

Curriculum Guidelines for the 12-Year Basic Education
Vocational Senior High School

The Domain of Integrative Activities

Ministry of Education

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I. Fundamental Beliefs

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

This domain’s concepts are as follows:

1. Expand the exploration of value and experience speculation

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

2. Cultivate aesthetics, innovation, and life implementation

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

3. Promote cultural understanding and social care

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

II. Curriculum Goals

1. Goals of vocational senior high schools

- (1) Develop core competencies and cultivate modern citizens;
- (2) Strengthen basic knowledge and facilitate lifelong learning;
- (3) Acquire professional skills to fulfill industry demands; and
- (4) Cultivate moral characters and increase personal value.

2. Curriculum goals of Integrative Activities

- (1) Advance Self- and career development

Explore their self-view, humanism, and the meaning of life, as well as establish appropriate life philosophy and beliefs, so as to develop their self-potential and self-worth, improve their self-directed learning and self-management skills, and plan for their career and realize adaptive development, whereby they learn to respect their own and others’ lives and cherish the value of life.

- (2) Practice life management and innovation

Develop friendly engagement and interaction knowledge and attitude; establish good interpersonal relationships, healthily express their emotions and interact with others; cultivate teamwork and leadership competencies; utilize, develop, and manage various resources; reflect on life and aesthetic issues; enrich aesthetic appreciation experience; and achieve life management and innovation.

(3) Realize social and environmental care

Identify various challenges and risks in society and the environment, and develop problem-solving speculation, innovation, and implementation skills so as to respect cultural diversity and improve human well-being, promote environmental sustainability, and realize societal and the environmental care.

III. Time Allocation and Subject Combinations

Stage V of the Integrative Activities domain for upper secondary schools, includes three subjects: Life Education, Career Planning, and Home Economics. In addition to the said subjects, two more subjects, Law and Life as well as Introduction to Environmental Science, are added to the curriculum of vocational senior high schools, where subject-specific teaching is implemented.

| Educational Stage | Learning Stage | Name of Domain/subject | | | No. of credits | Remarks |
|-------------------------------|----------------|-------------------------|------------------------|---------------------------------------|----------------|---|
| Vocational Senior High School | V | MOE-mandated curriculum | Integrative Activities | Life Education | 4 | Integrative Activities consists of five subjects, namely, Life Education, Career Planning, Home Economics, Law and Life, and Introduction to Environmental Science. Technology consists of two subjects, namely Living Technology and Information Technology. Each school selects two subjects from these 7 subjects for a total 4 credits. |
| | | | | Career Planning | | |
| | | | | Home Economics | | |
| | | | | Law and Life | | |
| | | | | Introduction to Environmental Science | | |
| | | | Technology | Living Technology | | |
| | | | | Information Technology | | |

IV. Core Competency

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

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of the domain of Integrative Activities | | |
|---------------------------|---|---|--|--|---|
| | | | Elementary School | Junior High School | Vocational Senior High School |
| A Autonomous Action | A1 Physical and Mental Wellness and Self-Advancement | Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth. | 綜-E-A1 Get to know individual characteristics, primarily explore career paths, observe life changes, stimulate potential, and promote holistic physical and mental development. | 綜-J-A1 Explore and develop self-potential, use resources adequately to promote suitable career development, reflect on self-value and implement the meaning of life. | 綜-V-U-A1 Possess an appropriate concept of humanism and self-view to enhance physically and mentally healthy. Students can deeply explore the meaning of life, while establishing suitable life philosophy and beliefs, so as to unlock their potential, engage in career planning and development, develop family management skills, and ultimately reach the supreme good and live a happy life. |
| | A2 Logical Thinking and Problem Solving | Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life. | 綜-E-A2 Explore learning methods and cultivate critical thinking skills and responsible self-discipline. Use experience and implementation to solve everyday life problems. | 綜-J-A2 Clarify learning objectives and explore diverse thinking and learning methods. Cultivate self-learning ability. Use appropriate strategies to solve life issues. | 綜-V-U-A2 Possess competencies in systems thinking and meta- and reflective thinking, as well as cultivate affect and attitude toward the pursuit of the truth, so as to effectively deal with various living and life issues. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of the domain of Integrative Activities | | |
|--|--|--|--|---|---|
| | | | Elementary School | Junior High School | Vocational Senior High School |
| | 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. | 綜-E-A3 Plan and implement learning and life plans. Utilize resources or strategies, prevent danger, and protect oneself. Use innovative thinking to respond to everyday life scenarios. | 綜-J-A3 Respond to social change and environmental risks. Review and evaluate learning and life plans. Develop innovative thinking. Use the best strategy to protect oneself and others. | 綜-V-U-A3 Possess competencies in resource efficiency, development, and management, as well as be able to identify and deal with difficulties and crises in life and society, so as to achieve life planning and innovation. |
| B Communication and Interaction | B1 Semiotics and Expression | Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace. | 綜-E-B1 Observe one's own interpersonal communication method. Learn appropriate ¹ interaction and communication skills. Cultivate empathy and apply it in everyday life. | 綜-J-B1 Respect, tolerate, and admire others. Appropriately express one's own opinions and feelings. Use empathy and suitable communication skills to promote good interpersonal interaction. | 綜-V-U-B1 Possess competencies in self-awareness, empathy, and respect for others. Students can develop appropriate verbal and body language as well as emotional expression skills to establish good interpersonal interaction competencies. |
| | 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. | 綜-E-B2 Collect and apply resources. Understand the content, meaning, and impact of various media. Use these to process everyday life questions. | 綜-J-B2 Use technology, information, and media resources. Be able to analyze and determine its appropriateness. Use them to effectively implement important tasks in life. | 綜-V-U-B2 Be able to think and analyze the human–technology relationship and exert positive social influence through making good use of the Internet and media. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of the domain of Integrative Activities | | |
|---|--|--|--|---|---|
| | | | Elementary School | Junior High School | Vocational Senior High School |
| | B3 Artistic Appreciation and Aesthetic Literacy | Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts. | 綜-E-B3 Observe the diversity of life aesthetics. Cultivate the aesthetic experience in the living environment. Increase the abundance and creativity in life. | 綜-J-B3 Utilize innovation capability to enrich life. Demonstrate aesthetics in personal and family living environment to improve life quality. | 綜-V-U-B3 Enrich aesthetic experience in life through aesthetic appreciation; develop an appreciation for, and share, the beauty and goodness; and gain experience in innovative aesthetics. |
| 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. | 綜-E-C1 Care about the ecology/ environment and surrounding things. Experience service process and fun. Understand and comply with ethical standards. Cultivate civic awareness. | 綜-J-C1 Explore the relationship between people and the environment. Plan and implement service learning and outdoor learning activities. Implement civic care and reflect on the value of environmental sustainability action. | 綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; take the initiative to pay attention to public issues and actively participate in social activities; and care about ecological and human sustainability. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of the domain of Integrative Activities | | |
|---------------------------|--|--|--|--|---|
| | | | Elementary School | Junior High School | Vocational Senior High School |
| | C2 Interpersonal Relationships and Teamwork | Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork. | 綜-E-C2 Understand the feeling of others. Enjoy interacting with people. Learn to respect others. Improve interpersonal relationship. Cooperate with team members to achieve group objectives. | 綜-J-C2 Apply suitable interpersonal interaction skills. Manage a good interpersonal relationship. Develop a positive influence. Cultivate an attitude that benefits others and the group. Improve team efficiency to achieve shared objectives. | 綜-V-U-C2 Have sentiments of, and take action to achieve, emotion management, inclusiveness, gratefulness, care, altruism, serving others, and devotion; be able to demonstrate teamwork and mutual support abilities as well as leadership competencies. |
| | C3 Multi-cultural and Global Understanding | Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace. | 綜-E-C3 Experience and appreciate local culture. Respect and care about different groups. Understand and tolerate cultural diversity. | 綜-J-C3 Explore different living styles across the world. Understand, respect, and care about different cultures and ethnic groups. Display ability to live in a diversified society. | 綜-V-U-C3 Firmly identify with one's own cultural identity; respect and appreciate multiculturalism, have a global vision and actively care about environmental, human rights, and cultural issues worldwide; and engage in world peace movements. |

V. Learning Focus

1. Description of Learning Focus

The Learning Focus of the Integrative Activities domain are set according to its philosophy and objectives, which correspond to its core competencies and the General Guidelines. As per the connotations of the domain/subjects, the learning focus is also aligned with each educational development stage and comprises two parts: “learning performance” and “learning content.” “Learning performance” refers to the process where students analyze and establish learning

outcomes based on core competencies as well as cognition, affect, and skills demonstrated throughout the process. The “learning content” covers important concepts, knowledge, and principles of the domain/subjects; it provides references for course design, development of teaching materials, and textbook review, which are implemented through teaching.

The Integrative Activities domain in vocational senior high schools comprises five subjects: Life Education, Career Planning, Home Economics, Law and Life, and Introduction to Environmental Science, with respective professional knowledge systems. Learning performance and learning content are shown by the categories and items of each subject.

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

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

2. Description of Learning Focus Codes

The Integrative Activities domain in vocational senior high schools comprises five subjects: Life Education, Career Planning, Home Economics, Law and Life, and Introduction to Environmental Science. Subject-specific teaching is applied with respective professional knowledge systems. Accordingly, the first code of learning performance and learning content comprises the subject abbreviation, category, and item. Details are provided as follows.

(1) Subject abbreviations: Life Education, Career Planning, Home Economics, Law and Life, and Introduction to Environmental Science are designated by “生”, “涯”, “家”, “法”, and “環” respectively.

(2) Category:

A. The subject categories in learning performance are shown as 1, 2, 3, 4, 5, 6, 7, and 8.

B. The subject categories in learning content are shown as A, B, C, D, E, F, G, and H.

(3) Item: items in the subject categories are shown as a, b, c, and d.

Take Home Economics as an example:

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

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

| Vocational Senior High School | | | | |
|---|--|---|----------------------|---------------|
| Learning Performance | | | | |
| First code | | | Second code | Third code |
| Subject abbreviations: 生, 涯, 家, 法, 環 | Categories 1, 2, 3, 4, 5, 6, 7, 8 | Items a, b, c, d | Learning Stage: V | Serial number |
| 生 | 1. Philosophical thinking | a. Competency of thinking | V | Serial number |
| | | b. Meta- and reflective thinking | | |
| | 2. Exploration of anthropology | a. Human characteristics and humanism | | |
| | | b. Human subjectivity and self-view | | |
| | 3. Ultimate concern | a. Philosophy and the meaning of life, as well as concern over life and death and relevant practice | | |
| | | b. Ultimate belief and religions | | |
| | 4. Value speculation | a. Moral philosophy, moral speculation, and their application | | |
| | | b. Aesthetic competency and aesthetics of everyday life | | |
| | 5. Spiritual cultivation | a. Spiritual self-awareness and cultivation | | |
| | | b. Integration of personality and spiritual cultivation | | |
| 涯 | 1. Growth process and career development | a. Growth process and career development | | |
| | 2. Self-awareness and integration | b. Self-awareness and integration | | |
| | 3. Self-regulation and attitude cultivation | c. Self-regulation and attitude cultivation | | |
| | 4. Life challenges and adaptation | d. Crisis recognition and management | | |
| | 5. Educational development and occupational choice | e. Educational development and occupational choice | | |
| | 6. Career life and social needs | f. Career life and social needs | | |
| | 7. Career assessment and wise decisions | g. Career assessment and wise decisions | | |
| | 8. Career action and practice | h. Career action and practice | | |

| Vocational Senior High School | | | | |
|-------------------------------|---|---|-------------|---------------|
| Learning Performance | | | | |
| First code | | | Second code | Third code |
| 家 | 1. Diet | a. Diet and lifestyle | V | Serial number |
| | | b. Meal planning and preparation | | |
| | 2. Clothing | a. Outfit plan | | |
| | | b. Clothing language and culture | | |
| | 3. Life management | a. Life resource management | | |
| | | b. Family financial management | | |
| | | c. Creative living and aesthetics | | |
| | 4. Family | a. Marriage and family building | | |
| | | b. Family life and interaction | | |
| | | c. Teenagers and their families | | |
| | 5. Workplace preparation and image management | a. Image management | | |
| | | b. Interpersonal interaction and management | | |
| 法 | 1. Legal concepts | a. Introduction to legal systems | | |
| | 2. Public law and life | a. Nation and the people | | |
| | | b. Criminal law | | |
| | | c. Administrative regulations | | |
| | 3. Private law and life | a. Property law | | |
| | | b. Gender and family | | |
| | | c. Acts related to economic life | | |
| | | d. Intellectual property | | |
| | 4. Labor relations act and life | a. Concepts of labor law | | |
| | | b. Individual labor relations | | |
| | | c. Collective labor relations | | |
| 環 | 1. Effects of environmental issues | a. Effects of environmental issues | | |
| | 2. Basic concepts of environmental science | b. Basic concepts of environmental science | | |
| | 3. Energy and resource management and application | c. Energy and resource management and application | | |
| | 4. Pollution and waste management | d. Pollution and waste management | | |
| | 5. Justice and social responsibility | e. Justice and social responsibility | | |
| | 6. Environmental ethics and sustainable development | f. Environmental ethics and sustainable development | | |

| Vocational Senior High School | | | | |
|---|--|--|----------------------|---------------|
| Learning Content | | | | |
| First code | | | Second code | Third code |
| Subject abbreviations: 生, 涯, 家, 法, 環 | Categories A, B, C, D, E, F, G, H | Items a, b, c, d | Learning Stage: V | Serial number |
| 生 | A. Philosophical thinking | a. Competency of thinking | V | Serial number |
| | | b. Meta- and reflective thinking | | |
| | B. Exploration of anthropology | a. Human characteristics and humanism | | |
| | | b. Human subjectivity and self-view | | |
| | C. Ultimate concern | a. The purpose and meaning of life, as well as concern over life and death and relevant practice | | |
| | | b. Ultimate belief and religions | | |
| | D. Value speculation | a. Moral philosophy, moral speculation, and their application | | |
| | | b. Aesthetic competency and aesthetics of everyday life | | |
| | E. Spiritual cultivation | a. Spiritual self-awareness and cultivation | | |
| | | b. Integration of personality and spiritual cultivation | | |
| 涯 | A. Growth process and career development | a. Growth process and career development | | |
| | B. Self-awareness and integration | a. Self-awareness and integration | | |
| | C. Self-regulation and attitude cultivation | a. Self-regulation and attitude cultivation | | |
| | D. Life challenges and adaptation | a. Crisis recognition and management | | |
| | E. Educational development and occupational choice | a. Educational development and occupational choice | | |
| | F. Career life and social needs | a. Career life and social needs | | |
| | G. Career assessment and wise decisions | a. Career assessment and wise decisions | | |
| | H. Career action and practice | a. Career action and practice | | |
| 家 | A. Diet | a. Diet and lifestyle | | |
| | | b. Meal planning and | | |

| Vocational Senior High School | | | | |
|-------------------------------|---|---|-------------|---------------|
| Learning Content | | | | |
| First code | | | Second code | Third code |
| | | preparation | V | Serial number |
| | B. Clothing | a. Outfit plan | | |
| | | b. Clothing language and culture | | |
| | C. Life management | a. Life resource management | | |
| | | b. Family financial management | | |
| | | c. Creative living and aesthetics | | |
| | D. Family | a. Marriage and family building | | |
| | | b. Family life and interaction | | |
| | | c. Teenagers and their families | | |
| | E. Workplace preparation and image management | a. Image management | | |
| | | b. Interpersonal interaction and management | | |
| 法 | A. Legal concepts | a. Introduction to legal systems | | |
| | B. Public law and life | a. Nation and the people | | |
| | | b. Criminal law | | |
| | | c. Administrative regulations | | |
| | C. Private law and life | a. Property law | | |
| | | b. Gender and family | | |
| | | c. Acts related to economic life | | |
| | | d. Intellectual property | | |
| | D. Labor relations act and life | a. Concepts of labor law | | |
| | | b. Individual labor relations | | |
| | | c. Collective labor relations | | |
| 環 | A. Effects of environmental issues | a. Effects of environmental issues | | |
| | B. Basic concepts of environmental science | b. Basic concepts of environmental science | | |
| | C. Energy and resource management and application | c. Energy and resource management and application | | |
| | D. Pollution and waste management | d. Pollution and waste management | | |
| | E. Justice and social responsibility | e. Justice and social responsibility | | |
| | F. Environmental ethics and sustainable development | f. Environmental ethics and sustainable development | | |

3. Learning Focus of Various Subjects

(1) Learning Focus of Life Education

Life Education aims to help students establish their ultimate belief in life, develop their philosophical thinking abilities, and realize life value through value selection. The subject comprises learning focus of the five categories: “philosophical thinking,” “exploration of anthropology,” “ultimate concern,” “value speculation,” and “spiritual cultivation.” Details are provided in the following table.

| Category | Item | Learning Performance | Learning Content |
|-----------------------------|----------------------------------|---|--|
| Philosophical thinking | a. Thinking Competency | 生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation. | 生 Aa-V-1 Presenting thinking barriers through bias and fallacies. 生 Aa-V-2 Basic logic for critical thinking. 生 Aa-V-3 Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints. 生 Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of “not being neutral but being impartial.” |
| | b. Meta- and reflective thinking | 生 1b-V-1 Possess proper meta- and reflective thinking competencies and constantly develop and deepen one’s understanding and practice of thinking. | 生 Ab-V-1 Connotation of meta- and reflective thinking: how to think about thinking. 生 Ab-V-2 Practice of meta- and reflective thinking: possess meta-cognitive knowledge regarding the nature and methods of, as well as affect and attitude toward thinking. |
| Exploration of anthropology | a. Human qualities and humanism | 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology. | 生 Ba-V-1 The meaning of human existence: human freedom and destiny, human indefiniteness and definiteness, and human desire and pursuit. 生 Ba-V-2 Human gender and gender equality. 生 Ba-V-3 Human body and mentality, human rationality and sensibility, and human spirit and spirituality. |

| Category | Item | Learning Performance | Learning Content |
|------------------|---|--|---|
| | b. Human subjectivity and self-view | 生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation. | 生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. 生 Bb-V-2 Self-view: What and who am “I”? Understand the relationships and differences among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.” 生 Bb-V-3 Identification of the “I” and the “self” in the context of different relationships and life time. |
| Ultimate concern | a. The purpose and meaning of life; the meanings and practice of caring on life and death | 生 3a-V-1 Be able to understand issues related to philosophy, life and death, basic connotations of religion, and its relationship between religious beliefs and life, thereby establishing one’s personal ultimate beliefs about life. | 生 Ca-V-1 The meaning and value of life: connotations and functions of philosophy; exploration of the meaning and purpose of life. 生 Ca-V-2 Exploration of happiness in life: connotations of, and relationships between, joy and happiness; the meaning of supreme good and supreme bliss (eudaimonia) and their pursuit. 生 Ca-V-3 The meanings of death in anthropology and its impact on life value. 生 Ca-V-4 The meaning of “good death” and practice of hospice. 生 Ca-V-5 Coping with loss and grief. |
| | b. Ultimate belief and religions | 生 3b-V-1 Guided by the ultimate personal beliefs about life, one can live up to value speculation. When making daily life decisions, one can also enhance the integration of personality and spiritual cultivation. | 生 Cb-V-1 Possible value and meaning of religious or ethnic beliefs to one’s personal living and life. 生 Cb-V-2 Confirmation of one’s ultimate belief and live up to it in value speculation and spiritual cultivation. 生 Cb-V-3 Perspectives on suffering and death from religious or ethnic group’s beliefs. |

| Category | Item | Learning Performance | Learning Content |
|-----------------------|---|--|--|
| Value speculation | a. Moral philosophy, moral speculation, and their application | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. | 生 Da-V-1 Connotation and value of morality and how they differ from other types of norms. 生 Da-V-2 The meaning and classification of moral judgments. 生 Da-V-3 Relationships, conflicts, and corresponding responses between code of ethics and ethical judgment. 生 Da-V-4 Determination of the “good and evil” of the agent in question and corresponding factors that should be considered. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生 Da-V-6 Relationships between moral practice and one’s life philosophy/worldview. |
| | b. Aesthetic literacy and life aesthetics | 生 4b-V-1 Be able to discover and create life aesthetics and develop one’s own aesthetics of everyday life. | 生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life. 生 Db-V-2 Cultivation and creation of aesthetic literacy: Discovery and development of literacy required for aesthetic experience, as well as development and reflection on skills required for establishing one’s life aesthetics. 生 Db-V-3 Life aesthetics and life values. |
| Spiritual cultivation | a. Spiritual self-awareness and cultivation | 生 5a-V-1 Be spiritually self-aware at any time in daily life to cultivate one’s spirituality. | 生 Ea-V-1 Connotation of spirituality and spiritual self-awareness. 生 Ea-V-2 Connotation, methods, and stages of spiritual cultivation. 生 Ea-V-3 Difficulties and experience of spiritual cultivation as well as the required competencies. 生 Ea-V-4 Connotation, types, and levels of love. 生 Ea-V-5 Connotations of compassion and wisdom. 生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation. |

| Category | Item | Learning Performance | Learning Content |
|----------|---|--|---|
| | b. Integration of personality and spiritual cultivation | 生 5b-V-1 Based on spiritual cultivation to engage in philosophical thinking, exploration of anthropology, ultimate concern, and value speculation. | 生 Eb-V-1 Diverse situations and roots of unintegrated personalities. 生 Eb-V-2 Connotation, importance, and difficulties of personality integration. 生 Eb-V-3 Path to the integration of personality and its relationship with spiritual cultivation. 生 Eb-V-4 Integration of personality and spiritual cultivation from perspectives of different disciplines and religions. |

(2) Learning Focus of Career Planning

Career Planning aims to teach students how to analyze and integrate personality traits, identify career interests, develop leisure proficiency, connect developmental tasks in each stage of life, and acquire career transition and adaptation abilities. The learning focus comprises the following eight categories: “growth process and career development,” “self-awareness and integration,” “self-regulation and attitude cultivation,” “life challenges and adaptation,” “educational development and occupational choice,” “career life and social needs,” “career assessment and wise decisions,” and “career action and practice.” Details are provided in the following table.

| Category | Item | Learning Performance | Learning Content |
|---------------------------------------|--|---|---|
| Growth process and career development | a. Growth process and career development | 涯 1a-V-1 Perceive the relationship between personal growth processes and career development to actively explore personal career meaning and objectives. | 涯 Aa-V-1 Meaning and importance of career planning. 涯 Aa-V-2 Career planning models. 涯 Aa-V-3 Career development tasks and goals in vocational senior high school students. |
| | | 涯 1a-V-2 Explore the connection between career role and lifestyle. | 涯 Aa-V-4 Definition of career role and its connotation. 涯 Aa-V-5 Effects of the primary family on one's growth. 涯 Aa-V-6 Review and outlook of one's life stories. 涯 Aa-V-7 Career role, lifestyle, and one's life career rainbow. |
| Self-awareness and integration | a. Self-awareness and integration | 涯 2a-V-1 Be able to analyze and integrate personality traits and life attitude and belief. | 涯 Ba-V-1 Exploration of one's abilities, interests, characters, and values. 涯 Ba-V-2 Self-exploration of one's academic portfolio. 涯 Ba-V-3 Individual career attitude and belief. |

| Category | Item | Learning Performance | | Learning Content | |
|---|--|----------------------|---|--|--|
| | | 涯 2a-V-2 | Explore the diversity of gender and occupational choice. | 涯 Ba-V-4 | Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| Self-regulation and attitude cultivation | a. Self-regulation and attitude cultivation | 涯 3a-V-1 | Possess emotion management skills and an altruistic mindset, thereby enhancing interpersonal interactions. | 涯 Ca-V-1 涯 Ca-V-2 涯 Ca-V-3 | Connotation and value of emotion management. Emotion management approaches and stress adjustment. Good interpersonal interactions as well as communication and coordination competencies. |
| Life challenges and adaptation | a. Crisis recognition and management | 涯 4a-V-1 | Understand career development crises and crisis management concepts. | 涯 Da-V-1 涯 Da-V-2 涯 Da-V-3 | Career development crisis and management. Career crisis and turning point. Cases of career crisis and sharing. |
| | | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | 涯 Da-V-4 涯 Da-V-5 | Technology information and life effectiveness. Importance of leisure life and cultivation of appropriate leisure life habits. |
| Educational development and occupational choice | a. Educational development and occupational choice | 涯 5a-V-1 | Be able to explore career-related information and evaluate individual career development paths. | 涯 Ea-V-1 涯 Ea-V-2 涯 Ea-V-3 涯 Ea-V-4 | Career paths and career information websites. Learning connotation and approaches to further studies for vocational senior high school students. Occupational attributes and employment preparation. Knowledge of work environments and requirements. |
| Career life and social needs | a. Career life and social needs | 涯 6a-V-1 | Acquire information on professional life to envision one's professional life in the future. | 涯 Fa-V-1 涯 Fa-V-2 涯 Fa-V-3 涯 Fa-V-4 | Industry trends and social changes. Traditional and emerging employments and relevant talent requirements. Work ethics and teamwork spirit. Job seeking skills and occupational transition. |
| | | 涯 6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. | 涯 Fa-V-5 涯 Fa-V-6 涯 Fa-V-7 | Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. Legislative trends and norms of acts related to gender and ethnic work equality. Case studies of labor-related |

| Category | Item | Learning Performance | | Learning Content | |
|---------------------------------|------------------------------------|----------------------|--|--|--|
| Career life and social needs | | | | 涯 Fa-V-8 acts and occupational safety and health. 涯 Fa-V-9 Cultural diversity and multinational companies. Innovation and entrepreneurship. | |
| Career assessment and decisions | a. Career assessment and decisions | 涯 7a-V-1 | Summarize career information to make career assessments and decisions. | 涯 Ga-V-1 Exploration of career choice types. 涯 Ga-V-2 Career information as well as drivers of, and obstacles to, career decision-making. 涯 Ga-V-3 Use of decision-making skills to develop adaptive career paths. | |
| Career action and practice | a. Career action and practice | 涯 8a-V-1 | Development and practice of career action plans. | 涯 Ha-V-1 Concepts of career action plans and time management. 涯 Ha-V-2 Self-analysis of time management performance. 涯 Ha-V-3 Establishment and review of career action plans and academic portfolios. | |

(3) Learning Focus of Home Economics

Home Economics mainly focuses on interpersonal relationships and love, life management, and life practice. Its learning focus is divided into five categories, namely “diet,” “clothing,” “life management,” “family,” and “workplace preparation and image management,” whereby students are taught to develop healthy family proficiency, life application and innovation abilities, and a global vision to improve the quality of personal and family life. Details are provided in the following table.

| Category | Item | Learning Performance | | Learning Content | |
|-----------------|----------------------------------|--------------------------|---|--|---|
| Diet | a. Diet and lifestyle | 家 1a-V-1 | Determine the effects of family lifestyles and media on diet; be familiar with food health and safety principles as well as plan and make healthy meals for family members. | 家 Aa-V-1 | Dietary behavior and family lifestyles. |
| | | 家 1a-V-2 | Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. | 家 Aa-V-2 家 Aa-V-3 | Local and exotic diets and cultures. Eco-friendly diet and food sustainability. |
| | b. Meal planning and preparation | 家 1b-V-1 | Evaluate food characteristics, be familiar with principles of food hygiene and safety, and engage in meal planning using proper cooking skills. | 家 Ab-V-1 | Food characteristics, as well as meal planning and application. |
| | | 家 1b-V-2 | Use food aesthetics to design and develop healthy, safe, and diverse meals. | 家 Ab-V-2 | Dietary aesthetics and application of cooking skills. |
| Clothing | a. Outfit plan | 家 2a-V-1 家 2a-V-2 | Analyze fabric properties and use fashion design elements to build an aesthetic self-image. Incorporate eco-friendly concepts into actual clothing needs and manage one's clothing according to relevant principles. | 家 Ba-V-1 家 Ba-V-2 家 Ba-V-3 家 Ba-V-4 | Fabric properties and clothing application. Fashion design and outfit planning. Assessment of needs for clothing and reasonable shopping. Clothing management. |
| | b. Clothing language and culture | 家 2b-V-1 | Analyze fashion and classic elements, appreciate clothing cultures, cultivate aesthetic taste, and apply them to one's fashion style. | 家 Bb-V-1 家 Bb-V-2 | Clothing and fashion. Clothing cultures. |
| Life Management | a. Life resource management | 家 3a-V-1 | Smartly use technology and information to integrate life resources. | 家 Ca-V-1 | Time, energy, and life resource management. |

| Category | Item | Learning Performance | Learning Content |
|----------|--|--|--|
| | b. Family financial management | 家 3b-V-1 Develop financial competencies, integrate consumption proficiency, and properly make family and personal financial plans. | 家 Cb-V-1 Family financial planning and management. 家 Cb-V-2 Consumer behavior and culture. |
| | c. Creative living and aesthetics | 家 3c-V-1 Present aesthetics of everyday life by incorporating creativity into life with ingenuity. | 家 Cc-V-1 Eco-friendly home décor and spatial beautification. 家 Cc-V-2 Home aesthetics establishment and creative application. |
| Family | a. Marriage and family building | 家 4a-V-1 Develop skills of intimacy expression and intimate relationship management. | 家 Da-V-1 Gender diversity interaction. |
| | | 家 4a-V-2 Explore gender differences in social interaction, marriage choices, and family building. | 家 Da-V-2 Marriage choice. 家 Da-V-3 Family building. |
| | b. Family life and interaction | 家 4b-V-1 Explore the relationship between family systems and individuals, sharpen interaction and communication skills, and improve interactions among family members. | 家 Db-V-1 Family development and family pressure. |
| | | 家 4b-V-2 Analyze family development process and family pressure, and develop positive response knowledge and strategies. | 家 Db-V-2 Family systems and interactions among family members. |
| | | 家 4b-V-3 Plan and attend family activities, and connect with one's family based on mutual respect and empathy. | 家 Db-V-3 Family activity planning and participation. |
| | c. Family workplace preparation and image management | 家 4c-V-1 Reflect on teenagers' family responsibilities, design family co-learning activities, and take "love your family" actions. | 家 Dc-V-1 Planning of family co-learning activities and teenagers' family responsibilities. 家 Dc-V-2 "Love your family" actions. |

| Category | Item | Learning Performance | Learning Content |
|---|---|--|--|
| Work-place preparation and image management | a. Image management | 家 5a-V-1 Develop personal strengths to improve self-marketing skills and present elegance. 家 5a-V-2 Select suitable workplace outfit to present one's uniqueness and image. | 家 Ea-V-1 Self-awareness of personal image and management. 家 Ea-V-2 Interview attitude and performance. |
| | b. Interpersonal interaction and management | 家 5b-V-1 Have good workplace interpersonal relationships and management skills. 家 5b-V-2 Actively plan personal work and family life, and reach a work-life balance. | 家 Eb-V-1 Interpersonal skills at work. 家 Eb-V-2 Planning, management, and balance between work and family life. |

(4) Learning Focus of Law and Life

“Law and Life” emphasizes legal problems that vocational senior high students could face and helps them to develop corresponding problem-solving skills. The subject comprises learning focus of four categories, namely “legal concepts,” “public laws and life,” “private laws and life” and “labor relations laws and life,” enabling students to be aware of their own rights. Therefore, students can actively use what they have learned to protect themselves after entering the workforce, prompting employers and enterprises to abide by the law and fulfill their corporate social responsibility. Details are provided in the following table.

| Category | Item | Learning Performance | Learning Content |
|----------------------|----------------------------------|---|--|
| Legal concepts | a. Introduction to legal systems | 法 1a-V-1 Understand legal systems and their relationship with life. | 法 Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. 法 Aa-V-2 The court system in Taiwan and procedures for fulfilling the three legal responsibilities. |
| Public laws and life | a. State and the people | 法 2a-V-1 Understand the meaning and role of public power. | 法 Ba-V-1 The exercise of public power from the perspectives of rule of law and law-based administration. 法 Ba-V-2 Right to resistance and civil disobedience. |
| | b. Criminal law | 法 2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. | 法 Bb-V-1 Introduction to criminal law. 法 Bb-V-2 Case study of criminal law. 法 Bb-V-3 Common crimes and delinquency of students. |

| Category | Item | Learning Performance | Learning Content |
|-------------------------------|----------------------------------|--|---|
| | c. Administrative regulations | 法 2c-V-1 Be familiar and comply with administrative acts and regulations in everyday life. | 法 Bc-V-1 Introduction to administrative acts and regulations. 法 Bc-V-2 Case study of administrative acts and regulations. 法 Bc-V-3 Administrative process and remedy. |
| Private laws and life | a. Property law | 法 3a-V-1 Understand and be able to preliminarily solve legal problems related to property in everyday life. | 法 Ca-V-1 Common contracts of sales, leases, and guaranty in everyday life. 法 Ca-V-2 Torts. 法 Ca-V-3 Basic concepts of rights in Rem involving ownership and mortgage. |
| | b. Gender and family | 法 3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace. | 法 Cb-V-1 Marriage and kinship and determination of kinship degree. 法 Cb-V-2 Introduction to the Domestic Violence Prevention Act and case study. 法 Cb-V-3 Realization of gender equality in family and workplace. |
| | c. Acts related to economic life | 法 3c-V-1 Understand possible transaction disputes in everyday life. | 法Cc-V-1 Introduction to the Consumer Protection Act and case study. 法Cc-V-2 Introduction to commercial law based on the Company Act and Negotiable Instruments Act. 法 Cc-V-3 Introduction to the Fair Trade Act and case study. |
| | d. Intellectual property | 法 3d-V-1 Acquire everyday life knowledge of intellectual property to avoid infringement. | 法Cd-V-1 Copyright and trademark. 法Cd-V-2 Patent and trade secret. 法Cd-V-3 Internet activities and intellectual property right. |
| Labor relations laws and life | a. Concepts of labor law | 法 4a-V-1 Understand the meaning and role of labor law. | 法Da-V-1 Work life and basic labor protection. 法Da-V-2 Labor rights that particularly require legal protection. 法Da-V-3 Introduction to essential labor-related acts in Taiwan. |

| Category | Item | Learning Performance | Learning Content |
|----------|-------------------------------|--|---|
| | b. Individual labor relations | 法 4b-V-1 Understand the right protection of working conditions. | 法Db-V-1 Rights and obligations of labor contracts. 法Db-V-2 Protection of working conditions. 法Db-V-3 Labor protection against dismissal and employers' responsibilities. |
| | c. Collective labor relations | 法 4c-V-1 Possess the ability to engage in group labor relations. | 法Dc-V-1 Labor relations and basic labor rights. 法Dc-V-2 Systems and roles of labor unions and labor-management council. 法Dc-V-3 Labor organizations and protection of the right to join labor unions. 法Dc-V-4 Protection of unions' rights to perform collective bargaining and take industrial actions. |

(5) Learning Focus of Introduction to Environmental Science

Introduction to Environmental Science emphasizes the acquisition of theoretical knowledge and practical application. Course development should incorporate basic theories of environmental science and case studies of environmental issues. In addition to basic subject knowledge, each unit should present actual environmental cases to guide students to think, explore, and discuss. This subject comprises learning focus of six categories, namely “effects of environmental issues,” “basic concepts of environmental science,” “energy and resource management and application,” “pollution and waste management,” “justice and social responsibility,” and “environmental ethics and sustainable development,” aiming to help students develop affect and attitude toward environmental care and justice, as well as awareness to take sustainability actions.

| Category | Item | Learning Performance | Learning Content |
|---------------------------------|------------------------------------|---|---|
| Impacts of environmental issues | a. Impacts of environmental issues | 環 1a-V-1 Be aware of environmental issues in the world, including those in Taiwan, and their impacts. | 環 Aa-V-1 Global environmental issues. 環 Aa-V-2 Environmental issues in Taiwan. |
| | | 環 1a-V-2 Be able to constantly care about human beings and challenges facing the environment | 環 Aa-V-3 Impacts of environmental issues. 環 Aa-V-4 Development of environmental issues. 環 Aa-V-5 Challenges facing human beings regarding environmental issues. |

| Category | Item | Learning Performance | Learning Content |
|--|---|--|---|
| Basic concepts of environmental science | a. Basic concepts of environmental science | 環 2a-V-1 Understand the importance of matter cycling in ecosystems, biomagnification, and ecological balance. | 環 Ba-V-1 Matter cycling in an ecosystem. 環 Ba-V-2 Definition and flow of pollutants. 環 Ba-V-3 Effects of biomagnification on a food chain. 環 Ba-V-4 Importance of ecological balance. |
| | | 環 2a-V-2 Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people's living. | 環 Ba-V-5 Acquisition of environmental monitoring data. 環 Ba-V-6 Connotation of environmental monitoring data as well as their damage to, and effects on, human living. 環 Ba-V-7 Integration of opinions on environmental impact assessment from various entities. |
| Energy and resource management and application | a. Energy and resource management and application | 環 3a-V-1 Understand the definition and importance of resources. | 環 Ca-V-1 Utilization of agricultural, water, and land resources. 環 Ca-V-2 Predicaments related to shortages of various resources in Taiwan. |
| | | 環 3a-V-2 Study the status-quo and feasibility of new resource development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures. | 環 Ca-V-3 New resource development technologies. 環 Ca-V-4 Approaches to reducing waste. |
| | | 環 3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation. | 環 Ca-V-5 Proficiency of recycle and reuse. 環 Ca-V-6 Quality and types of various energy sources. 環 Ca-V-7 Risk and difficulties of energy exploitation. |
| | | 環 3a-V-4 Determine the potential of alternative energy development; study energy saving tips. | 環 Ca-V-8 Status-quo of alternative energy development. 環 Ca-V-9 Energy saving tips. |

| Category | Item | Learning Performance | Learning Content |
|--|---|---|--|
| Pollution and waste management | a. Pollution and waste management | 環 4a-V-1 Be able to describe different types of serious pollution on Earth and their effects. | 環 Da-V-1 Effects of, and responses to, global and regional pollution problems. 環 Da-V-2 International conventions and regulations on various current environmental issues. |
| | | 環 4a-V-2 Make examples of pollution management technologies and their obstacles; understand concepts of zero pollution and environmental carrying capacity. | 環 Da-V-3 Brief descriptions of technologies dealing with different types of pollution and giving examples. 環 Da-V-4 Brief descriptions of countermeasures to overcome the obstacles facing a pollution management technology and giving an example. |
| | | 環 4a-V-3 Be aware of pollution prevention as well as management and reduction of pollution and waste. | 環 Da-V-5 Preventive environmental impact assessment. 環 Da-V-6 Importance of reducing industrial production sources. 環 Da-V-7 Localization of global actions for individuals and families. |
| Justice and social responsibility | a. Justice and social responsibility | 環 5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice. | 環 Ea-V-1 Concept of the environment. 環 Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil). 環 Ea-V-3 Issues of environmental justice. |
| | | 環 5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution. | 環 Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment. 環 Ea-V-5 Poverty and famine problems in underdeveloped countries. |
| | | 環 5a-V-3 Support corporate social responsibility. | 環 Ea-V-6 Social images and responsibilities of corporates. 環 Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles. |
| Environmental ethics and sustainable development | a. Environmental ethics and sustainable development | 環 6a-V-1 Understand environmental ethics and paradigm shifts. | 環 Fa-V-1 Shift and trend of environmental paradigm. 環 Fa-V-2 Paradigm of citizens' responsible environmental behavior. |
| | | 環 6a-V-2 Actively pay attention to connotations and trends of sustainable development. | 環 Fa-V-3 The development of the United Nation's Sustainable Development Goals. 環 Fa-V-4 Ideas and strategies of |

| Category | Item | Learning Performance | Learning Content |
|----------|------|---|--|
| | | | sustainable development in Taiwan. |
| | | 環 6a-V-3 Take actions to achieve sustainable development. | 環 Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption. 環 Fa-V-6 Attitude toward social justice, generation justice, and animal welfare. 環 Fa-V-7 Case study of labor laws and occupational safety and health. |

VI. Implementation Directions

The Integrative Activities domain comprises five subjects: “Life Education,” “Career Planning,” “Home Economics,” “Law and Life,” and “Introduction to Environmental Science.” The Technology domain comprises two subjects: “Living Technology” and “Information Technology.” Each school flexibly selects two subjects from these 7 subjects for a total of 4 credits.

For clarity, the following guidelines of the domain separately list the implementation directions on each of the aforementioned subjects. Each section comprises five aspects: curriculum development, teaching material selection and composition, teaching implementation, teaching resources, and learning assessments, in which the fundamental beliefs and course objectives of the domain are described. Teachers should adjust the ways of implementation of the aforementioned aspects as per students’ gender, ethnic, cultural, and religious differences.

1. Life Education

(1) Curriculum Development

Life Education subject aims to cultivate students’ basic competencies of philosophical thinking for life issue exploration, enabling them to engage in cross-disciplinary exploration of anthropology, develop their own anthropology understanding, contemplate ultimate topics in life on the basis of exploration of anthropology, while performing value speculation on beauty and goodness. Moreover, students are taught to engage in spiritual cultivation, whereby they can integrate their body, mind, soul, rationality, sensibility, behavior, and will to establish harmonious relationships and fellowships with others and the environment. When developing a course, teachers should—by considering local cultural characteristics and students’ needs—flexibly adjust the content and hours of each unit to avoid excessive lectures and to help students grow up through reflection and life practice.

(2) Teaching Material Selection and Composition

- A. Arrangement of teaching materials should comply with the learning focus of Life Education. The most inclusive and suitable materials should be selected to help students develop cognitive, affective, volitional, and practical skills as well as exhibit core competencies.
- B. The teaching material structure should follow the “learning content” description as a standard. When necessary, personal designing teaching materials are allowed to change the original order and add or omit the original content of teaching.
- C. Teaching materials should incorporate life experience and current events, thus facilitating students to exercise judgement and decision making in their life.
- D. At the end of each chapter, various “inspirational problems/activities,” “questions/activities for critical thinking,” and “questions/activities for discussion” may be added, thereby encouraging students to acquire and respect different values

during speculation process. Extracurricular reading materials and multimedia information can also be attached to provide students with more comprehensive, detailed learning resources.

- E. If necessary, a teacher's manual can be composed, in which relevant information, such as references and audiovisual materials, should be listed in detail along with implementation approaches, thereby assisting teachers with lecturing.

(3) Teaching Implementation

- A. Teaching should enhance experiential perceptions, reflection implementation, and balance activity and theory courses.
- B. Learning contents of this subject are quite extensive. Teachers may select learning contents according to students' needs; however, the contents shall encompass the scope of the five themes.
- C. In theoretical courses, teachers can adopt various teaching methods, such as didactic, discovery, problem-solving, discussion, values clarification, and team teaching methods, to achieve teaching objectives.
- D. In activity courses, teachers can use symposium, site visit, interview, service learning, survey, simulation, drama, hands-on practice, competition, debate, experiential activity, and role play approaches to carry on.
- E. Teachers shall use various statistical data, graphs, photos, information software, newspapers, magazines, digital multimedia materials, and online resources in teaching to increase students' learning interest.
- F. Teachers shall be familiar with the planning theory of the course, clarify values, and guide students, thereby building suitable, harmonious atmosphere in the classroom to facilitate students to develop in-depth exploration and practice regarding the contents.

(4) Teaching Resources

- A. Teaching resources include books, picture books, videos, teaching tools, information software, and online resources.
- B. Human resources including alumni, parents, workplace personnel, people of different career paradigms, and teachers with practical experiences can be integrated to establish cooperative mechanisms.
- C. Teachers can use community resources, provide students with opportunities to visit and experience the resources, or invite people of different life paradigms to share their life experiences.

(5) Learning Assessments

- A. Performance assessment involves achievement of "learning performance" as the principle.
- B. The assessment scope should include knowledge, affect, skills, behavior, and value.

Assessment can be conducted before, during, and after teaching, and in each class period.

- C. The assessment methods should be suitable and diverse, such as written reports, verbal assessment, performance assessment, portfolios, and written tests.
- D. Assessment should primarily be based on formative assessment and supplemented with summative assessment.

2. Career Planning

(1) Curriculum Development

The course development goals are to provide career planning learning experiences, basic concepts, and practice opportunities for vocational senior high school students, helping them enhance their self-understanding and future career assessment and decision making. The course development process is student-centered and provides understanding of basic concepts and practice opportunities regarding future employment and further studies. Finally, individual career mobile academic portfolios can be established to orient future career planning.

(2) Teaching Material Selection and Composition

- A. Career planning principles comprise personal understanding and acceptance, exploration of life and occupational development, and career selection and action. Schools can flexibly arrange course credits and contents in appropriate academic year and semester according to their needs.
- B. Career planning has its continuity. Thus, the teaching contents and material selection shall be able to connect career portfolios in the junior high school stage. In-depth exploration of the past, present, and future of the career portfolios of students in vocational senior high school is facilitated.
- C. Career exploration of individual aspects focuses on personal understanding and acceptance:
 - a. The theme of “growth process and career development” explores the relationship between career planning and personal career development, emphasizes lifelong learning philosophy, and motivates students’ career planning. The point is to explore individuals’ life stories, major events, and learning process during the developmental process and further identify the roles that the values of the primary family/significant others play in the developmental process.
 - b. The highlights of “self-awareness and integration” comprise two major aspects, which are confirmation of personal characteristics, career attitude, and belief, as well as gender and diverse development in career selection. Through various formal and informal psychological tests or assessments, teachers help students understand their personal characteristics, including interest, aptitude, capacity, personality, values, career beliefs, and decision-making styles. In addition, the

establishment of gender and occupational development and gender equality concepts is explored.

- c. The contents of “self-regulation and attitude cultivation” focus on introducing connotations of emotion management and pressure adjustment to increase interpersonal interaction as well as negotiation and coordination competencies. Student will gradually develop their ability to be emotionally autonomous, adjust their emotions, or manage themselves.
- D. The exploration of life and career development focuses on life adjustment and occupational choice:
 - a. The “life challenges and adaptation” theme explores the concepts of career development crises and crisis management to help students develop themselves from multiple aspects. Anyone can encounter crises and challenges during their life process. The students will be provided with cases and discussion sharing regarding how to turn crises into chances so that they may understand how to face their career crises.
 - b. “Educational development and occupational choice” mainly involves introduction to career paths and information websites, study in vocational senior high schools, and future advanced study as well as employment channels. The goal is to help students grasp concrete directions and goals for their future development. The students in vocational senior high schools can understand the programs composing departments in vocational and technical colleges, connection to various departments, possible future domains of study, and potential conflicts and misconceptions in different departments and occupational choice.
- E. The goal of career selection and action is to connect individuals and the environment through practice:
 - a. “Career life and social needs” aims to impart knowledge of the contents of occupations and understand market fluctuations and future industrial development tendencies through work introduction. In-depth exploration of career life and relevant work ethics is conducted. Job seeking techniques and factor analysis of occupational switching are also introduced to help cultivate students’ adaptability to the globalization tendency in the future and occupational life patterns. This unit also explores possible sexual harassment problems in workplaces as well as the contents and concepts of the Act of Gender Equality in Employment. In addition, concepts and examples of labor safety and health, international workplace employment, and innovation and entrepreneurship are introduced to improve students’ competitiveness in job market.
 - b. “Career assessment and wise decision” aims to assess and organize information, such as personal characteristics, life roles, education process, future industrial

development trends. Grasping career support abilities, students can solve possible barriers or conflicts and gradually implement personal career assessment results in their future career planning. Decision-making techniques are employed to select career paths suitable for individuals.

- c. “Career action and practice” mainly involves development of feasible action plans according to set career goals. Through the practice process of a simulated career action plan, students can learn to handle various possible problems, such as time management, emotion management, pressure adjustment, and career transition. In the end, the students can build a specific personal career mobile academic portfolio serving as a reference for their future career actions.

(3) Teaching Implementation

- A. Career planning is a practical subject. In addition to basic knowledge, career planning emphasizes practicability more. The knowledge learned in the course shall be able to be practiced in individuals’/students’ career development processes. Thus, active, energetic, and individually relevant activities shall be used to attract student attention to their career. Then, the students may develop intention to explore or plan their career, reinforce their self-exploration, interpersonal interaction, and adaptive career attitude, and develop their career action plans.
- B. The design of teaching activities shall take the following into consideration:
 - a. Each unit topic contains cognition, affect, exercise, or relevant activity simulation.
 - b. The teaching content can be associated with major news or life events on campus or in society to introduce the topic of each unit and motivate the students through incidental teaching, thereby reaching balance between theory and practice.
 - c. On-site visits of relevant industries, agencies or schools, as well as participation in activities or exhibitions can be arranged to enable connection with society.
 - d. Teaching media can be selected from video clips or songs related to the unit topic. The media sources can be provided by the students to facilitate resonance.
 - e. Extracurricular operations and activity design are used to guide the students to combine curriculum, expertise, and life.
 - f. School faculty members can be invited for collaborative teaching according to course needs.

(4) Teaching Resources

- A. Teaching resources include books, picture books, videos, teaching tools, information software, and online resources.
- B. Human resources, including alumni, parents, workplace personnel, people of different career paradigms, and teachers with practical experiences, can be

integrated to establish cooperative mechanisms.

(5) Learning Assessments

Career planning activities should be conducted from the perspective of “academic portfolio/career portfolio” to help students establish their personal career portfolios that integrate understanding of their past, present, and future. Thus, teachers can adopt portfolio assessment methods and principles for assessing students’ learning outcomes. Performance assessment methods through memorization, including yes/no questions, multiple choice items, and filling in the blanks, shall be avoided.

- A. Individual assignment: This assignment mainly includes exercises of each unit topic and career-related reports, as well as completion of personal academic portfolios and career plans.
- B. Group assignment: Special units are assigned in the form of extracurricular tasks. The students are required to present group reports in the classroom.

3. Home Economics

(1) Curriculum Development

The goal of this subject is to increase students’ quality of life at home. In accordance with the 12-year basic education, three themes of Self- and career development, life management and innovation, and social and environmental care are used as the foundation of curriculum development. The content covers diet, clothing, life management, family, and workplace preparation and image management. Various issues are adequately integrated into home economics to facilitate learning and exploration from multiple perspectives. Other subjects or domains are combined to obtain complete and thorough learning and cultivate students’ value exploration, experience integration, and innovation implementation abilities.

(2) Teaching Material Selection and Composition

- A. The overall layout of teaching materials should balance cognitive, affective, and psychomotor factors and cater to students’ physical and psychological development and future needs.
- B. When composing teaching materials, teachers should endeavor to combine the contents with students’ life experience, backgrounds, and current events to facilitate student learning. Knowledge of other subjects should be integrated to avoid unnecessary repetition. Gender equality should be considered in preparation of the contents, illustrations, and data.
- C. After each chapter of the teaching materials, various heuristic, thinking, and critical problems can be proposed for joint discussion of the teacher and students. During the speculation process, students can learn problem-solving, innovative response, communication and expression, and teamwork abilities.
- D. Teacher manuals can be composed and printed according to textbooks. Teaching materials can involve instructional DVDs to help students learn life and practical application skills in a concrete manner.

(3) Teaching Implementation

- A. Various student-centered teaching strategies are adopted. Appropriate teaching methods are used flexibly to guide students to learn actively so that they can be equipped with independent, objective, critical thinking, and judgment abilities to adapt themselves to ever-changing social environments.
- B. This subject can include group-based learning according to course needs. Hands-on activities can be added to cultivate students' skills required for family life, increase their creative activity abilities, and combine aesthetic education to achieve educational contents of life management and innovation.
- C. Teaching activity arrangement must balance development in cognitive, affective, and psychomotor domains. Students' individual differences should also be carefully considered. Extended or remedial teaching should be implemented. For students with disabilities, special education personnel should be included to implement special education and guidance according to needs of the students.
- D. According to curriculum guidelines, student capacities, and teaching resources, appropriate teaching methods should be adopted. In addition to use of textbooks, teaching equipment, teaching media, teaching tools, and other teaching resources should be used properly to facilitate effective teaching activities.
- E. Teachers should enrich themselves all the time and learn new knowledge, while absorbing new knowledge and skill development of the industry and colleges to enrich the teaching material contents and innovative teaching methods.
- F. Social resources can be fully employed for teaching. Relevant visit events can be timely arranged to combine theory and practice and can increase students' learning motivation and interest.

(4) Teaching Resources

- A. Teaching resources include books, picture books, videos, teaching tools, information software, and online resources.
- B. Human resources, including alumni, parents, workplace personnel, people of different career paradigms, and teachers with practical experiences, can be integrated to establish cooperative mechanisms.

(5) Learning Assessments

- A. The assessment method should be appropriate and diverse. In addition to assessment by the teacher, students' self-assessment or peer assessment can be added.
- B. The assessment can be implemented through methods, including observation, performance assessment, verbal assessment, written tests, portfolio assessment, etc.
- C. Assessment should primarily be based on formative assessment and supplemented with summative assessment.

4. Law and Life

(1) Curriculum Development

This subject emphasizes possible legal problems that students of a vocational senior high school may encounter in life and construction of the abilities to solve the problems. Compared with similar subjects in upper secondary schools, the subject focuses more on practical legal knowledge for daily life. The goal is to help students develop understanding of their due rights and use what they have learned to protect themselves actively in employment, thereby monitoring whether employers or enterprises follow national laws and fulfill their social responsibility.

“Law and Life” comprises four categories: legal concepts, public law and life, private law and life, and labor relations act and life. “Legal concepts” briefly introduces the legal system, legal liabilities in life, court systems, and procedures for realizing three types of legal liabilities. “The public law and life” category contains nation and the people, criminal law, and administrative regulations. “The private law and life” category contains property law, gender and family, acts related to economic life, and intellectual property. “The labor relations act and life” category involves introduction to labor law, individual labor relations, and collective labor relations.

(2) Teaching Material Selection and Composition

- A. The overall layout of teaching materials should balance cognitive, affective, and psychomotor domains and cater to student physical and psychological development and future needs.
- B. When composing teaching materials, teachers should endeavor to combine the contents with students’ life experience, backgrounds, and current events to facilitate student learning. Knowledge of other subjects should be integrated to avoid unnecessary repetition. Gender equality should be considered in preparation of the contents, illustrations, and data.
- C. The teaching materials should be as close to life experience and news as possible to help students understand the legal problems they may face in life.
- D. Teacher manuals can be composed and printed according to textbooks. Teaching materials can involve instructional DVDs to help students learn life and practical application skills in a concrete manner.
- E. This subject should emphasize brief introduction of laws and case discussion in the categories of public and private laws to make a difference from laws related to the civics and society subject in social studies.

(3) Teaching Implementation

- A. The case discussion or on-site visit method can be adopted. However, interpretation of real cases should be based on student participation in discussion in principle.
- B. The subject can be taught in large units to adjust the depth of knowledge and integrate

contemporary issues with online learning.

- C. If the subject can be linked to various social events (e.g., credit card debt) reported by mass communication media to arouse student motivation, the students will have higher learning interest.
- D. Teachers can invite government agencies, experts and scholars, civil organizations, or involved parties in legal events to deliver speeches.
- E. Teachers can arrange field trips to visit congresses, legal courts, prisons, and labor unions. Teaching is not confined by textbooks and teaching materials. On-site visits can increase the depth and width of the subject.

(4) Teaching Resources

- A. Teaching resources include books, picture books, videos, teaching tools, information software, and online resources.
- B. Human resources, including alumni, parents, workplace personnel, people of different career paradigms, and teachers with practical experience, can be integrated to establish cooperative mechanisms.

(5) Learning Assessments

- A. Assessment can be conducted through diverse methods, such as performance assessment, verbal assessment, portfolio assessment, and advanced written examinations.
- B. In addition to assessment by the teacher, student self-assessment or peer assessment can be added.
- C. Assessment should primarily be based on formative assessment and supplemented with summative assessment.

5. Introduction to Environmental Science

(1) Curriculum Development

The Introduction to Environmental Science subject involves theoretical knowledge and case application. The curriculum development should be incorporated with basic theories of environmental science and cases of environmental problems. In addition to basic subject knowledge, teaching of each unit can involve cases of environmental issues to guide students to deliberate, explore, and discuss. The structure of the course takes into account the environmental issues resulting from human impact on environments. How human beings effectively use energy and resources, as well as handle waste and environmental pollution problems, is explored. Issues related to justice, including resource distribution and environmental load, are considered. Finally, discourses regarding environmental ethics and sustainable development ideas and actions are developed. The course structure centers on real cases. Scientific theories are used as the foundation to develop students' affect and

attitude toward environmental care and justice to implement sustainable development actions.

(2) Teaching Material Selection and Composition

- A. Introduction to Environmental Science is principally divided into environmental science principles, individuals and environments, society and environments, and sustainable development. Schools can flexibly arrange course credits and contents in appropriate academic year and semester according to their needs.
- B. The subject content or teaching materials of Introduction to Environmental Science should present international horizons in global environmental issues and regional thinking in Taiwan environmental issues.
- C. Attention should be paid to the following items regarding contents of teaching materials of the environmental science concepts:

- a. Environmental science principles

Real cases are used to explain the circulation of substances, biomagnification effect, and ecological equilibrium principles, such as interactions between environments and creatures, to avoid repetition of pure theoretical contents of natural sciences. Channels and methods of obtaining environmental monitoring information are provided to explain the hazard or impact of environmental monitoring data on survival and livelihood of creatures, thereby increasing the sensitivity to the quality of environments.

- b. Sustainable use of energy and resources

Natural energy and resource depletion problems are discussed along with the environmental impact resulting from the use of currently available energy and resources. The concept of energy saving and carbon reduction is reinforced by discussing resource circular regeneration strategies and development and application of alternative energies.

- c. Environmental pollution and prevention

The relationship between environmental pollution, such as heavy metal pollution and environmental hormones, and human body health is explored to discuss the possible environmental pollution or damage resulting from human economic activities. Emphases are placed on waste and pollution prevention and reduction concepts, and agreements or regulations related to environmental pollution prevention and control are briefly introduced.

- d. Justice of resource distribution and environmental load

The uneven resource distribution caused by human development and excessive environmental pollution load on disadvantaged domains or ethnicities are explored. The equilibrium between environmental impact and environmental responsibility is considered. Corporate social responsibility, fair trade systems, and social justice concepts are introduced

e. Sustainable development

United Nation's important agenda regarding sustainable development is introduced. Sustainable development instances in Taiwan and across the world are illustrated to explore the trends of sustainable development and various strategies and approaches for engagement in sustainable environmental development.

(3) Teaching Implementation

- A. In addition to discourses on basic theories of environmental science, the subject emphasizes the integration of actual cases in surroundings of life into the curriculum. Actual cases are used to explore activities closely relevant to individuals, excite students' attention to environmental topics, generate their willingness to protect sustainable environments, learn relevant abilities effectively, and develop active environmental attitudes and abilities to act.
- B. Teaching activity design should consider the following:
 - a. The subject can be taught in large units to facilitate progress adjustment. Contemporary issues and online learning are also incorporated.
 - b. Each unit topic should focus on affective factors, supplemented with cognition, exercise, or practice of relevant activities. Using reasoning to express affective factors is appropriate.
 - c. The teaching contents can be combined with major environmental news or topics in Taiwan or across the globe to introduce each of the unit topic and motivate the students through incidental teaching, thereby reaching balance between theory and practice
 - d. On-site visits to relevant professional workplaces, activities, or exhibitions can be arranged and incorporated with social practice.
 - e. Teaching media relevant to the unit topics can be selected to increase students' learning interest
 - f. Assignments and activity design regarding exploration of topics and problem solving are planned to guide students to combine their curriculum and life issues.

(4) Teaching Resources

- A. Teaching resources include books, picture books, videos, teaching tools, information software, and online resources.
- B. Human resources, including alumni, parents, workplace personnel, people of different career paradigms, and teachers with practical experience, can be integrated to establish cooperative mechanisms.
- C. Outstanding outdoor environmental learning venues and facilities (e.g., national parks, facilities and venues with environmental education certification, and museums) can be applied.

(5) Learning Assessments

Instruction of Introduction to Environmental Science mainly involves understanding of basic theories and exploration of environmental topics. Thus, teachers can reference the inquiry-based assessment methods and principles to assess students' learning outcomes.

- A. Written tests: memoryless assessment
- B. Individual assignment: This assignment mainly includes exercises of each unit topic and meta-cognitive reports sharing.
- C. Group assignment: The contents mainly include extracurricular task distribution and level of involvement in expression and sharing in classroom.

VII. Appendix

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

1. Life Education

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|--|---|
| Learning Performance | Learning Content | |
| <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation.</p> <p>生 3a-V-1 Be able to understand issues related to philosophy, life and death, basic connotations of religion, and its relationship between religious beliefs and life, thereby establishing one's personal ultimate beliefs about life.</p> <p>生 3b-V-1 Guided by the ultimate personal beliefs about life, one can live up to value speculation. When making daily life decisions, one can also enhance the integration of personality and spiritual cultivation.</p> <p>生 5a-V-1 Be spiritually self-aware at any time in daily life to cultivate one's spirituality.</p> <p>生 5b-V-1 Based on spiritual cultivation to engage in philosophical thinking, exploration of anthropology, ultimate concern, and value speculation.</p> | <p>生 Ba-V-1 The meaning of human existence: human freedom and destiny, human indefiniteness and definiteness, and human desire and pursuit.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Ba-V-3 Human body and mentality, human rationality and sensibility, and human spirit and spirituality.</p> <p>生 Bb-V-1 Human subjectivity: understanding that human beings are not "objects to others" and "subjects to each other" to confirm human beings' subject dignity and self-purpose.</p> <p>生 Bb-V-2 Self-view: What and who am "I"? Understand the relationships and differences among "me," "my body," "my mentality," "my rationality," "my sensibility" and "my spirituality."</p> <p>生 Bb-V-3 Identification of the "I" and the "self" in the context of different relationships and life time.</p> <p>生 Ca-V-1 The meaning and value of life: connotations and functions of philosophy; exploration of the meaning and purpose of life.</p> <p>生 Ca-V-2 Exploration of happiness in</p> | <p>綜-V-U-A1 Possess an appropriate concept of humanism and self-view to enhance physically and mentally healthy. Students can deeply explore the meaning of life, while establishing suitable life philosophy and beliefs, so as to unlock their potential, engage in career planning and development, develop family management skills, and ultimately reach the supreme good and live a happy life.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|---|---|--|
| Learning Performance | Learning Content | |
| | <p>life: connotations of, and relationships between, joy and happiness; the meaning of supreme good and supreme bliss (eudaimonia) and their pursuit.</p> <p>生 Ca-V-3 The meanings of death in anthropology and its impact on life value.</p> <p>生 Ca-V-4 The meaning of “good death” and practice of hospice.</p> <p>生 Ca-V-5 Coping with loss and grief.</p> <p>生 Cb-V-1 Possible value and meaning of religious or ethnic beliefs to one’s personal living and life.</p> <p>生 Cb-V-2 Confirmation of one’s ultimate belief and live up to it in value speculation and spiritual cultivation.</p> <p>生 Cb-V-3 Perspectives on suffering and death from religious or ethnic group’s beliefs.</p> <p>生 Ea-V-1 Connotation of spirituality and spiritual self-awareness.</p> <p>生 Ea-V-2 Connotation, methods, and stages of spiritual cultivation.</p> <p>生 Ea-V-3 Difficulties and experience of spiritual cultivation as well as the required competencies.</p> <p>生 Ea-V-4 Connotation, types, and levels of love.</p> <p>生 Ea-V-5 Connotations of compassion and wisdom.</p> <p>生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation.</p> <p>生 Eb-V-1 Diverse situations and roots of unintegrated personalities.</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|---|---|---|
| Learning Performance | Learning Content | |
| | 生 Eb-V-2 Connotation, importance, and difficulties of personality integration. 生 Eb-V-3 Path to the integration of personality and its relationship with spiritual cultivation. 生 Eb-V-4 Integration of personality and spiritual cultivation from perspectives of different disciplines and religions. | |
| 生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation. 生 1b-V-1 Possess proper meta- and reflective thinking competencies and constantly develop and deepen one's understanding and practice of thinking. 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology. 生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation. 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 4b-V-1 Be able to discover and create life aesthetics and develop one's own aesthetics of everyday life. 生 5a-V-1 Be spiritually self-aware at | 生 Aa-V-1 Presenting thinking barriers through bias and fallacies. 生 Aa-V-2 Basic logic for critical thinking. 生 Aa-V-3 Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints. 生 Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of "not being neutral but being impartial." 生 Ab-V-1 Connotation of meta- and reflective thinking: how to think about thinking. 生 Ab-V-2 Practice of meta- and reflective thinking: possess metacognitive knowledge regarding the nature and methods of, as well as affect and attitude toward thinking. 生 Ba-V-1 The meaning of human existence: human freedom and destiny, human indefiniteness and definiteness, and human | 綜-V-U-A2 Possess competencies in systems thinking and meta- and reflective thinking, as well as cultivate affect and attitude toward the pursuit of the truth, so as to effectively deal with various living and life issues. |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|---|--|
| Learning Performance | Learning Content | |
| <p>any time in daily life to cultivate one's spirituality.</p> <p>生 5b-V-1 Based on spiritual cultivation to engage in philosophical thinking, exploration of anthropology, ultimate concern, and value speculation.</p> | <p>生 Ba-V-2 desire and pursuit.</p> <p>生 Ba-V-3 Human gender and gender equality.</p> <p>生 Bb-V-1 Human body and mentality, human rationality and sensibility, and human spirit and spirituality.</p> <p>生 Bb-V-2 Human subjectivity: understanding that human beings are not "objects to others" and "subjects to each other" to confirm human beings' subject dignity and self-purpose. Self-view: What and who am "I"? Understand the relationships and differences among "me," "my body," "my mentality," "my rationality," "my sensibility" and "my spirituality."</p> <p>生 Bb-V-3 Identify the "I" and the "self" in the context of different relationships and life time.</p> <p>生 Da-V-1 Connotation and value of morality and how they differ from other types of norms.</p> <p>生 Da-V-2 The meaning and classification of moral judgments.</p> <p>生 Da-V-3 Relationships, conflicts, and corresponding response between code of ethics and ethical judgment.</p> <p>生 Da-V-4 Determination of the "good and evil" of the agent in question and corresponding factors that should be considered.</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|---|---|--|
| Learning Performance | Learning Content | |
| | <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> <p>生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation.</p> <p>生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life.</p> <p>生 Db-V-2 Cultivation and creation of aesthetic literacy: Discovering and developing literacy required for aesthetic experience, as well as develop and reflect on skills required for establishing one's life aesthetics.</p> <p>生 Db-V-3 Life aesthetics and life values.</p> <p>生 Ea-V-1 Connotation of spirituality and spiritual self-awareness.</p> <p>生 Ea-V-2 Connotation, methods, and stages of spiritual cultivation.</p> <p>生 Ea-V-3 Difficulties and experience of spiritual cultivation as well as the required competencies.</p> <p>生 Ea-V-4 Connotation, types, and levels of love.</p> <p>生 Ea-V-5 Connotations of compassion and wisdom.</p> <p>生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation.</p> <p>生 Eb-V-1 Diverse situations and roots of unintegrated personalities. Connotation, importance,</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|---|--|
| Learning Performance | Learning Content | |
| | 生 Eb-V-2 and difficulties of personality integration. 生 Eb-V-3 Path to the integration of personality and its relationship with spiritual cultivation. 生 Eb-V-4 Integration of personality and spiritual cultivation from perspectives of different disciplines and religions. | |
| 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 4b-V-1 Be able to discover and create life aesthetics and develop one's own aesthetics of everyday life. | 生 Da-V-1 Connotation and value of morality and how they differ from other types of norms. 生 Da-V-2 The meaning and classification of moral judgments. 生 Da-V-3 Relationships, conflicts, and corresponding response between code of ethics and ethical judgment. 生 Da-V-4 Determination of the “good and evil” of the agent in question and corresponding factors that should be considered. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation. 生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life. 生 Db-V-2 Cultivation and creation of aesthetic literacy: Discovering and developing literacy required for aesthetic experience, as well as develop and reflect on skills required for | 綜-V-U-B3 Enrich aesthetic experience in life through aesthetic appreciation; develop an appreciation for, and share, the beauty and goodness; and gain experience in innovative aesthetics. |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|--|--|
| Learning Performance | Learning Content | |
| | 生 Db-V-3 establishing one's life aesthetics. Life aesthetics and life values. | |
| 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 4b-V-1 Be able to discover and create life aesthetics and develop one's own aesthetics of everyday life. | 生 Da-V-1 Connotation and value of morality and how they differ from other types of norms. 生 Da-V-2 The meaning and classification of moral judgments. 生 Da-V-3 Relationships, conflicts, and corresponding response between code of ethics and ethical judgment. 生 Da-V-4 Determination of the "good and evil" of the agent in question and corresponding factors that should be considered. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation. 生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life. 生 Db-V-2 Cultivation and creation of aesthetic literacy: Discovering and developing literacy required for aesthetic experience, as well as develop and reflect on skills required for establishing one's life aesthetics. 生 Db-V-3 Life aesthetics and life values. | 綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; take the initiative to pay attention to public issues and actively participate in social activities; and care about ecological and human sustainability. |
| 生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, | 生 Aa-V-1 Presentation of thinking barriers through bias and fallacies. 生 Aa-V-2 Basic logic for critical | 綜-V-U-C3 Firmly identify with one's own |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|---|---|
| Learning Performance | Learning Content | |
| 生 1b-V-1 value speculation, and spiritual cultivation. Possess proper meta- and reflective thinking competencies and constantly develop and deepen one's understanding and practice of thinking. | 生 Aa-V-3 thinking. Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints. 生 Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of “not being neutral but being impartial.” 生 Ab-V-1 Connotation of meta- and reflective thinking: how to think about thinking. 生 Ab-V-2 Practice of meta- and reflective thinking: possess meta-cognitive knowledge regarding the nature and methods of, as well as affect and attitude toward thinking. | cultural identity; respect and appreciate multiculturalism, have a global vision and actively care about environmental, human rights, and cultural issues worldwide; and engage in world peace movements. |

2. Career Planning

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|---|---|
| Learning Performance | Learning Content | |
| 涯 1a-V-1 Perceive the relationship between personal growth processes and career development to actively explore personal career meaning and objectives. 涯 1a-V-2 Explore the connection between career role and lifestyle. 涯 5a-V-1 Be able to explore career-related information and evaluate individual career development paths. 涯 6a-V-1 Acquire information on | 涯 Aa-V-1 Meaning and importance of career planning. 涯 Aa-V-2 Career planning models. 涯 Aa-V-3 Career development tasks and goals in vocational senior high school students. 涯 Aa-V-4 Definition of career role and its connotation. 涯 Aa-V-5 Effects of the primary family on one's growth. 涯 Aa-V-6 Review and outlook of one's life stories. 涯 Aa-V-7 Career role, lifestyle, and | 綜-V-U-A1 Possess an appropriate concept of humanism and self-view to enhance physically and mentally healthy. Students can deeply explore the meaning of life, while establishing suitable life |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|--|---|
| Learning Performance | Learning Content | |
| <p>professional life to envision one's professional life in the future.</p> <p>涯6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness.</p> <p>涯7a-V-1 Summarize career information to make career assessments and decisions.</p> | <p>涯Ea-V-1 one's life career rainbow. Career paths and career information websites.</p> <p>涯Ea-V-2 Learning connotation and approaches to further studies for vocational senior high school students.</p> <p>涯Ea-V-3 Occupational attributes and employment preparation.</p> <p>涯Ea-V-4 Knowledge of work environments and requirements.</p> <p>涯Fa-V-1 Industry trends and social changes.</p> <p>涯Fa-V-2 Traditional and emerging employments and relevant talent requirements.</p> <p>涯Fa-V-3 Work ethics and teamwork spirit.</p> <p>涯Fa-V-4 Job seeking skills and occupational transition.</p> <p>涯Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination.</p> <p>涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality.</p> <p>涯Fa-V-7 Case studies of labor-related acts and occupational safety and health.</p> <p>涯Fa-V-8 Cultural diversity and multinational companies.</p> <p>涯Fa-V-9 Innovation and entrepreneurship.</p> <p>涯Ga-V-1 Exploration of career choice types.</p> <p>涯Ga-V-2 Career information as well as drivers of, and obstacles to, career decision-making.</p> <p>涯Ga-V-3 Use of decision-making skills to develop adaptive career paths.</p> | <p>philosophy and beliefs, so as to unlock their potential, engage in career planning and development, develop family management skills, and ultimately reach the supreme good and live a happy life.</p> |
| 涯 4a-V-1 Understand career development crises and | 涯Da-V-1 Career development crisis and management. | 綜-V-U-A2 Possess |

| Learning Focus of the Integrative Activities Domain | | | Core Competencies of the Integrative Activities Domain |
|---|---|--|--|
| Learning Performance | | Learning Content | |
| 涯 4a-V-2 | crisis management concepts. Possess career management awareness and be able to diversely develop oneself. | 涯Da-V-2 Career crisis and turning point. 涯Da-V-3 Cases of career crisis and sharing. 涯Da-V-4 Technology information and life effectiveness. 涯Da-V-5 Importance of leisure life and cultivation of appropriate leisure life habits. | competencies in systems thinking and meta- and reflective thinking, as well as cultivate affect and attitude toward the pursuit of the truth, so as to effectively deal with various living and life issues. |
| 涯 4a-V-1 涯 4a-V-2 涯 8a-V-1 | Understand career development crises and crisis management concepts. Possess career management awareness and be able to diversely develop oneself. Development and practice of career action plans. | 涯Da-V-1 Career development crisis and management. 涯Da-V-2 Career crisis and turning point. 涯Da-V-3 Cases of career crisis and sharing. 涯Da-V-4 Technology information and life effectiveness. 涯Da-V-5 Importance of leisure life and cultivation of appropriate leisure life habits. 涯 Ha-V-1 Concepts of career action plans and time management. 涯Ha-V-2 Self-analysis of time management performance. 涯Ha-V-3 Establishment and review of career action plans and academic portfolios. | 綜-V-U-A3 Possess competencies in resource efficiency, development, and management, as well as be able to identify and deal with difficulties and crises in life and society, so as to achieve life planning and innovation. |
| 涯 2a-V-1 涯 2a-V-2 涯 3a-V-1 | Be able to analyze and integrate personality traits and life attitude and belief. Explore the diversity of gender and occupational choice. Possess emotion management skills and an altruistic mindset, thereby enhancing interpersonal interactions. | 涯Ba-V-1 Exploration of one’s abilities, interests, characters, and values. 涯Ba-V-2 Self-exploration of one’s academic portfolio. 涯Ba-V-3 Individual career attitude and belief. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯Ca-V-1 Connotation and value of emotion management. | 綜-V-U-B1 Possess competencies in self-observation, empathy, and respect for others. Students can develop appropriate verbal and body language as well as emotional expression skills |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|---|--|
| Learning Performance | Learning Content | |
| | 涯Ca-V-2 Emotion management approaches and stress adjustment. 涯Ca-V-3 Good interpersonal interactions as well as communication and coordination competencies. | to establish good interpersonal interaction competencies. |
| 涯 6a-V-1 Acquire information on professional life to envision one's professional life in the future. 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. | 涯Fa-V-1 Industry trends and social changes. 涯Fa-V-2 Traditional and emerging employments and relevant talent requirements. 涯Fa-V-3 Work ethics and teamwork spirit. 涯Fa-V-4 Job seeking skills and occupational transition. 涯Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. 涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. 涯Fa-V-7 Case studies of labor-related acts and occupational safety and health. 涯Fa-V-8 Cultural diversity and multinational companies. 涯Fa-V-9 Innovation and entrepreneurship. | 綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; take the initiative to pay attention to public issues and actively participate in social activities; and care about ecological and human sustainability. |
| 涯3a-V-1 Possess emotion management skills and an altruistic mindset, thereby enhancing interpersonal interactions. 涯 4a-V-1 Understand career development crises and crisis management concepts. 涯 4a-V-2 Possess career management awareness and be able to | 涯Ca-V-1 Connotation and value of emotion management. 涯 Ca-V-2 Emotion management approaches and stress adjustment. 涯 Ca-V-3 Good interpersonal interactions as well as communication and coordination competencies. 涯 Da-V-1 Career development crisis and management. Career crisis and turning | 綜-V-U-C2 Have sentiments of, and take action to achieve, emotion management, inclusiveness, gratefulness, care, altruism, serving others, and devotion; be |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| diversely develop oneself. | 涯Da-V-2 point. 涯Da-V-3 Cases of career crisis and sharing. 涯Da-V-4 Technology information and life effectiveness. 涯Da-V-5 Importance of leisure life and cultivation of appropriate leisure life habits. | able to demonstrate teamwork and mutual support abilities as well as leadership competencies. |
| 涯 6a-V-1 Acquire information on professional life to envision one's professional life in the future. 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. | 涯Fa-V-1 Industry trends and social changes. 涯Fa-V-2 Traditional and emerging employments and relevant talent requirements. 涯Fa-V-3 Work ethics and teamwork spirit. 涯Fa-V-4 Job seeking skills and occupational transition. 涯Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. 涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. 涯Fa-V-7 Case studies of labor-related acts and occupational safety and health. 涯Fa-V-8 Cultural diversity and multinational companies. 涯Fa-V-9 Innovation and entrepreneurship. | 綜-V-U-C3 Firmly identify with one's own cultural identity; respect and appreciate multiculturalism, have a global vision and actively care about environmental, human rights, and cultural issues worldwide; and engage in world peace movements. |

3. Home Economics

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>家1a-V-1 Determine the effects of family lifestyles and media on diet; be familiar with food health and safety principles as well as plan and make healthy meals for family members.</p> <p>家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one's clothing according to relevant principles.</p> | <p>家 Aa-V-1 Dietary behavior and family lifestyles.</p> <p>家 Aa-V-3 Eco-friendly diet and food sustainability.</p> <p>家 Ba-V-1 Fabric properties and clothing application.</p> <p>家 Ba-V-2 Fashion design and outfit planning.</p> | <p>綜-V-U-A2 Possess competencies in systems thinking and meta- and reflective thinking, as well as cultivate affect and attitude toward the pursuit of the truth, so as to effectively deal with various living and life issues.</p> |
| <p>家1b-V-1 Evaluate food characteristics, be familiar with principles of food hygiene and safety, and engage in meal planning using proper cooking skills.</p> <p>家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one's clothing according to relevant principles.</p> <p>家3a-V-1 Smartly use technology and information to integrate life resources.</p> <p>家3b-V-1 Develop financial competencies, integrate consumption proficiency, and properly make family and personal financial plans.</p> <p>家5b-V-1 Have good workplace interpersonal relationships and management skills.</p> <p>家5b-V-2 Actively plan personal work and family life, and reach a work-life balance.</p> | <p>家Ab-V-1 Food characteristics, as well as meal planning and application.</p> <p>家Ab-V-2 Dietary aesthetics and application of cooking skills.</p> <p>家Ba-V-3 Assessment of needs for clothing and reasonable shopping.</p> <p>家Ba-V-4 Clothing management.</p> <p>家Ca-V-1 Time, energy, and life resource management.</p> <p>家Cb-V-1 Family financial planning and management.</p> <p>家Cb-V-2 Consumer behavior and culture.</p> <p>家Eb-V-1 Interpersonal skills at work.</p> | <p>綜-V-U-A3 Possess competencies in resource efficiency, development, and management, as well as be able to identify and deal with difficulties and crises in life and society, so as to achieve life planning and innovation.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| 家 5a-V-1 Develop personal strengths to improve self-marketing skills and present elegance. 家 5a-V-2 Select suitable workplace outfit to present one's uniqueness and image. | 家Ea-V-1 Self-awareness of personal image and management. 家Ea-V-2 Interview attitude and performance. | 綜-V-U-B1 Possess competencies in self-observation, empathy, and respect for others. Students can develop appropriate verbal and body language as well as emotional expression skills to establish good interpersonal interaction competencies. |
| 家 1b-V-2 Use food aesthetics to design and develop healthy, safe, and diverse meals. 家 2a-V-1 Analyze fabric properties and use fashion design elements to build an aesthetic self-image. 家2b-V-1 Analyze fashion and classic elements, appreciate clothing cultures, cultivate aesthetic taste, and apply them to one's fashion style. 家3c-V-1 Present aesthetics of everyday life by incorporating creativity into life with ingenuity. | 家Ab-V-2 Dietary aesthetics and application of cooking skills. 家Ba-V-1 Fabric properties and clothing application. 家Ba-V-2 Fashion design and outfit planning. 家Bb-V-1 Clothing and fashion. 家Bb-V-2 Clothing cultures. 家Cc-V-1 Eco-friendly home décor and spatial beautification. Home aesthetics establishment and creative application. 家Cc-V-2 | 綜-V-U-B3 Enrich aesthetic experience in life through aesthetic appreciation; develop an appreciation for, and share, the beauty and goodness; and gain experience in innovative aesthetics. |
| 家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. | 家Aa-V-2 Local and exotic diets and cultures. 家Aa-V-3 Eco-friendly diet and food sustainability. | 綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; take the initiative to pay attention to |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| | | public issues and actively participate in social activities; and care about ecological and human sustainability. |
| 家 4a-V-1 Develop skills of intimacy expression and intimate relationship management. 家 4a-V-2 Explore gender differences in social interaction, marriage choices, and family building. 家 4b-V-1 Explore the relationship between family systems and individuals, sharpen interaction and communication skills, and improve interactions among family members. 家4b-V-2 Analyze family development process and family pressure, and develop positive response knowledge and strategies. 家4b-V-3 Plan and attend family activities, and connect with one's family based on mutual respect and empathy. 家4c-V-1 Reflect on teenagers' family responsibilities, design family co-learning activities, and take "love your family" actions. 家5a-V-1 Develop personal strengths to improve self-marketing skills and present elegance. 家5a-V-2 Select suitable workplace outfit to present one's uniqueness and image. | 家Da-V-1 Gender diversity interaction. 家Da-V-2 Marriage choice. 家Da-V-3 Family building. 家Db-V-1 Family development and family pressure. 家Db-V-2 Family systems and interactions among family members 家Db-V-3 Family activity planning and participation. 家Dc-V-1 Planning of family co-learning activities and teenagers' family responsibilities. 家Dc-V-2 "Love your family" actions 家Ea-V-1 Self-awareness of personal image and management. 家Ea-V-2 Interview attitude and performance. 家Eb-V-2 Planning, management, and balance between work and family life. | 綜-V-U-C2 Have sentiments of, and take action to achieve, emotion management, inclusiveness, gratefulness, care, altruism, serving others, and devotion; be able to demonstrate teamwork and mutual support abilities as well as leadership competencies. |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| 家5b-V-2 Actively plan personal work and family life, and reach a work-life balance. | | |
| 家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. 家2b-V-1 Analyze fashion and classic elements, appreciate clothing cultures, cultivate aesthetic taste, and apply them to one's fashion style. | 家Bb-V-1 Clothing and fashion. 家Bb-V-2 Clothing cultures. | 綜-V-U-C3 Firmly identify with one's own cultural identity; respect and appreciate multiculturalism, have a global vision and actively care about environmental, human rights, and cultural issues worldwide; and engage in world peace movements. |

4. Law and Life

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| 法1a-V-1 Understand legal systems and their relationship with life. 法2a-V-1 Understand the meaning and role of public power. 法2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid | 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. 法Aa-V-2 The court system in Taiwan and procedures for fulfilling the three legal | 綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>法2c-V-1 violation of law. Be familiar and comply with administrative acts and regulations in everyday life.</p> <p>法 3a-V-1 Understand and be able to preliminarily solve legal problems related to property in everyday life.</p> <p>法 3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法3c-V-1 Understand possible in transaction disputes in everyday life.</p> <p>法3d-V-1 Acquire everyday life knowledge of intellectual property to avoid infringement.</p> <p>法4a-V-1 Understand the meaning and role of labor law.</p> <p>法4b-V-1 Understand the right protection of working conditions.</p> | <p>法Ba-V-1 responsibilities. The exercise of public power from the perspectives of rule of law and law-based administration.</p> <p>法Ba-V-2 Right to resistance and civil disobedience.</p> <p>法Bb-V-1 Introduction to criminal law.</p> <p>法Bb-V-2 Case study of criminal law.</p> <p>法Bb-V-3 Common crimes and delinquency of students.</p> <p>法Bc-V-1 Introduction to administrative acts and regulations.</p> <p>法Bc-V-2 Case study of administrative acts and regulations.</p> <p>法Bc-V-3 Administrative process and remedy.</p> <p>法Ca-V-1 Common contracts of sales, leases, and guaranty in everyday life.</p> <p>法Ca-V-2 Torts.</p> <p>法Ca-V-3 Basic concepts of rights in Rem involving ownership and mortgage.</p> <p>法Cb-V-1 Marriage and kinship and determination of kinship degree.</p> <p>法Cb-V-2 Introduction to the Domestic Violence Prevention Act and case study.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> <p>法Cc-V-1 Introduction to the Consumer Protection Act and case study.</p> <p>法Cc-V-2 Introduction to commercial law based on the Company Act and Negotiable Instruments Act.</p> <p>法Cc-V-3 Introduction to the Fair</p> | <p>take the initiative to pay attention to public issues and actively participate in social activities; and care about ecological and human sustainability.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| | 法Cd-V-1 Trade Act and case study. 法Cd-V-2 Copyright and trademark. 法Cd-V-3 Patent and trade secret. 法Da-V-1 Internet activities and intellectual property right. 法Da-V-2 Work life and basic labor protection. 法Da-V-3 Labor rights that particularly require legal protection. 法Db-V-1 Introduction to essential labor-related acts in Taiwan. 法Db-V-2 Rights and obligations of labor contracts. 法Db-V-3 Protection of working conditions. Labor protection against dismissal and employers' responsibilities. | |
| 法4c-V-1 Possess the ability to engage in group labor relations. | 法Dc-V-1 Labor relations and basic labor rights. 法Dc-V-2 Systems and roles of labor unions and labor-management council. 法Dc-V-3 Labor organizations and protection of the right to join labor unions. 法Dc-V-4 Protection of unions' rights to perform collective bargaining and take industrial actions. | 綜-V-U-C2 Have sentiments of, and take action to achieve, emotion management, inclusiveness, gratefulness, care, altruism, serving others, and devotion; be able to demonstrate teamwork and mutual support abilities as well as leadership competencies. |

5. Introduction to Environmental Science

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>環2a-V-1 Understand the importance of matter cycling in ecosystems, biomagnification, and ecological balance.</p> <p>環2a-V-2 Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people's living.</p> <p>環3a-V-1 Understand the definition and importance of resources.</p> <p>環3a-V-2 Study the status-quo and feasibility of new resource development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures.</p> <p>環3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環3a-V-4 Determine the potential of alternative energy development; study energy saving tips.</p> <p>環4a-V-1 Be able to describe different types of serious pollution on Earth and their effects.</p> <p>環4a-V-2 Make examples of pollution management technologies and their obstacles; understand concepts of zero pollution</p> | <p>環Ba-V-1 Matter cycling in an ecosystem.</p> <p>環Ba-V-2 Definition and flow of pollutants.</p> <p>環Ba-V-3 Effects of biomagnification on a food chain.</p> <p>環Ba-V-4 Importance of ecological balance.</p> <p>環Ba-V-5 Acquisition of environmental monitoring data.</p> <p>環Ba-V-6 Connotation of environmental monitoring data as well as their damage to, and effects on, human living.</p> <p>環Ba-V-7 Integration of opinions on environmental impact assessment from various entities.</p> <p>環Ca-V-1 Utilization of agricultural, water, and land resources.</p> <p>環Ca-V-2 Predicaments related to shortages of various resources in Taiwan.</p> <p>環Ca-V-3 New resource development technologies.</p> <p>環Ca-V-4 Approaches to reducing waste.</p> <p>環Ca-V-5 Proficiency of recycle and reuse.</p> <p>環Ca-V-6 Quality and types of various energy sources.</p> <p>環Ca-V-7 Risk and difficulties of energy exploitation.</p> <p>環Ca-V-8 Status-quo of alternative energy development.</p> <p>環Ca-V-9 Energy saving tips.</p> <p>環Da-V-1 Effects of, and responses to, global and regional pollution problems.</p> <p>環Da-V-2 International conventions and regulations on various current environmental</p> | <p>綜-V-U-A1 Possess an appropriate concept of humanism and self-view to enhance physically and mentally healthy. Students can deeply explore the meaning of life, while establishing suitable life philosophy and beliefs, so as to unlock their potential, engage in career planning and development, develop family management skills, and ultimately reach the supreme good and live a happy life.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| and environmental carrying capacity. | | |
| 環4a-V-3 Be aware of pollution prevention as well as management and reduction of pollution and waste. | 環Da-V-3 Brief descriptions of technologies dealing with different types of pollution and giving examples. | |
| 環5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice. | 環Da-V-4 Brief descriptions of countermeasures to overcome the obstacles facing a pollution management technology and giving an example. | |
| 環5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution. | 環Da-V-5 Preventive environmental impact assessment. | |
| 環 5a-V-3 Support corporate social responsibility. | 環Da-V-6 Importance of reducing industrial production sources. | |
| 環 6a-V-1 Understand environmental ethics and paradigm shifts. | 環Da-V-7 Localization of global actions for individuals and families. | |
| 環6a-V-2 Actively pay attention to connotations and trends of sustainable development. | 環Ea-V-1 Concept of the environment. | |
| 環6a-V-3 Take actions to achieve sustainable development. | 環Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil). | |
| | 環Ea-V-3 Issues of environmental justice. | |
| | 環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment. | |
| | 環Ea-V-5 Poverty and famine problems in underdeveloped countries. | |
| | 環Ea-V-6 Social images and responsibilities of corporates. | |
| | 環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles. | |
| | 環Fa-V-1 Shift and trend of environmental paradigm. | |
| | 環Fa-V-2 Paradigm of citizens' responsible environmental behavior. | |
| | 環Fa-V-3 The development of the | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| | United Nation's Sustainable Development Goals. 環Fa-V-4 Ideas and strategies of sustainable development in Taiwan. 環Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption. 環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare. 環Fa-V-7 Case study of labor laws and occupational safety and health. | |
| 環1a-V-1 Be aware of environmental issues in the world, including those in Taiwan, and their impacts. 環1a-V-2 Be able to constantly care about human beings and challenges facing the environment 環2a-V-1 Understand the importance of matter cycling in ecosystems, biomagnification, and ecological balance. 環2a-V-2 Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people's living. 環3a-V-1 Understand the definition and importance of resources. 環3a-V-2 Study the status-quo and feasibility of new resource development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures. 環3a-V-3 Study different types of | 環Aa-V-1 Global environmental issues. 環Aa-V-2 Environmental issues in Taiwan. 環Aa-V-3 Impacts of environmental issues. 環Aa-V-4 Development of environmental issues. 環Aa-V-5 Challenges facing human beings regarding environmental issues. 環Ba-V-1 Matter cycling in an ecosystem. 環Ba-V-2 Definition and flow of pollutants. 環Ba-V-3 Effects of biomagnification on a food chain. 環Ba-V-4 Importance of ecological balance. 環Ba-V-5 Acquisition of environmental monitoring data. 環Ba-V-6 Connotation of environmental monitoring data as well as their damage to, and effects on, human living. 環Ba-V-7 Integration of opinions on environmental impact assessment from various | 綜-V-U-A2 Possess competencies in systems thinking and meta- and reflective thinking, as well as cultivate affect and attitude toward the pursuit of the truth, so as to effectively deal with various living and life issues. |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環 3a-V-4 Determine the potential of alternative energy development; study energy saving tips.</p> <p>環 4a-V-1 Be able to describe different types of serious pollution on Earth and their effects.</p> <p>環 4a-V-2 Make examples of pollution management technologies and their obstacles; understand concepts of zero pollution and environmental carrying capacity.</p> <p>環4a-V-3 Be aware of pollution prevention as well as management and reduction of pollution and waste.</p> <p>環5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice.</p> <p>環5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution.</p> <p>環5a-V-3 Support corporate social responsibility.</p> <p>環 6a-V-1 Understand environmental ethics and paradigm shifts.</p> <p>環6a-V-2 Actively pay attention to connotations and trends of sustainable development.</p> <p>環6a-V-3 Take actions to achieve sustainable development.</p> | <p>entities.</p> <p>環Ca-V-1 Utilization of agricultural, water, and land resources.</p> <p>環Ca-V-2 Predicaments related to shortages of various resources in Taiwan.</p> <p>環Ca-V-3 New resource development technologies.</p> <p>環Ca-V-4 Approaches to reducing waste.</p> <p>環Ca-V-5 Proficiency of recycle and reuse.</p> <p>環Ca-V-6 Quality and types of various energy sources.</p> <p>環Ca-V-7 Risk and difficulties of energy exploitation.</p> <p>環Ca-V-8 Status-quo of alternative energy development.</p> <p>環Ca-V-9 Energy saving tips.</p> <p>環Da-V-1 Effects of, and responses to, global and regional pollution problems.</p> <p>環Da-V-2 International conventions and regulations on various current environmental issues.</p> <p>環Da-V-3 Brief descriptions of technologies dealing with different types of pollution and giving examples.</p> <p>環Da-V-4 Brief descriptions of countermeasures to overcome the obstacles facing a pollution management technology and giving an example.</p> <p>環Da-V-5 Preventive environmental impact assessment.</p> <p>環Da-V-6 Importance of reducing industrial production sources.</p> <p>環Da-V-7 Localization of global actions for individuals and families.</p> <p>環Ea-V-1 Concept of the environment.</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| | <p>環Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil).</p> <p>環Ea-V-3 Issues of environmental justice.</p> <p>環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment.</p> <p>環Ea-V-5 Poverty and famine problems in underdeveloped countries.</p> <p>環Ea-V-6 Social images and responsibilities of corporates.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> <p>環Fa-V-1 Shift and trend of environmental paradigm.</p> <p>環Fa-V-2 Paradigm of citizens' responsible environmental behavior.</p> <p>環Fa-V-3 The development of the United Nation's Sustainable Development Goals.</p> <p>環Fa-V-4 Ideas and strategies of sustainable development in Taiwan.</p> <p>環Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption.</p> <p>環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare.</p> <p>環Fa-V-7 Case study of labor laws and occupational safety and health.</p> | |
| 環 2a-V-1 Understand the importance of matter cycling in ecosystems, biomagnification, and ecological balance. | <p>環Ba-V-1 Matter cycling in an ecosystem.</p> <p>環Ba-V-2 Definition and flow of pollutants.</p> <p>環Ba-V-3 Effects of biomagnification</p> | <p>綜-V-U-A3 Possess competencies in resource efficiency,</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>環 2a-V-2 Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people's living.</p> <p>環 3a-V-1 Understand the definition and importance of resources.</p> <p>環 3a-V-2 Study the status-quo and feasibility of new resource development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures.</p> <p>環 3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環 3a-V-4 Determine the potential of alternative energy development; study energy saving tips.</p> <p>環 4a-V-1 Be able to describe different types of serious pollution on Earth and their effects.</p> <p>環 4a-V-2 Make examples of pollution management technologies and their obstacles; understand concepts of zero pollution and environmental carrying capacity.</p> <p>環 4a-V-3 Be aware of pollution prevention as well as management and reduction of pollution and waste.</p> | <p>on a food chain.</p> <p>環Ba-V-4 Importance of ecological balance.</p> <p>環Ba-V-5 Acquisition of environmental monitoring data.</p> <p>環Ba-V-6 Connotation of environmental monitoring data as well as their damage to, and effects on, human living.</p> <p>環Ba-V-7 Integration of opinions on environmental impact assessment from various entities.</p> <p>環Ca-V-1 Utilization of agricultural, water, and land resources.</p> <p>環Ca-V-2 Predicaments related to shortages of various resources in Taiwan.</p> <p>環Ca-V-3 New resource development technologies.</p> <p>環Ca-V-4 Approaches to reducing waste.</p> <p>環Ca-V-5 Proficiency of recycle and reuse.</p> <p>環Ca-V-6 Quality and types of various energy sources.</p> <p>環Ca-V-7 Risk and difficulties of energy exploitation.</p> <p>環Ca-V-8 Status-quo of alternative energy development.</p> <p>環Ca-V-9 Energy saving tips.</p> <p>環Da-V-1 Effects of, and responses to, global and regional pollution problems.</p> <p>環Da-V-2 International conventions and regulations on various current environmental issues.</p> <p>環Da-V-3 Brief descriptions of technologies dealing with different types of pollution and giving examples.</p> <p>環Da-V-4 Brief descriptions of</p> | <p>development, and management, as well as be able to identify and deal with difficulties and crises in life and society, so as to achieve life planning and innovation.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| <p>環5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice.</p> <p>環5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution.</p> <p>環 5a-V-3 Support corporate social responsibility.</p> <p>環 6a-V-1 Understand environmental ethics and paradigm shifts.</p> <p>環 6a-V-2 Actively pay attention to connotations and trends of sustainable development.</p> <p>環 6a-V-3 Take actions to achieve sustainable development.</p> | <p>countermeasures to overcome the obstacles facing a pollution management technology and giving an example.</p> <p>環Da-V-5 Preventive environmental impact assessment.</p> <p>環Da-V-6 Importance of reducing industrial production sources.</p> <p>環Da-V-7 Localization of global actions for individuals and families.</p> <p>環Ea-V-1 Concept of the environment.</p> <p>環Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil).</p> <p>環Ea-V-3 Issues of environmental justice.</p> <p>環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment.</p> <p>環Ea-V-5 Poverty and famine problems in underdeveloped countries.</p> <p>環Ea-V-6 Social images and responsibilities of corporates.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> <p>環Fa-V-1 Shift and trend of environmental paradigm.</p> <p>環Fa-V-2 Paradigm of citizens' responsible environmental behavior.</p> <p>環Fa-V-3 The development of the United Nation's Sustainable Development Goals.</p> <p>環Fa-V-4 Ideas and strategies of sustainable development in Taiwan.</p> <p>環Fa-V-5 Actions of ecological</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
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| Learning Performance | Learning Content | |
| | <p>conservation, environmental protection, and green consumption.</p> <p>環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare.</p> <p>環Fa-V-7 Case study of labor laws and occupational safety and health.</p> | |
| <p>環1a-V-1 Be aware of environmental issues in the world, including those in Taiwan, and their impacts.</p> <p>環1a-V-2 Be able to constantly care about human beings and challenges facing the environment.</p> <p>環3a-V-1 Understand the definition and importance of resources.</p> <p>環3a-V-2 Study the status-quo and feasibility of new resource development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures.</p> <p>環3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環3a-V-4 Determine the potential of alternative energy development; study energy saving tips.</p> <p>環4a-V-1 Be able to describe different types of serious pollution on Earth and their effects.</p> <p>環4a-V-2 Make examples of pollution management technologies and their obstacles;</p> | <p>環Aa-V-1 Global environmental issues.</p> <p>環Aa-V-2 Environmental issues in Taiwan.</p> <p>環Aa-V-3 Impacts of environmental issues.</p> <p>環Aa-V-4 Development of environmental issues.</p> <p>環Aa-V-5 Challenges facing human beings regarding environmental issues.</p> <p>環Ca-V-1 Utilization of agricultural, water, and land resources.</p> <p>環Ca-V-2 Predicaments related to shortages of various resources in Taiwan.</p> <p>環Ca-V-3 New resource development technologies.</p> <p>環Ca-V-4 Approaches to reducing waste.</p> <p>環Ca-V-5 Proficiency of recycle and reuse.</p> <p>環Ca-V-6 Quality and types of various energy sources.</p> <p>環Ca-V-7 Risk and difficulties of energy exploitation.</p> <p>環Ca-V-8 Status-quo of alternative energy development.</p> <p>環Ca-V-9 Energy saving tips.</p> <p>環Da-V-1 Effects of, and responses to, global and regional pollution problems.</p> <p>環Da-V-2 International conventions and regulations on various current environmental issues.</p> | <p>綜-V-U-C1 Possess moral and legal speculative skills; make a habit of being beneficent and helping others; take the initiative to pay attention to public issues and actively participate in social activities; and care about ecological and human sustainability.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|--|--|
| Learning Performance | Learning Content | |
| <p>understand concepts of zero pollution and environmental carrying capacity.</p> <p>環4a-V-3 Be aware of pollution prevention as well as management and reduction of pollution and waste.</p> <p>環5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice.</p> <p>環5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution.</p> <p>環 5a-V-3 Support corporate social responsibility.</p> <p>環 6a-V-1 Understand environmental ethics and paradigm shifts.</p> <p>環6a-V-2 Actively pay attention to connotations and trends of sustainable development.</p> <p>環6a-V-3 Take actions to achieve sustainable development.</p> | <p>環Da-V-3 Brief descriptions of technologies dealing with different types of pollution and giving examples.</p> <p>環Da-V-4 Brief descriptions of countermeasures to overcome the obstacles facing a pollution management technology and giving an example.</p> <p>環Da-V-5 Preventive environmental impact assessment.</p> <p>環Da-V-6 Importance of reducing industrial production sources.</p> <p>環Da-V-7 Localization of global actions for individuals and families.</p> <p>環Ea-V-1 Concept of the environment.</p> <p>環Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil).</p> <p>環Ea-V-3 Issues of environmental justice.</p> <p>環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment.</p> <p>環Ea-V-5 Poverty and famine problems in underdeveloped countries.</p> <p>環Ea-V-6 Social images and responsibilities of corporates.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> <p>環Fa-V-1 Shift and trend of environmental paradigm.</p> <p>環Fa-V-2 Paradigm of citizens' responsible environmental behavior.</p> <p>環Fa-V-3 The development of the United Nation's Sustainable</p> | |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|--|--|---|
| Learning Performance | Learning Content | |
| | <p>環Fa-V-4 Development Goals. Ideas and strategies of sustainable development in Taiwan.</p> <p>環Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption.</p> <p>環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare.</p> <p>環Fa-V-7 Case study of labor laws and occupational safety and health.</p> | |
| <p>環1a-V-1 Be aware of environmental issues in the world, including those in Taiwan, and their impacts.</p> <p>環1a-V-2 Be able to constantly care about human beings and challenges facing the environment.</p> <p>環5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice.</p> <p>環5a-V-2 Care about poverty problems and social justice: humans' basic survival needs, as well as equality and justice of resource distribution.</p> <p>環5a-V-3 Support corporate social responsibility.</p> <p>環6a-V-1 Understand environmental ethics and paradigm shifts.</p> <p>環6a-V-2 Actively pay attention to connotations and trends of sustainable development.</p> <p>環6a-V-3 Take actions to achieve sustainable development.</p> | <p>環Aa-V-1 Global environmental issues.</p> <p>環Aa-V-2 Environmental issues in Taiwan.</p> <p>環Aa-V-3 Impacts of environmental issues.</p> <p>環Aa-V-4 Development of environmental issues.</p> <p>環Aa-V-5 Challenges facing human beings regarding environmental issues.</p> <p>環Ea-V-1 Concept of the environment.</p> <p>環Ea-V-2 Concrete course of actions to maintain the quality of environmental resources (e.g., air, water, and soil).</p> <p>環Ea-V-3 Issues of environmental justice.</p> <p>環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment.</p> <p>環Ea-V-5 Poverty and famine problems in underdeveloped countries.</p> <p>環Ea-V-6 Social images and responsibilities of corporates.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> | <p>綜-V-U-C3</p> <p>Firmly identify with one's own cultural identity; respect and appreciate multiculturalism, have a global vision and actively care about environmental, human rights, and cultural issues worldwide; and engage in world peace movements.</p> |

| Learning Focus of the Integrative Activities Domain | | Core Competencies of the Integrative Activities Domain |
|---|--|--|
| Learning Performance | Learning Content | |
| | <p>環Fa-V-1 Shift and trend of environmental paradigm.</p> <p>環Fa-V-2 Paradigm of citizens' responsible environmental behavior.</p> <p>環Fa-V-3 The development of the United Nation's Sustainable Development Goals.</p> <p>環Fa-V-4 Ideas and strategies of sustainable development in Taiwan.</p> <p>環Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption.</p> <p>環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare.</p> <p>環Fa-V-7 Case study of labor laws and occupational safety and health.</p> | |

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. |

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

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

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

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

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

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

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

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

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

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

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

(1) The learning topics and substantial meaning of issues

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

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|---|--|---|---|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits | 性E1 Recognize various aspects of biological gender, sexual orientation, gender traits, and | 性J1 Accept the sexual orientation, gender traits, and gender identity of self and others. 性J2 Clarify the gender | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on |

| Stages of Education | | Substantial Meaning of Issues | | |
|---------------------------|--|---|---|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Gender Equality Education | and Gender Identity | 性E2 gender identity. Be aware of the impact of the body image on body and mind. | myth of body image. | 性U2 personal development. Explore the influence of society, culture and media on body image. |
| | Breakthrough in Gender Roles and Elimination of Gender Discrimination. | 性E3 Be aware of stereotypes of gender roles and understand the division of labor in families, schools, and workplaces, which shouldn't be restricted by gender. | 性J3 Examine gender stereotypes resulting from prejudice and discrimination in families, schools, and workplaces. | 性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement. |
| | Respect and Maintenance of Body Autonomy | 性E4 Recognize body boundaries and respect autonomy of others. | 性J4 Recognize issues related to body autonomy. Safeguard body autonomy of self and respect body autonomy of others. | 性U4 Safeguard and protect body autonomy of self and respect body autonomy of others. |
| | Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying | 性E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the relevant help and support channels. | 性J5 Identify the patterns of sexual harassment, sexual assault, and sexual bullying, and use resources to solve problems. | 性U5 Explore issues related to sexual harassment, sexual assault, and sexual bullying, and be familiar with the rights, help and support channels and procedures. |
| | 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. |

| Stages of Education | | Substantial Meaning of Issues | | |
|---------------------------|--|--|---|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Gender Equality Education | 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. Examine gender gap in the allocation of spaces and resources on campus, and make suggestions for improvement. 性E9 | 性J9 Recognize gender rights-related regulations and role models of gender equality movements, and possess attitude of caring for gender minorities. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions. | 性U9 Understand the historical development of gender equality movements, actively participate in social and public affairs that promote gender equality, and actively safeguard gender rights. 性U10 Review gender-related policies and provide opinions. |
| | Relations and Interactions Between Gender and Power | 性 E10 Identify gender-stereotyped feelings and interpersonal interactions. 性 E11 Develop ability to express emotions appropriately between genders. | 性J11 Eliminate gender-stereotyped and gender-biased feelings and communications, possessing ability to interact with others on an equal footing. 性J12 Reflect on gendered power relations with others and promote equality and good interaction. | 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 | Gender and Multiculturalism | 性 E12 Understand and respect diverse types of family. 性 E13 Understand cultural differences of gender in different societies. | 性 J13 Understand gender implications of diverse family types. 性 J14 Recognize power structure between gender, race, and class in society. | 性 U13 Explore gender and family issues in local and international societies. 性 U14 Make good use of resources to broaden local and international perspectives of gender equality. |
| | | | | |
| 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. |
| | Human Rights and Life Practices | 人 E4 Express ideas of what a beautiful world looks like and listen to others' ideas. 人 E5 Appreciate and tolerate | 人 J4 Understand principles of equality and justice and put them into practice. 人 J5 Understand that there are different | 人 U4 Understand relationship between human rights and world peace and put into practice in society. 人 U5 Understand existence of different countries, ethnic groups, and |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|---|---|--|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Human Rights Education | | <p>individual differences and respect rights of oneself and others.</p> <p>人E6 Be aware of personal prejudices and avoid discriminatory behavior.</p> | <p>groups and cultures in society, of which the differences should be respected and appreciated.</p> <p>人J6 Acknowledge all kinds of discrimination in society and take actions to care for and protect the disadvantaged.</p> | <p>cultures in the world and respect their cultural rights.</p> <p>人U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and propose relevant civic action plans.</p> |
| | Violations of Human Rights and Remedies | <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 in 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.</p> <p>人E11 Understand meaning of the Declaration of the Rights of the Child and Convention on</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 protection of human rights.</p> <p>人J11 Use information networks 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-related organizations in protecting human rights.</p> <p>人U11 Understand causes of massacres in human</p> |

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

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|-------------------------|---|--|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Environmental Education | Sustainable Development | <p>環E4 Be aware of the impact of economic and industrial 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>環J4 Understand the meaning and principles of sustainable 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>環U3 Explore the meaning and related policies of Taiwan's Agenda 21.</p> <p>環U4 Think about the quality 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> |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|--------------------------------|---|--|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Environmental Education | 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> |
| | 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> |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|---|--|--|---|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Environmental Education | | | 環 J13 Participate in disaster prevention and evacuation drills. | |
| | Sustainable Use of Energy and Resources | 環 E14 Recognize that energy and resources are needed for the survival and development of human beings and learn to directly use natural energy or natural forms of matter in life. 環 E15 Realize that excessive use of energy and resources will lead to environmental pollution and resource depletion. 環 E16 Understand the principles of material and resource recycling. 環 E17 Develop behaviors that save water, electricity, and materials in daily life and reduce resource consumption. | 環 J14 Understand relationship between energy flow, material cycle, and ecosystem processes. 環 J15 Learn about product life cycle and explore products' ecological, water, and carbon footprints. 環 J16 Understand basic principles and development trends of various alternative energy. | 環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. 環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism. 環 U14 Understand relevant laws and administrative measures on energy utilization in our country and internationally. 環 U15 Understand that green buildings are tailored to local conditions and are environmentally friendly. |
| Marine Education | Marine Leisure | 海E1 Like water activities and value water safety. 海E2 Learn swimming skills and be familiar with | 海J1 Participate in various marine recreations and water activities and be proficient in various water survival skills. | 海U1 Be proficient in various water sports and possess knowledge and skills regarding safety. 海U2 Plan and participate in various recreational water and sightseeing |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|----------------|--|---|---|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Marine Education | | self-rescue knowledge. 海E3 Possess knowledge and skills to engage in diverse recreational water activities. | 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. | activities. 海U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and eco-tourism. |
| | Marine Society | 海E4 Learn about water environment and industry in hometown or neighboring domains. 海E5 Explore colonization history in Taiwan and its relationship with the ocean. 海E6 Understand that we are a maritime nation and strengthen Taiwan's awareness of maritime sovereignty. | 海J4 Understand structure and development of marine aquaculture, engineering, transportation, energy, tourism, and other industries. 海J5 Understand characteristics and importance of our country's geographical location. 海J6 Understand marine regulations related to daily life. 海J7 Explore impact of the development of marine-related industries on Taiwan's economy. | 海U4 Analyze marine-related industries and technology development, and evaluate their relationship with economic activities. 海U5 Learn about marine-related laws, understand and care about marine policies. 海U6 Evaluate and analyze evolution and differences of Taiwan and other countries' maritime history. 海U7 Realize Taiwan's maritime rights and strategic position. |
| | Ocean Culture | 海E7 Read, share, and create stories about ocean. 海E8 Understand relationship between marine folk activities, religious beliefs, and life. | 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 | 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 |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|-------------------------------|--|---|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| Marine Education | | 海E9 Carry out artistic expression with the ocean as the theme through the body, sound, image, props, etc. | <p>countries.</p> <p>海 J10 Use various medias and forms to engage in ocean-themed artistic expression.</p> <p>海 J11 Understand the significance of marine folk beliefs and ceremonies and their relationships with societal development.</p> | marine folk beliefs and ceremonies between our and other countries. |
| | Marine Science and Technology | <p>海 E10 Understand the characteristics of water and oceans and their daily application.</p> <p>海 E11 Learn about marine life and ecology.</p> <p>海 E12 Understand relationship between marine transportation and technological development.</p> | <p>海 J12 Explore the characteristics of coastal landforms, and causes of the disasters in the domain.</p> <p>海J13 Explore impact of the ocean on the environment and life on land.</p> <p>海J14 Explore relationship between marine life and ecological environment.</p> <p>海J15 Explore types, structures, and principles of ships.</p> | <p>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.</p> <p>海 U12 Understand impact of seawater structure, submarine geomorphology, and ocean currents on the marine environment.</p> <p>海 U13 Discuss correlation between changes in marine environment and climate change.</p> <p>海 U14 Understand the relationship between global hydrosphere, ecosystems, and biodiversity.</p> <p>海 U15 Be familiar with applied ocean technology including seawater desalination, ship transportation, marine energy, mineral exploration, and mining.</p> |

| Stages of Education | | Substantial Meaning of Issues | | |
|-------------------------|-------------------------------------|--|---|--|
| Issues/ Learning Topics | | Elementary School | Junior High School | Upper Secondary School |
| 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 U16 Discuss the management strategy and sustainable development 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 U17 Understand resources such as marine minerals and energy, and their economic value. |
| | | 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 U18 Understand marine pollution's cumulative effects on marine life and environment and propose countermeasures. |
| | | 海 E16 Understand water pollution, overfishing, 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 U19 Understand global marine environmental issues and be familiar with or participate in marine preservation. |

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

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

1. Life Education

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|---|
| Gender Equality Education | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. | <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.</p> |
| | | 性U2 Explore the influence of society, culture and media on body image. | <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生 Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of “not being neutral but being impartial.”</p> <p>生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.</p> <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> <p>生 Db-V-3 Life aesthetics and life values.</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|--|--|
| Gender Equality Education | Breakthrough in Gender Roles and Elimination of Gender Discrimination | 性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement. | <p>生2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation.</p> <p>生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生Aa-V-4 Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of “not being neutral but being impartial.”</p> <p>生Ba-V-2 Human gender and gender equality.</p> <p>生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> |
| | Respect and Maintenance of Body Autonomy | 性U4 Safeguard and protect body autonomy of self and respect body autonomy of others. | <p>生2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose.</p> <p>生 Bb-V-2 Self-view: What and who am “I”? Understand the relationships and differences</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|--|--|
| Gender Equality Education | | | among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.” |
| | Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying | 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. | 生 3b-V-1 Guided by the ultimate personal beliefs about life, one can live up to value speculation. When making daily life decisions, one can also enhance the integration of personality and spiritual cultivation. 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Ca-V-5 Coping with loss and grief. 生 Da-V-3 Relationships, conflicts, and corresponding response between code of ethics and ethical judgment. 生 Da-V-4 Determination of the “good and evil” of the agent in question and corresponding factors that should be considered. |
| | Analysis of Gender Connotation in Languages, Literals and Symbols | 性U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols | 生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation. 生 1b-V-1 Possess proper meta- and reflective thinking competencies and constantly develop and deepen one’s understanding and practice of thinking. 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|--|---|--|
| Gender Equality Education | | | <p>and establishing the concept of holistic anthropology.</p> <p>生 Aa-V-1 Presenting thinking barriers through bias and fallacies.</p> <p>生 Aa-V-3 Critical thinking and skills: Being able to identify facts, distinguish different values, and determine specific perspectives or standpoints.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> |
| | Gender Literacy in Technology, Information and Media | 性U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. | <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> |
| | | 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. | <p>生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> |
| | Gender Rights and Interests, and Public Engagement | 性 U10 Review gender-related policies and provide opinions. | <p>生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation.</p> <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 4a-V-1 Competencies of performing</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|---|
| Gender Equality Education | | | <p>value speculation on morality, personal behavior, and public issues.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics.</p> |
| | Relations and Interactions Between Gender and Power | 性 U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks. | <p>生 5a-V-1 Be spiritually self-aware at any time in daily life to cultivate one’s spirituality.</p> <p>生 Ea-V-4 Connotation, types, and levels of love.</p> <p>生 Ea-V-6 Relationships among compassion, wisdom, love, and spiritual cultivation.</p> |
| | | 性 U12 Reflect on gendered power relations in social interactions. | <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 5a-V-1 Be spiritually self-aware at any time in daily life to cultivate one’s spirituality.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Eb-V-1 Diverse situations and roots of unintegrated personalities.</p> |
| | Gender and Multiculturalism | 性 U13 Explore gender and family issues in local and international societies. | <p>生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology.</p> <p>生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues.</p> <p>生 Ba-V-2 Human gender and gender equality.</p> <p>生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|------------------------|---|---|
| Gender Equality Education | | | explore relevant topics. |
| | | 性 U14 Make good use of resources to broaden local and international perspectives of gender equality. | 生 Da-V-6 Relationships between moral practice and one’s life philosophy/worldview. |
| Human Rights Education | Human Rights Education | 人U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights. | 生 1a-V-1 Develop proper thinking competency to explore anthropology of human being, ultimate concern, value speculation, and spiritual cultivation. 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology. 生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. |
| | | 人U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development. | 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology. 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. 生 Da-V-5 Clarification of myths related to personal behavior and |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------------|---------------------------------|--|---|
| Human Rights Education | | | public affairs, and properly explore relevant topics. |
| | Human Rights and Life Practices | 人U4 Understand relationship between human rights and world peace and put into practice in society | 生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation. 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Bb-V-1 Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. 生 Ca-V-2 Exploration of happiness in life: connotations of, and relationships between, joy and happiness; the meaning of supreme good and supreme bliss (eudaimonia) and their pursuit. |
| | | 人U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights. | 生 2a-V-1 Possess basic competencies of engaging in interdisciplinary exploration of anthropology and establishing the concept of holistic anthropology. 生 Bb-V-2 Self-view: What and who am “I”? Understand the relationships and differences among “me,” “my body,” “my mentality,” “my rationality,” “my sensibility” and “my spirituality.” 生 Db-V-1 Abundant aesthetic experiences in life and connotations of aesthetics of everyday life. |
| | | 人U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic | 生 2b-V-1 Based on proper anthropological concepts, one can explore ultimate life concerns and conduct value speculation and spiritual cultivation. |
| | | | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|------------------------|---|---|---|---|
| Human Rights Education | | inequality, racism, and propose relevant civic action plans. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Bb-V-1 | Human subjectivity: understanding that human beings are not “objects to others” and “subjects to each other” to confirm human beings’ subject dignity and self-purpose. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | Violations of Human Rights and Remedies | 人U7 Comprehend implications of human rights and rule of law in citizens disobedience and advocate issues related to human rights in our country or the world today. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Aa-V-4 | Affect and attitude toward critical thinking: Being able to eliminate the negative factors that hinder thinking and establish proper thinking virtue, thereby achieving the ideal of “not being neutral but being impartial.” |
| | | | 生 Da-V-4 | Determination of the “good and evil” of the agent in question and corresponding factors that should be considered. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | Important Topics on Human Rights | 人U8 Explain the importance of freedom of speech or freedom of the press to the functioning of a democratic society. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Aa-V-1 | Presentation of thinking barriers through bias and fallacies. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 人U9 Understand various affirmative actions provided by law to the disadvantaged | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|-------------------------|----------------------|---|--|
| Human Rights Education | | such as indigenous people and the physically and mentally disabled in society are to promote substantively equal social status. | 生 Da-V-5 issues. Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 人 U10 Recognize functions of the United Nations and other human rights-related organizations in protecting human rights. | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Ba-V-2 Human gender and gender equality. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 人 U11 Understand causes of massacres in human history and think about how to prevent them from happening. | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生 Ea-V-4 Connotation, types, and levels of love. |
| | | 人 U12 Learn about various important international human rights conventions of the United Nations. | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Ba-V-2 Human gender and gender equality. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| Environmental Education | Environmental Ethics | 環U1 Care about development restrictions and violations of rights in residential domains due to protections and understand the importance of compensatory justice. | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 環U2 Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant | 生 4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生 Da-V-5 Clarification of myths related |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|-------------------------|---|--|---|
| Environmental Education | | environmental protection policies. | to personal behavior and public affairs, and properly explore relevant topics. |
| | | 環U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development. | 生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生Da-V-6 Relationships between moral practice and one’s life philosophy/worldview. |
| | | 環U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development. | 生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. 生Da-V-6 Relationships between moral practice and one’s life philosophy/worldview. |
| | Climate change | 環U6 Explore the international and domestic responses to climate change and understand the spirit of international conventions in response to climate change. | 生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 環U7 Collect and analyze local energy consumption and carbon emissions trends. Think about solutions tailored to local conditions, and participate in collective actions. | 生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | Sustainable Use of Energy and Resources | 環U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. | 生4a-V-1 Competencies of performing value speculation on morality, personal behavior, and public issues. 生Da-V-5 Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|------------------|-------------------------------------|---|---|--|
| Marine Education | Marine Leisure | 海U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and eco-tourism. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | Ocean Culture | 海U9 Recognize value, style, and cultural context of various marine arts. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | | 生 Db-V-3 | Life aesthetics and life values. |
| | | 海 U10 Compare the evolution and differences of marine folk beliefs and ceremonies between our and other countries. | 生 5a-V-1 | Be spiritually self-aware at any time in daily life to cultivate one’s spirituality. |
| | Marine Resources and Sustainability | | 生 Eb-V-4 | Integration of personality and spiritual cultivation from perspectives of different disciplines and religions. |
| | | 海 U18 Understand marine pollution’s cumulative effects on marine life and environment and propose countermeasures. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |
| | | 海 U19 Understand global marine environmental issues and be familiar with or participate in marine preservation. | 生 4a-V-1 | Competencies of performing value speculation on morality, personal behavior, and public issues. |
| | | | 生 Da-V-5 | Clarification of myths related to personal behavior and public affairs, and properly explore relevant topics. |

2. Career Planning

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|---------------------------|---|---|---|--|
| Gender Equality Education | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. | 涯1a-V-2 | Explore the connection between career role and lifestyle. |
| | | | 涯2a-V-2 | Explore the diversity of gender and occupational choice. |
| | | | 涯Aa-V-4 | Definition of career role and its connotation. |
| | | | 涯Aa-V-7 | Career role, lifestyle, and one’s life career rainbow. |
| | | | 涯Ba-V-4 | Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| | | 性U2 Explore the influence of society, culture and media on body image. | 涯2a-V-2 | Explore the diversity of gender and occupational choice. |
| | | | 涯6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. |
| | | | 涯 Ba-V-4 | Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| | | | 涯Da-V-4 | Technology information and life effectiveness. |
| | | | 涯Fa-V-6 | Legislative trends and norms of acts related to gender and ethnic work equality. |
| | Breakthrough in Gender Roles and Elimination of Gender Discrimination | 性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement. | 涯1a-V-1 | Perceive the relationship between personal growth processes and career development to actively explore personal career meaning and objectives. |
| | | | 涯1a-V-2 | Explore the connection between career role and lifestyle. |
| | | | 涯2a-V-2 | Explore the diversity of gender and occupational choice. |
| | | | 涯Aa-V-4 | Definition of career role and its connotation. |
| | | | 涯Aa-V-5 | Effects of the primary family on one’s growth. |
| | | | 涯Aa-V-7 | Career role, lifestyle, and |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|--|---|
| Gender Equality Education | | | 涯Ba-V-4 one’s life career rainbow. Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| | Respect and Maintenance of Body Autonomy | 性U4 Safeguard and protect body autonomy of self and respect body autonomy of others. | 涯6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. |
| | Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying | 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. | 涯2a-V-2 Explore the diversity of gender and occupational choice. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. |
| | Gender Literacy in Technology, Information and Media | 性U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. | 涯2a-V-2 Explore the diversity of gender and occupational choice. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯 Da-V-4 Technology information and life effectiveness. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|--|---|--|
| Gender Equality Education | | 性U8 Develop technology and information capabilities that are not restricted by gender. | 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯7a-V-1 Summarize career information to make career assessments and decisions. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯 Ga-V-3 Use of decision-making skills to develop adaptive career paths. |
| | | 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. | 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. |
| | | 性 U10 Review gender-related policies and provide opinions. | 涯6a-V-1 Acquire information on professional life to envision one’s professional life in the future. 涯6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. 涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. |
| | Gender Rights and Interests, and Public Engagement | | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|--|
| Gender Equality Education | Relations and Interactions Between Gender and Power | 性 U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks. | <p>涯2a-V-2 Explore the diversity of gender and occupational choice.</p> <p>涯3a-V-1 Possess emotion management skills and an altruistic mindset, thereby enhancing interpersonal interactions.</p> <p>涯6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness.</p> <p>涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes.</p> <p>涯Ca-V-2 Emotion management approaches and stress adjustment.</p> <p>涯 Ca-V-3 Good interpersonal interactions as well as communication and coordination competencies.</p> <p>涯 Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination.</p> <p>涯 Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality.</p> |
| | | 性 U12 Reflect on gendered power relations in social interactions. | <p>涯6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness.</p> <p>涯Ba-V-4 Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes.</p> <p>涯Ca-V-3 Good interpersonal interactions as well as communication and coordination competencies.</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|---------------------------|--|--|---|---|
| Gender Equality Education | Gender and Multiculturalism | 性 U13 Explore gender and family issues in local and international societies. | 涯 6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. |
| | | | 涯 7a-V-1 | Summarize career information to make career assessments and decisions. |
| | | | 涯 Ba-V-4 | Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| | | | 涯 Fa-V-8 | Cultural diversity and multinational companies. |
| | | 性 U14 Make good use of resources to broaden local and international perspectives of gender equality. | 涯 7a-V-1 | Summarize career information to make career assessments and decisions. |
| | | | 涯 Fa-V-8 | Cultural diversity and multinational companies. |
| Human Rights Education | Human Rights Education | 人 U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights. | 涯 6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. |
| | | | 涯 Ba-V-4 | Career development that emphasizes gender equality, ethnic equality, and absence of stereotypes. |
| | Human Rights and Responsibilities | 人 U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development. | 涯 6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. |
| | | | 涯 Fa-V-7 | Case studies of labor-related acts and occupational safety and health. |
| | Human Rights, Democracy, and the Rule of Law | 人 U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights. | 涯 6a-V-2 | Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. |
| | | | 涯 Fa-V-6 | Legislative trends and norms of acts related to gender and ethnic work equality. |
| | | | 涯 Fa-V-7 | Case studies of labor-related acts and occupational safety and health. |
| | | | 涯 Fa-V-8 | Cultural diversity and multinational companies. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------------|----------------------------------|---|---|
| Human Rights Education | Human Rights and Life Practices | 入U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights. | 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯 Fa-V-8 Cultural diversity and multinational companies. |
| | | 入U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and propose relevant civic action plans. | 涯 4a-V-2 Possess career management awareness and be able to diversely develop oneself. 涯 Da-V-4 Technology information and life effectiveness. 涯 Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. |
| | Important Topics on Human Rights | 入U8 Explain the importance of freedom of speech or freedom of the press to the functioning of a democratic society. | 涯 4a-V-2 Possess career management awareness and be able to diversely develop oneself. 涯 Da-V-4 Technology information and life effectiveness. |
| | | 入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. | 涯 6a-V-2 Study acts related to gender, ethnic cultures, and labor rights; increase cultural sensitivity; and enhance career competitiveness. 涯 Fa-V-5 Concepts and prevention of sexual harassment, sexual assault, and ethnic discrimination. 涯 Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. 涯 Fa-V-7 Case studies of labor-related acts and occupational safety and health. |
| | | 入 U10 Recognize functions of the United Nations and other human rights-related organizations in protecting human rights. | 涯Fa-V-6 Legislative trends and norms of acts related to gender and ethnic work equality. |
| | | 入 U12 Learn about various important international human rights conventions of the United Nations. | 涯Fa-V-7 Case studies of labor-related acts and occupational safety and health. |

| Issues | Learning Topics | Substantial Meaning of Issues | | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | | |
|---|-------------------------|---|--|--|--|---|
| Environmental Education | Environmental Ethics | 環U1 | Care about development restrictions and violations of rights in residential domains due to protections and understand the importance of compensatory justice. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | |
| | | | | 涯 Da-V-4 | Technology information and life effectiveness. | |
| | | | 環U2 | Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | | | 涯 Da-V-4 | Technology information and life effectiveness. |
| | Sustainable Development | 環U4 | Think about the quality of life and the meaning of human development, and its relationship with sustainable development. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | |
| | | | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. | |
| | | 環U5 | Adopt sustainable consumption and simple living lifestyles to promote sustainable development. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | |
| | | | | 涯 Da-V-4 | Technology information and life effectiveness. | |
| | | | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. | |
| | Climate Change | 環U7 | Collect and analyze local energy consumption and carbon emissions trends. Think about solutions tailored to local conditions, and participate in collective actions. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. | | |
| Disaster Prevention and Rescue | 環 U10 | Execute disaster prevention and rescue drills. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | | |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. | | |
| Sustainable Use of Energy and Resources | 環 U12 | Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. | | |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. | | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|-------------------------|-----------------|---|---|--|
| Environmental Education | | 環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. |
| Marine Education | Marine Leisure | 環 U15 Understand that green buildings are tailored to local conditions and are environmentally friendly. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. |
| | | | | |
| | | 海U1 Be proficient in various water sports and possess knowledge and skills regarding safety. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. |
| | | | | |
| | Marine Society | 海U2 Plan and participate in various recreational water and sightseeing activities. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. |
| | | | | |
| | Marine Society | 海U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and eco-tourism. | 涯 4a-V-1 | Understand career development crises and crisis management concepts. |
| | | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. |
| | | | | |
| | | 海U4 Analyze marine-related industries and technology development, and evaluate their relationship with economic activities. | 涯 4a-V-1 | Understand career development crises and crisis management concepts. |
| | | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. |
| | Marine Society | 海U5 Learn about marine-related laws, understand and care about marine policies. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. |
| | | 海U7 Realize Taiwan’s maritime rights and strategic position. | 涯 4a-V-1 | Understand career development crises and crisis management concepts. |
| | Ocean Culture | | 涯 Da-V-5 | Importance of leisure life and cultivation of appropriate leisure life habits. |
| | | 海U9 Recognize value, style, and cultural context of various marine arts. | 涯 4a-V-2 | Possess career management awareness and be able to diversely develop oneself. |
| | | | 涯 Da-V-4 | Technology information and life effectiveness. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------|-------------------------------------|--|---|
| Marine Education | | 海 U10 Compare the evolution and differences of marine folk beliefs and ceremonies between our and other countries. | 涯 4a-V-2 Possess career management awareness and be able to diversely develop oneself. 涯 Da-V-4 Technology information and life effectiveness. |
| | Marine Resources and Sustainability | 海 U18 Understand marine pollution’s cumulative effects on marine life and environment and propose countermeasures. | 涯 4a-V-2 Possess career management awareness and be able to diversely develop oneself. 涯 Da-V-4 Technology information and life effectiveness. |
| | | 海 U19 Understand global marine environmental issues and be familiar with or participate in marine preservation. | 涯 4a-V-2 Possess career management awareness and be able to diversely develop oneself. 涯 Da-V-4 Technology information and life effectiveness. |

3. Home Economics

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|--|
| Gender Equality Education | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. | 家4a-V-2 Explore gender differences in social interaction, marriage choices, and family building. 家5a-V-1 Develop personal strengths to improve self-marketing skills and present elegance. 家Da-V-1 Gender diversity interaction. 家Da-V-2 Marriage choice. 家Da-V-3 Family building. 家Ea-V-1 Self-awareness of personal image and management. |
| | | 性U2 Explore the influence of society, culture and media on body image. | 家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one’s clothing according to relevant principles. 家2b-V-1 Analyze fashion and classic elements, appreciate clothing cultures, cultivate aesthetic taste, and apply them to one’s fashion style. 家Ba-V-2 Fashion design and outfit planning. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|---------------------------|--|--|---|--|
| Gender Equality Education | Break-through in Gender Roles and Elimination of Gender Discrimination | 性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement. | 家4a-V-1 家4a-V-2 家5b-V-1 家Da-V-1 家Da-V-2 家Da-V-3 家Db-V-1 家Eb-V-2 | Develop skills of intimacy expression and intimate relationship management. Explore gender differences in social interaction, marriage choices, and family building. Have good workplace interpersonal relationships and management skills. Gender diversity interaction. Marriage choice. Family building. Family development and family pressure. Planning, management, and balance between work and family life. |
| | Respect and Maintenance of Body Autonomy | 性U4 Safeguard and protect body autonomy of self and respect body autonomy of others. | 家5a-V-1 家5b-V-1 家Ea-V-1 | Develop personal strengths to improve self-marketing skills and present elegance. Have good workplace interpersonal relationships and management skills. Self-awareness of personal image and management. |
| | Analysis of Gender Connotation in Languages, Literals and Symbols | 性U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols | 家2b-V-1 家3c-V-1 家5a-V-2 家Bb-V-2 家Ea-V-2 | Analyze fashion and classic elements, appreciate clothing cultures, cultivate aesthetic taste, and apply them to one’s fashion style. Present aesthetics of everyday life by incorporating creativity into life with ingenuity. Select suitable workplace outfit to present one’s uniqueness and image. Clothing cultures. Interview attitude and performance. |
| | Gender Rights and Interests, and Public Engagement | 性 U10 Review gender-related policies and provide opinions. | 家4b-V-2 家Da-V-2 家Da-V-3 家Dc-V-1 | Analyze family development process and family pressure, and develop positive response knowledge and strategies. Marriage choice. Family building. Planning of family co-learning activities and teenagers’ family |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|---|
| Gender Equality Education | | | responsibilities. |
| | Relations and Interactions Between Gender and Power | 性 U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks. | 家4a-V-2 Explore gender differences in social interaction, marriage choices, and family building. 家4b-V-2 Analyze family development process and family pressure, and develop positive response knowledge and strategies. 家Da-V-1 Gender diversity interaction. 家Da-V-2 Marriage choice. 家Da-V-3 Family building. |
| | | 性 U12 Reflect on gendered power relations in social interactions. | 家4a-V-1 Develop skills of intimacy expression and intimate relationship management. 家4a-V-2 Analyze family development process and family pressure, and develop positive response knowledge and strategies. 家Db-V-2 Family systems and interactions among family members. 家Eb-V-2 Planning, management, and balance between work and family life. |
| | Gender and Multiculturalism | 性 U13 Explore gender and family issues in local and international societies. | 家4a-V-1 Develop skills of intimacy expression and intimate relationship management. 家4a-V-2 Analyze family development process and family pressure, and develop positive response knowledge and strategies. 家5b-V-1 Have good workplace interpersonal relationships and management skills. 家Eb-V-2 Planning, management, and balance between work and family life. |
| | | | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|-------------------------|--|---|---|--|
| | | 性 U14 Make good use of resources to broaden local and international perspectives of gender equality. | 家5b-V-2 | Actively plan personal work and family life, and reach a work-life balance. |
| | | | 家Eb-V-2 | Planning, management, and balance between work and family life. |
| Human Rights Education | Basic Concepts of Human Rights | 人U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights. | 家2a-V-2 | Incorporate eco-friendly concepts into actual clothing needs and manage one’s clothing according to relevant principles. |
| | | | 家4a-V-2 | Explore gender differences in social interaction, marriage choices, and family building. |
| | | | 家Da-V-1 | Gender diversity interaction. |
| | Human Rights and Responsibilities | 人U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development. | 家1a-V-2 | Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. |
| | | | 家Aa-V-3 | Eco-friendly diet and food sustainability. |
| | Human Rights, Democracy, and the Rule of Law | 人U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights. | 家4c-V-1 | Reflect on teenagers’ family responsibilities, design family co-learning activities, and take “love your family” actions. |
| | | | 家Dc-V-1 | Planning of family co-learning activities and teenagers’ family responsibilities. |
| | Important Topics on Human Rights | 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. | 家4a-V-2 | Explore gender differences in social interaction, marriage choices, and family building. |
| | | | 家Da-V-1 | Gender diversity interaction. |
| Environmental Education | Sustainable Development | 環U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development. | 家1a-V-2 | Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. |
| | | | 家Aa-V-3 | Eco-friendly diet and food sustainability. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------|---|---|--|
| | | 環U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development. | 家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. 家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one’s clothing according to relevant principles. 家Aa-V-3 Eco-friendly diet and food sustainability. 家Ba-V-4 Clothing management. |
| | Sustainable Use of Energy and Resources | 環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. | 家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one’s clothing according to relevant principles. 家Cb-V-2 Consumer behavior and culture. |
| | | 環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism. | 家2a-V-2 Incorporate eco-friendly concepts into actual clothing needs and manage one’s clothing according to relevant principles. 家Cb-V-2 Consumer behavior and culture. |
| Marine Education | Marine Resources and Sustainability | 海 U16 Discuss the management strategy and sustainable development of marine biological resources. | 家1a-V-2 Respect the cultural diversity with respect to diet, care about diet problems, and have a diet conducive to food sustainability. |

4. Law and Life

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|--|---|---|
| Gender Equality Education | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. | 法1a-V-1 Understand legal systems and their relationship with life. 法2a-V-1 Understand the meaning and role of public power. 法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|--|---|
| Gender Equality Education | Identity | | <p>legal meaning of gender equality in family and workplace.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | | 性U2 Explore the influence of society, culture and media on body image. | <p>法1a-V-1 Understand legal systems and their relationship with life.</p> <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法Cd-V-3 Internet activities and intellectual property right.</p> |
| | Breakthrough in Gender Roles and Elimination of Gender Discrimination | 性U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement. | <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法3d-V-1 Acquire everyday life knowledge of intellectual property to avoid infringement.</p> <p>法4b-V-1 Understand the right protection of working conditions.</p> <p>法Cb-V-2 Introduction to the Domestic Violence Prevention Act and case study.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> <p>法Da-V-1 Work life and basic labor protection.</p> |
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| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|---------------------------|---|--|---|---|
| Gender Equality Education | Respect and Maintenance of Body Autonomy | 性U4 Safeguard and protect body autonomy of self and respect body autonomy of others. | 法2b-V-1 | Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. |
| | | | 法Bb-V-3 | Common crimes and delinquency of students. |
| | | | 法Cb-V-2 | Introduction to the Domestic Violence Prevention Act and case study. |
| | | | 法Cb-V-3 | Realization of gender equality in family and workplace. |
| Gender Equality Education | Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying | 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. | 法2b-V-1 | Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. |
| | | | 法Bb-V-3 | Common crimes and delinquency of students. |
| | | | 法Cb-V-2 | Introduction to the Domestic Violence Prevention Act and case study. |
| | | | 法Cb-V-3 | Realization of gender equality in family and workplace. |
| Gender Equality Education | Analysis of Gender Connotation in Languages, Literals and Symbols | 性U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols | 法2a-V-1 | Understand the meaning and role of public power. |
| | | | 法2c-V-1 | Be familiar and comply with administrative acts and regulations in everyday life. |
| | | | 法Aa-V-1 | The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. |
| | | | 法Cb-V-3 | Realization of gender equality in family and workplace. |
| Gender Equality Education | Gender Literacy in Technology, Information and Media | 性U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. | 法3b-V-1 | Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace. |
| | | | 法3d-V-1 | Acquire everyday life knowledge of intellectual property to avoid infringement. |
| | | | 法Cb-V-3 | Realization of gender equality in family and workplace. |
| | | | 法Cd-V-3 | Internet activities and intellectual property right. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|--|
| Gender Equality Education | | 性U8 Develop technology and information capabilities that are not restricted by gender. | <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法3d-V-1 Acquire everyday life knowledge of intellectual property to avoid infringement.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> <p>法Cd-V-3 Internet activities and intellectual property right.</p> |
| | Gender Rights and Interests, and Public Engagement | 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. | <p>法 3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法4a-V-1 Understand the meaning and role of labor law.</p> <p>法4b-V-1 Understand the right protection of working conditions.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | | 性 U10 Review gender-related policies and provide opinions. | <p>法 3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法 Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | Relations and Interactions Between Gender and Power | 性 U11 Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks. | <p>法1a-V-1 Understand legal systems and their relationship with life.</p> <p>法2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law.</p> <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|--------------------------------|---|---|
| Gender Equality Education | | | <p>equality in family and workplace.</p> <p>法Cb-V-2 Introduction to the Domestic Violence Prevention Act and case study.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | | 性 U12 Reflect on gendered power relations in social interactions. | <p>法1a-V-1 Understand legal systems and their relationship with life.</p> <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | | 性 U13 Explore gender and family issues in local and international societies. | <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| | | 性 U14 Make good use of resources to broaden local and international perspectives of gender equality. | <p>法3b-V-1 Clarify relationships between the rights and obligations involved in kinships and marriages. Understand the legal meaning of gender equality in family and workplace.</p> <p>法Cb-V-3 Realization of gender equality in family and workplace.</p> |
| Human Rights Education | Basic Concepts of Human Rights | 人U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights. | <p>法1a-V-1 Understand legal systems and their relationship with life.</p> <p>法2a-V-1 Understand the meaning and role of public power.</p> <p>法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life.</p> |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------------|--|--|--|
| Human Rights Education | Human rights and responsibilities | 人U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development. | 法 1a-V-1 Understand legal systems and their relationship with life. 法 2a-V-1 Understand the meaning and role of public power. |
| | Human Rights, Democracy, and the Rule of Law | 人U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights. | 法1a-V-1 Understand legal systems and their relationship with life. 法2a-V-1 Understand the meaning and role of public power. 法2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. 法2c-V-1 Be familiar and comply with administrative acts and regulations in everyday life. 法3d-V-1 Acquire everyday life knowledge of intellectual property to avoid infringement. 法4a-V-1 Understand the meaning and role of labor law. 法4b-V-1 Understand the right protection of working conditions. 法4c-V-1 Possess the ability to engage in group labor relations. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. 法Bc-V-3 Administrative process and remedy. 法Cd-V-1 Copyright and trademark. 法Dc-V-4 Protection of unions’ rights to perform collective bargaining and take industrial actions. |
| | Human Rights and Life Practices | 人U4 Understand relationship between human rights and world peace and put into practice in society. | 法1a-V-1 Understand legal systems and their relationship with life. 法2a-V-1 Understand the meaning and role of public power. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|-------------------------|--|---|--|
| Human Rights Education | Human Rights, Democracy, and the Rule of Law | 人U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights. | 法1a-V-1 Understand legal systems and their relationship with life. |
| | Violations of Human Rights and Remedies Important Topics on Human Rights | 人U7 Comprehend implications of human rights and rule of law in citizens disobedience and advocate issues related to human rights in our country or the world today. | 法2a-V-1 Understand the meaning and role of public power. 法Ba-V-1 The exercise of public power from the perspectives of rule of law and law-based administration. 法Ba-V-2 Right to resistance and civil disobedience. |
| | | 人U8 Explain the importance of freedom of speech or freedom of the press to the functioning of a democratic society. | 法2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. 法Ca-V-2 Torts. |
| | Violations of Human Rights and Remedies | 人 U12 Learn about various important international human rights conventions of the United Nations. | 法Dc-V-1 Labor relations and basic labor rights. |
| | Sustainable Development | 環U3 Explore the meaning and related policies of Taiwan’s Agenda 21. | 法1a-V-1 Understand legal systems and their relationship with life. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. |
| | | 環U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development. | 法3c-V-1 Understand possible in transaction disputes in everyday life. 法Cc-V-1 Introduction to the Consumer Protection Act and case study. 法Cc-V-3 Introduction to the Fair Trade Act and case study. |
| Environmental Education | Sustainable Development Climate Change Disaster Prevention and Rescue | 環U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development. | 法3c-V-1 Understand possible in transaction disputes in everyday life. 法Cc-V-1 Introduction to the Consumer Protection Act and case study. 法Cc-V-3 Introduction to the Fair Trade Act and case study. |
| | | 環U6 Explore the international and domestic responses to climate change and understand the spirit of | 法1a-V-1 Understand legal systems and their relationship with life. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
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| | | international conventions in response to climate change. | life. |
| | | 環U8 Learn about Taiwan’s disaster prevention and rescue policy plans from the Disaster Prevention and Response Act. | 法1a-V-1 Understand legal systems and their relationship with life. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. |
| | Sustainable Use of Energy and Resources | 環 U14 Understand relevant laws and administrative measures on energy utilization in our country and internationally. | 法1a-V-1 Understand legal systems and their relationship with life. 法Aa-V-1 The legal system in Taiwan and administrative, criminal, and civil responsibilities in life. |
| Marine Education | Marine society | 海U5 Learn about marine-related laws, understand and care about marine policies. | 法1a-V-1 Understand legal systems and their relationship with life. 法2b-V-1 Familiarize oneself with criminal law knowledge in everyday life and avoid violation of law. |

5. Introduction to Environmental Science

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|---------------------------|---|---|---|
| Gender Equality Education | Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity | 性U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development. | 環5a-V-2 Care about poverty problems and social justice: humans’ basic survival needs, as well as equality and justice of resource distribution. 環Ea-V-4 Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | 性U2 Explore the influence of society, culture and media on body image. | 環5a-V-3 Support corporate social responsibility. 環Ea-V-6 Social images and responsibilities of corporates. |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|------------------------|--|---|---|--|
| | Gender Literacy in Technology, Information and Media | 性U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. | 環2a-V-2 | Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people’s living. |
| | | | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | | 環Ea-V-6 | Social images and responsibilities of corporates. |
| | | 性U8 Develop technology and information capabilities that are not restricted by gender. | 環6a-V-3 | Take actions to achieve sustainable development. |
| | | | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | | 環Fa-V-6 | Attitude toward social justice, generation justice, and animal welfare. |
| Human Rights Education | Basic concepts of human rights | 人U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights. | 環5a-V-1 | Care about environmental quality and justice: take actions to maintain environmental quality and justice. |
| | | | 環5a-V-2 | Care about poverty problems and social justice: humans’ basic survival needs, as well as equality and justice of resource distribution. |
| | | | 環Ea-V-3 | Issues of environmental justice. |
| | | | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | | 環Ea-V-5 | Poverty and famine problems in underdeveloped countries. |
| | Human rights and responsibilities | 人U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development. | 環5a-V-2 | Care about poverty problems and social justice: humans’ basic survival needs, as well as equality and justice of resource distribution. |
| | | | 環5a-V-3 | Support corporate social responsibility. |
| | | | 環Ea-V-4 | Global problems of poverty, |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|-------------------------|--|---|---|---|
| Human Rights Education | | | 環Ea-V-5 環Ea-V-7 | famine, and disadvantaged groups in relation to the environment. Poverty and famine problems in underdeveloped countries. Eco-friendly initiatives: fair trade, green mark, and food miles. |
| | Human Rights, Democracy, and the Rule of Law | 人U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights. | 環Fa-V-6 | Attitude toward social justice, generation justice, and animal welfare. |
| | Violations of Human Rights and Remedies | 人U7 Comprehend implications of human rights and rule of law in citizens disobedience and advocate issues related to human rights in our country or the world today. | 環Ea-V-3 環Fa-V-2 環Fa-V-6 | Issues of environmental justice. Paradigm of citizens’ responsible environmental behavior. Attitude toward social justice, generation justice, and animal welfare. |
| | Important Topics on Human Rights | 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. | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | 人 U12 Learn about various important international human rights conventions of the United Nations. | 環Fa-V-6 環Fa-V-7 | Attitude toward social justice, generation justice, and animal welfare. Case study of labor laws and occupational safety and health. |
| Environmental Education | Environmental Ethics | 環U1 Care about development restrictions and violations of rights in residential domains due to protections and understand the importance of compensatory justice. | 環1a-V-1 環1a-V-2 環Aa-V-2 環Aa-V-3 | Be aware of environmental issues in the world, including those in Taiwan, and their impacts. Be able to constantly care about human beings and challenges facing the environment. Environmental issues in Taiwan. Impacts of environmental |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|-------------------------|-------------------------|--|---|---|
| Environmental Education | | | issues. | |
| | | 環U2 Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies. | 環5a-V-1 | Care about environmental quality and justice: take actions to maintain environmental quality and justice. |
| | | | 環5a-V-2 | Care about poverty problems and social justice: humans’ basic survival needs, as well as equality and justice of resource distribution. |
| | | | 環Ea-V-3 | Issues of environmental justice. |
| | | | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | | 環Ea-V-5 | Poverty and famine problems in underdeveloped countries. |
| | Sustainable Development | 環U3 Explore the meaning and related policies of Taiwan’s Agenda 21. | 環5a-V-2 | Care about poverty problems and social justice: humans’ basic survival needs, as well as equality and justice of resource distribution. |
| | | | 環6a-V-1 | Understand environmental ethics and paradigm shifts. |
| | | | 環6a-V-2 | Actively pay attention to connotations and trends of sustainable development. |
| | | | 環Ea-V-3 | Issues of environmental justice. |
| | | | 環Ea-V-4 | Global problems of poverty, famine, and disadvantaged groups in relation to the environment. |
| | | | 環Fa-V-3 | The development of the United Nation’s Sustainable Development Goals. |
| | | | 環Fa-V-4 | Ideas and strategies of sustainable development in Taiwan. |
| | | 環U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development. | 環6a-V-1 | Understand environmental ethics and paradigm shifts. |
| | | | 環Fa-V-1 | Shift and trend of environmental paradigm. |
| | | | 環Fa-V-2 | Paradigm of citizens’ |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|-------------------------|-----------------|--|---|
| Environmental Education | | | responsible environmental behavior. |
| | | 環U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development. | 環6a-V-3 Take actions to achieve sustainable development. 環Fa-V-5 Actions of ecological conservation, environmental protection, and green consumption. 環Fa-V-6 Attitude toward social justice, generation justice, and animal welfare. 環Fa-V-7 Case study of labor laws and occupational safety and health. |
| | Climate change | 環U6 Explore the international and domestic responses to climate change and understand the spirit of international conventions in response to climate change. | 環4a-V-1 Be able to describe different types of serious pollution on Earth and their effects. 環6a-V-1 Understand environmental ethics and paradigm shifts. 環6a-V-2 Actively pay attention to connotations and trends of sustainable development. 環6a-V-3 Take actions to achieve sustainable development. 環Da-V-2 International conventions and regulations on various current environmental issues. 環Fa-V-1 Shift and trend of environmental paradigm. 環Fa-V-2 Paradigm of citizens’ responsible environmental behavior. 環Fa-V-3 The development of the United Nation’s Sustainable Development Goals. |
| | | 環U7 Collect and analyze local energy consumption and carbon emissions trends. Think about solutions tailored to local conditions, and participate in collective actions. | 環2a-V-2 Recognize sources of environmental information, establish environmental information sensitivity, and determine its effects on people’s living. 環3a-V-1 Understand the definition and importance of resources. 環3a-V-2 Study the status-quo and feasibility of new resource |
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| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” | |
|-------------------------|---|--|--|--|
| Environmental Education | | | <p>環3a-V-3 development technologies, concept of resource lifecycle, importance of resource conservation, and individual countermeasures.</p> <p>環3a-V-4 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環Ba-V-5 Determine the potential of alternative energy development; study energy saving tips.</p> <p>Acquisition of environmental monitoring data.</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5a-V-1 Care about environmental quality and justice: take actions to maintain environmental quality and justice.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> | |
| | Sustainable Use of Energy and Resources | <p>環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism.</p> | <p>環3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環5a-V-3 Support corporate social responsibility.</p> <p>環Da-V-4 Briefly describe countermeasures to overcome the obstacles facing a pollution management technology and giving an example.</p> <p>環Da-V-5 Preventive environmental impact assessment.</p> <p>環Ea-V-7 Eco-friendly initiatives: fair trade, green mark, and food miles.</p> | |

| Issues | Learning Topics | Substantial Meaning of Issues | Learning Focus Integrated into the “Integrative Activities Learning Domain Curriculum Guidelines” |
|------------------|-------------------------------|---|---|
| Marine Education | Marine Science and Technology | 海 U15 Be familiar with applied ocean technology including seawater desalination, ship transportation, marine energy, mineral exploration, and mining. | <p>環3a-V-3 Study different types of energy sources, their quality, efficiency and storage, as well as costs of energy extraction and its possible pollution and price; be aware of the disaster risk of energy exploitation.</p> <p>環3a-V-4 Determine the potential of alternative energy development; study energy saving tips.</p> <p>環Ca-V-6 Quality and types of various energy sources.</p> <p>環Ca-V-8 Status-quo of alternative energy development.</p> |