

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

**The Domain of Language Arts —
Mandarin**

January 2018

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I. Fundamental Beliefs

Language serves as a medium for social communication and interaction, and as a vehicle for culture. The objective of language education is to develop learners' abilities to communicate effectively and think rationally, thereby laying the foundation for their future development and life-long learning. When learners are introduced to a new language, they also gain exposure to different cultures and value systems, which fosters interaction among members of diverse ethnic groups and enhances mutual understanding.

Mandarin language education aims to develop core competencies by cultivating language proficiency, literary and cultural appreciation, and critical thinking skills. This education emphasizes the enhancement of learners' abilities to express themselves, solve problems, self-evaluate, and think critically. The curriculum includes training in listening, speaking, phonetic symbols, word recognition, handwriting, reading, and writing—skills that are essential for modern citizens. Additionally, through reading and creating various texts, learners are encouraged to be creative, broaden their horizons, reflect, debate, and offer constructive criticism. Mandarin language education also promotes improved interpersonal relationships, a deeper understanding of the meaning of life, respect for other cultures, environmental awareness, and the development of a global perspective.

II. Curriculum Goals

The curriculum aims to cultivate Mandarin language skills, develop literary and cultural appreciation, and strengthen autonomous action, communication, interaction, and social participation. The curriculum goals for Mandarin language are as follows:

1. To help learners acquire Mandarin language knowledge and employ appropriate words to express sentiments and opinions effectively.
2. To integrate Mandarin language with scientific and technological information, fostering interdisciplinary exploration, self-directed learning, and establishing a foundation for lifelong learning.
3. To enable learners to use Mandarin language for sharing experiences, exchanging opinions, building interpersonal relationships, and coping effectively with life's challenges.
4. To encourage learners to engage with texts across various topics and genres, enhancing comprehension, critical thinking, and unlocking creative potential.

5. To assist learners in appreciating and analyzing texts, thereby enhancing aesthetic appreciation and perceptiveness.
6. To facilitate learners in understanding real-life contexts through reading, fostering social observation, cultural understanding, and intercultural appreciation and interaction.
7. To help learners understand the relationship between individuals and communities, experience cultural heritage, and contemplate the meaning of life through Mandarin language learning.
8. To encourage learners to explore local and global issues, broadening their international perspectives, and fostering a passion for and ability to engage in public affairs through Mandarin language education.

III. Time Allocation

The time allocation for each stage of Mandarin language education is as follows:

Educational stage		Elementary school						Junior high school			Upper secondary school		
Learning stage		1		2		3		4			5		
Grade		1	2	3	4	5	6	7	8	9	10	11	12
Category	MOE-mandated required courses	6 periods per week		5 periods per week		5 periods per week		5 periods per week			16 credits		4 credits
	Enrichment electives										8 credits		
Remarks		1. For upper secondary schools, the MOE-mandated required courses should include 2 credits in the basic teaching material of Chinese culture.											
		2. For the 8 credits in enrichment electives for upper secondary schools, learners should acquire at least 4 credits. The courses are planned as follows:											
		Course Title										Credits	
		Language Expression and Communication Application										2	
		Selected Readings in Literary Works										2	
		Reading and Research on Special Topics										2	
		General Knowledge of Chinese Studies										2	
		3. For more details of EEE courses, please refer to “3. Description of enrichment electives in Upper Secondary School” under the Section of Learning Focus, as well as “2. Teaching Material Selection and Composition” under the Section of Implementation Directions.											

IV. Core Competency

The table below is the explanation of how the core competency for different educational stages in the General Guidelines can be integrated into the fundamental beliefs and goals of Mandarin courses. Please refer to Appendix I for “Connection between the Learning Focus in the domain of Language Arts for Mandarin and the Core Competencies”.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-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.	國-E-A1 Recognize the significance of Mandarin and develop a passion for it. Be able to use Mandarin to comprehend and express oneself, and establish a basis for lifelong learning.	國-J-A1 Through Mandarin learning, understand career and life models, build positive values, and foster enthusiasm for self-directed learning.	國-S-U-A1 Through Mandarin learning, cultivate self-reflection abilities, develop strategies for addressing life's challenges, and establish positive self-adjustment and continuous improvement of character.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	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.	國-E-A2 Through Mandarin learning, understand the main ideas of texts, develop strategies for learning and problem-solving, explore logical thinking, and apply experiences and practical exercises to address everyday challenges.	國-J-A2 Through appreciating various types of texts, develop critical thinking skills, reflect on content and themes, and apply them to daily life to effectively address problems.	國 S-U-A2 Consolidate the meanings and structures of texts to cultivate profound reflection and systematic reasoning. Develop an understanding and appreciation for cultural influence while recognizing life's challenges. Proactively confront obstacles and skillfully address a variety of life problems.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	國-E-A3 Use Mandarin to enrich life experiences. Acquire structured activity planning and problem-solving skills, explore multiple intelligences, and foster creativity to enhance adaptability in life.	國-J-A3 Use Mandarin to absorb new knowledge and formulate plans to engage in self-directed learning. Demonstrate innovation to enhance personal adaptability.	國 S-U-A3 Use Mandarin to cultivate the ability to plan, execute, and review plans. Actively acquire new knowledge and participate in various activities to enrich life experiences, develop diverse abilities, and promote innovative thinking and adaptability to social changes.
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.	國-E-B1 Understand and apply Mandarin in daily life, learn to empathize with others' feelings, and respond appropriately to achieve effective communication and interaction.	國-J-B1 Use Mandarin to express and convey emotions, enhance reading comprehension, and thereby improve the ability to appreciate and analyze texts. Additionally, be able to listen to others' needs, understand their perspectives, and achieve positive interpersonal communication and interaction.	國 S-U-B1 Use Mandarin to express personal experiences, ideas, and emotions. Learn to contemplate issues from others' perspectives to achieve consensus and possess the ability for effective communication and negotiation with others.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	國-E-B2 Understand the importance of the internet and information technology in learning to expand the scope of language learning and cultivate the ability to use various information cautiously.	國-J-B2 Use materials provided by information technology, and various media to conduct searches, integrate information, interpret data, and reflect on it, transforming these processes into abilities and qualities applicable to life.	國 S-U-B2 Make good use of materials from information technology, and various media to engage in reading and critical thinking, integrate information, and stimulate the ability to reflect and criticize media ethics and social issues.
	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.	國-E-B3 Use multiple senses to experience the beauty of literature and art, appreciate aesthetic aspects of life, and develop fundamental skills in artistic creation and appreciation.	國-J-B3 Possess the ability to appreciate literature and related arts and cultivate an interest in creation. Validate life experiences by reflecting on and sharing insights from texts, thereby refining aesthetic judgment.	國 S-U-B3 Understand the content of texts and recognize literary skills to engage in practical creations. Appreciate the beauty of art and culture with the knowledge background of literature and history, and share individual aesthetic experiences with others.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
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 to recognize, appreciate, and practice good deeds.	國-E-C1 Read various types of texts to develop the skill of discerning right from wrong and understand individual relationship with society. Cultivate empathy and a sense of responsibility, care for the natural environment, and enhance civic awareness.	國-J-C1 Read various types of texts to develop moral values, a sense of responsibility, and empathy. Additionally, observe the living environment, actively contribute to community welfare, and to increase interest in public issues.	國 S-U-C1 Read and explore a variety of texts and reflect deeply on moral issues to nurture ethical values. Actively engage in conversations with others to reach consensus and develop civic awareness and social responsibility. Understand public issues and participate in public affairs.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	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	國-E-C2 When interacting with others, able to appropriately use language skills to express personal thoughts, and understand and accept different opinions. Enjoy participating in school and community activities, and realize the importance of teamwork.	國-J-C2 During the process of learning Mandarin, collaborate with peers to improve language comprehension, communication, and tolerance, establishing friendly interpersonal relationships in daily life.	國 S-U-C2 Understand others' thoughts and perspectives. Learn effective communication and interpersonal skills and recognize the importance of community life. Actively participate in and learn to cooperate and coordinate with others to demonstrate the team spirit of collective effort.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the Domain of Language Arts: Mandarin		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	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.	國-E-C3 Read a variety of texts to develop a fundamental understanding and concern for both local and international affairs. Recognize one's own culture and be able to embrace, respect, and appreciate diverse cultures.	國-J-C3 Read a variety of texts to explore the connotations of different cultures. Appreciate and respect the diversity of cultures worldwide and understand the value and significance of embracing multiculturalism.	國 S-U-C3 Read a variety of texts to establish one's own cultural identity and understand the significance of diverse values. Extensively investigate various social issues, stay informed about international developments, and strengthen the abilities needed to cope with future social development.

V. Learning Focus

The learning focus includes “Learning Performance” and “Learning Content”. Each subject area of textual passages, textual expressions and cultural connotations develops the learning process and reveals the learning results through six performance categories: listening, speaking, phonetic symbols and their use, word recognition and handwriting, reading and writing.

“The Table of Correspondence Between the Essential Learning Focus of the Subject of Mandarin in the Domain of Language and Core Competencies” (see Appendix I) illustrates how core competencies are cultivated through the implementation of these focus. It also provides guidance for the design of cross-curricular courses and enhances the rigorousness of curriculum development.

The list of “Issues to be Integrated into Domain-specific Curriculum Guidelines” (see Appendix II), wherein the essential learning focus of the Mandarin subject can be implemented in alignment with exploration of vital issues, has been drawn up to broaden the scope of Mandarin learning and support the development of core competencies.

1. Learning Performance

The learning performance of Mandarin language is divided into six categories: “Listening”, “Speaking”, “Use of phonetic symbols”, “Word recognition and Handwriting”, “Reading” and “Writing”. These categories are assigned with code numbers, which are shown in the following list:

Category	Code
Listening	1
Speaking	2
Use of phonetic symbols	3
Word recognition and handwriting	4
Reading	5
Writing	6

The first digit indicates “category” in Arabic numerals. The second digit indicates “learning stage” in Roman numerals, with I as Stage I (Grades One and Two), II as Stage II (Grades Three and Four), III as Stage III (Grades Five and Six), IV as Stage IV (Grades Seven through Nine in junior high school), and V as Stage V (Grades 10 through 12 in senior high school). The third digit indicates the serial number.

The double circle (©) indicates the repetition of the same learner performance at a different learning stage. Learning Mandarin entails increasing accumulation of knowledge and continuous perfection of skills in an extensive manner.

(1) Listening

Learning Stage	Learning Performance
Stage I	1-I-1 Develop the habit of focused listening and respecting the words of others. 1-I-2 Can listen to different media and express the content heard. 1-I-3 Can understand the messages within words, poems, and stories, and use appropriate facial expressions and body language.
Stage II	1-II-1 Allow others to extensively express their opinions when listening. 1-II-2 Possess the fundamental ability to listen to different media. 1-II-3 Can listen to poems and plays of an appropriate level and express the key points heard. 1-II-4 Determine whether the content is off-topic based on discourse, understand the primary content and emotions, and interact with other person involved.

Learning Stage	Learning Performance
Stage III	1-III-1 Can summarize the words of others after listening to them speak. 1-III-2 Identify various tones based on the scenario and emotions displayed in speeches or the news. Understand the sentiments conveyed by others and respond appropriately. 1-III-3 Determine the rationality of listening content and separate facts from opinions. 1-III-4 Improve listening performance by integrating technology and information.
Stage IV	1-IV-1 Listen to various statements with compassion, record and summarize. 1-IV-2 Determine connotation based on tone as well as skill in expression in varying scenarios to respond appropriately. 1-IV-3 Listening to content to determine their logic and identify solutions. 1-IV-4 Flexible use of technology and information to improve proficiency in listening and reinforce the effects of interactive learning.
Stage V	1-V-1 Can correctly analyze the messages in speech when faced with different listening scenarios and cultural differences to respond appropriately. 1-V-2 Listening and understanding the constructed time, era, and emotional sentiments within texts. 1-V-3 Can listen and identify the core arguments, stance and purpose of discussions, and show both compassion and respect. 1-V-4 Can listen to and appropriately utilize practical text to strengthen interpersonal communication and improve quality of life.

(2) Speaking

Learning Stage	Learning Performance
Stage I	2-I-1 Speak a complete sentence with correct pronunciation and fluency. 2-I-2 Make statements according to the content heard. 2-I-3 Ask appropriate questions, provide suitable answers, and share thoughts when speaking with others.
Stage II	2-II-1 Speak with clarity, appropriate speed, and volume. 2-II-2 Apply suitable vocabulary and correct grammar when expressing thoughts and ideas. 2-II-3 Grasp key points and order when speaking, and respond appropriately during discussions. 2-II-4 Happily participate in discussions to offer personal perspectives and opinions. 2-II-5 Maintain politeness when communicating with others and develop an attitude of responsibility towards one's own words.

Learning Stage	Learning Performance
Stage III	<p>2-III-1 Observe changes in life, cultivate the ability to identify personal feelings and thoughts, and accumulate topics for speaking.</p> <p>2-III-2 Listen to content and make judgments, ask questions, and respond appropriately.</p> <p>2-III-3 Utilize flexible sentences and speaking skills to enrich expressed content.</p> <p>2-III-4 Support speaking through changes in tone, expressions, and body language.</p> <p>2-III-5 Grasp the themes, key details, and logic structure of spoken content.</p> <p>2-III-6 Integrate information technology to improve the efficiency of expression.</p> <p>2-III-7 Respect dissenting opinions when communicating with others.</p>
Stage IV	<p>2-IV-1 Grasp life scenarios, appropriately express sentiments, and share personal experiences.</p> <p>2-IV-2 Effectively grasp the logic of content to propose questions or feedback.</p> <p>2-IV-3 Clearly express opinions and propose an organized argument based on the content heard; maintain a polite attitude while speaking.</p> <p>2-IV-4 Utilize information technology flexibly to enrich the content expressed.</p> <p>2-IV-5 Conduct reports, comments, speeches, or arguments based on varying scenarios.</p>
Stage V	<p>2-V-1 Speak about the stylistic characteristics, expressive format, and themes and content of texts with logic and accuracy.</p> <p>2-V-2 State personal opinions, organize others' arguments, and respond appropriately for friendly, equal communication.</p> <p>2-V-3 Identify dissenting opinions in texts, offer personal insights, and express the beauty in dissenting perspectives.</p> <p>2-V-4 Happily participate in discussions to offer personal life experiences and feelings of resonating with the aesthetic value of literary works.</p> <p>2-V-5 Utilize various formats in the performing arts to reinterpret texts.</p> <p>2-V-6 Show concern for environmental changes, compassion for others, respect for cultures of different communities, and respond appropriately.</p>

(3) Use of Phonetic Symbols

Learning Stage	Learning Performance
Stage I	<p>3-I-1 Correct understanding, spelling, and handwriting of Mandarin Phonetic Symbols.</p> <p>3-I-2 Apply Mandarin Phonetic Symbols to supplement word recognition and Mandarin characters to reinforce the learning of Mandarin Phonetic Symbols.</p> <p>3-I-3 Utilize Mandarin Phonetic Symbols to express thoughts, ideas, and record messages.</p> <p>3-I-4 Learn and enjoy reading through reading books using Mandarin Phonetic Symbols.</p>

Stage II	<p>3-II-1 Apply Mandarin Phonetic Symbols in the understanding of new vocabulary and improve reading efficiency.</p> <p>3-II-2 Apply Mandarin Phonetic Symbols to search for information and acquire new knowledge.</p>
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(4) Word recognition and handwriting

Learning Stage	Learning Performance
Stage I	<p>4-I-1 Recognize at least 1,000 common Mandarin characters, and use 700 characters.</p> <p>4-I-2 Utilize the components and radicals of characters and basic principles of word formations to supplement word recognition.</p> <p>4-I-3 Learn skills to use dictionaries.</p> <p>4-I-4 Develop good handwriting posture and the habit of organized handwriting.</p> <p>4-I-5 Understand the basic stroke, order, and movement principles of pen strokes. Write correct and orderly Mandarin characters.</p> <p>4-I-6 Experience the communication function and fun of handwriting in correspondence to one's needs.</p>
Stage II	<p>4-II-1 Recognize at least 1,800 common Mandarin characters, and use 1,200 characters.</p> <p>4-II-2 Utilize common components to expand vocabulary size.</p> <p>4-II-3 Look up in paper or electronic dictionaries and utilize dictionaries to recognize the meaning of characters.</p> <p>4-II-4 Recognize and correctly use characters with similar forms or pronunciation.</p> <p>4-II-5 Utilize the meaning of characters to infer their definitions.</p> <p>4-II-6 Grasp the changes and connecting structures of components to write correct and orderly handwriting with pens.</p> <p>4-II-7 Practice handwriting with pens, supplemented by brushes, to grasp the handwriting skills of regular script strokes.</p> <p>4-II-8 Learn the stories of renowned calligraphy masters from all periods.</p>
Stage III	<p>4-III-1 Recognize at least 2,700 common Mandarin characters, and use 2,200 characters.</p> <p>4-III-2 Recognize the form and structure of characters, and utilize their components to understand their phonetic sound and meaning.</p> <p>4-III-3 Utilize dictionaries for characters and idioms to expand vocabulary and recognize the meanings of phrases.</p> <p>4-III-4 Become adept with the changes and connecting structures of components to write correct and orderly handwriting with pens.</p> <p>4-III-5 Practice lettering with pens, supplemented by brushes, to grasp the handwriting skills, structures, and forms of regular script.</p>
Stage IV	<p>4-IV-1 Recognize at least 4,500 common Mandarin characters, and use 3,500 characters.</p> <p>4-IV-2 Supplement word recognition by understanding the basic principles of word formations, the form, phonetic sound, and definition of characters.</p> <p>4-IV-3 Utilize character dictionaries or dictionaries to understand certain characters with different phonetic sounds or meanings.</p>

Learning Stage	Learning Performance
	4-IV-4 Recognize various script styles and appreciate inscriptions by masters. 4-IV-5 Appreciate the order, organization, power, and style of calligraphy. 4-IV-6 Can write correct and aesthetically pleasing pen handwriting.
Stage V	4-V-1 Learn the Chinese character classification principles and understand the relationship between a character's form, pronunciation, and definition. 4-V-2 Recognize various script styles and appreciate inscriptions by masters.

(5) Reading

Learning Stage	Learning Performance
Stage I	5-I-1 Read aloud texts correctly and at an appropriate speed. 5-I-2 Learn commonly used punctuation. ⑤5-I-3 Read and understand texts suitable for the current learning stage. 5-I-4 Understand the key messages and perspectives in texts. 5-I-5 Understand the characteristics of simple narrative text, lyrical texts, and practical texts. 5-I-6 Apply strategies such as images and story structure to assist in the understanding and retelling of texts. 5-I-7 Apply strategies such as simple prediction and inference to understand text content by identifying causal relationships in sentences and paragraphs. 5-I-8 Understand the functions of libraries. 5-I-9 Enjoy reading and take joy in sharing reading insights with others.
Stage II	5-II-1 Read texts while expressing cadence and emotions and at an appropriate speed. 5-II-2 Understand how to use various punctuation. ⑤5-II-3 Read and understand texts suitable for the current learning stage. 5-II-4 Grasp the significance and main ideas of sentences and paragraphs. 5-II-5 Recognize the characteristics of narrative texts, lyrical texts, expository texts, and practical texts. 5-II-6 Apply summarizing strategies suitable for the current learning stage to extract the main ideas. 5-II-7 Identify supportive reasons based on the viewpoints of texts. 5-II-8 Apply strategies such as prediction, inference, and questioning to improve understanding of texts. 5-II-9 An awareness of personal reading and comprehension to perform timely strategic adjustments. 5-II-10 Experience the joy of reading by reading a large volume of texts. 5-II-11 Familiarization with various issues by reading a variety of texts. 5-II-12 Proactively participate in group reading activities in the class, school, or community.
Stage III	5-III-1 Read a variety of texts with fluency while expressing changes in cadence and rhythm. 5-III-2 Understand the use of punctuation and its expressive effects. ⑤5-III-3 Read and understand texts suitable for the current learning stage.

Learning Stage	Learning Performance
	<p>5-III-4 Recognize the differences between objective facts and subjective thoughts in 1 texts.</p> <p>5-III-5 Gain familiarity with the characteristics of persuasive texts.</p> <p>5-III-6 Gain familiarity with summarizing strategies suitable to the learning stage for grasping general ideas.</p> <p>5-III-7 Connect relevant knowledge and experiences to propose personal perspectives when evaluating the content of texts.</p> <p>5-III-8 Apply strategies such as self-questioning and inference to infer the hidden cause-effect messages or perspectives in texts.</p> <p>5-III-9 Apply different reading strategies for various purposes.</p> <p>5-III-10 Actively seek out reading material by combining personal expertise and interests.</p> <p>5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.</p> <p>5-III-12 Utilize libraries, technology, and the internet to gather information, interpret, and make judgments that can improve reading proficiency and ability across various texts.</p>
Stage IV	<p>5-IV-1 Compare the different expressive effects of punctuation, and read various texts with fluency and changes in emotions.</p> <p>5-IV-2 Point out the purpose and perspectives of written texts by understanding their sentences, paragraphs, and main concepts.</p> <p>5-IV-3 Understand the content, form, and writing characteristics of various texts.</p> <p>5-IV-4 Apply reading strategies to improve learning efficiency, integrate interdisciplinary knowledge and convert them into problem-solving ability.</p> <p>5-IV-5 Engage with a diverse range of texts to comprehend the depth of issues and their connection to individual life and social structure.</p> <p>5-IV-6 Utilize libraries and technology to gather information, organize materials, and broaden reading perspectives.</p>
Stage V	<p>5-V-1 Recognize and analyze the writing topics, styles, structures, and skills within texts.</p> <p>5-V-2 Organize different ideas within a text to form your personal perspective; develop systemic thinking to establish a body for discourse.</p> <p>5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.</p> <p>5-V-4 Broad application of reference books, gather data from the internet and analyze them to improve comprehensive learning and application.</p> <p>5-V-5 Establish proficiency in life-long learning through active thinking and exploration in the meaning of texts.</p> <p>5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.</p>

(6) Writing

Learning Stage	Learning Performance
Stage I	6-I-1 Use commonly seen punctuation based on the requirements of expression. 6-I-2 Accumulate writing material through reading and observations. 6-I-3 Write complete paragraphs with clear meanings and topic. 6-I-4 Utilize writing skills such as imitation and writing prompts. 6-I-5 Correct mistakes within sentences. 6-I-6 Develop an interest in writing.
Stage II	6-II-1 Use various punctuation based on the requirements of expression. 6-II-2 Cultivate basic writing abilities such as receptivity and creativity. 6-II-3 Learn the steps of writing such as examining topics, establishing purpose, selecting material, and organizing text structure. 6-II-4 Write works that describe, apply, and explain things. 6-II-5 Imitate the writing of children's poetry. 6-II-6 Utilize writing skills such as paraphrasing, shortening, and expanding. 6-II-7 Identify and correct errors in texts. 6-II-8 Develop the habit of Writing.
Stage III	6-III-1 Use appropriate punctuation based on the requirements of expression. 6-III-2 Cultivate basic writing skills such as thinking and association. 6-III-3 Grasp the steps of writing, such as clear and expressive language, distinct paragraph separation, and writing that matches the topic. 6-III-4 Write creative children's poetry and stories. 6-III-5 Write explanatory works that discuss issues. 6-III-6 Practice various kinds of writing skills. 6-III-7 Edit and refine the contents of a work. 6-III-8 Establish the appropriate attitude towards writing.
Stage IV	6-IV-1 Adept use of punctuation to enhance the expression of emotions and persuasion. 6-IV-2 Write a well-structured essay with a clear topic and elegant diction by examining topics, establishing a purpose, selecting material, organizing the text, choosing appropriate vocabulary, and revising and polishing. 6-IV-3 Improving writing proficiency through the flexible use of skills such as imitation and paraphrasing. 6-IV-4 Write various texts according to requirements. 6-IV-5 Actively create, determine topics, elaborate on insights, and publish personal works. 6-IV-6 Utilize technology to edit works, publish personal insights, and share the joy of writing.
Stage V	6-V-1 Develop writing proficiency and write various texts based on life requirements. 6-V-2 Broadly attempt different literary styles to express sentiments or insights. 6-V-3 Write persuasive and inspiring essays by mastering the steps of examining topics, establishing purpose, selecting material, and organization.

Learning Stage	Learning Performance
	6-V-4 Grasp various literary skills to appropriately explain and show concern for modern issues, express personal sentiments, describe knowledge, or argue facts. 6-V-5 Utilize various writing skills through repeated review and revisions that deepen the layered connotation of works, thereby improving their artistic value. 6-V-6 Observe works that cross texts, genres, and cultures to learn about various types of creativity.

2. Learning Content

The learning content is divided into three major categories: “textual passages”, “textual expression” and “cultural connotation”. “Textual passages” reflects the structural characteristics of language and text, and are divided into four subcategories: “phonetic symbols”, “words”, “sentence segments” and “passages”. The “text” in “textual expression” refers to sentences, paragraphs or passages composed of language, characters and other symbols in accordance with semantic rules. The styles can be divided into five subcategories: “narrative text”, “lyrical text”, “expository text”, “persuasive text” and “practical text.” “Cultural connotation” highlights the cultural significance contained in the text and is divided into three subcategories: “material culture”, “community culture” and “spiritual culture”.

The explanation for the code: The first part of the code indicates “category and subcategory,” sequentially numbered using uppercase and lowercase English letters.

Category	Category Code	Subcategory	Subcategory Code
Textual Passages	A	Phonetic symbols	Aa
		Words	Ab
		Sentence segments	Ac
		Passages	Ad
Textual Expression	B	Narrative texts	Ba
		Lyrical texts	Bb
		Expository text	Bc
		Persuasive text	Bd
		Practical text	Be
Cultural Connotation	C	Material culture	Ca
		Community culture	Cb
		Spiritual culture	Cc

The second digit indicates “learning stage” in Roman numerals, with I as Stage I (Grades One and Two), II as Stage II (Grades Three and Four), III as Stage III (Grades Five and Six), IV as Stage IV (Grades Seven through Nine in junior high school), and V as Stage V (Grades 10 through 12 in senior high school). The third digit indicates the serial number.

The double circle (◎) indicates the repetition of the same learner performance at a different learning stage. Learning English entails increasing accumulation of knowledge and continuous perfection of skills in an extensive manner

(1) Textual passages

Textual Passages can be divided into 4 categories including Phonetic symbols, Words, Sentence Segments, and Passages.

1. Phonetic symbols

Learning Stage	Learning Content	
Stage I	Aa-I-1	Correct pronunciation and writing of sound symbols, rhyme symbols and interposition symbols.
	Aa-I-2	Tones and their correct notation.
	Aa-I-3	Spelling and writing of Mandarin Phonetic Symbols (Two-layer pinyin and Three-layer pinyin).
	Aa-I-4	Spelling and writing of compounds of Mandarin Phonetic Symbol.
	Aa-I-5	Various types of texts marked with Mandarin Phonetic Symbol.
Stage II	Aa-II-1	Various types of texts marked with Mandarin Phonetic Symbol.

2. Words

Learning Stage	Learning Content	
Stage I	Ab-I-1	The glyphs, pronunciations and meanings of 1,000 commonly used words.
	Ab-I-2	Usage of 700 commonly used words.
	Ab-I-3	Spatial structure of strokes and components of commonly used words.
	Ab-I-4	The semantic (classification) function of radicals of commonly used words.
	Ab-I-5	Recognition of 1,500 commonly used words.
	Ab-I-6	Usage of 1,000 commonly used words.
Stage II	Ab-II-1	The glyphs, pronunciations and meanings of 1,000 commonly used words.
	Ab-II-2	Usage of 700 commonly used words.
	◎ Ab-II-3	Phonetic and semantic functions of radicals and components of commonly used words.
	◎ Ab-II-4	Polyphonic characters and polysemous characters.

Learning Stage	Learning Content
	<p>Ab-II-5 Recognition of 3,000 commonly used words.</p> <p>Ab-II-6 Usage of 2,000 common words.</p> <p>Ab-II-7 The rules for formation of words in Chinese characters.</p> <p>Ab-II-8 Identification of part of speech.</p> <p>Ab-II-9 Usage of quantifiers.</p> <p>Ab-II-10 Use of dictionary.</p> <p>Ab-II-11 Use of brush pens, inks, paper and ink stones.</p> <p>Ab-II-12 Basic skills in writing regular script.</p> <p>Ab-II-13 Stories about famous calligraphers.</p>
Stage III	<p>Ab-III-1 The glyphs, pronunciations and meanings of 2,700 commonly used words.</p> <p>Ab-III-2 Usage of 2,200 commonly used words.</p> <p>© Ab-III-3 Phonetic and semantic functions of radicals and components of commonly used words.</p> <p>© Ab-III-4 Polyphonic characters and polysemous characters.</p> <p>Ab-III-5 Recognition and pronunciation of 4,500 commonly used words.</p> <p>Ab-III-6 Usage of 3,700 common words.</p> <p>Ab-III-7 Use of digital dictionaries.</p> <p>Ab-III-8 Identification of parts of speech.</p> <p>Ab-III-9 Keys to form and structure of regular script.</p>
Stage IV	<p>Ab-IV-1 The glyphs, pronunciations and meanings of 4,000 commonly used words.</p> <p>Ab-IV-2 Usage of 3,500 commonly used words.</p> <p>Ab-IV-3 Basic principles of word formation: pictograms, simple ideograph, compound ideograph, and phono-semantic compound.</p> <p>Ab-IV-4 Recognition of 6,500 commonly used words.</p> <p>Ab-IV-5 Usage of 5,000 commonly used words.</p> <p>Ab-IV-6 Meanings and structures of commonly used words in classical Chinese.</p> <p>Ab-IV-7 Characters, function words and changes in ancient and modern meanings of commonly used words in classical Chinese.</p> <p>Ab-IV-8 Knowledge and appreciation of various styles of calligraphy works and famous inscriptions.</p>
Stage V	<p>Ab-V-1 Basic principles of the Six Writings, Chinese character classification.</p> <p>Ab-V-2 Meanings and structures of commonly used words in classical Chinese.</p> <p>Ab-V-3 Characters, function words and changes in ancient and modern meanings of commonly used words in classical Chinese.</p> <p>Ab-V-4 In-depth appreciation of various styles of calligraphy works and famous inscriptions.</p>

3. Sentence Segments

Learning Stage	Learning Content	
Stage I	Ac-I-1 Ac-I-2 Ac-I-3	Commonly used punctuation marks. Simple basic sentence patterns. Tones and meanings of basic sentences.
Stage II	Ac-II-1 Ac-II-2 Ac-II-3 Ac-II-4	Usage of various punctuation marks. Various basic sentence patterns. The meanings of basic complex sentences. The tones and meanings of various types of sentences.
Stage III	Ac-III-1 Ac-III-2 Ac-III-3 Ac-III-4	The role of punctuation marks in text. Basic sentence structure. The meaning of various complex sentences. The sentiment and meanings expressed in various types of sentences.
Stage IV	Ac-IV-1 Ac-IV-2 Ac-IV-3	Different effects of punctuation marks in text. Narrative, negative and positive, judgment, statement and other sentence patterns. Logic and meaning of sentence expressions.
Stage V	Ac-V-1	Deeper layer of meaning and symbolism in sentences.

4. Passages

Learning Stage	Learning Content	
Stage I	Ad-I-1 Ad-I-2 Ad-I-3	Paragraphs naturally formed in a passage. The general idea of the passages. Stories, children's poetry, etc.
Stage II	Ad-II-1 Ad-II-2 Ad-II-3	Chunked paragraphs according to the text's structure and arrangement. The summary, general idea, and simple structure of the passages. Stories, children's poetry, modern prose, etc.
Stage III	Ad-III-1 Ad-III-2 Ad-III-3 Ad-III-4	Chunked paragraphs according to the text's structure and arrangement The summary, main idea, structure, and moral of the passages. Stories, children's poetry, modern prose, young adult fiction, children's plays, etc. Classical poetry.
Stage IV	Ad-IV-1 Ad-IV-2 Ad-IV-3 Ad-IV-4	The main idea, structure, moral, and analysis of the passages. Modern poetry, modern prose, modern fiction, and scripts. Verse: classical Chinese poetry, Chinese lyric poetry, modern-style Chinese poetry, ci, qu, etc. Non-verse: classical prose, classic Chinese novel, classic analects, fables, etc.

Learning Stage	Learning Content	
Stage V	Ad-V-1	The main ideas, structure, moral, and critique of the passages.
	Ad-V-2	Modern poetry, modern prose, modern fiction, and scripts.
	Ad-V-3	Verse: ci fu, classical Chinese poetry, Chinese lyric poetry, modern-style Chinese poetry, ci, sanqu, traditional Chinese drama, etc.
	Ad-V-4	Non-verse: classical prose, classic Chinese novel, classic analects, fables, etc.

(2) Textual Expression

Textual Expression can be divided into 5 categories based on its intended use, including narrative text, lyrical text, expository text, persuasive text, and practical text. During the initial learning phase, emphasis is placed on understanding narrative and lyrical texts, with additional attention given to practical texts. As learning progresses to stage II, expository texts are introduced, and in stage III, persuasive texts are incorporated. The descriptions of each text type are outlined as follows:

- Narrative text: texts that describe people, events, time, place, and objects as their subject matter.
- Lyrical text: Texts that express sentiment originating from the subjects towards people, events, objects, or scenery.
- Expository text: Texts that explain concepts or objects in a logical, objective, and rational manner.
- Persuasive text: Texts that express viewpoints on people, events, or objects through arguments, evidence, and reasoning.
- Practical text: Practical texts that arise from the need to adapt various forms of expression to daily life, interpersonal communication, and learning.

1. Narrative text

Learning Stage	Learning Content	
Stage I	Ba-I-1	Chronological narration.
Stage II	Ba-II-1	Structure of narrative text.
	©Ba-II-2	Chronological and reverse narration.
Stage III	©Ba-III-1	Chronological and reverse narration.
Stage IV	©Ba-IV-1	Chronological, reverse, interjected, and supplementary narration.
	Ba-IV-2	The function and effects of various descriptions.
Stage V	©Ba-V-1	Chronological, reverse, interjected, and supplementary

Learning Stage	Learning Content
	narration.
Ba-V-2	Detailed descriptions of people, events, time, place, and objects.
Ba-V-3	Presentation of writing skills and literary aesthetics.

2. Lyrical text

Learning Stage	Learning Content
Stage I	©Bb-I-1 Expression of personal feelings. ©Bb-I-2 Emotions in interpersonal communication. Bb-I-3 Feelings towards objects or nature. ©Bb-I-4 Lyrics of direct expression.
Stage II	©Bb-II-1 Expression of personal feelings. ©Bb-II-2 Emotions in interpersonal communication. Bb-II-3 Feelings towards objects or nature. ©Bb-II-4 Lyrical texts of direct expression. ©Bb-II-5 Lyrical texts of indirect expression through narrating events and describing scenery. Bb-II-6 Structure of lyrical texts.
Stage III	Bb-III-1 Expression of personal feelings. Bb-III-2 Emotions in interpersonal communication. Bb-III-3 Feelings towards objects or nature. Bb-III-4 Lyrical texts of direct expression. Bb-III-5 Lyrical texts of indirect expression through narrating events and describing scenery.
Stage IV	©Bb-IV-1 Feelings of intrapersonal and interpersonal communication. ©Bb-IV-2 Sentiment regarding social groups, families, and nation-state. Bb-IV-3 Perceptions of objects, nature, and life. Bb-IV-4 Lyrical texts of direct expression. Bb-IV-5 Lyrical texts of indirect expression through narrating events and describing scenery.
Stage V	©Bb-V-1 Feelings of intrapersonal and interpersonal communication. ©Bb-V-2 Sentiment regarding social groups, families, and nation-state. Bb-V-3 Perception of love for all things and the universe. Bb-V-4 Lyrical texts of indirect expression through narrating events and describing scenery.

3. Expository text

Learning Stage	Learning Content
Stage II	Bc-II-1 Texts with logical, objective, and rational explanations, such as scientific knowledge, products, environment, etc. Bc-II-2 Writing skills including description, enumeration, cause and effect, etc.

Learning Stage	Learning Content	
	©Bc-II-3	Supporting explanations with data, charts, images, toolbars, etc.
Stage III	Bc-III-1 Bc-III-2 ©Bc-III-3 Bc-III-4	Texts with logical, objective, and rational explanations, such as scientific knowledge, products, environment, etc. Writing skills including description, enumeration, cause and effect, problem-solving, comparison, etc. Supporting explanations with data, charts, images, toolbars, etc. Structure of expository texts.
Stage IV	Bc-IV-1 Bc-IV-2 ©Bc-IV-3	Logical, objective, and rational explanations, such as scientific knowledge, products, environment, systems, etc. Writing skills including description, enumeration, cause and effect, problem-solving, comparison, classification, definition, etc. Supporting explanations with data, charts, images, toolbars, etc.
Stage V	Bc-V-1 Bc-V-2 ©Bc-V-3	Logical, objective, rational, and knowledgeable explanations, such as human rights conventions, encyclopedias, institutional changes, etc. Writing skills including description, enumeration, cause and effect, problem-solving, comparison, definition, citation, question and answer, etc. Supporting explanations with data, charts, images, toolbars, etc.

4. Persuasive text

Learning Stage	Learning Content	
Stage III	©Bd-III-1 Bd-III-2 Bd-III-3	Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication. Argumentation methods such as examples, affirmation, refutation, etc. Structure of persuasive texts.
Stage IV	©Bd-IV-1 Bd-IV-2	Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication. Argumentation methods such as comparison, metaphor, etc.
Stage V	©Bd-V-1 Bd-V-2	Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication. Argumentation methods such as induction, deduction, casual argument, etc.

5. Practical text

Learning Stage	Learning Content	
Stage I	Be-I-1	Focus on the format and writing method of self-introduction and diaries for practical life uses.

Learning Stage	Learning Content	
	Be-I-2	In interpersonal communication, the focus is on commonly used vocabulary and writing formats in letters, cards, etc.
Stage II	Be-II-1	Focus on the format and writing method of diaries and post-ers for practical life uses.
	Be-II-2	In interpersonal communication, the focus is on commonly used vocabulary and writing formats in letters, cards, notes, announcements, etc.
	Be-II-3	Focus on the writing methods of reflective reports for learning applications.
	Be-II-4	Structure of practical text.
Stage III	Be-III-1	Focus on the format and writing method of instruction manuals, advertisements, slogans, notices, agreements, etc., for practical life uses.
	Be-III-2	Focus on commonly used vocabulary and writing formats in notices and emails for interpersonal communication.
	Be-III-3	Focus on the writing methods of presentations, book reports, and speeches for learning applications.
Stage IV	Be-IV-1	Focus on the format and writing method of autobiography, presentations, press releases, etc., for practical life uses.
	Be-IV-2	Focus on commonly used vocabulary and writing formats in letters, notes, couplets, etc., for interpersonal communication.
	Be-IV-3	Focus on the writing methods of presentations, book reports, speeches, scripts, etc., for learning applications.
Stage V	Be-V-1	Focus on the format and writing method of autobiography, press releases, reports, commentaries, etc., for practical life uses.
	Be-V-2	Focus on commonly used vocabulary and writing formats in letters, notes, notices, invitations, couplets, dedications, congratulatory messages, condolence messages, etc., for interpersonal communication.
	Be-V-3	Focus on the writing methods of presentations, book reports, speeches, meeting minutes, scripts, essays, project proposals, applications, etc., for learning applications.

(3) Cultural Connotations

Cultural connotations are divided into three categories: material culture, community culture, and spiritual culture, with the definitions as follows:

- Material culture: cultural connotations related to daily life such as food, clothing, housing, transportation, and technology in various texts.
- Community culture: cultural connotations related to communities such as ethics, norms, and systems in various texts.
- Spiritual culture: cultural connotations encompassing art, beliefs, thoughts, and other aspects in various texts.

1. Material culture

Learning Stage	Learning Content	
Stage I	Ca-I-1	Cultural connotations related to daily life in various texts.
Stage II	Ca-II-1	Cultural connotations of food, clothing, transportation, heritage, recreation and entertainment, etc., in various texts.
Stage III	◎Ca-III-1	Cultural connotations of food, clothing, architectural styles, transportation, heritage, recreation and entertainment, etc., in various texts.
	Ca-III-2	Cultural connotations depicting technological advancement and living environment changes in various texts.
Stage IV	◎Ca-IV-1	Cultural connotations of food, clothing, architectural styles, transportation, heritage, recreation and entertainment, etc., in various texts.
	◎Ca-IV-2	Cultural connotations depicting technological and civilization advancement as well as living environment changes in various texts.
Stage V	◎Ca-V-1	Cultural connotations of food, clothing, architectural styles, transportation, heritage, recreation and entertainment, etc., in various texts.
	◎Ca-V-2	Cultural connotations depicting technological and civilization advancement as well as living environment changes in various texts.
	Ca-V-3	The presentation of material appearances in various texts and their relevance to the textual context.

2. Community culture

Learning Stage	Learning Content	
Stage I	◎Cb-I-1	Cultural connotations of kinship, moral ethics, and rituals in various texts.
	Cb-I-2	Relationships between individuals and their families, villages in various texts.
Stage II	◎Cb-II-1	Cultural connotations of kinship, moral ethics, rituals and customs in various texts.
	◎Cb-II-2	Relationships between individuals and their families, villages, nation-state, and other communities in various texts.
Stage III	◎Cb-III-1	Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.
	◎Cb-III-2	Relationships between individuals and their families, villages, nation-state, and other communities in various texts.
Stage IV	◎Cb-IV-1	Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.
	◎Cb-IV-2	Relationships between individuals and their families, villages, nation-state, and other communities in various texts.

Learning Stage	Learning Content	
Stage V	©Cb-V-1	Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.
	©Cb-V-2	Relationships between individuals and their families, villages, nation-state, and other communities in various texts.
	Cb-V-3	Phenomena reflecting cultural differences and mutual influences among different communities in various texts.
	Cb-V-4	Cultural symbols of gender and power presented in community relationships in various texts.

3. Spiritual culture

Learning Stage	Learning Content	
Stage I	©Cc-I-1	Cultural connotations of art, belief, ideas, and other aspects in various texts.
	©Cc-II-1	Cultural connotations of art, belief, ideas, and other aspects in various texts.
Stage III	©Cc-III-1	Cultural connotations of art, belief, ideas, and other aspects in various texts.
Stage IV	©Cc-IV-1	Cultural connotations of art, belief, ideas, and other aspects in various texts.
Stage V	©Cc-V-1	Cultural connotations of art, belief, ideas, and other aspects in various texts.
	Cc-V-2	Cultural connotations of contradictions, conflicts, attitudes towards life, and the relationship between humans and the universe reflected in various texts.

3. Description of enrichment electives in upper secondary schools:

Enrichment electives are offered at stage V of upper secondary schools. The objectives and content of these courses are listed as follows:

Subject	Description
Language Expression and Communication Application	<ol style="list-style-type: none"> 1. The course aims to cultivate learners' abilities to express themselves effectively and convey messages in oral, written, and multimedia formats, utilizing a range of skills and formats. Additionally, it seeks to enhance their proficiency in communication and coordination, empowering them to actively engage in public discourse. 2. The course encompasses language expression and communication application as its primary components. It teaches learners various forms, skills, and ethics of expression, introduces communication behaviors and phenomena, and conducts practical exercises.

Subject	Description
Selected Readings in Literary Works	<ol style="list-style-type: none"> 1. The course aims to refine learners' literary appreciation and writing skills through exposure to diverse literary works, fostering emotional depth and expanding their horizons. 2. The course content includes the selection of regional literature, novels, prose, poetry, scripts, indigenous literature, and literature in mother tongues, among other diverse genres. Each school tailors its curriculum to its developmental objectives, thereby developing its distinct characteristics.
Reading and Research on Special Topics	<ol style="list-style-type: none"> 1. The course aims to nurture robust reading competence and a proactive approach to knowledge exploration among learners. It endeavors to ignite their passion for research and enhance creative thinking and problem-solving skills. 2. The course content includes the exploration of classics, discussions on various topics, as well as the analysis of literature on travel, food, popular science, and landscapes, among other thematic literary analyses. It may also extend to engagement and reflection on contemporary issues.
General Knowledge of Chinese Studies	<ol style="list-style-type: none"> 1. The course aims to guide students in understanding the essence of Chinese studies, recognizing the origins of traditional scholarship, and appreciating the value of Chinese culture. 2. The course content includes the evolution of the Chinese characters and introductions to the four traditional types of Chinese classic texts: Confucian Classics, History, Philosophy, and Literary Collections.

VI. Implementation Directions

1. Curriculum Development

The Mandarin language curriculum should be designed in a manner that is suitable for the nature of learners and based on the vision of life-long learning; it shall also be based on the principles of “taking the initiative, engaging the interaction, and seeking the common good”. Curriculum content should be based on textual passages, textual expressions, and cultural connotations and be expressed through performance proficiency in listening, speaking, reading, and writing. The core competencies of autonomous action, communication and interaction, and social participation are integrated with social resources and cultural assets to achieve the comprehensive educational goal of inspiring potential in life, cultivating the knowledge necessary in life, promoting career development, and providing an education in civic responsibility.

The following principles should be heeded according to the subject characteristics, educational trends, and development of a Mandarin curriculum:

- (1) Continuity: The Mandarin curriculum must be developed with a continuous focus on the logic and structure of knowledge. The curriculum must connect the past, present, and future language learning experience of learners, focus on spiral curriculum design, and closely align with the life experiences of learners. It should strengthen horizontal continuity across all stages of learning and foster the learning requirements in the continuity of career planning.
- (2) Coherence: The Mandarin curriculum must be developed with a focus on the coherence of each learning stage. The Learning Stage I emphasizes speaking and transitions to language learning through written language; the Learning Stage II utilizes written language to improve general proficiency in expression; the Learning Stage III emphasizes language learning strategies and gaining other knowledge through the use of language; the Learning Stage IV and V focus on debates to accumulate knowledge and cultural literacy of the language in learners.
- (3) Integration: The Mandarin curriculum shall be developed by integrating an organized curriculum that places learners at the center. School-based language curriculum can be jointly established by the school, faculty, and learners and horizontally connect with other domains or subjects to develop curriculum containing local features. These curricula should be operated with school resources, development of professional learning communities for faculty, curriculum design, and teaching activities.

- (4) Differentiation: The Mandarin curriculum shall be developed by considering the individual differences in learner's language backgrounds, language proficiency, learning aptitude, environment, cognitive qualities, and career needs. The statuses of learners should be reviewed and diagnosed to offer adaptive teaching. A variety of elective courses should be planned for the Learning Stage V so that learners may learn according to their individual needs.
- (5) Diversity: The Mandarin curriculum must be developed with an emphasis on the core competencies. Topics such as gender equality, human rights, environmental and marine conservation should be integrated when appropriate. Learners should develop critical thinking and problem-solving skills through diverse learning and teaching methods.
- (6) Practicality: Mandarin is a critical tool for learning in life and the basis for learning other subjects. The curriculum should emphasize language proficiency for practical applications in daily life and its impact on life-long learning. In addition to the curriculum's content and learning skills, a focus should be placed on integrating information and media into learning to achieve the aforementioned goal.

2. Teaching Material selection and composition

Teaching materials should be systematically selected and composed according to the expression, depth, and nature of texts in accordance to the requirements of the language's core competencies with consideration of integrating proficiency in listening, reading, writing, and speaking. The selection and content of teaching materials should be based on the focus of learning and learner's cognitive qualities as well as emotional development to emphasize the key differences of each learning stage. The materials should connect horizontally and offer high-level cognitive thinking skills to allow learners to apply their knowledge in problem-solving skills. Mandarin teaching materials should also be selected in coordination with materials from other subjects and integrate topics such as gender equality, human rights, environmental and marine conservation when appropriate to showcase the benefits of education.

The selection and editing of teaching materials should be based on clear principles that integrate effective teaching strategies to help learners achieve their learning goals while offering instructions for independent study. Diagrams must be utilized in appropriate content and layout to support reading and improve the effects of learning. Teaching materials should encompass text expressions such as narrative, lyrical, expository, persuasive, practical, and other texts. Vernacular texts by Taiwanese New Literature authors (this refers to authors, including indigenous people,

who authored vernacular texts during the Japanese colonial Period, the Taiwanese literature movement, and until today) will primarily be selected in the fourth and Learning Stage V. The content will encompass world Chinese literature, translated works, literary discussions, and more. Any works pertaining to indigenous peoples shall be conducted according to the legislative spirit of passage 2 and 20 of the Education Act for Indigenous Peoples. The selection of classical Chinese cultural texts shall include verse and non-verse classical texts.

The selection and editing of teaching materials for all learning stages should adhere to the following principles:

(1) Learning stages I to III (elementary school educational stage)

The selection and editing of teaching materials for learning stages 1 to 3 should emphasize the integration of language proficiency centered on reading combined with teaching material for listening, speaking, word recognition, character handwriting, and writing. The editing and selection of teaching materials should adhere to the following principles to comprehensively reinforce the language proficiency and development of learners:

1. Teaching materials in the first to Learning Stage II can be self-composed or modified existing works; in principle, a selection of major domestic/foreign works should be utilized in the Learning Stage III with consideration of continuity with the Learning Stage IV. Classical poetry in the second and Learning Stage IIIs should include native local teaching materials.
2. The duration of classes for each volume of work can be adjusted according to the depth and length of the selected work. At least 3 additional texts should be selected from each volume for the purpose of self-study by learners. Starting from the fifth volume, longer texts of 800 – 2,000 characters should be selected.
3. The selection and composition of teaching materials should be conducted with the understanding and application of reading comprehension strategies. The Learning Stage I emphasizes speaking and word recognition; the second to Learning Stage IIIs emphasizes vocabulary, sentence structure, and the reading of paragraphs and chapters. The selection and composition of Mandarin Phonetic Symbols teaching materials for the Learning Stage I should consider the impact of pronunciation and learning due to differences in the learner's native language.
4. Texts should adhere to the development of each learning stage and utilize exercises or work sheets to reinforce learned content.
5. The selection and composition of teaching materials may adopt a unit design that utilizes the same textual expressions or themes in each unit to facilitate self-study for learners. If units are designed according to textual expression principles, they should incorporate suitable learning

strategies and be arranged from concrete to abstract, from shallow to deep. If units are designed according to themes, they should be incorporated into topics appropriately.

6. Teacher's manual should clearly state teaching goals, their corresponding learning focus, and provide suitable teaching methods. Each lesson should be accompanied by a comprehensive study and appreciation of the text in addition to the author's life, historical background, explanations of difficult words, and other important information.

(2) Learning Stage IV (junior high school educational level)

1. The duration of classes for each volume of work can be adjusted according to the depth and length of the selected work. At least 3 additional texts should be included aside from texts taught from each volume for the purpose of self-study by learners.
2. Selected materials should include classical and modern texts, Chinese poetry, ci, qu (including native local teaching materials), a selection of modern poetry, cultural classics, and general knowledge in the language.
3. The proportion of classical Chinese should increase each year to 10%-20% in the 7th school year, 20%-30% in the 8th school year, and 25%-35% in the 9th school year.
4. The selection and composition of teaching materials should aim to improve understanding and appreciation and should be based on the key learning points of each text by including an introduction, author, notes, appreciation, and questions for thought.
5. Self-study teaching materials should be provided to learners for review. Aside from the main text, teaching materials should list reading strategies or learning guides.
6. The selection and composition of teaching materials may adopt a unit design that utilizes the same textual expressions or themes in each unit to facilitate the self-study of learners. If units are designed according to textual expression principles, they should incorporate suitable learning strategies and be arranged from concrete to abstract, shallow to deep. If units are designed according to themes, they should be incorporated into topics appropriately with special attention to the diversity and balance of topics.
7. Teacher handbooks should clearly state teaching goals, and their corresponding learning indicators, provide suitable teaching methods, and reading strategies. Each lesson should be accompanied by a comprehensive study and appreciation of the text in addition to the author's life, historical background, explanations of difficult words, and other important information.

(3) Learning Stage V (upper secondary school educational stage)

1.Required courses

- (1) The duration of classes for each volume of work can be adjusted according to the depth and length of the selected work. In addition to texts within each volume, teachers can assign reading texts to learners based on their requirements.
- (2) A lesson in cultural classics should be selected from each volume; considerations should be given to the diversity of time periods, schools of thought, and styles when selecting materials.
- (3) At least one lesson each in modern and classical poetry should be included each school year (including local native materials from the 6 volumes).
- (4) In addition to Fundamental Readings in Chinese Culture, the proportion of lessons in classical Chinese must comply with a 3-year average of 35% - 45%. In principle, the selected classical Chinese texts must cater to different time periods, authors, and styles. A reference guide for selection and composition is provided in Appendix VI “15 Recommended Essays for Upper Secondary School (Learning Stage V)”.
- (5) Content such as answers to questions, author, notes, discussion questions, appreciation, and extended reading can be included for each lesson. Problems should include questions such as text style, subject, and historical background. The author introduction should be clear, concise, and match the selected text. In principle, notes should interpret the meaning of phrases and avoid obscure allusions. Discussion questions should guide learners in gaining deeper insights into the text as well as improve their skills in thinking and expression.
- (6) Teaching materials for independent reading do not require lectures and are provided for learners to read on their own. Aside from the main text, each teaching material requires the listing of a summarized learning guide.
- (7) The content of Fundamental Readings in Chinese Culture should consider the number of lessons as well as the interest and understanding ability of learners. Suitable texts should be selected to appropriately integrate topics such as education in morals, life, and human rights as well as career development. Chapters, notes, and discussion questions should be included with selected texts.
- (8) Teacher handbooks should clearly state teaching goals, and their corresponding learning focus, and provide suitable teaching methods. Each lesson should be accompanied by a comprehensive study and appreciation of the text in addition to the author’s life, historical background, explanations of difficult words, and other important information.

2. Enrichment electives

- (1) Language Expression and Communication Application: Course content is separated into beginner and advanced. The beginner segment is roughly separated into writing practice and speaking by introducing concepts of various styles, providing suitable examples, and instructing various writing skills for further practice. The oral segment introduces the basic forms and practices of speeches, debates, oral presentations, and oral questions and answers for further practice. The advanced segment can include diverse and advanced content that is adjusted according to the school's development and learner's requirements; this includes the format development of multimedia broadcasting and their basic applications as well as hands-on practice with script writing, storyboard concepts, and video filming. Selection and composition of teaching materials cater to modern requirements by deepening communication and discourse ability to meet learner's future requirements in interpersonal relationships, study, the workplace, and public environments. This may include exercises such as creation methods and examples that are essential in modern daily life.
- (2) Selected Readings in Literary Works: The content should include exceptional literary works suitable for broadening life perspectives and allow senior high school learners to develop both mentally and physically while cultivating their interests. The selection and composition of learning materials should allow learners to consciously connect them to their personal lives to further show compassion for the Earth and society. Teaching materials may cater to the development and changes of varying styles and texts.
- (3) Reading and Research on Special Topics: Schools may, based on their situations, integrate topic-based learning concepts based primarily on the scope and content of senior high school subjects. selection and composition should prioritize texts relating to modern issues while teaching materials should focus on cultivating learner's basic research and exploration skills in a field or topic. This can include classic texts on a topic, reading and research methods, reading resources, and more.
- (4) General Knowledge of Chinese Studies: Knowledge such as the basic definition, development, and significance of Mandarin including its evolution in Confucian Classics, History, Philosophy, and Literary Collections. The evolution of Mandarin characters focuses on their structure, evolution, and legibility of handwriting; the features and changes in the Confucian Classics, History, Philosophy, and Literary Collections is introduced through the development of Sinology since the Kingdom of Tungning. selection and composition of teaching materials should focus on the development of characters in traditional Chinese studies, with materials in each unit providing a balanced introduction of the Confucian

Classics, History, Philosophy, and Literary Collections. Content should be coordinated to the level of learners and offer qualities such as clarity, conciseness, representation, correctness, and being systematic.

3. Teaching Implementation

Teaching activities should be designed with learner's capabilities, interests, and diverse intelligence requirements in mind to flexibly utilize various effective teaching strategies to achieve teaching goals. When selecting teaching methods, teachers should make good use of various teacher-learner interaction models and progressively guide learners to improve their language proficiency. Teachers should consider the special characteristics of learners' living environments, communities, and social changes to effectively utilize various teaching media and community resources and integrate social issues when applicable to foster citizenship awareness and ability of social participation in learners. Refer to Appendix III for further details of the principles of learning performance applied when selecting and composing teaching materials.

- (1) Classroom instruction: teachers may utilize skills such as lectures and questioning, primarily communicating through oral or written methods to systematically teach learners Mandarin proficiency and knowledge.
- (2) Grouping methods: teachers can utilize smaller groups for collaborative or interactive teaching methods to inspire dialogue, hands-on practice, and discussion amongst teachers and learners. This allows learners to comprehensively undergo the reading process by extracting information to organize, interpret, reflect, and evaluate through interpersonal communication. A sufficient understanding of texts as a result of this process will generate an extension or leap of knowledge.
- (3) Individualized instruction: Guide learners in self-study methods through learning exercises such as individual study, reading, and writing.
- (4) Special topic research: teachers should guide learners to conduct research on a specific topic. A meaningful learning environment, as opposed to directly presenting content directly, should be provided to learners so they may identify problems, think of solutions, and conduct seminars or academic research activities.
- (5) Hands-on practice: This method primarily fosters listening, speaking, reading, and writing skills as well as good values through practical training. This allows learners to involve themselves in Mandarin learning activities to uncover their true feelings and establish personal values.

1. Speaking exercises: Effectively improve learners' proficiency in speaking by integrating speaking with listening, reading, and writing exercises.
 2. Teaching handwriting: Recognizing words is required before implementing unit teaching materials for learners to practice handwriting, which should be primarily based on pens and supplemented with brushes. Exercises should be arranged to practice the basic pen strokes, their order, and structure, from shallow to deep and from simple to complex. The Learning Stage I focuses on lettering with pens while the second and Learning Stage IIIs also include lettering with brushes. Starting from Learning Stage IV, it is possible to collaborate with the domain of art to develop courses that teach calligraphy.
 3. Writing exercises: Begin guidance through oral writing to develop learners' interests before transitioning to written writing by guiding learners to proactively write and share with others. Finally, learners should become adept at written writing and have the habit of publicly sharing their work.
 4. Theatrical performance: Coordinate units or teaching materials to allow learners to utilize methods such as script writing and roleplaying to participate in performances so they may interpret and further understand works.
 5. Social practice: Gain an understanding of current social circumstances through civic practices and field visits; guide learners to establish suitable thinking and values.
- (6) Experiential instruction: Perform demonstrations using cultural artifacts and teaching tools or lead learners on tours that combine textual understanding and literary perception through captivating imagery. This allows learners to gain knowledge and create truly memorable experiences as they further understand the aesthetics of characters, texts, and culture.
- (7) Information Technology Integrated into Instruction: Train learners in the adept use of information technology and media through the medium of digital texts. Through proactive reading and participation, they will be able to satisfy personal interests, engage in many social issues, and build connections with the world.

4. Teaching Resources

Schools shall, based on their teaching requirements, effectively consolidate human resources both internal and external from the school. Mandarin teaching resources such as tutoring teaching materials and diagnostic tools should be offered through partnerships with communities, private organizations, and industry to refine course content and improve the learning performance of learners.

(1) Textbooks and self-composed teaching materials

- 1.In addition to approved textbooks, schools may select or compose suitable teaching materials based on regional characteristics, learner's needs, and the nature of Mandarin subjects.
- 2.Schools should encourage faculty members to develop, select, and compose teaching materials based on the characteristics of their school.

(2) Digital media and online resources

Make good use or implement digital media and online resources in Mandarin courses so that learners may engage in self-study, compare their performance against their peers, and broaden their scope of learning.

- 1.Digital media includes presentations, videos, images, blogs, teaching platforms, and real-time feedback systems.
- 2.Online resources include websites related to Mandarin teaching.

(3) Libraries and library facilities

The library and its facilities can supplement teaching. Schools may add course-related library facilities by considering the school's teaching and learner's requirements to cultivate an interest in reading; make good use of local resources to expand learner's horizons and knowledge.

(4) Mandarin classrooms

- 1.The design of Mandarin subject classrooms may reference equipment in audio-visual classrooms. The combination of Mandarin teaching tools, media resources, reference books, Mandarin teaching periodicals, and teaching software can improve the learning benefits for learners.
- 2.In response to the rapid development of technology, future expansion for real-time video conferencing and remote teaching systems must be considered in Mandarin classrooms.
- 3.Aside from multimedia teaching functionality, Mandarin subject classrooms must provide an environment in which learners may conduct group discussions or individual teaching.
- 4.Mandarin subject classrooms should include an area to exhibit the works of teachers and learners. This includes teaching materials developed by the instructor and illustrated texts, essays, reflective reports, poetry, novels, posters, and multimedia works created by learners; these works should be replaced from time to time.
- 5.The school may establish classrooms for dedicated subjects (e.g.: Chinese studies, calligraphy) based on requirements and resources.

5. Learning Assessment

Learning assessment must be closely integrated with teaching. Assessment content must be determined by teaching goals and the results of assessments shall guide teaching. The purpose of assessments is to provide teachers with effective information to adjust course design and teaching strategies and as such, improve learner's performance and increase their motivation. The prerequisite knowledge of learners must be understood prior to teaching to facilitate preparation. Teaching should adopt diverse assessment methods to understand learner's progressions. The results of learning must be interpreted after the fact so that assessment results may offer further adjustments for future teaching. The principles of assessment are as follows:

- (1) Cohesiveness: In addition to focusing on performance such as the use of Mandarin Phonetic Symbols, listening, speaking, word recognition and handwriting, and reading, writing, learner's Mandarin knowledge, skills, and attitude in the language's life applications must also be emphasized.
- (2) Diversity: Aside from written tests, teachers may make flexible use of observation, questioning, face-to-face discussions, assignments, topic research, and personal learning files to better understand learner's proficiency, progression, and achievement.
- (3) Process: Assessments should assist learners in identifying their educational bottlenecks so as to promote continuous growth. The educational process of learners should have greater emphasis than their learning process.
- (4) Differentiation: Schools can implement varying assessment methods and standards based on learner's proficiency to boost their learning motivation.

VII. Appendices

Appendix I: Connection between the Learning Focus in the Domain of Language Arts for Mandarin and the Core Competencies

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
5-III-10 Integrate personal strength and interest and actively pursue reading materials.	Ad-III-3 Stories, children's poetry, modern prose, young adult fiction, children's plays, etc.	國-E-A1 Recognize the significance of Mandarin and develop a passion for it. Be able to use Mandarin to comprehend and express oneself, and establish a basis for lifelong learning.
5-IV-5 Engage with a diverse range of texts to comprehend the depth of issues and their connection to individual life and social structure.	◎Bd-IV-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.	國-J-A1 Through Mandarin learning, understand career and life models, build positive values, and foster enthusiasm for self-directed learning.
5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.	◎Bb-V-1 Feelings of self and interpersonal communication. ◎Bb-V-2 Sentiments regarding social groups, families, and nation-state.	國-S-U-A1 Through Mandarin learning, cultivate self-reflection abilities, develop strategies for addressing life's challenges, and establish positive self-adjustment and continuous improvement of character.
5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.	◎Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication. Bd-III-2 Argumentation methods such as examples, affirmation, refutation, etc.	國-E-A2 Through Mandarin learning, understand the main ideas of texts, develop strategies for learning and problem-solving, explore logical thinking, and apply experiences and practical exercises to address everyday challenges.
5-IV-4 Apply reading strategies to enhance learning efficiency and integrate interdisciplinary knowledge into problem-solving abilities.	◎Bd-IV-1 Use facts and theories as evidence to achieve persuasive, constructive, critical, and similar purposes.	國-J-A2 Through appreciating various texts, develop critical thinking skills, reflect on content and themes, and apply them to daily life to effectively address problems.

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.		
5-V-2 Summarize different arguments presented in texts, formulate personal perspectives, and develop systematic thinking to establish a discourse system. 5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.	Ca-V-3 The presentation of material appearances in various texts and their relevance to the textual context. Cb-V-4 Cultural symbols of gender and power presented in community relationships in various texts.	國S-U-A2 Consolidate the meanings and structures of texts to cultivate profound reflection and systematic reasoning. Develop an understanding and appreciation for cultural influence while recognizing life's challenges. Proactively confront obstacles and skillfully address a variety of life problems.
6-II-2 Cultivate basic writing abilities such as receptivity and creativity. 6-II-3 Learn the steps of writing such as examining topics, establishing purpose, selecting material, and organizing text structure.	Be-II-1 Focus on the format and writing method of diaries and posters for practical life applications.	國-E-A3 Use Mandarin to enrich life experiences. Acquire structured activity planning and problem-solving skills, explore multiple intelligences, and foster creativity to enhance adaptability in life.
6-IV-6 Use information technology to edit works, express personal opinions, and share the joy of writing.	Be-IV-3 Focus on the writing methods of presentations, book reports, speeches, scripts, etc., for learning applications.	國-J-A3 Use Mandarin to absorb new knowledge and formulate plans to engage in self-directed learning. Demonstrate innovation to enhance personal adaptability.
6-V-6 Inspect and learn from works spanning various texts, genres, and cultures	Be-V-3 Focus on the writing methods of presentations, book reports, speeches, meeting	國S-U-A3 Use Mandarin to cultivate the ability to plan, execute, and review plans. Actively acquire

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
to acquire knowledge of various creativity.	minutes, scripts, essays, project proposals, applications, etc., for learning applications.	new knowledge and participate in various activities to enrich life experiences, develop diverse abilities, and promote innovative thinking and adaptability to social changes.
1-I-1 Develop the habit of attentive listening and show respect for others' speech.	◎Bb-I-2 Emotions in interpersonal communication.	國-E-B1 Understand and apply Mandarin in daily life, learn to empathize with others' feelings, and respond appropriately to achieve effective communication and interaction.
6-IV-1 Effectively use punctuation to amplify emotional expression and persuasiveness.	◎Bb-IV-2 Sentiments regarding social groups, families and nation-state.	國-J-B1 Use Mandarin to express and convey emotions, enhance reading comprehension, and thereby improve the ability to appreciate and analyze texts. Additionally, be able to listen to others' needs, understand their perspectives, and achieve positive interpersonal communication and interaction.
2-V-2 State personal opinions, organize others' arguments, and respond appropriately for friendly, equal communication.	◎Bd-V-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.	國S-U-B1 Use Mandarin to express personal experiences, ideas, and emotions. Learn to contemplate issues from others' perspectives to achieve consensus and possess the ability for effective communication and negotiation with others.
2-III-6 Integrate information technology to improve the efficiency of expression.	Be-III-1 Focus on the format and writing method of instruction manuals, advertisements, slogans, notices, agreements, etc., for practical life uses.	國-E-B2 Understand the importance of the internet and information technology in learning to expand the scope of language learning and cultivate the ability to use various information cautiously.
6-IV-6 Use information technology to edit works, express personal opinions, and	Be-IV-3 Focus on the writing methods of presentations, book reports, speeches, scripts,	國-J-B2 Use materials provided by information technology, and various media to conduct

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
	share the joy of writing.	etc., for learning applications.
		searches, integrate information, interpret data, and reflect on it, transforming these processes into abilities and qualities applicable to life.
6-V-5	Use various writing skills to deepen the content and enhance the artistic value of works through repeated refinement and revision.	Be-V-3 Focus on the writing methods of presentations, book reports, speeches, meeting minutes, scripts, essays, project proposals, applications, etc., for learning applications.
		國 S-U-B2 Make good use of materials from information technology, and various media to engage in reading and critical thinking, integrate information, and stimulate the ability to reflect and criticize media ethics and social issues.
6-II-2	Cultivate basic writing abilities such as receptivity and creativity.	Ad-II-3 Stories, children's poetry, modern prose, etc.
		國 -E-B3 Use multiple senses to experience the beauty of literature and art, appreciate aesthetic aspects of life, and develop fundamental skills in artistic creation and appreciation.
5-IV-5	Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.	Bb-IV-3 Perception of objects, nature, and life. ©Bb-IV-4 Lyrical texts of direct expression.
		國 -J-B3 Possess the ability to appreciate literature and related arts and cultivate an interest in creation. Validate life experiences by reflecting on and sharing insights from texts, thereby refining aesthetic judgment.
6-V-2	Explore a wide range of literary genres and convey personal sentiments or insight accordingly.	©Bb-V-4 Lyrical texts of indirect expression through narrating events and describing scenery.
		國 S-U-B3 Understand the content of texts and recognize literary skills to engage in practical creations. Appreciate the beauty of art and culture with the knowledge background of literature and history, and share individual aesthetic experiences with others.
5-III-11	Engage with a diverse range of texts to identify the messages or perspectives on issues they present.	©Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication. ©Bd-III-2 Argumentation
		國 -E-C1 Read various types of texts to develop the skill of discerning right from wrong and understand individual relationship with society. Cultivate empa-

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
	methods such as examples, affirmation, refutation, etc.	thy and a sense of responsibility, care for the natural environment, and enhance civic awareness.
5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.	©Bb-IV-2 Sentiments regarding social groups, families, and nation-state. Bb-IV-3 Perception of objects, nature, and life.	國-J-C1 Read various types of texts to develop moral values, a sense of responsibility, and empathy. Additionally, observe the living environment, actively contribute to community welfare, and to increase interest in public issues.
5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.	©Bb-V-2 Sentiments regarding social groups, families, and nation-state. Bb-V-3 Perception of love for all things and the universe.	國S-U-C1 Read and explore a variety of texts and reflect deeply on moral issues to nurture ethical values. Actively engage in conversations with others to reach consensus and develop civic awareness and social responsibility. Understand public issues and participate in public affairs.
2-III-7 Respect different opinions when communicating with others.	©Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.	國-E-C2 When interacting with others, able to appropriately use language skills to express personal thoughts, and understand and accept different opinions. Enjoy participating in school and community activities, and realize the importance of teamwork.
2-IV-5 Conduct reports, comments, speeches, or arguments based on varying scenarios.	Be-IV-3 Focus on the writing methods of presentations, book reports, speeches, scripts, etc., for learning applications.	國-J-C2 During the process of learning Mandarin, collaborate with peers to improve language comprehension, communication, and tolerance, establishing friendly interpersonal relationships in daily life.
2-V-2 During discussions, able to clearly articulate personal viewpoints, summarize	©Bd-V-1 Use facts and theories as evidence to persuade, construct, criticize according to	國 S-U-C2 Understand others' thoughts and perspectives. Learn effective

Learning Focus		Core Competency of Mandarin
Learning Performance	Learning Content	
others' perspectives, and provide responses to achieve friendly and equitable communication.	the purposes of communication.	tive communication and interpersonal skills and recognize the importance of community life. Actively participate in and learn to cooperate and coordinate with others to demonstrate the team spirit of collective effort.
5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.	©Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.	國-E-C3 Read a variety of texts to develop a fundamental understanding and concern for both local and international affairs. Recognize one's own culture and be able to embrace, respect, and appreciate diverse cultures.
5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.	©Cb-IV-1 Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts. ©Cb-IV-2 Relationships between individuals and their families, villages, nation-state, and other communities reflected in various texts.	國-J-C3 Read a variety of texts to explore the connotations of different cultures. Appreciate and respect the diversity of cultures worldwide and understand the value and significance of embracing multiculturalism.
5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.	©Cc-V-1 Cultural connotations of art, belief, ideas, and other aspects in various texts. Cc-V-2 Cultural connotations of contradictions, conflicts, attitudes towards life, and the relationship between humans and the universe reflected in various texts.	國S-U-C3 Read a variety of texts to establish one's own cultural identity and understand the significance of diverse values. Extensively investigate various social issues, stay informed about international developments, and strengthen the abilities needed to cope with future social development.

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 beliefs 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 Education ⁵	Possess literacy in the philosophy of technology and technology culture. Stimulate interest in continuous learning of technology and technology design. Cultivate knowledge in technology and skills in product use.
Energy Education ⁶	Enhance fundamental beliefs 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.

Issues	Learning Objectives
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.
<p>The education-related regulations and national policy guidelines involved in the 8 issues are listed as follows:</p> <p>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.</p> <p>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.</p> <p>Note 3: The education-related regulations or national policy guidelines for environmental education include: “Environmental Education Act,” “National Environmental Education Guidelines,” etc.</p> <p>Note 4: The education-related regulations or national policy guidelines for marine education include: “National Marine Policy Guidelines,” etc.</p> <p>Note 5: The education-related regulations or national policy guidelines for technology education include: “Fundamental Science and Technology Law,” etc.</p> <p>Note 6: The education-related regulations or national policy guidelines for energy education include: “Guidelines on Energy Development,” etc.</p> <p>Note 7: The education-related regulations or national policy guidelines for family education include: “Family Education Act,” etc.</p> <p>Note 8: The education-related regulations or national policy guidelines for indigenous education include:</p>	

Issues	Learning Objectives
	“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.

For the selection, methods and examples of issues to be integrated in the domain, please refer to “The Handbook of The Domain of Language Arts— Mandarin”

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. Be aware of the impact of the body image on body and mind. 性E2	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. Explore the influence of society, culture and media on body image. 性U2
	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 pattern 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. Review gender-related policies and provide opinions. 性U10
	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. Recognize power structure between gender, race, and class in society. 性 J14	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.
Human Rights Education	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 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. Be aware of personal prejudices and avoid discriminatory behavior.</p> <p>人E6</p>	<p>人J4 Understand principles of equality and justice and put them into practice. Understand that there are different groups and cultures in society, of which the differences should be respected and appreciated.</p> <p>人J5</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. 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>人U6</p>
	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>人U7 Comprehend implications of human rights and rule of law incite citizens disobedience and advocate issues related to human rights in our country or the world today.</p>
	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. Understand interaction between humans and animals around them, recognize animals' needs, and care about animal welfare.</p> <p>環 J2 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. 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	<p>環 E11 Learn about the major disasters in Taiwan history.</p> <p>環 E12 Develop vigilance and alertness to disasters, have a basic understanding of disasters, and be capable of avoiding disasters.</p> <p>環 E13 Recognize that the frequency and impact of natural disasters have increased.</p>	<p>環 J10 Understand the impact of natural disasters on living, life, social development, and economic industry.</p> <p>環 J11 Understand man-made impact factors of natural disasters.</p> <p>環 J12 Recognize the possible hazards from different types of disasters and learn about appropriate prevention and evacuation procedures.</p> <p>環 J13 Participate in disaster prevention and evacuation drills.</p>	<p>環 U8 Learn about Taiwan's disaster prevention and rescue policy plans from the Disaster Prevention and Response Act.</p> <p>環 U9 Analyze actual monitoring data and explore trends and estimates of natural disaster frequency.</p> <p>環 U10 Execute disaster prevention and rescue drills.</p> <p>環 U11 Use mapping technology and disaster data surveys to plot disaster prevention maps.</p>
	Sustainable Use of Energy and Resources	<p>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.</p> <p>環 E15 Realize that excessive use of energy and resources will lead to environmental pollution and resource depletion.</p> <p>環 E16 Understand the principles of material and resource</p>	<p>環 J14 Understand relationship between energy flow, material cycle, and ecosystem processes.</p> <p>環 J15 Learn about product life cycle and explore products' ecological, water, and carbon footprints.</p> <p>環 J16 Understand basic principles and development trends of various alternative energy.</p>	<p>環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption.</p> <p>環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism. Understand relevant laws and administrative measures on energy utilization in our country and internationally.</p> <p>環 U14 Understand that green buildings are tailored to local conditions and are environmentally friendly.</p>

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
		環 E17 recycling. Develop behaviors that save water, electricity, and materials in daily life and reduce resource consumption.		
Marine Education	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. Plan and participate in various recreational water and sightseeing activities. 海 U2 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and ecotourism. 海 U3
	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. Explore impact of 海 J7	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. Evaluate and analyze evolution and differences of Taiwan and other countries' maritime history. 海 U6 Realize Taiwan's maritime rights and strategic position. 海 U7

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 hydro-sphere, ecosystems, and biodiversity.
				海 U15	Be familiar with applied ocean technology including seawater desalination, ship transportation, marine energy, mineral exploration, and mining.
Marine Education	Marine Resources and Sustainability	海 E13	Learn about common marine products in daily life.	海 J16	Understand types, uses, restoration, and conservation methods of marine biological resources.
		海 E14	Understand that seawater contains salt and other compositions and realize the association of marine resources with daily life.	海 J17	Understand types and applications of non-biological marine resources.
		海 E15	Learn about major rivers and marine resources in the hometown and value natural resources.	海 J18	Discuss impact of human activities on marine ecology.
		海 E16	Understand water pollution, over-fishing, and other water environmental problems in the hometown.	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 counter-measures.
				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 Domain of Language Arts — Mandarin Curriculum Guidelines”

The content of the integration of issues into Mandarin 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 a 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 lists the learning topics and substantial meanings of the four issues, gender equality education, human rights education, environmental education, and marine education. 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	Examples of Learning Focus Integrated into Curriculum Guidelines
Gender Equality Education	Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity	性J2 Identity of self and others. Clarify the gender myth of body image.	◎Ca-IV-1 Cultural connotations of food, clothing, transportation, heritage, leisure activities, etc., in various texts.

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
	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>性 U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols.</p>	<p>5-II-11 Familiarization with various issues by reading a variety of texts.</p> <p>5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.</p> <p>5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.</p> <p>Cb-V-4 Cultural symbols of gender and power presented in community relationships</p>
	Gender Literacy in Technology, Information and Media	<p>性 E7 Interpret the gender stereotypes conveyed by different types of media.</p> <p>性 U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies.</p>	<p>5-III-12 Utilize libraries, technology, and the internet to gather information. Interpret and make judgments to enhance the reading and application of diverse texts.</p> <p>©Ca-V-2 Cultural connotations depicting technological and civilization advancement as well as living and environmental development in various texts.</p>
	Gender Rights and Public Participation	<p>性 J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.</p> <p>性 U10 Review gender-related policies</p>	<p>5-IV-4 Apply reading strategies to enhance learning efficiency and integrate interdisciplinary knowledge into problem-solving abilities.</p> <p>6-V-4 Master various literary skills to appropriately express thoughts, address contemporary issues, convey personal emotions, and</p>

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
		and provide opinions.	elucidate knowledge or arguments.
	Relations and Interactions Between Gender and Power	<p>性 E10 Identify gender-stereotyped feelings and interpersonal interactions.</p> <p>性 J12 Reflect on gendered power relations with others and promote equality and good interaction.</p> <p>性 U12 Reflect on gendered power relations in social interactions.</p>	<p>5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.</p> <p>◎Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.</p> <p>2-V-6 Show concern for environmental changes, compassion for others, respect for cultures of different communities, and respond appropriately.</p>
	Gender and Multiculturalism	<p>性 J13 Understand gender implications of diverse family types.</p> <p>性 U13 Explore gender and family issues in local and international societies.</p> <p>性 U14 Make good use of resources to broaden local and international perspectives of gender equality.</p>	<p>◎Cb-IV-1 Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.</p> <p>◎Cb-IV-2 Relationships between individuals and their families, villages, nation-state, and other communities reflected in various texts.</p> <p>Cb-V-3 Phenomena reflecting cultural differences and mutual influences between different communities in various texts.</p> <p>5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.</p>

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
	Basic Concepts of Human Rights	<p>人 J1 Understand basic meaning of human rights and understand significance of the constitutions in protecting human rights.</p> <p>人 U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights.</p>	<p>◎Cc-IV-1 Cultural connotations of art, belief, ideas, and other aspects in various texts.</p> <p>Bc-V-1 Logical, objective, rational, and knowledgeable explanations, such as human rights conventions, encyclopedias, institutional changes, etc.</p> <p>◎Cb-V-1 Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.</p> <p>◎Cc-V-1 Cultural connotations of art, belief, ideas, and other aspects in various texts.</p>
	Human Rights and Responsibilities	<p>人 E2 Concern about injustice in events happening around you and propose ideas for improvement.</p> <p>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.</p> <p>人 U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development.</p>	<p>◎Bd-III-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.</p> <p>◎Bd-IV-1 Use facts and theories as evidence to persuade, construct, criticize according to the purposes of communication.</p> <p>◎Bd-V-1 Persuasive skills such as examples, affirmation, refutation, etc.</p>

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
	Human Rights, Democracy, and the Rule of Law	人 E3 Understand different needs of each individual and discuss and follow organizational rules.	2-III-7 Respect different opinions when communicating with others.
	Human Rights and Life Practices	人 E5 Appreciate and tolerate individual differences and respect rights of oneself and others. 人 J4 Understand principles of equality and justice and put them into practice. 人 U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights.	5-II-11 Familiarization with various issues by reading a variety of texts. 5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present. 5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure. 2-V-6 Show concern for environmental changes, compassion for others, respect for cultures of different communities, and respond appropriately. 5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.
	Important Topics on Human Rights	人 J10 Understand the origin of human rights and significance of historical development to	©Cb-IV-1 Cultural connotations of kinship, moral ethics, rituals and customs, and rules and regulations reflected in various texts.

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
Environmental Education	Environmental Ethics	<p>環 E2 Recognize the beauty and value of biological life and care about animal and plant life.</p> <p>環 J3 Understand ethical value of the natural environments through environmental aesthetics and nature writing.</p> <p>環 U2 Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies.</p>	<p>Bb-I-3 Feelings towards objects or nature.</p> <p>Bb-II-3 Feelings towards objects or nature.</p> <p>Bb-III-3 Feelings towards objects or nature.</p> <p>Bb-IV-3 Perceptions of objects, nature, and life.</p> <p>Bb-V-3 Perceptions of love for all things and the universe.</p> <p>Cc-V-2 Cultural connotations of contradictions, conflicts, attitudes towards life, and the relationship between humans and the universe reflected in various texts.</p> <p>5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.</p>
	Sustainable Development	<p>環 U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable</p> <p>環 U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development.</p>	<p>©Ca-V-2 Cultural connotations depicting technological and civilization advancement as well as living and environmental development in various texts.</p> <p>5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.</p> <p>6-V-4 Master various literary skills to appropriately express thoughts, address contemporary issues, convey personal emotions, and elucidate knowledge or arguments.</p>

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
	Climate Change	<p>環 E9 Recognize the impact of climate change on life, society, and the environment.</p> <p>環 J9 Understand the meaning of climate change mitigation and adjustment and Taiwan's policies adapted due to climate change.</p>	<p>5-II-11 Familiarization with various issues by reading a variety of texts.</p> <p>5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.</p> <p>◎Ca-IV-2 Cultural connotations depicting technological and civilization advancement as well as the living environment changes in various texts.</p> <p>5-IV-4 Apply reading strategies to enhance learning efficiency and integrate interdisciplinary knowledge into problem-solving abilities.</p> <p>5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.</p>

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focus Integrated into Curriculum Guidelines
Marine Education	Ocean Culture	<p>海 E7 Read, share, and create stories about ocean.</p> <p>海 J8 Read, share, and create literature works with the ocean as the setting.</p> <p>海 U8 Use various styles or writing skills to create literature works with the ocean as the backdrop.</p>	<p>5-II-11 Familiarization with various issues by reading a variety of texts.</p> <p>5-III-11 Engage with a diverse range of texts to identify the messages or perspectives on issues they present.</p> <p>5-IV-5 Engage with a diverse range of texts to understand the connotations of issues and their relevance to personal life and social structure.</p> <p>2-V-6 Show concern for environmental changes, compassion for others, respect for cultures of different communities, and respond appropriately.</p> <p>5-V-3 Engage with a diverse range of texts to explore how they portray cultural and social issues, thereby broadening perspectives on reading and life experiences.</p> <p>5-V-6 Learn diverse values through the process of reading. Respect diverse cultures and consider the meaning and relationship between quality of life, human development, and environmental sustainability.</p>

Appendix III: The Domain of Language Arts: Mandarin Learning Performance – Details on the Selection and Composition of Teaching Materials and Teaching Implementation

These details provide a reference for the selection and composition of teaching materials and teaching implementation in regards to learning performance for all learning stages in the aspects of “listening” , “speaking” , “use of phonetic symbols” , “Word recognition and handwriting” , “reading” , and “ Writing” . The following allows the selection and composition of Mandarin teaching materials and their teaching implementation to better grasp core competency requirements:

1. Details on the selection and composition of teaching materials

(1) Listening

Fundamentally, this should be based on reading units and relevant teaching materials through various activities (e.g.: questioning, summarizing, class discussion, presentations, etc.) to record the speaker’s intent, meaning, and emotions. Listening media should begin from shallow to deep and planned so they are distributed throughout units in each volume; teaching materials for proficiency in listening can also be independently composed based on teaching requirements.

(2) Speaking

Fundamentally, this should be based on reading units and relevant teaching materials through various activities (e.g.: questioning, summarizing, class discussion, oral reports, presentations, debates, etc.) to develop in the areas of reading aloud and speaking (characteristics such as voice, speed, tone, and listeners) to achieve the effect of communicating, persuading, or moving others through the use of speech, facial expressions, and body posture.

(3) Use of phonetic symbols

The writing of Mandarin Phonetic Symbols teaching materials (first volume) should focus on helping learners develop their proficiency in recognizing, reading, and learning the rules of pinyin. The writing order of teaching materials must consider the difficulty level of spelling and pronunciation for learners.

(4) Word recognition and handwriting

The focus of learning word recognition is in both Learning Stage I and II. Learning Stage I must emphasize “learning to read” while Stage II further develops through “reading to learn” . It is appropriate to grasp a basic vocabulary of 2,700 words from Learning Stage I to III, increasing to 3,500 – 4,000 words in Learning Stage IV. The Learning Stage I should emphasize high frequency, specific, and new vocabulary whenever possible; repetition in different texts should be

considered to meet the principles of learning. Starting in Learning Stage II, an emphasis must be put on analyzing the components of a character and how they impact word recognition. The various components of a character should be organized to facilitate word recognition through recognition of radicals or semantic component. Learning Stage IV should foster the basic principles of character formation; Learning Stage V should follow the Chinese character classification principles to supplement word recognition. Consider attaching Mandarin Phonetic Symbols to all texts in Learning Stage I and II and only reserving Mandarin Phonetic Symbols for challenging new vocabulary or characters with alternate pronunciations in Learning Stage III. Materials should be arranged in a progressive manner based on learning difficulty.

Teaching handwriting must emphasize word recognition before writing and be coordinated progressively with teaching materials in each unit to promote appropriate handwriting posture and pen holding. Teaching pen and brush lettering in each year should be conducted through copy-books and exercise books. In principle, the vocabulary in copy and exercise books should be new vocabulary known by learners. In terms of font size for practicing pen handwriting, spaces should be grids approximately 1.5cm – 2cm in Learning Stage I; grid sizes may be decreased beginning from Learning Stage II. When practicing brush handwriting, large grids approximately 8cm – 12cm should be utilized in the form of nine palaces grid, rice grid, or field grid variants. In Learning Stage III, grid sizes should be approximately 6cm – 7cm.

(5) Reading

Aside from material selection and reading development, suitable illustrations or diagrams should be provided in coordination with teaching materials and learning requirements. Illustrations must be interesting and guide learners in gaining a better understanding of the content. The proportion of images to text in Learning Stage I should be equal; starting from Learning Stage II, the proportion can be adjusted based on actual course requirements.

(6) Writing

Teaching materials in each unit should utilize reading to guide writing skills so that learners can develop a proficiency in writing based on their life experiences. Each learning stage should emphasize basic practice (including the writing of sentences, short paragraphs, essays, and practical texts) of different levels and styles, from shallow to deep, and offer comprehensive planning. Writing exercises should emphasize appropriate punctuation, the fluidity of expressive text, and the application of different narrative skills to varying effects.

2. Details of teaching implementation

(1) Listening

- A. Utilize diverse learning activities in coordination with the key points of learning performance; for instance, utilize exercises in listening and recognition, listening-memory, group discussion, and listening evaluation activities to guide learners in listening with correctness, clarity, order, and levels. The implementation should boost learner participation and interaction.
- B. Apply the content of teaching materials in guiding learners to develop a good attitude and etiquette in listening.
- C. Guide learners in grasping the key points when listening.
- D. Guide learners in recognizing the intention behind different tones of voice.
- E. Guide learners in verifying consistency and determining the correctness of information.
- F. Combine proficiency in listening and speaking by paying attention to first listening before speaking.
- G. Ability to repeat key points after listening and answer questions with logic.

(2) Speaking

- A. Guide learners to speak correctly with clarity and logic.
- B. Help learners cultivate the confidence and poise to politely express their opinions completely.
- C. Encourage and assist learners in cultivating an interest for speaking; ensure equal speaking opportunities for all so that learners may practice their proficiency in speaking.
- D. Adopt a mixed teaching approach by closely integrating teaching activities in listening, reading, and writing to achieve “learn speaking by listening” , “practice speaking by reading” , and “promote speaking through writing” . Effectively improve learner’s speaking proficiency by making good use of various media to ensure balanced development in both learning through speaking and text.
- E. Utilize learner’s life experiences, commonly-used vocabulary, and sentence patterns to correctly guide them in forming basic sentences and paragraphs to practice speaking proficiency; instruct learners to apply systematic sequence or form to evolve their corpus as well as learn speaking skills that allow different methods of expression. Guide learners to adjust their method of speaking based on purpose, subject, and scenario.
- F. Utilize diverse learning methods (such as describing images, gesturing, observation, roleplaying, discussion, questioning, and debating) in the classroom so that learners may express their opinions and build a sound foundation in speaking proficiency through diverse learning pathways.

(3) Use of Mandarin Phonetic Symbols

- A. The teaching of phonetic symbols should be implemented in the first academic year's first 10 weeks through mixed teaching methods. Teaching should be arranged in the sequence of difficulty in terms of recognition, pronunciation, and spelling.
- B. When instructing learners, it's best to adopt the "direct spelling method". Ask learners to directly pronounce Mandarin Phonetic Symbols in order to spell them in reverse for review. When practicing, pay attention to how learners pronounce sounds, the opening of their mouths, the curvature of their lips, and their tone.
- C. When teaching, consider learner's differences in achievements and hope they may achieve familiarity with the application of phonetic symbols by the end of Learning Stage I.

(4) Word recognition and handwriting

- A. Handwriting practice should mainly consider substance to avoid excessive practicing. Aside from correctness, good shape should be prioritized before emphasizing neatness and aesthetics.
- B. The teaching of word recognition should adhere to the sequence of high to low frequency, mixed to combined components, specific to abstract, and rules to exceptions.
- C. The teaching of word recognition should utilize vocabulary familiar to learners; word definitions should be used to teach word recognition.
- D. The teaching of word recognition should be supplemented by character radicals and basic word formation principles to supplement word recognition through the understanding of form, pronunciation, and definition.
- E. The teaching of handwriting should be planned according to key learning points that cultivate the knowledge, skill, habit, and attitude for handwriting; teaching should focus on both appreciation and practicality.
- F. The teaching of pen and brush lettering should be arranged suitably for each learning stage through the use of skills such as tracing, overlays, and individual writing and application.

(5) Reading

- A. The teaching of reading must contain various activities that tightly integrate word recognition, handwriting, listening, speaking, and writing.
- B. Different genres of text should be used to guide learners in applying various strategies for reading and comprehension to improve their proficiency.
- C. In the Learning Stage I, texts should emphasize correct word recognition and fluidity; the Learning Stage II should emphasize learning vocabulary and sentence structure as well as reading skills of passages; the third and Learning Stage IVs should emphasize a familiarity

with strategies for reading comprehension, chapter structures, and an exploration of narrative skills; the Learning Stage V should reinforce thinking exercises to cultivate the ability of independent thinking. The teaching proportion of vocabulary, paragraphs, chapters, and reading comprehension should be adjusted based on the focus of each learning stage.

- D. The teaching of language should integrate technology along with the development of information technology and media.
- E. Aside from textbooks, different types of teaching materials should be used according to the reading interests of learners. Specific books may be selected to teach reading and writing skills to learners based on the necessities of teaching.

(6) Writing

- A. The teaching of writing should help learners read and observe their surroundings and activities to accumulate writing material. Learners should cultivate their basic writing skills such as imagination, thinking, memory, and sensibility to express their personal experiences and feelings.
- B. Teaching should effectively integrate the learning from writing, listening, speaking, hand-writing, and reading. Writing in Learning Stage I should begin with oral composition based on learner's interests. Oral composition should transition to written composition in Learning Stage II by guiding learners in proactively composing and sharing with others. Learning Stage III should allow learners to become familiar with essay composition and a proclivity towards sharing. In Learning Stage IV and V, learners should be encouraged to apply their life experiences to express their personal feelings through different writing styles; learners should be capable of showing concern for social and international issues, offer their opinions, and express their personal perspectives.
- C. Guide learners in gaining familiarity with various types of passages based on their themes, materials, structure, and both the accumulation and application of language and vocabulary; instruct learners through sequenced planning and categorization based on difficulty.
- D. Gradually guide learners in practicing the writing such as collecting materials, examining topics, establishing purpose, selecting materials, paragraph arrangements, organization, and editing; selecting appropriate vocabulary, grammar, and punctuation based on scenarios (including the use of digital media). Compose various types of passages to achieve the purpose of expressing through language.

Appendix IV: 15 Recommended Essays for Upper Secondary School (Learning Stage V)

No.	Article Title	Author Name	Era
1	Zhu Zhiwu Turned Back Qin's Army (Zuo Zhuan)	Zuo Qiuming	Pre-Qin Period
2	Great Harmony & Well-off Society	The Book of Rites	Pre-Qin Period
3	Letter to Admonish Against Expelling Guests	Li Si	Pre-Qin Period
4	Hongmen at Banquet (the Records of the Grand Historian)	Sima Qian	Han, Wei and Six Dynasties
5	Pre-Battle Memorandum to His Majesty	Zhuge Liang	Han, Wei and Six Dynasties
6	The Peach Blossom Spring	Tao Yuanming	Han, Wei and Six Dynasties
7	On Teaching	Han Yu	Tang & Song Dynasties
8	The Man with the Curly Beard (Extensive Records of the Taiping Era)	Du Guangting	Tang & Song Dynasties
9	Ode to the Red Cliff	Su Shi	Tang & Song Dynasties
10	Record of an Evening Trip to Six Bridges to Await the Moon	Yuan Hongdao	Ming & Qing Dynasties
11	The Hut Called Xiangjixuan	Gui Youguang	Ming & Qing Dynasties
12	The Taoist Priest of Lao Shan (Strange Tales from a Chinese Lonely Studio)	Pu Songling	Ming & Qing Dynasties
13	Peace by Persuasion	Zheng Yongxi	Classical Prose Writings in Taiwan
14	Raft Journey in Lugang	Hong Ru	Classical Prose Writings in Taiwan
15	Author's Preface to Painting Chrysanthemums	Zhangli Dehe	Classical Prose Writings in Taiwan