and false as well as what is right and wrong.
	Gender Literacy In Technology, Information And Media	性E7 Interpret the gender stereotypes conveyed by different types of media. 性J7 Analyze the gender myths, prejudice, and discrimination conveyed by different types of media. 性J8 Interpret the gender connotation of technology products. 性U8 Develop technology and information capabilities that are not restricted by gender.	Bc-III-2 輔 Bb-IV-2 涯2a-V-1	The impact of media on everyday life. Exploration of learning resources and information integration and utilization. Be able to use information to analyze one’s personality traits and create career paths.
	Gender Rights and Interests, and Public Engagement	性E9 Examine gender gap in the allocation of spaces and resources on campus, and make suggestions for improvement. 性 J9 Recognize gender rights-related regulations and role models of gender equality movements, and possess attitude of caring for gender minorities. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions. 性U9 Understand the historical development of gender equality movements, actively participate in social and public affairs that promote gender equality, and actively safeguard gender rights. 性U10 Review gender-related policies	Cd-II-1 Cd-II-2 Ca-III-3 1d-IV-2 3b-IV-1 生 4a-V-1 思Cb-V-3 創 Cb-V-2	Observing environmental problems in life. Implementing and sharing environmentally friendly actions. Resources and strategies for eliminating dangers. Explore the meaning and value of life, respect and cherish one and others’ lives, and help others. Care about serving society to deepen the desire to serve the public. Competencies of performing value speculation on morality, personal behavior, and public issues. Multifaceted characteristics of public issues. Social care and community participation.

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Gender Equality Education		and provide opinions.		
	Relations and Interactions Between Gender and Power	性E10 Identify gender-stereotyped feelings and interpersonal interactions.	2a-III-1	Observe diverse interactions toward gender diversity and expression of feelings. Apply empathy to improve interpersonal relationship.
		性E11 Develop ability to express emotions appropriately between genders.	Ba-III-1	Diverse interpersonal interactions toward gender diversity and expression of feelings.
		性J11 Eliminate gender-stereotyped and gender-biased feelings and communications, possessing ability to interact with others on an equal footing.	2a-IV-3	Observe one’s communication with her/his family and improve her/his ability to manage family life.
		性J12 Reflect on gendered power relations with others and promote equality and good interaction.	家Da-IV-1	Family communication and emotional expression.
		性U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks.	家Da-IV-2	The needs of different roles in the family and appropriate interactions among family members.
		性U12 Reflect on gendered power relations in social interactions.	家Db-IV-3	Appropriate behavior and attitude when making friends, as well as the developmental process of intimate relationship.
			輔Dd-IV-2	Cultivating appropriate interactions between sexes and their attitudes toward each other.
			家4a-V-1	Explore gender differences in social interaction, marriage choices, and family building.
	Gender and Multiculturalism	性E13 Understand cultural differences of gender in different societies.	3c-III-1	Respect and care about different ethnic groups. Understand and appreciate different cultures.
		性J13 Understand gender implications of diverse family types.	Cc-III-3	Experience and feeling of living in different cultures.
		性J14 Recognize power structure between gender, race, and class in society.	3c-IV-1	Explore lifestyles worldwide and demonstrate the understanding of, and respect for, different cultures.
		性U13 Explore gender and family issues in local and international societies.	家Dd-IV-1	Respect for, and acceptance of, family lifestyles and diverse ethnic cultures.
		性U14 Make good use of resources to broaden local and international perspectives of	家Dd-IV-2	Inheritance of family culture and its significance to

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Gender Equality Education		gender equality.	輔Dd-IV-3 未Bb-V-5	individuals. Interaction with, and caring about, multicultural society. Gender, ethnicity, culture, professional fields, regional, and other cross-field cooperation.
	Basic Concepts of Human Rights	人E1 Recognize that human rights are universal, ubiquitous, and inalienable. 人J1 Understand basic meaning of human rights and understand significance of the constitutions in protecting human rights. 人U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights.	1d-III-1 Ad-III-3 1d-IV-2 輔Ac-IV-1 輔Ac-IV-2 生Bb-V-1	Observe life changes and developmental process. Implement respect and value life. Actions that show respect for life. Explore the meaning and value of life, respect and cherish one and others’ lives, and help others. Exploration of life course, as well as the meaning and value of life. Cherish, respect, and treat all lives well. Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.
Human Rights Education	Human Rights and Responsibilities	人E2 Concern about injustice in events happening around you and propose ideas for improvement. 人J2 Concern about human rights issues within the country, propose a social blueprint that is in line with justice, and implement social improvements and actions. 人U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development.	3b-III-1 Cb-III-1 Cb-III-3 3b-IV-1 童Bb-IV-1 生4a-V-1	Continue with service participation. Reflect on the meaning of service learning. Display gratefulness and care for others. Caring about surrounding things. Gratefulness and care for others. Care about serving society to deepen the desire to serve the public. Evaluation of diverse ethnic group service demand. Competencies of performing value speculation on morality, personal behavior, and public issues.

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Human Rights Education	Human Rights, Democracy, And the Rule of Law	<p>人E3 Understand different needs of each individual and discuss and follow organizational rules.</p> <p>人J3 Explore the possible conflicts coming from various interests and understand how to use deliberative democracy and proper procedures in protecting equality and freedom.</p>	<p>2b-II-2 Participate in group activities. Follow rules. Value a sense of honor. Display responsible attitude.</p> <p>2b-III-1 Participate in different activities. Appropriately display one’s role in the team. Cooperate to achieve mutual objectives.</p> <p>Bb-III-2 Teamwork and problem-solving.</p> <p>2b-IV-1 Participate in various group activities, effectively communicate and cooperate with others, and complete assigned tasks.</p> <p>童Aa-IV-1 Implementation of scout oath, law, and motto and accomplishment of team goals.</p> <p>輔Dc-IV-2 Improvement in group communication, interactions, and work efficiency.</p>	
	Human Rights and Life Practices	<p>人E5 Appreciate and tolerate individual differences and respect rights of oneself and others.</p> <p>人J5 Understand that there are different groups and cultures in society, of which the differences should be respected and appreciated.</p> <p>人J6 Acknowledge all kinds of discrimination in society and take actions to care for and protect the disadvantaged.</p> <p>人U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights.</p> <p>人U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and propose relevant civic action plans.</p>	<p>3c-III-1 Respect and care about different ethnic groups. Understand and appreciate different cultures.</p> <p>Cc-III-4 Respect, appreciate, and care about different ethnic groups.</p> <p>3c-IV-1 Explore lifestyles worldwide and demonstrate the understanding of, and respect for, different cultures.</p> <p>3c-IV-2 Demonstrate competencies required for living in a multicultural society.</p> <p>涯Ac-V-4 Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.</p> <p>家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability.</p> <p>思Ab-V-2 Patterns of various bias and fallacies with examples.</p>	

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Human Rights Education	Violations of Human Rights and Remedies	<p>人E7 Recognize unfairness, unreasonableness, violation of rules, health hazards, and other experiences and understand how to seek help.</p> <p>人J7 Explore impact of human rights violations on individuals, communities/tribes, and society and propose improvement strategies or action plans.</p>	<p>3a-III-1 Identify potential dangers in the surrounding environment. Apply various resources and strategies to eliminate the dangers.</p> <p>Ca-III-3 Resources and strategies for eliminating dangers.</p> <p>3a-IV-1 Identify and evaluate man-made or natural hazards and adopting the optimal strategy to protect oneself or others.</p> <p>輔Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.</p>	
	Important Topics on Human Rights	<p>人 J8 Understand the right to personal liberty and be capable of self-protection.</p> <p>人 J9 Understand relationship between the right to education, work, and personal career development.</p> <p>人J12 Understand correlation between poverty and class exploitation.</p>	<p>3a-IV-1 Identify and evaluate man-made or natural hazards and adopting the optimal strategy to protect oneself or others.</p> <p>1c-IV-3 Use career planning methods and resources to cultivate the ability to choose an occupation, so as to develop one’s career paths.</p> <p>輔Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.</p>	
	Environmental Ethics	<p>環E1 Participate in outdoor learning and experience nature to realize the beauty, harmony, and integrity of natural environments.</p> <p>環J1 Understand biodiversity and importance of carrying capacity.</p> <p>環J2 Understand interaction between humans and animals around them, recognize animals’ needs, and care about animal welfare.</p>	<p>Cd-III-3 Implementing ecological resource and environmentally friendly actions.</p> <p>Cd-III-4 Valuing ecological resources and display environmentally friendly feelings.</p> <p>1d-III-1 Observe life changes and developmental process. Implement respect and value life.</p> <p>Ad-III-1 The relationship between natural life and people.</p> <p>童Ca-IV-1 Acquisition and use of basic skills related to outdoor observation, tracking, and reasoning.</p> <p>童Db-IV-1 Appreciation, maintenance, and protection of natural landscapes.</p> <p>童Db-IV-2 Appreciation, maintenance, and protection of humanistic environment.</p> <p>輔Ac-IV-1 Exploration of life course, as well as the meaning and value</p>	

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”
			<p>輔Ac-IV-2 of life. Cherish, respect, and treat all lives well.</p>
Environmental Education	Sustainable Development	<p>環E7 Realize the problem of uneven food distribution and the big gap between the rich and poor in human society.</p> <p>環J6 Understand the sustainable issues of increasing world population, food supply, and nutrition.</p> <p>環U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development.</p>	<p>3d-II-1 Observe environmental problems in life. Explore and implement environmentally friendly actions.</p> <p>3d-III-1 Implement environmentally friendly actions. Value ecological resources and the environment.</p> <p>家Aa-IV-3 Connection between practice strategies and actions of dietary behavior and environmental sustainability.</p> <p>童Da-IV-1 Exploring, practicing, and reflecting on sustainability and environmental conservation during camping.</p> <p>童Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies.</p> <p>生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生Da-V-5 Relationships between moral practice and one’s philosophy of life/world view.</p> <p>家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability.</p>
	Climate Change	<p>環E10 Recognize that human behavior is the cause of climate change.</p> <p>環J8 Understand the vulnerability and resilience of Taiwan’s ecological environment and social development in the face of climate change.</p>	<p>Cd-III-1 The relationship between ecological resources and the environment.</p> <p>Cd-III-2 Human’s impact on environmental and ecological resources.</p> <p>童Dc-IV-1 Development and implementation of environmental protection strategies during outdoor leisure activities.</p> <p>童Dc-IV-2 Understanding of, engagement in, and reflection</p>

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Environmental Education			on, global environmental issues.	
	Disaster Prevention and Rescue	環 E12 Develop vigilance and alertness to disasters, have a basic understanding of disasters, and be capable of avoiding disasters. 環 J10 Understand the impact of natural disasters on living, life, social development, and economic industry. 環 J13 Participate in disaster prevention and evacuation drills.	Ca-II-1 3a-II-1 Ca-III-1 3a-III-1 童 Cc-IV-1	Potentially dangerous scenarios in life. Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks. Identifying potential dangers in the surrounding environment. Identify potential dangers in the surrounding environment. Apply various resources and strategies to eliminate the dangers. Safety, risk and emergency management related to outdoor leisure activities.
	Sustainable Use of Energy and Resources	環 E14 Recognize that energy and resources are needed for the survival and development of human beings and learn to directly use natural energy or natural forms of matter in life. 環 E17 Develop behaviors that save water, electricity, and materials in daily life and reduce resource consumption. 環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption.	3d-II-1 3d-III-1 Cd-III-3 Cd-III-4 家 1a-V-2 家 Aa-V-3 家 Ca-V-3 家 2a-V-2	Observe environmental problems in life. Explore and implement environmentally friendly actions. Implement environmentally friendly actions. Value ecological resources and the environment. Implementing ecological resource and environmentally friendly actions. Valuing ecological resources and display environmentally friendly feelings. Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. Eco-friendly diet and food sustainability Consumer behavior and culture. Incorporate eco-friendly concepts into purchasing, clothes shopping and manage one’s clothing according to relevant principles.

Issues	Learning Topics	Substantial Meaning of Issues	Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines”	
Marine Education	Marine Leisure	<p>海E3 Possess knowledge and skills to engage in diverse recreational water activities.</p> <p>海J2 Learn about and participate in safe marine ecotourism.</p> <p>海J3 Understand the environment of the coast or riverbank and residents’ lives and leisure activities.</p> <p>海U2 Plan and participate in various recreational water and sightseeing activities.</p> <p>海U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and eco-tourism.</p>	<p>Ca-II-1 Potentially dangerous scenarios in life.</p> <p>Ca-III-3 Resources and strategies for eliminating dangers.</p> <p>童Cc-IV-2 Integration and utilization of outdoor leisure activity proficiency.</p> <p>童 Db-IV-3 Participation in eco-friendly LOHAS travel and recreational activities.</p> <p>童 Dc-IV-1 Development and implementation of environmental protection strategies during outdoor leisure activities.</p> <p>輔Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.</p> <p>創Cb-V-2 Social care and community participation.</p>	

Appendix III: Supplementary Descriptions of the Learning Content in Each Educational Stage

Supplementary descriptions of the learning content in each educational stage can be provided to teachers and textbook editing teams as a reference for curriculum design, selection and editing of teaching materials, planning of teaching and evaluation activities. In addition, the “Details of learning performance” in the stage of the elementary schools further analyzes and interprets the learning performance, so as to focus on the understanding of learning performance.

I. Elementary School

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
1. Self- and career development	a. Self-exploration and growth	Stage II	1a-II-1 Demonstrate one's own abilities, interests, and growth. Express one's own thoughts and feelings.	1. Appreciate and show what one can do. 2. Utilize one's strengths. 3. Be aware of one's own interests, and abilities. 4. Explore people, things and objects one is interested in. 5. Share experiences and feelings in the process of self-exploration.	Aa-II-1 Things you can do. Aa-II-2 Things, people, or events you are interested in. Aa-II-3 Self-exploration of thoughts and feelings.	1. Things which one can do (1) Explore one's own characteristics, roles, and abilities by participating in various activities inside and outside of one's home and school and daily scenarios. (2) Show one's strengths and complete tasks one's own roles have in various activities and daily scenarios inside and outside of one's home and school. (3) Various activities inside and outside of one's home and school include learning activities in various fields, student self-

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>governance activities, service learning activities, classroom decorations, academic contests and other class activities, family life, land or water leisure activities, community activities, etc.</p> <p>2. People, things and objects one is interested in</p> <p>(1) Know the people around oneself (such as family, friends, classmates, etc.), things one is interested in (such as family affairs, school activities, leisure activities, etc.) and objects one is interested in (such as pets, toys, equipment, etc.).</p> <p>(2) Discover one's own interests and explore one's own strengths by participating in various activities and daily scenarios inside and outside of one's home and school.</p> <p>3. Thoughts and feelings during self-exploration</p> <p>(1) Be aware of people, things, and objects which are related to oneself in activities or daily situations, through exploration of</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>various activities and daily scenarios inside and outside of one's home and school; and share one's feelings about process and results.</p> <p>(2) Exploration methods include practical experiences, role-play, readings, film watching, observation and documenting, interviews, etc.</p> <p>(3) In addition to discussion, sharing can be carried out through posters, oral reports, exhibitions and performance, etc.</p>
		Stage III	1a-III-1 Appreciate and accept oneself and others.	<p>1. Become aware of similarities and differences between oneself and others, and appreciate each person's characteristics, and accept each other's differences.</p> <p>2. Sincerely and concretely compliment others.</p>	<p>Aa-III-1 Appreciation and acceptance of one's and others' special characteristics.</p> <p>Aa-III-2 Showing acceptance towards oneself and others.</p>	<p>1. Appreciate and accept the characteristics of oneself and others</p> <p>(1) Be aware of the characteristics of oneself and others, and appreciate characteristics and strengths of oneself and others, through participating in various activities and daily scenarios.</p> <p>(2) Be aware of similarities and differences between oneself and other (such as genders, interests, thoughts, choices, etc.) through observation, interaction and</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>reflection, and be able to accept the differences between oneself and others.</p> <p>2. The behaviors of accepting oneself and others</p> <p>(1) Understand oneself through participating in various activities and daily scenarios, and be willing to play the role well.</p> <p>(2) Praise others with a sincere attitude and practical actions; praise actions include oral and non-verbal praises and other ways.</p>
	b. Self-directed learning and management	Stage II	1b-II-1 Choose suitable learning methods and implement learning.	<p>1. Explore one's own learning methods.</p> <p>2. Choose learning methods that suit oneself and correspond to attributes of the field.</p> <p>3. Implement one's own learning actions in learning activities.</p> <p>4. Discover advantages and</p>	<p>Ab-II-1 Effective learning methods.</p> <p>Ab-II-2 Learning action.</p>	<p>1. Effective learning methods</p> <p>(1) An effective learning method refers to one that suits oneself and correspond to attributes of different fields, while enhancing the learning effects.</p> <p>(2) Explore effective learning methods that suit oneself based on experience acquired in various fields, special skills, or activities inside and outside of the school.</p> <p>2. Learning actions</p> <p>(1) A learning action refers to a specific approach that can help</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
				disadvantages of learning actions through practice, and rectify the learning actions accordingly.		<p>oneself or classmates complete learning tasks on time and in earnest, while enhancing the learning effects.</p> <p>(2) Describe one's own experiences in implementing learning actions, and reflect on their advantages and disadvantages.</p> <p>(3) After reviewing advantages and disadvantages of learning actions, proceed with the rectification of learning actions.</p>
		Stage III	1b-III-1 Plan and implement the learning plan. Cultivate self-discipline and a responsible attitude.	<p>1. Plan, implement, review, and rectify one's learning plans.</p> <p>2. Learn self-management strategies through planning and implementing.</p> <p>3. Develop a self-disciplined and responsible attitude through planning and implementing.</p>	<p>Ab-III-1 Planning and implementation of the learning plan.</p> <p>Ab-III-2 Self-management strategy.</p>	<p>1. Plan and implement learning plans</p> <p>(1) Learning plans include learning goals, learning time, learning contents, learning methods, etc.</p> <p>(2) Analyze advantages and disadvantages of various learning methods through various learning experiences and experiences shared with others, and plan and implement learning methods that are effective for oneself.</p> <p>(3) Review and rectify learning plans, and implement and review the learning plans again.</p> <p>2. Self-management strategies</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(1) Self-management strategies include target selection, self-monitoring, self-assessment, self-enhancement, etc., which can be learned and adjusted through checklists, learning diaries, feedback from peers and teachers, etc.</p> <p>(2) Can continuously implement learning plans and develop self-disciplined and responsible attitudes.</p>
	c. Career planning and development	Stage II	1c-II-1 Perceive the meaning and importance of work.	<p>1. Be aware of the meaning of work.</p> <p>2. Experience joys and hardships of work.</p> <p>3. Reflect on contribution made by various sectors to the society.</p> <p>4. Express gratitude to practitioners in various sectors.</p>	<p>Ac-II-1 The meaning of work.</p> <p>Ac-II-2 The good and bad of different types of work.</p> <p>Ac-II-3 The contribution of different types of work to society.</p>	<p>1. The meaning of work Recognize connotations and characteristics of different types of workers' roles through various activities and situations, be aware of the meaning of work, and clarify gender stereotypes in the workers' roles.</p> <p>2. Learn the joys and hardships of various jobs through visits, interviews, role-play, and experiences, or observe and document service contents or work contents of practitioners in various sectors or organizations, etc.; and</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>reflect on joys and hardships in various sectors.</p> <p>3. Contributions made by various sectors to the society</p> <p>(1) Examine contribution of practitioners in various sectors to the society through information collection, visits, observations, interviews, readings, or film discussions (such as: contribution of the medical system in the maintenance of public health, trash recycling and cleaning personnel's contribution to protection of the environment, etc.).</p> <p>(2) Express respects and gratitude towards practitioners in various sectors with appropriate methods and specific actions.</p>
		Stage III	1c-III-1 Apply career information. Explore one's own career development.	<p>1. Recognize the relations between occupation and ability.</p> <p>2. Stimulate curiosity about various occupations.</p> <p>3. Develop one's</p>	<p>Ac-III-1 Profession and ability.</p> <p>Ac-III-2 Profession and interest.</p> <p>Ac-III-3 Future career imagination.</p>	<p>1. Occupation and ability</p> <p>(1) Learn about different occupations and their divisions of labors around world, and different types of occupation come with different types of work.</p> <p>(2) Through various activities and situations, be aware that different</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
				<p>interests in choosing occupation.</p> <p>4. Outline vision of future occupation.</p>		<p>types of work come with different requirements for expertise, ability, etc. and have different working environment, nature and rewards.</p> <p>(3) Clarify stereotypes such as gender and age associated with different occupations.</p> <p>2. Occupational interests</p> <p>(1) One's curiosity about the professional world can be stimulated through data collection, visits, observations, interviews, role-play, readings, discussions, and experiences.</p> <p>(2) One's interests in choosing occupations can be developed and guided from observations, explorations of interests, aptitudes, personal values, and personality traits.</p> <p>3. Vision of one's future occupations</p> <p>(1) Vision of the future occupations can be outlined through observations, information collection, problem discovery, predicting changes, visualizing choices, etc.</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						(2) According to one's vision of future occupations, one can explore abilities and preparations made in order to be adequate.
	d. Respect and cherish life	Stage II	1d-II-1 Observe emotional changes. Cultivate a positive thinking attitude.	1. Be aware of changes in emotions, identify emotions of oneself and others, and further learn how to adjust emotions. 2. Learn and practice positive thinking strategies.	Ad-II-1 Identifying feeling and suitable adjustment. Ad-II-2 Positive thinking strategy.	1. Recognize and adjust emotions (1) Be aware of changes in emotions and identify emotions in various activities and situations. (2) Appropriately adjust emotions in various activities and situations (for example: adopt appropriate emotional expressions and adjustment methods when arguing with others). 2. Positive thinking strategies (1) Discover common problems or sources of stress in one's daily life (for example: exams, learning difficulties, life changes, family situations, peer interactions, getting along with people of diverse genders, etc.) (2) Be aware of one's psychological and physical responses to problems or stress (such as nervousness, anger, fear, shortness of breath, stomach pain, etc.)

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(3) Share one's positive and negative views on problem or stress with examples, and reflect on its relations with positive and negative emotions.</p> <p>(4) Positive thinking strategies can be introduced from life examples, readings, or film discussions, etc., and guided for reflection, practice, innovation and adjustment, and finally explored and practiced.</p>
		Stage III	1d-III-1 Observe life changes and developmental process. Implement respect and value life.	<p>1. Be aware of relations between natural phenomena and people.</p> <p>2. Be aware of development stages in childhood.</p> <p>3. Plan and implement, review and rectify the action plan that respects and cherishes lives.</p>	<p>Ad-III-1 The relationship between natural life and people.</p> <p>Ad-III-2 Childhood stage developmental process.</p> <p>Ad-III-3 Actions that show respect for life.</p> <p>Ad-III-4 Actions that value life.</p>	<p>1. The relations between natural phenomena and people. Be aware of natural phenomena from various activities and situations (such as: changes in the life of animals and plants, changes in waters, mountains and geology), share experiences and feelings of interactions, and discuss their relations with human life.</p> <p>2. Stages of development in childhood</p> <p>(1) Stages of development in childhood refers to the changes in physiology, psychology, abilities, and interpersonal relationships that appear as children grow up.</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(2) One can be aware of the changes in one's own life and that of others through activities (such as: experiences, observations, role-play and explorations in life examples, text or video discussion, etc.), thus respect differences in each other's stage of development, and share feelings of growth.</p> <p>3. Action plans that respect lives</p> <p>(1) Collect relevant information from daily life, visits paid to related institutions, observing current situations, discovering problems, and then further discuss, plan and implement action plans that respect lives, develop a sense of respect for lives, and enable oneself to practice, review and rectify such action plans.</p> <p>(2) Action plans that respect lives can include giving care and assistance (such as adopting pets instead of buying and selling pets, caring for nature, assisting those in need, or supporting the disadvantaged, and other practical actions.)</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>4. Action plans that cherish lives</p> <p>(1) The action plans that cherish lives can include offering support, encouragement, self-motivation, etc. (such as: facing setbacks with optimism, challenging oneself, showing gratitude and give feedback, etc.) for oneself or those in difficulties in life.</p> <p>(2) In the process of practice, review and rectification, experience the value of life, and be able to cherish and love lives.</p>
2.Life management and innovation	a. Interpersonal interaction and management	Stage II	2a-II-1 Observe one's own interpersonal communication method. Display suitable interactions, as well communication attitude and skills.	<p>1. Appropriately express one's thoughts, feelings and emotions when dealing with others.</p> <p>2. Listen to others and respect their thoughts, feelings and emotions when dealing with others.</p> <p>3. Seek consensus in a rational and peaceful manner when one's</p>	<p>Ba-II-1 Appropriateness of self-expression.</p> <p>Ba-II-2 Interaction with family, peers, and teachers.</p> <p>Ba-II-3 Interpersonal communication attitude and skills.</p>	<p>1. Appropriateness of self-expressions</p> <p>(1) Share and practice adequately expressing one's thoughts, feelings and emotions during interpersonal interactions.</p> <p>(2) Respect other people's thoughts, feelings and emotions, and learn good communication patterns.</p> <p>2. Interact with family members, peers and teachers</p> <p>(1) Share experience in getting along with family members, peers and teachers through life examples, role-play, problem discussions,</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
				<p>opinions differ from others.</p> <p>4. Deal with interpersonal problems with suitable language, attitude and behavior</p>		<p>etc.</p> <p>(2) Discuss problems and causes arising from interpersonal interactions, and develop solutions and strategies step by step.</p> <p>3. Attitudes and skills of interpersonal communication</p> <p>(1) Listen to opinions of all parties and understand each other's thoughts and positions.</p> <p>(2) Do not be self-centered, and try to reach consensus through effective dialogue, when expressing opinions.</p> <p>(3) Show a harmonious, honest, and tolerant attitude when dealing with others through practice, discussions, or debates.</p>
		Stage III	2a-III-1 Observe diverse interactions toward gender diversity and expression of feelings. Apply empathy to improve	1. Discover the similarities and differences in gender characteristics and respect the differences when dealing with people	<p>Ba-III-1 Diverse interpersonal interactions toward gender diversity and expression of feelings.</p> <p>Ba-III-2 Improving and</p>	<p>1. Interpersonal interactions and expression of feelings among people of diverse genders</p> <p>(1) Through role-play, sharing life examples, problem discussion, etc, share experiences in getting along with people of diverse genders and expressing feelings.</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
			interpersonal relationship.	<p>of diverse genders.</p> <p>2. Reflect on the ways of interacting with people of diverse genders and propose appropriate strategies.</p> <p>3. Establish positive relationships with others through being empathetic and appropriate communication skills.</p>	<p>Ba-III-3</p> <p>implementing empathy.</p> <p>Building positive interpersonal relationship and conflict resolution capability.</p>	<p>(2) Discuss problems and causes arising from interacting with or expressing feelings to people of diverse genders, and develop solutions and strategies.</p> <p>2. Enhance and practice empathy</p> <p>(1) Understand that “empathy” means “judge another person's feelings by one's own” and “put oneself in other's position” through sentence identification, unfinished sentences, paraphrasing, etc.</p> <p>(2) Through role-play and exercises to get oneself familiarize with the following concepts: put oneself in other's position, identify the other's true feelings (including incidents and emotions), and express what one understands to the other through one's own words and behaviors.</p> <p>3. Establish positive interpersonal relationships</p> <p>(1) Practice various communication and conflict resolution skills (such as: spoken language, body language, facial expression,</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						attitude, tone, empathy, etc.) by means of exercises and discussions. (2) Build long-term and positive interpersonal relationships through diverse communication skills and conflict resolution skills.
	b. Teamwork and leadership	Stage II	2b-II-1 Understand the meaning of teamwork and care about team members. 2b-II-2 Participate in group activities. Follow rules. Value a sense of honor. Display responsible attitude.	1. Experience the meaning of teamwork during activities. 2. Help and care for each other when working with team members. 3. Respect everyone's right to speak. 4. Strengthen self-discipline and maintain disciplines. 5. Accept divisions of labor in group activities and complete assigned tasks responsibly.	Bb-II-1 The meaning and importance of teamwork. Bb-II-2 Caring about the actions of team members. Bb-II-3 Team activity participation attitude.	1. The meaning and importance of teamwork (1) Discover meaning, purpose and importance of teamwork from learning activities. (2) Group activities include inter-school, school-wide, school year, and class activities. 2. Actions to care for team members (1) Jointly discuss ways to check up on performance of team members. (2) Implement and share experience in caring for team members. 3. Attitude towards participation in group activities (1) Respect everyone's right to express one's opinions, and learn to obey decisions of the majority and respect opinions of the minority through activities.

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(2) Strengthen self-discipline and maintain disciplines by participating in various group activities.</p> <p>(3) Learn the division of labor and working with others, and complete assigned tasks responsibly by participating in various group activities.</p>
		Stage III	2b-III-1 Participate in different activities. Appropriately display one's role in the team. Cooperate to achieve mutual objectives.	<p>1. Explore one's own role and behavior in the group.</p> <p>2. Properly play one's role in the group.</p> <p>3. Be aware of problems and their causes associated with the group operation, and propose solutions and strategies.</p> <p>4. Achieve common goals through teamwork skills.</p>	<p>Bb-III-1 Exploring one's role in the team.</p> <p>Bb-III-2 Teamwork and problem-solving.</p> <p>Bb-III-3 Teamwork skills.</p>	<p>1. Explore one's role in group</p> <p>(1) Understand one's role in group, and reflect on and properly play one's role, by participating in various activities and daily scenarios.</p> <p>(2) Discover the roles others play, compare similarities and differences of the roles of oneself and others in the group through observations and interactions in order to maximize effectiveness of teamwork.</p> <p>2. Problems and solutions associated with team operation</p> <p>Be aware of problems arising from team operation in group activities, find out reasons, propose effective</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>solutions and strategies, and proceed with improvements.</p> <p>3. Teamwork skills Teamwork skills include clarifying team goals, expressing one's own opinions, respect others' opinions, and form consensus and resolutions, etc.</p>
	c. Resource utilization and development	Stage II	2c-II-1 Collect and organize various resources. Handle personal everyday life problems.	<p>1. Be aware of problems in personal daily life, and collect and organize all kinds of resources needed.</p> <p>2. Handle problems in daily life through various resources collected.</p>	<p>Bc-II-1 Knowing and compiling resources.</p> <p>Bc-II-2 Resources required for everyday life problems.</p> <p>Bc-II-3 Applying resources to handle everyday life problems.</p>	<p>1. Know and compile various types of resources</p> <p>(1) Make use of a wide range of institutions and equipment to find books, newspapers, magazines, the Internet, etc. that one needs, or through actual viewing, performance, and experience, and other methods.</p> <p>(2) Discover ways to appropriately use various resources and community institutions, and actively try to apply them to personal life or learning.</p> <p>2. The resources needed for problems in personal daily life include family members, peers, teachers, schools, neighbors, communities, 119 (police and fire fighting), 113</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(women and child protection), 165 (anti-fraud), 1995 Lifeline (24-hour telephone counseling) or related venues, media, etc., which can be used when necessary.</p> <p>3. Make use of resources to handle problems in daily life</p> <p>(1) Emphasize addressing problems in daily life through experiencing, and try to find solutions through collection of resources (such as: personal consumption behavior, clothing or space organization, hand sewing skills, healthy eating habits, diverse food cultures, and other aspects in life.)</p> <p>(2) Emphasize practical exercises, understand how to make use of various social resources and support systems in life, and share with others how to use social resources and support systems to help oneself or others.</p>
		Stage III	2c-III-1 Analyze and determine various types of resources. Plan	1. Analyze and interpret various resources for problem solving.	Bc-III-1 Analyzing and determining different resources.	1. Analyze and interpret various resources. Through practical exercises to understand various social resources

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
			strategy to solve everyday life problems.	2. Select and plan for resources suitable for solving problems in daily life. 3. Be aware of the influence of media on one's daily life. 4. Practice and reflect on the process of using resources to solve problem	Bc-III-2 The impact of media on everyday life. Bc-III-3 Planning to apply various resources to solve problems.	and support systems in daily life, and compare their advantages and disadvantages. 2. The impact of media on one's daily life (1) Media includes newspapers, magazines, radios, televisions, newspapers, and the Internet. With continuous discussions on the issues by viewers and groups, it helps to build a consensus on issues in society. (2) Collect diverse reports from diverse media, discuss their discourses and viewpoints, reflect on the truthfulness and objectivity behind messages, and enhance media literacy. (3) Discuss how to be careful when posting comments, articles, pictures, videos, etc. online so as to avoid infringement of privacy, spreading rumors, destroying reputation, or cyber bullying. 3. Plan for using various resources to solve problems (1) Problem-solving plans include:

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>exploring causes of the problem, thinking about solutions, evaluating advantages and disadvantages of various methods, and further formulating steps for problem-solving.</p> <p>(2) Plan, implement, and reflect on for problem-solving process and emphasize resource selection and uses.</p>
	d. Life aesthetics and innovation	Stage II	<p>2d-II-1 Observe and know the universality and diversity of aesthetics in life.</p> <p>2d-II-2 Share one's experience and observations in applying creative solutions to life problems.</p>	<p>1. Share experience, observation and perception about the universalism and diversity of aesthetics in life.</p> <p>2. Respect and appreciate differences in expression of aesthetics by others.</p> <p>3. Share one's own experience in using creativity to solve one's problems in life.</p>	<p>Bd-II-1 The universality and diversity of life aesthetics.</p> <p>Bd-II-2 Observing and knowing life aesthetics.</p> <p>Bd-II-3 Creative solutions to life problems.</p>	<p>1. Universalism and diversity of aesthetics in life (including specificity and uniqueness)</p> <p>(1) The universalism of aesthetics: Everyone has the ability to perceive beauty through one's body, mind, and spirit; aesthetics is present in forms and contents of people, things, and objects which can generally move most people; and aesthetics is ubiquitous in life.</p> <p>(2) The specificity of aesthetics: The existence of aesthetics varies depending on factors such as people's experience, education, culture, or age, etc.</p> <p>(3) The uniqueness of aesthetics:</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
				4. Express positive feedback to others' experience in using creativity to solve their problems in life.		<p>Everyone has one's own unique aesthetic taste; and the uniqueness of the object's nature will inspire peoples' unique insights into aesthetics.</p> <p>2. Experience, observation, and perception of aesthetics in life</p> <p>(1) Ways of experience, observation, and perception of aesthetics include: "direct experience" of the actual situations; "virtual experience" using technology and media; and "alternative experience" by reading or listening to description of aesthetic experience shared by others.</p> <p>(2) It can include various forms of aesthetics in life, including tangible things (such as: clean environment, space beautification, food, clothing, etc.) and intangible things (such as: interpersonal interactions, language communication, cultural connotations, etc.)</p> <p>3. Share problem-solving experience in life</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(1) Share problem-solving experience in life through creativity, including: problems to be solved that one encounters in life, problem-solving strategies that one has used, and results one gets after trying to solve the problem.</p> <p>(2) With assistance of teachers and peers, learn to understand problems from different viewpoints and develop creative strategies to solve problems.</p> <p>(3) Reflect on changes brought about by new strategies: The problem may or may not be successfully solved, or new problems may arise.</p> <p>(4) Express positive words or actions, actively listen to experience of others in problem-solving in life through creativity, and actively respond to others that use creativity.</p>
		Stage III	2d-III-1 Apply aesthetics and creativity. Solve life problems. Enrich	1. Develop and share one's own aesthetics and creativity to solve	Bd-III-1 Applying life aesthetics and implementing creativity.	<p>1. Use of aesthetics in life and practice of creativity</p> <p>(1) Select cases of problems in life, develop various problem-solving</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
			life. 2d-III-2 Observe, share, and appreciate the diverse aesthetic and creative expression in life.	problems in life and enrich the connotations of life. 2. Express an attitude of empathy and respect, and provide constructive feedback to others for their experience in using aesthetics and creativity in problem-solving in life. 3. Use positive attitudes, words or actions to express respect and appreciation towards the diversity of aesthetics and creativity in daily scenarios	Bd-III-2 Positively facing the diverse expression of life aesthetics and creativity.	strategies through collaboration between teachers and students or between peers, and jointly explore applicable scopes or scenarios for different solutions. (2) Select solutions and strategies with aesthetics and creativity, plan, implement, document, share and rectify such strategies. (3) Through designing and making simple and creative daily necessities, plan and decorate classroom, home or personal living space. Plan and implement personal life schedules and other activities, and realize the concept of combining creativity and aesthetics. 2. Positively face diversity of aesthetics and creativity in life (1) Empathize, respect and appreciate others for creativity and aesthetics they demonstrate with regards to problems in life, through experience sharing, or media. (2) View experiences or problems in

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						life with different viewpoints through group collaboration, and seek breakthroughs and creative solutions with positive attitudes and expressions.
3. Society and environmental care	a. Crisis recognition and management	Stage II	3a-II-1 Observe potentially dangerous scenarios in life. Propose and practice methods to reduce or avoid risks.	1. Explore the potential risks in life through observation or discussion 2. Propose and exercise methods for reducing or avoiding potential risks in daily scenarios.	Ca-II-1 Potentially dangerous scenarios in life. Ca-II-2 Methods to identify dangerous scenarios in life. Ca-II-3 Handle and practice the handling of potential dangers in life.	1. Daily scenarios with potential risks (1) Situations with potential risks exist in various locations (such as home, school, community, etc.) (2) Potential risks exist in various situations (such as: safety of various equipment and facilities, notice and protection of construction sites, blind spots in the space, planning, setting up and use of activity domains, etc.) 2. Methods for identifying crisis situations in life include objective collection of information through observations with senses. 3. Handling of and exercises for potential crises in life (1) Formulate effective crisis response strategies (2) Conduct practical defense exercises against potential crises.
		Stage III	3a-III-1 Identify potential	1. Identify the	Ca-III-1 Identifying	1. Potential hazards in the

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
			dangers in the surrounding environment. Apply various resources and strategies to eliminate the dangers.	<p>potential risks in the surrounding environment through observation and learning activities.</p> <p>2. Eliminate potential risks in the surrounding environment through resources or strategies</p>	<p>potential dangers in the surrounding environment.</p> <p>Ca-III-2 Methods for identifying potential dangers in the environment.</p> <p>Ca-III-3 Resources and strategies for eliminating dangers.</p>	<p>environment</p> <p>(1) Potential hazards in the environment consist of potential natural and man-made disasters.</p> <p>(2) Potential disasters in the natural environment include strong wind, earthquakes, floods, fires, landslides, lightning strikes, tsunamis, compound crises, etc.</p> <p>(3) Potential man-made risks include bullying, domestic violence, sexual assault, sexual harassment, fraud, financial lure, Internet addiction, food safety, media propaganda, public safety, traffic safety, etc.</p> <p>2. Methods for identifying potential risks in the environment</p> <p>(1) Identify possible risks through objective collection of information through the effective use of senses</p> <p>(2) Analyze and compare information, summarize possible causes, and make proper judgments.</p> <p>3. Resources or strategies for crisis resolutions</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>(1) Various resources for crisis resolutions include family members, teachers, compassion stores in the community, emergency hotlines, social welfare agencies, etc.</p> <p>(2) Crisis resolution strategies such as preventing and reducing impacts of disasters through suitable strategies or resources during situational exercises.</p>
	b. Social care and service	Stage II	3b-II-1 Participate in school or community service learning and share the experience.	<p>1. Understand service targets and provide appropriate services.</p> <p>2. Participate in school or community services.</p> <p>3. Share one's feelings and experiences in participating in service learning in the school or community.</p>	<p>Cb-II-1 Understanding the service subject and appropriate services.</p> <p>Cb-II-2 Participating in services and sharing the experience.</p>	<p>1. Understand service targets and provide appropriate services</p> <p>(1) Understand service targets and their needs before providing services.</p> <p>(2) Learn relevant knowledge and skills (such as: service methods, service attitudes, etc.) based on the needs of service targets and one's own abilities.</p> <p>2. Participate in and share service actions</p> <p>(1) School or community service actions refer to non-profit public affairs (such as: volunteering on campus, assisting students in junior</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>classes and disadvantaged students, caring for campus and community, and other activities.)</p> <p>(2) Share knowledge, thoughts, and experiences before, during, and after services in various ways such as spoken and written languages, etc.</p>
		Stage III	3b-III-1 Continue with service participation. Reflect on the meaning of service learning. Display gratefulness and care for others.	<p>1. Participate in service learning.</p> <p>2. Reflect on meaning of service learning.</p> <p>3. Continue to participate in service activities and demonstrate gratitude and altruism.</p>	<p>Cb-III-1 Caring about surrounding things.</p> <p>Cb-III-2 Service learning experience.</p> <p>Cb-III-3 Gratefulness and care for others.</p>	<p>1. Caring for people, things, and objects around oneself Discover and care for those in need of help, through observation, participation in activities, news media, information collection, etc.</p> <p>2. The process of service learning (1) Preparation: Understand the service targets and prepare for services. (2) Service: Take service actions. (3) Reflection: Reflect on process and feelings of giving services. (4) Celebration: Demonstrate service process and achievements.</p> <p>3. Gratitude and altruism (1) Continuously care for and take service actions. (2) Develop a deeper understanding</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						of services through continuous services, and demonstrate behaviors of gratitude, helping others, caring for others, etc.
	c. Respect for and understanding of cultures	Stage II	3c-II-1 Participate in cultural activities. Experience the relationship between culture and life. Recognize one's own culture.	1. Care for and actively participate in various cultural activities. 2. Experience and reflect on relations between culture and life. 3. Understand, accept and gladly embrace one's own culture.	Cc-II-1 Participating in cultural activities. Cc-II-2 Reflecting on the relationship between culture and life. Cc-II-3 Recognizing one's own culture.	1. Participation in cultural activities (1) Cultural activities include activities inside and outside of the school (such as: festivals, cultural customs, traditional festivals, folk events, various exhibitions, etc.) (2) Participate in various cultural activities and observe proper etiquette. 2. Relations between culture and life and reflection (1) Be aware of relations between different cultures and lives through practical experiences, role-play, readings, film watching, observation and documenting, interviews, etc. (2) Reflect on impacts of different cultures on life. 3. Recognize and affirm one's own culture (1) Be aware of value of one's own culture through discussion and

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						reflection. (2) Appreciate and affirm one's own culture, and be willing to share one's own culture with others.
		Stage III	3c-III-1 Respect and care about different ethnic groups. Understand and appreciate different cultures.	1. Be aware of the strengths and plights of different ethnic groups and express concerns for them. 2. Reflect on proper attitudes for interacting with different ethnic groups. 3. Share one's own experiences and feelings of living in different cultures. 4. Respect and appreciate diverse cultures.	Cc-III-1 The advantages and disadvantages of different ethnic groups. Cc-III-2 Attitude and etiquette for getting along with different ethnic groups. Cc-III-3 Experience and feeling of living in different cultures. Cc-III-4 Respect, appreciate, and care about different ethnic groups.	1. Advantages and plights of different ethnic groups (1) Different ethnic groups refer to groups with different races, genders, social classes, languages, religions, cultural backgrounds, geographical environments, age groups, and physical and mental disabilities, etc. (2) Understand the advantages and plights of different ethnic groups through practical experiences, role-play, readings, film watching, observation and documenting, interviews, etc. 2. Attitudes and etiquette required in interacting with people of different ethnic groups (1) Respect cultural customs and lifestyles of different ethnic groups. (2) Be aware of one's own prejudices or stereotype about different

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>cultures, and avoid discriminatory words and behaviors.</p> <p>(3) Reflect on and discuss suitable attitudes and etiquette in dealing with people in an environment with diverse cultures.</p> <p>3. Experiences and feelings of living in different cultures</p> <p>(1) Recognize traditions and cultures of one's own ethnic group and other ethnic groups, and discover similarities and differences between them.</p> <p>(2) Realize experiences and feelings of being a member in different ethnic groups through activities such as visits, role-play, etc.</p> <p>4. Respect, appreciate and care for different ethnic groups</p> <p>(1) Respect and appreciate characteristics and differences of different ethnic groups.</p> <p>(2) Propose solutions to those ethnic groups facing plights, and provide care and assistance to them through actions within one's ability.</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
	d. Environmental conservation and sustainability	Stage II	3d-II-1 Observe environmental problems in life. Explore and implement environmentally friendly actions.	1. Be aware of environmental issues in life. 2. Explore feasible environmentally friendly actions. 3. Implement environmentally friendly actions.	Cd-II-1 Observing environmental problems in life. Cd-II-2 Implementing and sharing environmentally friendly actions.	1. Awareness of environmental issues in life (1) Environmental issues in life include various types of pollution (such as: litter, noise, wastes, air, water, ocean, land pollution, etc.) (2) Discover environmental issues and causes in life through observations, visits, surveys, experiences, etc. 2. Environmentally friendly actions and sharing (1) Feasible environmentally friendly actions include speaking softly, cherishing materials, not wasting food, using environmentally-friendly tableware, recycling trash, reducing garbage, conserving energy, striving to protect environment (such as buying less, recycling for reuse, recycling for recreation, beautifying and greening the environment, and cleaning up mountains, beaches, rivers, etc.) (2) Reflect on and continue to practice environmentally friendly actions in life.

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
		Stage III	3d-III-1 Implement environmentally friendly actions. Value ecological resources and the environment.	<ol style="list-style-type: none"> 1. Be aware of the relations between ecological resources and the environment. 2. Be aware of the impact of human beings on the environmental and ecological resources. 3. Implement actions for ecological resources and environmental protection. 4. Demonstrate conservation of ecological resources and environmental protection. 	<p>Cd-III-1 The relationship between ecological resources and the environment.</p> <p>Cd-III-2 Human's impact on environmental and ecological resources.</p> <p>Cd-III-3 Implementing ecological resource and environmentally friendly actions.</p> <p>Cd-III-4 Valuing ecological resources and display environmentally friendly feelings.</p>	<ol style="list-style-type: none"> 1. Relations between ecological resources and environment Understand the types, locations, and importance of ecological resources and their relations with environment. 2. Impacts of human beings on environment and ecological resources (1) Possible problems include over-exploitation, indiscriminate deforestation, timber poaching, improper fishing methods, excessive hunting of wild animals, results in species extinction, etc. (2) Positive impacts include soil and water conservation; formation of conservation groups that protect the environment, formulation of environmental protection laws and regulations, advocacy of sustainability and conservation concepts and actions, etc., so as to manage environmental resources, improve life, and protect the environment based on concepts of sustainability.

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						<p>3. Implement actions for ecological resources and environmental protection</p> <p>(1) Actions for ecological resources and environmental protection include leaving no trace, not disturbing existing landscapes, using environmentally friendly tableware, recycling trash, reduce waste, conserve energy, living a simple life, etc.</p> <p>(2) Reflect on and continue to practice actions for ecological resources and environmental protection in daily life.</p> <p>4. Demonstrate conservation of ecological resources and environmental protection</p> <p>(1) Three aspects of conserving ecological resources and protecting environment include awareness, willingness, and action.</p> <p>(2) The three aspects of awareness, willingness, and action means the following: Know the importance of conserving ecological resources, be willing to conserve ecological</p>

Themes	Topic Items	Learning Stage	Learning Performance	Details of Learning Performance	Learning Content	Supplementary Descriptions
						resources in spite of inconvenience, and fully practice environmental protection in daily life.

2. Junior High School

(1) Home economics

Themes	Topic Items	Learning Content		Supplementary Descriptions
A. Diet	a. Dietary behavior and green living	家Aa-IV-1	Factors affecting personal and family dietary behavior and appropriate dietary behavior for teenagers	1. Be aware of factors that affect dietary behaviors. 2. Check and adjust dietary habits and preferences of oneself and their family (such as: dietary preferences, diverse cultures and diets, dining etiquette and taboos, etc.). 3. Make use of various resources to properly plan and practice suitable dietary behaviors.
		家Aa-IV-2	Decision-making and behavior of dietary consumption in teenagers.	1. Explore relevant factors that affect adolescents' decisions on dietary consumption. 2. Make use of resources to make suitable diet-related consumption decisions and establish suitable dietary consumption behaviors.
		家Aa-IV-3	Connection between practice strategies and actions of dietary behavior and environmental sustainability.	1. Understand food miles, and relations between local food ingredients and environmental sustainability. 2. Analyze links between personal dietary behavior and the environment, establish an attitude of conserving materials, and promote sustainable development through strategies and dietary

Themes	Topic Items	Learning Content	Supplementary Descriptions
			consumption actions.
	b. Food resource management and application	家Ab-IV-1 Food purchase, preservation, and effective utilization.	1. Understand and analyze methods for food purchase, handling and storage. 2. Effectively make use of food-related resources in daily life.
		家Ab-IV-2 Food preparation and creative utilization.	1. Explore cooking utensils and methods commonly used in daily life. 2. Make good use of resources and creativity to produce healthy, safe, nutritious and environmentally friendly meals.
	c. Food safety	家Ac-IV-1 Understanding and utilization of food labels and processed food, as well as practice strategies and actions toward food safety.	1. Explore and utilize the types of processed foods. 2. Analyze food labels and recognize common additives. 3. Be aware of possible dietary safety issues in man-made or natural environments, evaluate and purchase healthy and safe food in order to protect themselves or others.
B. Clothing	a. Clothing management and consumption	家Ba-IV-1 Cleaning, storing, and managing clothes.	1. Understand the knowledge of clothing cleaning, storage and management. 2. Use resources properly to manage personal and family apparel.
		家Ba-IV-2 Influence factors of clothing consumption, as well as decision-making and behavior of clothing consumption in teenagers.	1. Examine and analyze the clothing consumption behaviors and habits of oneself and family members. 2. Use clothing-related resources in daily life properly. 3. Plan and execute appropriate clothing consumption behavior.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	b. Clothing and image management	家Bb-IV-1 Outfit plan, aesthetic demonstration, and personal image management.	<ol style="list-style-type: none"> 1. Explore the choice of clothing based on the conditions, such as: body shape, face shape, skin color, etc. 2. Present the style and image by appreciating different clothing choices and collocations. 3. Make use of resources and choose appropriate clothing to express oneself.
		家Bb-IV-2 Understanding the sociocultural meaning of clothing and dressing properly for different occasions.	<ol style="list-style-type: none"> 1. Understand roles and meanings of clothing in society and culture. 2. Appreciate beauty of diverse clothing and demonstrate suitable dressing etiquette.
	c. Everyday application of fabrics	家Bc-IV-1 Understanding of common fabrics and applications of weaving skills.	<ol style="list-style-type: none"> 1. Understand those commonly-seen textiles in daily life, and those innovative functional textiles. 2. Understand roles of textiles in beautification of life. 3. Make use of basic hand sewing skills and related resources in life.
C. Life management	a. Personal and family resource management	家Ca-IV-1 Time and money management concerning personal and family life.	<ol style="list-style-type: none"> 1. Manage resources such as money and time with suitable methods. 2. Improve personal and family living qualities through ability to manage resources such as money and time.
		家Ca-IV-2 Analysis and comparison of consumption channels, resource utilization, risk assessment, and proper consumer behavior.	<ol style="list-style-type: none"> 1. Analyze advantages and disadvantages of various consumption channels such as physical stores or online. 2. Effectively collect, analyze and develop various resources, and make appropriate judgments and consumption decisions.
	b. Living culture and etiquette	家Cb-IV-1 Demonstration of proper etiquette for diverse cultures of life.	<ol style="list-style-type: none"> 1. Respect feelings and needs of others, and demonstrate proper etiquette (such as: taking transportation, introducing among people, table manners, etc.) in public places or social group. 2. Understand and respect living culture and etiquette of different

Themes	Topic Items	Learning Content	Supplementary Descriptions
			countries and ethnic groups, and demonstrate understandings of international cultures, so as to enhance ability to adapt to a diverse society.
	c. Creative life and beautification	家Cc-IV-1 Planning and beautifying living spaces, as well as displaying creativity.	1. Plan living space based on needs and conditions of individuals or family. 2. Use relevant skills and resources to creatively plan and beautify personal, family and public living space. 3. Appreciate diverse living cultures and aesthetics.
		家Cc-IV-2 Creative design and manufacturing of daily necessities, as well as perception of one's interests and abilities.	1. Design and make daily necessities for oneself and families with creativity. 2. Experience the fun of making things by oneself, and discover one's own interests and abilities.
D. Family	a. Family relationship and management	家Da-IV-1 Family communication and emotional expression.	1. Understand interpersonal interactions and intimate relationships in family. 2. Be aware of communication methods between oneself and family members, and promote family harmony through communication skills.
		家Da-IV-2 The needs of different roles in the family and appropriate interactions among family members.	1. Care for needs of various roles in the family. 2. Explore methods to establishment suitable attitudes for family interaction, maintain proper family interactions, and enhance ability to manage family life.
	b. Changes and adjustments	家Db-IV-1 The effects of family composition and cultural diversity on self-development, as well as the relationship among low birth	1. Understand relationships among family members and meanings and responsibilities of the roles of family members, and adjust one's role in the family.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	to family development	rate, population ageing, and changes in family structure.	2. Explore social and demographic transitions such as family size shrinking and aging population, as well as possible impacts of cultural diversity on family composition and individuals.
		家Db-IV-2 Adaptation to family development, change, and problems, as well as responses to family conflicts.	1. Explore development and changes in family, and discover relevant issues in family and life. 2. In dealing with development and changes in family and conflicts between family members, use problem-solving strategies to find feasible solution, adjust and handle living issues, and further overcome difficulties.
		家Db-IV-3 Appropriate behavior and attitude when making friends, as well as the developmental process of intimate relationship.	1. Understand development and express feelings during making friends and developing intimate relationships with people of diverse genders. 2. Explore suitable attitudes and adjustment methods for personal friendship and intimate relationship development.
	c. Family activities and mutual learning	家Dc-IV-1 Planning and participating in family activities, as well as maintaining family relationships based on mutual respect and empathy.	1. Participate in housework and learn to share family responsibilities. 2. Plan activities creatively for family members, enhance relationships among family members, and maintain positive relationships among family members.
	d. Family culture and inheritance	家Dd-IV-1 Respect for, and acceptance of, family lifestyles and diverse ethnic cultures.	1. Understand and accept relations between different family types and personal life. 2. Respect and accept diverse family forms and ethnic cultures.
		家Dd-IV-2 Inheritance of family culture and its significance to individuals.	1. Understand meaning of family culture and inheritance to oneself (such as: grandparent-grandchild relationships, family history, etc.).

Themes	Topic Items	Learning Content	Supplementary Descriptions
			2. Reflect on meaning of life and its impacts on oneself based on family culture and inheritance.
		家Dd-IV-3 Speculation about family expectations and self-development.	1. Be aware of family members' expectations for oneself. 2. Explore the link between family members' expectations and personal development, and reflect on such relations.

(2) Scouting

Themes	Topic Items	Learning Content	Supplementary Descriptions
A. Scout spirit and development	a. Scout spirit	童Aa-IV-1 Implementation of scout oath, law, and motto and accomplishment of team goals.	1. Understand meaning of boy/girl scouts' promise, law, and mottos from life examples. 2. Plan and implement moral practice plans, so as to jointly achieve team goals.
		童Aa-IV-2 Work division in the patrol system, teamwork, and improvement in group dynamics.	1. Use personal abilities to participate in activities and division of labor organized by the team. 2. Learn to work in a team and enhance group dynamics.
		童Aa-IV-3 Establishment and implementation of scout etiquette and team norms.	1. Exercise the boy/girl scouts' etiquette and foot drill, and abide by common law and tacit understanding. 2. Learn the required politeness and attitude in interpersonal interactions, and implement group rules in daily life.
	b. Scout development	童Ab-IV-1 Being familiar with and attending domestic scout and teen events to sharpen life competencies.	1. Understand development of boy/ girl scouts' activities in the country, and recognize various organizations involved in youth activities. 2. Choose and participate in appropriate activities to cultivate living

Themes	Topic Items	Learning Content	Supplementary Descriptions
			ability in a diverse society.
		童 Ab-IV-2 Collection and sharing of information on world scout movement to cultivate a global vision and concern of the world.	1. Collect and share the current development and trends of boy/girl scouts' activities around the world. 2. Understand differences in cultures and ways of living of different countries, so as to cultivate international perspective and global care.
		童 Ab-IV-3 Being familiar with scout international exchanges and attending events considered suitable.	1. Understand situation in one's own country from current affairs, and cultivate patriotism through process of recognizing the meaning and making of the national flag. 2. Through information collection, share channels and methods to communication with international boy/girl scouts, and be aware of other feasible communication methods.
B. Service to do good and diverse care	a. Service spirit	童 Ba-IV-1 Understanding and living up to the meaning value, and beliefs of service learning.	1. Participate in experience activities and learn about meaning and value of service learning. 2. Understand conditions of service learning in case sharing.
		童 Ba-IV-2 Participation in, and sharing of, campus caring services.	Engage in service learning activities and share one's experiences with others in relevant courses or class activities.
	b. Service to do good	童 Bb-IV-1 Evaluation of diverse ethnic group service demand.	1. Analyze, understand and assess service needs of various ethnic groups. 2. Propose specific and feasible service methods based on assessment of service needs.
		童 Bb-IV-2 Planning and implementation of the service activity plan.	1. Use positive individual influence and plan for various service activities. 2. Implement various service activity plans and participate in the

Themes	Topic Items	Learning Content	Supplementary Descriptions
			course of service activities.
		童Bb-IV-3 Reflection on service activities and demonstration of diverse competencies.	<ol style="list-style-type: none"> 1. Share reflections and experiences from service activities and demonstrate diverse abilities. 2. Be willing to continue serving others and cultivate service enthusiasm in the future.
		童Bb-IV-4 Participation in international service activities and cultural exchange.	<ol style="list-style-type: none"> 1. Know international youth service organizations and understand differences in cultures across the globe. 2. Participate in appropriate service activities, conduct cultural exchanges, and respect global cultures.
C. Outdoor life and leisure knowledge	a. Wilderness travel knowledge	童Ca-IV-1 Acquisition and use of basic skills related to outdoor observation, tracking, and reasoning.	<ol style="list-style-type: none"> 1. Cultivate ability to observe outdoor environment through techniques such as tracking and surveying. 2. Discover changes in matters, things, and the environment, practice logical inference, and solve important problems in life.
		童Ca-IV-2 Development of skills related to map interpretation, travel accessories utilization, and safety proficiency.	<ol style="list-style-type: none"> 1. Practice identifying directions and using maps, compasses, or digital tools, and apply such skills to orienteering activities. 2. Learn all kinds of knotting and apply such skills in field trip activities to enhance activity qualities. 3. Use and properly maintain modern outdoor cookware. 4. Identify toxic creatures, practice first-aid and transportation in the field, and handle emergencies happen in the field activities through knowledge of first-aid.

Themes	Topic Items	Learning Content	Supplementary Descriptions
		童Ca-IV-3 Planning and experiencing various scouting travels with enjoyment.	<ol style="list-style-type: none"> 1. Recognize the types of trips (such as: collecting trips, pioneering trips, and visiting trips), and prepare the necessary gear for trips of different purposes. 2. Through team organization and division of labor, formulate trip plans, design trips itinerary, and prepare gear for the team trips and personal use. 3. Through skills for trip activities, participate in and maintain safety and health for the trip, and experience fun of various trip activities. 4. Give feedback, reviews, and personal reflections through sharing and discussion, after carrying out trip activities.
	b. Camping knowledge	童Cb-IV-1 Acquisition of camping knowledge and skills to improve wilderness survival ability.	<ol style="list-style-type: none"> 1. Practice camping skills such as knotting, cooking in the field, setting up campfires and camping tents, etc., and preparing for camping activities. 2. Plan campfire programs and showcase the results of team collaboration. 3. Handle affairs associated with camping through various for camping skills.
		童Cb-IV-2 Work division, planning, implementation, review, and reflection concerning camping activities.	<ol style="list-style-type: none"> 1. Collect and analyze campsite information, select appropriate campsites, and conduct campsite planning. 2. Through team organization and division of labor, formulate camping plans, design camping flowcharts, and prepare equipment or gear for team camping and personal use. 3. Through using skills for camping activities. Participate in camping activities, maintain safety and health for camping, and experience

Themes	Topic Items	Learning Content	Supplementary Descriptions
			the fun of camping activities, 4. Give feedback, reviews, and personal reflections through sharing and discussion, after carrying out camping activities.
		童Cb-IV-3 Activity leadership, communication, and problem-solving during camping.	1. Divide tasks and cooperate with each other within the team, and plan and implement suitable field activities (such as: wide games, comprehensive trips, mobile camping, or exploration education, etc.) through leadership or communication. 2. Participate in various group activities, effectively communicate and cooperate with others, and complete tasks assigned to oneself.
	c. Outdoor leisure activity proficiency	童Cc-IV-1 Safety, risk and emergency management related to outdoor leisure activities.	1. Understand meaning of outdoor leisure activities, properly plan personal leisure activities, experience various outdoor leisure activities, and cultivate leisure interests. 2. Learn about types of outdoor leisure activities, and choose appropriate gear to participate in outdoor leisure activities. 3. Discuss safety and risk management of outdoor leisure activities, cultivate ability to handle emergencies, and to adapt oneself to changing circumstances through crisis management abilities.
		童Cc-IV-2 Integration and utilization of outdoor leisure activity proficiency.	1. Practice skills such as estimation, knotting, and cooking without cookware, and apply such skills in actual outdoor leisure activities. 2. Apply skills for outdoor leisure activities (such as: weather observation, communications, map readings, etc.), equip oneself with wilderness survival skills. 3. Design outdoor leisure activities and lead the team to participate in the activities.

Themes	Topic Items	Learning Content	Supplementary Descriptions
			4. Give feedback, reviews, and personal reflections through sharing and discussion after outdoor leisure activities..
D. Environmental conser- vation and sustain- ability	a. Environmental friendliness in the wilderness and everyday life	童Da-IV-1 Exploring, practicing, and reflecting on sustainability and environmental conservation during camping.	<ol style="list-style-type: none"> 1. Understand how to properly interact with the environment during camping through situational learning activities. 2. Practice outdoor food preparation, and pay attention to food hygiene and preservation. 3. Propose methods to leave no trace in mountains and forests in camping activities, through information collection, discussion and sharing.
		童Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies.	<ol style="list-style-type: none"> 1. Look for strategies for resource reuse and waste disposal in daily life through case studies. 2. Experience issues of surrounding environment, be aware of impacts of human behaviors on natural, cultural environment, and society, and undertake responsibility for the environment. 3. Discuss environmental issues seen in daily life (such as: conserving energy conservation and reducing carbon emissions, conserving resource, simplification of lifestyle, green consumption, carbon footprint, waste reduction, and pollution reduction, etc.), and propose specific practical plans.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	b. Implementation of recreation and environmental friendliness	童Db-IV-1 Appreciation, maintenance, and protection of natural landscapes.	1. Inspire and appreciate beauty of the nature in one's life through physical senses with animals, plants and landscapes in the natural environment. 2. Participate in environmental activities for protecting natural landscapes and implement methods for maintaining natural landscapes.
		童Db-IV-2 Appreciation, maintenance, and protection of humanistic environment.	1. Explore historical development of the cultural environment, and inspire and appreciate the beauty of humanity through one's physical perception of the landscapes in cultural environment. 2. Practice methods for maintaining cultural environment through participating in environmental protection activities offered by school clubs or communities.
		童Db-IV-3 Participation in eco-friendly LOHAS travel and recreational activities.	Plan and participate in trips or recreational activities, make environmentally friendly food, clothing, accommodation, transportation arrangements, etc., and live a healthy and sustainable life.
	c. Outdoor leisure and environmen- tal issues	童Dc-IV-1 Development and implementation of environmental protection strategies during outdoor leisure activities.	Plan and participate in outdoor leisure activities that reduce impacts to the environment, and implement environmental protection.
		童Dc-IV-2 Understanding of, engagement in, and reflection on, global environmental issues.	1. Understand issues of and approaches to environmental protection in the international communities, and share personal views with others, through information collection and case study reports. 2. Through participating in regional or international environmental protection works to demonstrate concerns for environmental

Themes	Topic Items	Learning Content	Supplementary Descriptions
			protection and practice behaviors of environmental protection.

(3) Counseling

Themes	Topic Items	Learning Content	Supplementary Descriptions
A. Self-growth	a. Self-exploration and the respect of differences	輔Aa-IV-1 Self-exploration methods, experiences, and attitudes.	<ol style="list-style-type: none"> 1. Explore and integrate experience in self-growth through various aspects (such as: trait, emotion, gender, interpersonal relationship, family, performance in the school, etc.) 2. Understand the importance of self-exploration and explore oneself (such as: self-awareness, psychological tests, feedback from others, learning performance, social interaction and culture, etc.) through various methods.
		輔Aa-IV-2 Self-acceptance, respect for differences, and personal growth.	<ol style="list-style-type: none"> 1. Accept differences between individuals and respect uniqueness of individuals. 2. Cultivate positive personal traits and abilities, and apply them to different situations in a flexible manner.
	b. Teenagers' physical and mental development and self-growth	輔Ab-IV-1 Teenagers' physical and mental developmental process and adaptation.	<ol style="list-style-type: none"> 1. Explore and share one's experience in self-growth through various aspects (such as: trait, emotion, gender, interpersonal relationship, family, performance in the school, etc.) 2. Be aware of the transformation and influences from various aspects (such as: body, cognition, morality, psychosocial development, etc.) in the adolescence. 3. Learn the adjustment methods for physical and mental development, develop responses to crises, and complete developmental tasks.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	c. Value and respect life	輔Ac-IV-1 Exploration of life course, as well as the meaning and value of life.	1. Understand personal life cycle and stages of birth, death, illness, and old age. 2. Explore uniqueness and meaning of different live forms.
		輔Ac-IV-2 Cherish, respect, and treat all lives well.	1. Respect the living ways of various beings, and treat them in an appropriate way. 2. Be aware of the connection between human beings and other beings, and cherish lives of oneself and others.
B. Self-directed learning	a. Self-management and attitude cultivation	輔Ba-IV-1 Exploration of the meaning of learning and cultivation of lifelong learning attitude.	1. Examine the individual's belief and value towards learning, explore the meaning of learning, and cultivate an attitude for active learning. 2. Be aware of and break through limitations so as to develop personal talents. 3. Recognize benefits of lifelong learning and cultivate the will for lifelong learning.
		輔Ba-IV-2 Improvement in self-management and learning efficacy.	1. Make use of one's advantages in diverse aspects (such as intellect, trait, interest, learning style, etc.) to help one's learning. 2. Learn to use self-adjustment strategies (such as: goal setting, time management, metacognition, motivation, emotion, learning behavior, learning environment, etc.) to enhance learning motivation and effectiveness.
	b. Learning strategies and resources	輔Bb-IV-1 Application of, and adjustment to, learning methods.	1. Learn the methods and strategies of effective learning in various fields. 2. Cultivate skills, abilities and habits of formulating, implementing, and revising learning plans.

Themes	Topic Items	Learning Content	Supplementary Descriptions
			3. Make use of effective preparation and skills in handling examinations.
		輔Bb-IV-2 Exploration of learning resources and information integration and utilization.	1. Understand and explore resources and environments for learning. 2. Analyze, judge, and integrate various learning resources (such as: tests, technological tools, information tools, resources on the Internet, media, social resources, etc.).
	c. High-order learning and diverse learning	輔Bc-IV-1 Actively exploring questions, cultivating a higher-order thinking, and applying to innovation skills.	1. Cultivate ability and attitude of issue identification and active exploration. 2. Learn various high-level thinking skills and strategies (such as: critical thinking, creative thinking, problem solving, future imagination, etc.).
		輔Bc-IV-2 Demonstration of learning about diverse abilities and integration of experiences.	1. Explore diverse learning methods (such as: cooperative learning, theme exploration, hands-on experience, participation in contests, field visits and surveys, family and community activities, etc.) and share experiences. 2. Learn to integrate and use diverse learning experiences through various activities.
C. Career development	a. Career development and personal integration	輔Ca-IV-1 Exploration of career development, career transition, and the meaning of life.	1. Explore relations between the concept of career development and that of personal value and meaning of life. 2. Clarify the myth about career planning, recognize possible changes at each stage of career, and cultivate an attitude towards career transitions.
		輔Ca-IV-2 Career self-exploration and integration.	1. Collect all kinds of information and records related to personal career development.

Themes	Topic Items	Learning Content	Supplementary Descriptions
			2. Integrate various personal factors (such as: interests, values, abilities, traits, family expectations, etc.) that affect the career development.
	b. Education paths and career development	輔Cb-IV-1 Probing of adaptive education and information integration.	1. Integrate experiences in participating in academic and vocational education activities, and choose the path for education advancement based on personal aptitudes. 2. Collect, analyze and apply relevant information (such as: school systems, diverse channels for education advancement, course contents, school characteristics, admission requirements, future advancement paths, etc.) on education advancement based on personal aptitudes.
		輔Cb-IV-2 The meaning of work, work attitude, the world of work, breakthroughs in traditional gendered occupations, and the courage to explore future development.	1. Explore meaning of work and appropriate attitudes towards work. 2. Recognize the current situations and future development regarding jobs. 3. Break through the traditional framework of gender stereotypes in occupations, and bravely explore future development (including breaking through gender stereotypes, respecting gender differences, and career development without being restricted by gender, etc.) 4. Understand relations between education and the choice of advancement paths, and between education and occupation.
	c. Career planning, choices,	輔Cc-IV-1 Planning of career paths and resource utilization.	Explore and make use of tests, technological tools and information related to career planning and education advancement based on personal aptitudes.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	and actions	輔Cc-IV-2 Career decision-making, action, and adaptation.	<ol style="list-style-type: none"> 1. Learn the knowledge and ability of career advancement planning, career problem-solving, and career decision-making. 2. Formulate career development plan based on personal aptitudes and practice personal career planning.
D. Adapta- tion to life	a. Positive habits and adjustments	輔Da-IV-1 Cultivation of positive thinking and life habits and attitudes.	<ol style="list-style-type: none"> 1. Learn thinking patterns (such as: changing cognitive frameworks, self-affirmation training, mindfulness methods, humorous responses, etc.) that enhance mental flexibility and resilience. 2. Cultivate an adventurous and risk-taking attitude with acute sense of curiosity, and further enrich the quality of life with creativity.
		輔Da-IV-2 Cause, effect, and adaptation of emotion and stress.	<ol style="list-style-type: none"> 1. Be aware of and identify personal emotional reactions and patterns, and learn methods to adjust emotions. 2. Be aware of experiences and impacts from stress, and learn to deal with stress with self-adjustment methods and various resources.
	b. Everyday problems and psychological crisis coping	輔Db-IV-1 Solution to life problems, crisis coping, and ways of overcoming difficulties.	<ol style="list-style-type: none"> 1. Share experiences in facing common problems in life, and learn to solve the problems with appropriate methods. 2. Recognize common crisis and consequences (such as school dropouts, school bullying, domestic violence, etc.) faced by youngsters, detect signs of incidents, and take preventive actions. 3. Learn and use self-control skills and methods to resist temptation, so as to protect oneself, others, and the society in the face of crisis.
		輔Db-IV-2 Coping to major psychological distress and loss.	<ol style="list-style-type: none"> 1. Recognize impacts of common major psychological distress on youngsters (such as: depression, anxiety, bipolar disorder, schizophrenia, etc.) and the resources available in the society for assistance.

Themes	Topic Items	Learning Content	Supplementary Descriptions
			2. Understand assistance needed by youngsters with major psychological distress, and learn ways to get along with such youngsters. 3. Learn to adapt from experiences of facing emotional and life losses, and cultivate appropriate response and attitudes.
	c. Interpersonal relationship and group interaction	輔Dc-IV-1 Cultivation of empathy, interpersonal communication skills, and conflict management, as well as positive management of interpersonal relationship.	1. Cultivate empathy and learn various methods for interpersonal communication and conflict management, and apply such methods to different interpersonal communication situations. 2. Explore cardinal relationships, interpersonal interactions, and conflicts (such as teachers and students, peers, parent-children, online interactions, etc.) at different levels, and use suitable attitudes in handling interpersonal relationships.
		輔Dc-IV-2 Improvement in group communication, interactions, and work efficiency.	1. Be aware of group atmosphere, understand and use one's positive influence in operation of the group. 2. Learn to draw on the wisdom of the group, communicate and negotiate with the group, and form consensus of the group.
	d. Gender and multicultural society	輔Dd-IV-1 Respect for gender diversity.	1. Recognize and respect physical and mental development and differences of people of different genders during their adolescence. 2. Identify impacts of gender stereotypes on individuals and accept one's own gender traits. 3. Respect diverse appearances of gender characteristics, gender traits, sexual orientation, and gender identity.
		輔Dd-IV-2 Cultivating appropriate interactions	1. Learn to eliminate interaction that contain gender stereotypes, and

Themes	Topic Items	Learning Content	Supplementary Descriptions
		between sexes and their attitudes toward each other.	<p>get along with people of different genders in harmony.</p> <p>2. Cultivate an attitude of respect and equality, express and handle romantic relationships with people of different genders.</p> <p>3. Explore issues related to sexual harassment and sexual assault, and learn ways to treat each other with kindness.</p>
		輔Dd-IV-3 Interaction with, and caring about, multicultural society.	<p>1. Share and reflect on experience in society with diverse cultures.</p> <p>2. Cultivate an appropriate attitude for living in the society with diverse cultures.</p> <p>3. Learn the ability to get along with different cultural ethnic groups in harmony and show respect.</p>

3. Upper Secondary School

(1) Life Education

Themes	Topic Items	Learning Content	Supplementary Descriptions
A. Philo- sophical thinking	a. Competency of thinking	<p>生 Aa-V-1 Presenting thinking barriers through bias and fallacies.</p> <p>生 Aa-V-2 Basic logic for critical thinking.</p> <p>生 Aa-V-3 Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints.</p> <p>生 Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal principle of not being neutral but being just and impartial.</p>	<ol style="list-style-type: none"> 1. Prejudice and fallacy come in multiple forms. Teachers may choose forms commonly encountered by students as a guide to convey the importance of thinking. 2. Students are required to simply understand the basic principles of logical inference (such as: the effective inference form of simple sentences or the basic inference form of syllogism, etc.) 3. Methods and skills of correct thinking consist of three aspects, namely: having relevant facts, clarifying values or practical norms in conflicts, and judging relevant viewpoints and positions based on facts and values discerned. 4. Appropriate affect and attitude are an indispensable part of correct thinking, which include two aspects, namely: first, one must learn to be aware of various biases (such as: prejudice, selfish desire, and ideology) that one may have in affect and attitude; and second, one must recognize various thinking virtues required to internalize correct thinking. 5. Thinking competence is indispensable for a person to explore various types of sciences or handle different problems in life. However, the four key learning foci of life education should be specially incorporated into this course, including the three main questions in life, i.e. “ultimate care,” “value speculation,” and “spiritual cultivation,” as well as “humanology studies.”

Themes	Topic Items	Learning Content	Supplementary Descriptions
	b. Meta- and reflective thinking	生 Ab-V-1 Reflective thinking and taking corresponding actions and dynamically understanding the nature and methods of thinking, as well as affect and attitude toward thinking.	<ol style="list-style-type: none"> 1. Explore what thinking is; why thinking competence should include various aspects such as knowledge, skills, affect and attitude; and whether there are other qualities required for thinking literacy. 2. Explore the thinking that is the so-called meta-thinking. The study of meta-thinking allows students to understand why and how to grasp essence and characteristics of thinking, as well as the standards required for correct thinking, thus deepening the meta-knowledge related to thinking.
B. Exploration of anthropology	a. Human characteristics and humanism	生 Ba-V-1 Basic competencies of holistic anthropology.	<ol style="list-style-type: none"> 1. Think and analyze the diverse aspects of “human beings.” Guidance is provided to learn about the nature and relationships of human beings, and the effect of time, human bodies and psychology (such as: human rationality and sensibility, spirit and spirituality, genders and relationships, freedom and destiny, limitation and infinity, and desire and pursuit). 2. Learn about the limitation of human life and various matters and things, so as to grasp one’s ultimate visions, values and ideals, and the path to spiritual cultivation.
	b. Human subjectivity and self-view	生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.	<ol style="list-style-type: none"> 1. Subject and subjectivity make two important philosophical concepts, which are the root of human dignity; and to understand that “human beings are the subject and the subjectivity of human beings” is to understand that “respect for others” and “respect by others” are equally important, because everyone has the same subjective value and purpose of being for oneself.
		生 Bb-V-2 Asking the question of “What and who I	

Themes	Topic Items	Learning Content		Supplementary Descriptions
			am?” and understanding the relationships and differences among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.”	<p>2. The meaning of “human beings” — where every human being is the same “I” in continuous development and changes.; reflect on the meaning of “oneself” — where “oneself” is not equivalent to the characteristics of “I” as characteristics are in continuous development and changes, and “oneself” is the human person who remains unchanged in the continuous development and changes of “I”.</p> <p>3. Everyone has a noble subjective oneself, which is the universality of oneself; and each individual’s subjective oneself is unique, which is the uniqueness of oneself. Cultivation of an appropriate view of oneself constitutes the premise for everyone to explore, affirm, and develop oneself.</p>
C. Ultimate concern	a. Philosophy and the meaning of life, as well as concern over life and death and relevant practice	<p>生Ca-V-1</p> <p>生Ca-V-2</p> <p>生Ca-V-3</p> <p>生Ca-V-4</p>	<p>Connotations of philosophy and philosophical exploration of the meaning of life.</p> <p>Connotations of, and relationship between, joy, happiness, supreme good, and supreme bliss.</p> <p>The meanings of death in anthropology and its impact on life value.</p> <p>The meaning of “good death” and practice of hospice.</p>	<p>1. What is philosophy? What are the functions of philosophy? And the ultimate lesson of philosophy lies in the pursuit of meaning and the exploration of “felicity” which is different from “happiness”. Simply pursuing one’s own happiness while hurting others does not result in real felicity.</p> <p>2. The so-called “supreme good” in “<i>The Great Learning</i>” and the so-called “highest bliss” in Greek Philosophy, respectively, represent the thinking of the highest state of life in Eastern and Western cultures.</p> <p>3. Understand the impact and meaning of death, and learn to find ways to make peace with life.</p> <p>4. Understand the meaning of “good death” and care for kinsfolk and</p>

Themes	Topic Items	Learning Content	Supplementary Descriptions
			friends when they face the loss of life.
	b. Ultimate belief and religions	<p>生Cb-V-1 Possible value and meaning of religious or ethnic beliefs to one's personal living and life.</p> <p>生Cb-V-2 Confirming one's ultimate belief and living up to it in value speculation and spiritual cultivation.</p>	<p>1. Understand the origins of religious or ethnic beliefs in human nature, society, and even transcendent dimension, so as to grasp their relations with life; and be able to discern, so as to avoid problems and troubles of superstition.</p> <p>2. Understand that everyone should establish one's own ultimate beliefs through the rationality of philosophy and the wisdom of religion, and should conduct value debating to enhance spiritual cultivation based on such ultimate beliefs.</p>
D. Value speculation	a. Moral and philosophical competencies and their application	<p>生Da-V-1 Necessity, meaning, and types of moral judgment.</p> <p>生Da-V-2 Determining the "good and evil" of the agent in question and corresponding factors that should be considered.</p> <p>生Da-V-3 Clarifying myths related to personal behavior and public affairs, and properly exploring relevant issues.</p> <p>生Da-V-4 Relationships and conflicts between moral norms and judgments, as well as corresponding responses.</p> <p>生Da-V-5 Relationships between moral practice and one's philosophy of life/world view.</p>	<p>1. Use examples to illustrate importance and necessity of moral judgments (such as: dilemma when facing moral conflicts), and make meaningful classification of moral judgments through life experiences and rational thinking.</p> <p>2. Grasp similarities and differences between moral judgments on people and on behaviors, and factors for consideration, so as to establish methods for moral judgments and find solutions to moral dilemmas.</p> <p>3. Learn that regardless of myths or controversies in personal behaviors and public affairs, it is extremely important to clarify and establish correct debating methods for the discussion of related issues. Personal behaviors involve various issues such as daily routine, health, diet and exercise, relationship with others, etc., whereas public affairs involve controversial issues in the social, political, and economic fields. Both personal behaviors and</p>

Themes	Topic Items	Learning Content	Supplementary Descriptions
			public affairs should be introspected and discussed through appropriate speculation competence.
	b. Reflection on aesthetics of everyday life	<p>生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life.</p> <p>生 Db-V-2 Competencies of acquiring aesthetic experience and developing aesthetics of everyday life.</p> <p>生 Db-V-3 Aesthetics of everyday life and life values.</p>	<p>1. Reflect on aesthetics in life, where comparison can be made to demonstrate the different feelings brought to people by different lifestyle habits (such as: food, clothing, accommodation, transportation, education, entertainment, etc.)</p> <p>2. Change oneself, contemplate upon how to make oneself a person with taste in life, and understand the meaning that lifestyle tastes should not be translated into luxurious lifestyle.</p>
E. Spiritual cultivation	a. Spiritual self-awareness and cultivation	<p>生 Ea-V-1 Connotation, techniques, process, and required competency of spiritual cultivation.</p> <p>生 Ea-V-2 Relationships among compassion, wisdom, love, and spiritual cultivation.</p>	<p>1. Spirituality refers to the clarity of mind-heart, and such nature allows the human beings to be conscious about oneself and others, make judgments and choices, explore meaning, pursue truth, long for beauty and goodness, and yearn for sacredness.</p> <p>2. Spirituality works in the principle of “prosperity by practice, and demise by negligence,” where the cultivation of spirituality is in the making through practicing, widening and deepening the unambiguous nature of human beings. Profound wisdom for spiritual cultivation has been accumulated in the Eastern and Western cultures and religions, including understanding of difficulties and experiences of spiritual cultivation, as well as the uses of various methods, approaches, and stages in breaking through difficulties.</p> <p>3. The so-called “love” in the Western culture and the so-called “compassion” in the Buddhism carry similarities and differences</p>

Themes	Topic Items	Learning Content	Supplementary Descriptions
			<p>between each other. On one hand, “love” is a polysemous word and all kinds of possible “loves” exist in the world. In Greek thoughts, words such as “eros, philia, storge, agape, etc.” are adopted for the illustration of “love”. On the other hand, “compassion” is closer to the meaning of “agape,” which represents sympathy, empathy, and willingness to sacrifice oneself for others. Overall, compassion and wisdom constitute the core of spiritual cultivation.</p>
	b. Integration of personality and spiritual cultivation	<p>生Eb-V-1 Path to the integration of personality and its relationship with spiritual cultivation.</p> <p>生Eb-V-2 Integration of personality and spiritual cultivation from perspectives of different disciplines and religions.</p>	<p>1. The translation of English word “integrity” usually meaning “being upright.” However, it should mean “integration,” which refers to the consistency in the inner and outer self, and between the heart/speech and the words/deeds. Disintegration of personality, or inconsistency between knowledge and behavior, results from plenty of difficulties and causes, which should be understood to seek a breakthrough.</p> <p>2. Personality integration and spiritual cultivation are closely related, where different disciplines or religions all attach importance to the subject matter of personality integration and spiritual cultivation.</p>

(2) Career Planning

Themes	Topic Items	Learning Content	Supplementary Descriptions
A. Self-exploration	a. Career development and self-adaptation	涯Aa-V-1 Developmental tasks in each stage of life.	1. Comprehensively observe the normal development in all aspects of life, and understand the physical and mental development and special needs in senior high school, so as to find motivation and direction for future learning and growth. 2. Flexibly face various unexpected turns or opportunities in one's career in globalization and era of information technology, and actively respond to and make rational use of the turns or opportunities
		涯Aa-V-2 Characteristics and requirements of career development for teenagers.	
		涯Aa-V-3 Career transition and adaptability.	
	b. Developmental process and life issues	涯Ab-V-1 The developmental process of one's past, present, and future.	1. Reflect on the trajectory and pattern of interactions between oneself and the environment, and integrate life experiences and growth context based on different time frames. 2. Understand meaning and connotation of career development and planning, actively construct career visions, and cultivate ability of adjustment and adaption in career.
		涯Ab-V-2 Establishing the meaning and connotations of personal career planning.	
	c. Self-awareness and personal integration	涯Ac-V-1 Personal skills and interests.	Systematically understand one's abilities, interests, values, personal career attitudes and beliefs, through tests, self-awareness, or feedback from important others.
		涯Ac-V-2 Individual career attitude and belief.	
		涯Ac-V-3 Individual characters and values.	Understand the possible roles to take and corresponding challenges in different career stages, time and space, so as to be aware of one's inner objectives, values, desires, or response, etc.
		涯Ac-V-4 Life roles and lifestyles, including gender, ethnicity, hierarchy, and other multicultural and interpersonal interactions and management.	

Themes	Topic Items	Learning Content		Supplementary Descriptions
B. Environ- mental explora- tion	a. Educational development and occupational choice	涯Ba-V-1 涯Ba-V-2 涯Ba-V-3 涯Ba-V-4 涯Ba-V-5	High school career paths. Traits and career paths. Traits and college discipline clusters. Learning and life in college. College career and occupational choice.	1. Analyze the relations between personal traits and path built in senior high school, disciplines in university, and find channels suitable for one's further education (or employment) and career aspirations. 2. Learn about diverse learning connotations and lifestyles at university, demystifying the choice of schools, majors, and careers, and stimulate expectations and preparations for the university life.
	b. Career life and social needs	涯Bb-V-1 涯Bb-V-2	Career life and work ethics. Market changes and future development.	1. Cultivate the ability of interpersonal interactions and teamwork cooperation, understand meaning and connotation of work ethics and workplace morality, and prepare for future employment. 2. Understand and grasp the domestic and international trends of economic development, industrial development, and changing labor market, and cultivate core competence required in workplace.
C. Decision making and action	a. Career assessment and wise decisions	涯Ca-V-1 涯Ca-V-2	Choice process and assessment tools. Career reflection and responses to changes.	1. Understand the complicated process and related principles and rules involved in choices, and make rational use of various assessment models or tools to make important career decisions such as choosing courses, fields, majors, and schools, etc. 2. In the era of rapid change and complexity, positively view uncertainty, flexibly respond to various changes, and creatively create all kinds of future possibilities.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	b. Self-management and attitude development	涯Cb-V-1 Self-directed learning methods and strategies. 涯Cb-V-2 Time management and stress adaptation.	1. Cultivate initiative and active learning motivation and attitudes, understand the differences between junior and senior high schools, and adopt appropriate learning methods and strategies, so as to enhance the effectiveness of learning. 2. Learn the methods of time management and stress management, and understand the importance of such management in career crisis management.
	c. Career action and practice	涯Cc-V-1 Career vision and action plans.	1. Investigate and be aware of the interactive relations between oneself and the environment, and construct personal career visions, so as to formulate short-, medium-, and long-term learning plans accordingly, as well as promptly revise action plans according to the results of these plans. 2. Continuously develop and document various courses of self-exploration and career construction, and organize and integrate such courses into a systematic career portfolio or captivating life story.

(3) Home Economics

Themes	Topic Items	Learning Content	Supplementary Descriptions
A. Diet	a. Diet and lifestyle	家Aa-V-1 Dietary behavior and family lifestyles.	Reflect on influences of family, media, and globalization on dietary behaviors, and plan healthy diets for oneself and family by combining principles of nutrition for different stages of life.
		家Aa-V-2 Local and exotic diets and cultures. 家Aa-V-3 Eco-friendly diet and food sustainability.	1. Learn about local food cultures, understand and respect features of global food cultures. 2. Be aware of the importance of food sustainability in Taiwan, and grasp the principles of green dietary behavior in life (such as: organic crops, crops grown with environmentally friendly methods, support for small farmers, low-carbon diets, local production for local consumption, etc.).
	b. Meal planning and preparation	家Ab-V-1 Food characteristics and use. 家Ab-V-2 Diet aesthetics and application.	1. Learn about characteristics of various food ingredients, and principles for purchase and preservation of these ingredients, grasp the principles of food hygiene and food safety, familiarize oneself with food preparation equipment and environment, and conduct dietary design through appropriate cooking methods. 2. Design, prepare, and present foods using concept of food aesthetics.
B. Clothing	a. Outfit plan	家Ba-V-1 Fabric properties and clothing application. 家Ba-V-2 Fashion design and outfit planning.	1. Understand applications of technologies in textiles and characteristics of textiles. 2. Understand elements of clothing design, and demonstrate oneself and express sense of aesthetics in various methods such as styling and transformation of clothing.

Themes	Topic Items	Learning Content	Supplementary Descriptions
		家Ba-V-3 Clothing needs assessment and selection. 家Ba-V-4 Clothing management and maintenance.	1. Learn to assess needs for clothing, and choose and purchase clothing with the consideration of money, sustainability, equality, social responsibility, and safety. 2. Understand characteristics of clothing, get oneself familiar with the basic clothing repair skills, and properly manage and maintain clothing and accessories.
	b. Clothing language and culture	家Bb-V-1 Clothing and fashion. 家Bb-V-2 Clothing cultures.	1. Understand the evolution of clothing, classic clothing designs, and trends, and enhance aesthetic literacy through appreciation of beauty. 2. Explore the language of clothing in different generations, cultures, fields, etc., and further understand the social functions of clothing, so as to achieve respects for diverse cultures and international understanding.
C. Life management	a. Life resource management and consumption	家Ca-V-1 Time, energy, and life resource management.	Make use of resources and management skills, better manage time, and properly allocate energy and adequate leisure.
		家Ca-V-2 Family financial planning and management. 家Ca-V-3 Consumer behavior and culture.	1. Understand the importance of incomes and savings, build financial awareness, learn about common financial products, and properly plan and manage family financial affairs. 2. Explore consumers' rights and obligations, and discuss influences of various factors (such as: brand, service, marketing, ideology, culture, etc.) on consumers' purchase behaviors. 3. Explore safety considerations for various types consumption (such as the safety of goods, safety of new consumption patterns like online payment agreements and risk aversion.

Themes	Topic Items	Learning Content	Supplementary Descriptions
	b. Image management	家Cb-V-1 Perception and personal image management. 家Cb-V-2 Interpersonal interactions and ethics.	1. Analyze factors shaping the personal image, and use management skills to enhance personal image. 2. Respect and demonstrate proper interpersonal communication and interactions, including Internet etiquette, workplace ethics, and job-interview etiquette.
	c. Creative living and aesthetics	家 Cc-V-1 Eco-friendly home décor and spatial beautification.	1. Use aesthetics for planning and decorating living spaces, and understand the elements of generic designs and green buildings. 2. Beautify the home or community space through creative DIY crafts.
D. Family	a. Marriage and family building	家 Da-V-1 Social interaction involving gender diversity and emotional expression. 家 Da-V-2 Marriage choice. 家 Da-V-3 Family building.	1. Recognize traits and behaviors of diverse genders, establish an attitude of empathy and appreciation, and actively care about relevant issues. 2. Explore interactions with people of diverse genders, relationship and expression of feelings, clarify importance of dating and partner selection, and learn about knowledge and ability of ending a relationship and dealing with break-up. 3. Understand importance of intimate relationships and marriage, and explore choices of marriage and prepare for multifaceted learning. 4. Understand the development of a family and explore establishment and management of the family.
	b. Family life and interaction	家Db-V-1 Family development and resilience.	Analyze trends of family development, learn knowledge, abilities, and strategies in response to stressful events, and strengthen family beliefs and resilience.

Themes	Topic Items	Learning Content	Supplementary Descriptions
		家Db-V-2 Family systems and interactions among family members.	Analyze relationship between family system and personal life, improve interaction and communication strategies, and promote balance between systems.
	c. Teenagers and their families	家Dc-V-1 Teenagers' family responsibilities and cultural feedback. 家Dc-V-2 "Love your family" actions.	1. Reflect on youngsters' responsibilities for their family, plan joint learning activities for family, and create a family of learning. 2. Actively observe the needs of family members and demonstrate diverse family-loving actions.