

# **Curriculum Guidelines of 12-Year Basic Education**

## **Language Domain – Taiwan Sign Language**

December 2021

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# **I. Fundamental Beliefs**

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

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

As linguistic and cultural rights grow to be an essential part in the international notion of human rights, preservation and continuation of languages and cultures have attracted more and more attention. Considering the inheritance crisis faced by Taiwan's native languages/Taiwan Sign Language, the government has drawn up and promulgated the Development of National Languages Act on January 9, 2019 in support of language revival and inheritance on the basis of diversity, equality, preservation, and development. On the basic national education level, native languages/Taiwan Sign Language have been designated as MOE-mandated curriculum at all educational stages to ensure the opportunity of continuing studies of native languages/Taiwan sign language for students. The curriculum guidelines for Taiwan Sign Language are formulated based on the Development of National Languages Act. National languages include the natural languages and Taiwan Sign Language used by different ethnic groups in Taiwan. The Act establishes the status of Taiwan Sign Language in the array of national languages, protects language rights as a form of human rights and ensures language diversity, calls for public attention on Taiwan Sign Language, and solidifies the due respect for the Deaf language and culture specified in the UNESCO Universal Declaration on Cultural Diversity and The Convention on the Rights of Persons with Disabilities.

People with hearing impairment who choose to use sign language as the primary mode of communication and identify with the Deaf culture prefer to be called "the Deaf people".

Taiwan Sign Language refers to the natural sign language developed by the Deaf people of Taiwan, and it is the common language used by the Deaf group of Taiwan. In contrast to the auditory language systems, it is a visual language system. Taiwan is a multilingual, multi-ethnic, and multicultural society, and learning Taiwan Sign Language not only helps sustain the Deaf culture and promotes communication and harmony among members of the Deaf families, but also allows people to understand the Deaf language and culture, thereby creating a friendly social environment. This curriculum helps students discover the diversity of languages and cultures, inspires students to explore and apply Taiwan Sign Language in real-life situations, and cultivates students' knowledge, skills, and attitude required for the use of information, artistic creation, cultural inheritance, and local and international care, in order to create a society that seeks the common good.

While seeking to develop nine core competency items on three dimensions and to construct a curriculum framework with learning content and learning performance items pairing up with each other, the Taiwan Sign Language curriculum guidelines have demonstrated the language's connection with life and culture. For accomplishment of the educational goals and vision of the 12-year national education, schools are encouraged to integrate in-school and out-of-school resources for curriculum development and planning in pursuit of practical and diversified curriculum design.

## **II. Curriculum Goals**

1. Inspire an interest in learning Taiwan Sign Language.
2. Develop the capability of understanding, expression, communication and interaction in Taiwan Sign Language.
3. Revive Taiwan Sign Language and promote an understanding, appreciation and inheritance of, and respect for the Deaf culture.
4. Engage in critical thinking using Taiwan Sign Language and from the perspective of the Deaf culture.

### III. Time Allocation

Educational stages Learning stages Grades Categories	Elementary school						Junior high school			Senior high school								
	First stage		Second stage		Third stage		Fourth stage			Fifth stage								
	1	2	3	4	5	6	7	8	9	10	11	12						
MOE-mandated curriculum	1 lesson/week						1 lesson/week			2 credits								
Enriched elective courses										4 credits								
Remarks	<p>I. Elementary education</p> <p>1. The lessons in the elementary school stages are part of the “domain-specific curriculum”; one 40-minute lesson per week is allocated.</p> <p>2. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two lessons every other week.</p> <p>II. Junior high education</p> <p>1.The lessons in Grades 7 and 8 are part of the “domain-specific curriculum”; one 45-minute lesson per week is allocated. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two lessons every other week.</p> <p>2. The lessons in Grade 9 are part of the “alternative curriculum”. Schools should survey students for their intention to take the course. Class should be offered as an alternative learning course if students are interested. It is recommended the course should reinforce integration of Taiwan Sign Language knowledge and skills and real-life application upon the foundation of the domain-specific curriculum.</p> <p>3. Schools may also deliver interdisciplinary integrated curriculum by combining with other domains, and may offer it as an alternative learning course.</p> <p>III. Senior high education</p> <p>1. The 2-credit native languages/Taiwan Sign Language course is under the MOE-mandated curriculum, to be offered basically in the first year, but may also be given in other academic years.</p> <p>2. The 4-credit enriched elective courses for general senior high schools should comply with the following curriculum plan:</p> <table><tr><th>Courses</th><th>Credits</th></tr><tr><td>Contextual Taiwan Sign Language</td><td>2</td></tr><tr><td>Special topics in Taiwan Sign Language</td><td>2</td></tr></table> <p>3. Vocational, comprehensive, and specialized senior high schools may offer elective Taiwan Sign Language courses upon completion of the MOE-mandated curriculum with reference to the general senior high schools’ enriched elective courses in native languages/Taiwan Sign Language according to the students’ needs and the school development vision and characteristics.</p>												Courses	Credits	Contextual Taiwan Sign Language	2	Special topics in Taiwan Sign Language	2
Courses	Credits																	
Contextual Taiwan Sign Language	2																	
Special topics in Taiwan Sign Language	2																	

## IV. Core Competency

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

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Taiwan Sign Language Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Senior High School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	<b>Shou-E-A1</b> Possess a willing attitude to learn Taiwan Sign Language, understand Taiwan Sign Language and the Deaf culture.	<b>Shou-J-A1</b> Possess a respectful and appreciative attitude and ability for Taiwan Sign Language and the Deaf culture, and persist in learning Taiwan Sign Language.	<b>Shou-U-A1</b> Possess an active learning attitude, expand the sphere for learning or using Taiwan Sign Language, improve one’s communication ability in Taiwan Sign Language, possess the ability and passion to realize the value of life.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Taiwan Sign Language Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Senior High School (U)
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	<b>Shou-E-A2</b> Understand the Deaf culture, contemplate problems encountered in life from different cultural perspectives, and develop a proactive attitude and ability in tackling problems.	<b>Shou-J-A2</b> Possess the ability to think in a cultural comparative perspective, understand intercultural similarities and differences, and effectively tackle and solve problems in daily life.	<b>Shou-U-A2</b> Encounter the issue of intercultural communication, possess the ability of systematic thinking and inference, and propose possible solution strategies.
	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.	<b>Shou-E-A3</b> Possess the ability to use Taiwan Sign Language in real-life situations, and thereby enrich cultural experience, and improve one's adaptability.	<b>Shou-J-A3</b> Make good use of resources to devise a Taiwan Sign Language learning plan, possess the ability to plan and execute activities, extend one's understanding of the content of the Deaf culture, and develop one's innovative thinking.	<b>Shou-U-A3</b> Possess the ability to plan and execute activities related to the Deaf community, be able to integrate a variety of professional knowledge for new situations and problems, provide innovative and responsive solution strategies.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Taiwan Sign Language Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Senior High School (U)
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.	<b>Shou-E-B1</b> Possess the basic ability to understand and express in Taiwan Sign Language, conduct simple communication, understand others' feelings, and give appropriate responses.	<b>Shou-J-B1</b> Possess Taiwan Sign Language ability, conduct more complicated communication, understand and empathize with others' perspectives, achieve effective communication and interaction.	<b>Shou-U-B1</b> Possess the ability to think and engage in creative work in Taiwan Sign Language, and be able to apply the sign language in various social activities.
	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.	<b>Shou-E-B2</b> Possess the ability to use technology, information, and all types of media, learn the Taiwan Sign Language and the Deaf culture to enhance the learning outcome.	<b>Shou-J-B2</b> Possess the ability to search for information about Taiwan Sign Language and the Deaf culture through information and search tools, and be able to determine its correctness to improve media literacy.	<b>Shou-U-B2</b> Possess the ability to disseminate Taiwan Sign Language and the Deaf culture by using all sorts of information technology and media, and be able to analyze, speculate about, and criticize human beings' relationships with technology, information, and media ethics, and thus review information related to media resources and the Deaf culture.



General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Taiwan Sign Language Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Senior High School (U)
	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.	<b>Shou-E-B3</b> Possess the ability of art awareness, be willing to explore life of the Deaf, appreciate and experience the beauty of Taiwan Sign Language and the Deaf culture.	<b>Shou-J-B3</b> Possess the abilities of art awareness and appreciation, assert the sign language as a visual language art, and hence share the beauty of Taiwan Sign Language and the Deaf culture.	<b>Shou-U-B3</b> Possess the abilities of aesthetic appreciation, creation, and sharing by participating in sign language artistic performances and image creation.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	<b>Shou-E-C1</b> Show concern for the Deaf issues by discerning the lifestyle of the Deaf community, develop a sense of social responsibility, and thereby enhance personal moral practice.	<b>Shou-J-C1</b> Possess moral practice literacy, show concern for social problems and natural environment, understand and respect the lifestyle of the Deaf community, so as to develop a sense of social responsibility and civic consciousness, and be able to discuss the Deaf people and related issues from multiple perspectives.	<b>Shou-U-C1</b> Possess literacy in contemplating moral and public issues using Taiwan Sign Language, take initiative in caring for the Deaf in local and international context as well as other social issues, and hence spontaneously participate in social and public affairs.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Taiwan Sign Language Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Senior High School (U)
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	<b>Shou-E-C2</b> Improve the ability to communicate with people, and be willing to make friends with people from different cultural backgrounds, understand the importance of teamwork.	<b>Shou-J-C2</b> Possess the ability to make use of Taiwan Sign Language for communication, carry out intercultural communication and teamwork in a group.	<b>Shou-U-C2</b> Possess the attitude and ability to proactively participate in groups related to Taiwan Sign Language and the Deaf culture affairs, respect others' opinions, develop personal communication and coordination skills, and bring team spirit into play.
	C3 Cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	<b>Shou-E-C3</b> Possess the ability to understand the characteristics of the Deaf culture, respect multiculturalism and broaden one's international horizon.	<b>Shou-J-C3</b> Understand the intercultural values through Taiwan Sign Language, show respect for and understanding of the diversity of the Deaf culture.	<b>Shou-U-C3</b> Develop an international perspective and the global village concept through intercultural communication, be able to appreciate different cultures and customs from a multicultural perspective, respect life and global sustainability.

## V. Learning Focus

Learning focus, comprising “learning performance” and “learning content”, provide a framework for the curriculum design, development of teaching materials, textbook review, and learning assessment, and are put into practice through teaching. However, “learning performance” and “learning content” may correspond differently, and may be matched flexibly depending on the learning stages and the characteristics of Taiwan Sign Language.

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

No.	Learning stages	Levels of language course that may be offered
I	First stage	Level 1
II	Second stage	Level 1~2
III	Third stage	Level 1~3
IV	Fourth stage	Level 1~4
V	Fifth stage	Level 1~5

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

### 1. Learning Performance

Language is closely related to culture; it is necessary to understand the Deaf culture for learning Taiwan Sign Language. Based on the linguistic features of Taiwan Sign Language, learning performance of the subject is based on three aspects – understanding, expression, and

intercultural communication. “Understanding” refers to the construction of a Taiwan Sign Language system through the understanding of the language, and familiarization of the situational context for the use of the language in order to form a conceptual system of Taiwan Sign Language. “Expression” refers to the use of Taiwan Sign Language for communication according to different situations, mastery of the different language structures, and development of a whole set of expression system of Taiwan Sign Language. “Intercultural communication” refers to the ability to respect intercultural differences and master the different language-culture associations when socializing with people of different language backgrounds in different linguistic and cultural contexts, and the ability to gradually develop a multilingual and multicultural language framework, and hence form an intercultural communication model. The learning performances listed below are presented in the sequence of learning stages so that learning outcomes can be achieved step by step. The coding principle is illustrated as follows:

1. The first code represents “Type”, with Arabic number 1 referring to “understanding”, 2 “expression”, and 3 “intercultural communication”.
2. The second code indicates the “learning stage”, with Roman number I referring to the first learning stage (G1-2 in elementary school), II the second learning stage (G3-4 in elementary school), III the third learning stage (G5-6 in elementary school), IV the fourth learning stage (G7-8 in junior high school), and V the fifth learning stage (2-credit MOE-mandated course in senior high school).
3. The third code is a serial number, which does not mean the learning sequence.
4. The “#” mark indicates recommendation for schools to offer flexible courses at G9 based on the foundation of the domain-specific curriculum, in order to reinforce the integration of language skills and the ability to apply them in daily life.

Type	Learning stage	Learning performance	
1. Understanding	I	1-I-1	Be able to understand relevant personal information expressed in simple words and phrases under the condition of slow gestures and clear expression of Taiwan Sign Language.
		1-I-2	Be able to understand simple words, phrases, and sentences under the condition of slow gestures of Taiwan Sign Language and contextual clarity.
	II	1-II-1	Be able to understand a person’s simple self-introduction under the condition of slow gestures of Taiwan Sign Language and explicit content.
		1-II-2	Be able to understand information about things described in simple words, phrases, and sentences under the condition of slow gestures of Taiwan Sign Language and explicit content.
		1-II-3	Be able to understand simple instructions and explanations under the condition of slow gestures of Taiwan Sign Language and explicit content.

Type	Learning stage	Learning performance
	III	1-III-1 Be able to understand contents of daily-life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.
		1-III-2 Be able to understand whether a person accepts or refuses a request under the condition of clearly expressed content of Taiwan Sign Language.
		1-III-3 Be able to understand the emotions, feelings, and needs conveyed in brief conversation under the condition of clearly expressed content of Taiwan Sign Language.
	IV	1-IV-1 Be able to understand key points of the content about daily-life issues discussed in Taiwan Sign Language.
		#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language.
		1-IV-3 Be able to understand the main ideas of programs or videos in Taiwan Sign Language.
	V	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.
		1-V-2 Be able to understand key points of a speech's content about familiar topics discussed in Taiwan Sign Language.
		1-V-3 Be able to infer key points of the content of a program or video in Taiwan Sign Language.
2. Expression	I	2-I-1 Be able to express simple quantities in Taiwan Sign Language.
		2-I-2 Be able to briefly introduce oneself in Taiwan Sign Language.
		2-I-3 Be able to use simple social expressions such as greetings, goodbye, and gratitude in Taiwan Sign Language.
		2-I-4 Be able to make simple description of the living environment in Taiwan Sign Language.
	II	2-II-1 Be able to introduce oneself or others in Taiwan Sign Language.
		2-II-2 Be able to ask for or respond to information about people and things using simple words, phrases, and sentences in Taiwan Sign Language.
		2-II-3 Be able to express instructions and explanation using simple words, phrases, and sentences in Taiwan Sign Language.
	III	2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.
		2-III-2 Be able to ask questions, make requests, and express acceptance or refusal using simple sentences in Taiwan Sign Language.
		2-III-3 Be able to express emotions, feelings, and needs using simple sentences in Taiwan Sign Language.
	IV	2-IV-1 Be able to make statements and give responses in concise Taiwan Sign Language.
		2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.
		#2-IV- Be able to state one's opinions on relevant social issues in

Type	Learning stage	Learning performance	
		3	concise Taiwan Sign Language.
	V	2-V-1	Be able to express personal emotions, experiences, plans, etc. in fluent Taiwan Sign Language.
		2-V-2	Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language.
		2-V-3	Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.
		2-V-4	Be able to use all sorts of information technology and media, and participate in artistic performance and image production of Taiwan Sign Language.
3. Intercultural communication	I	3-I-1	Be able to take initiative in learning Taiwan Sign Language and willing to understand the Deaf culture.
		3-I-2	Be able to understand convention and etiquette of expression in Taiwan Sign Language.
		3-I-3	Be able to discern the life, habits, and activities of the Deaf community.
	II	3-II-1	Be able to respect the Deaf culture and their lifestyle.
		3-II-2	Be able to appreciate the Deaf culture with an open attitude.
	III	3-III-1	Be able to understand the intercultural differences when interacting with the Deaf.
		3-III-2	Be able to master the eye and facial expressions when communicating in Taiwan Sign Language, and understand the timing of turn-taking in conversation.
	IV	3-IV-1	Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.
		3-IV-2	Be able to integrate the hearing culture and the Deaf culture, and develop cultural innovation.
	V	3-V-1	Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.
		3-V-2	Be able to accept differences in intercultural communication, and make appropriate responses.

## 2. Learning Content

Learning content of the Taiwan Sign Language subject includes two main themes – “functions of language” and “life and culture”. The “functions of language”, with flexibility of expression in visual language, motivate learning of grammar or language structure on the basis of the functions of language. “Life and culture” include three items – “individual”, “society and life”, and “the Deaf culture and technology”. Specific learning contents are detailed in Appendix 3. Learning contents are presented according to various learning stages. Coding illustration is given below:

1. The first code represents “theme and item”. “Theme” is coded with capital English letters,

with A representing “functions of language” and B “life and culture”; “item” is coded with small English letters, with “a” representing “individual”, “b” representing “society and life”, and “c” representing “the Deaf culture and technology”.

2. The second code indicates the “learning stage” using Roman numbers, with I representing the first learning stage (G1-2 in elementary school), II the second learning stage (G3-4 in elementary school), III the third learning stage (G5-6 in elementary school), IV the fourth learning stage (G7-8 in junior high school), and V the fifth learning stage (2-credit MOE-mandated course in senior high school).
3. The third code is a serial number, which does not mean the learning sequence.

Theme	Item	Learning stage	Learning content
A. Functions of Language		I	A-I-1 Elements of lexical formation in Taiwan Sign Language and their functions
			A-I-2 Numbers and quantities
			A-I-3 Date and time
			A-I-4 Person, names, physique, and family members
			A-I-5 Social expressions including greeting, gratitude, blessing, and goodbye
			A-I-6 Characteristics of things
		II	A-II-1 Manner of action of people, things, and objects
			A-II-2 Frequencies of events
			A-II-3 Like and dislike
			A-II-4 Asking and answering questions
			A-II-5 Spatial location and direction of movement of people, things, and objects
			A-II-6 Instruction, request, suggestion, and advice
		III	A-III-1 Emotions and feelings
			A-III-2 Degree modification of stative verbs
			A-III-3 Negating information
			A-III-4 Deontic and epistemic modality
			A-III-5 Past, present, and future tense
		IV	A-IV-1 Suggestions and opinions
			A-IV-2 Temporal sequence of events
			A-IV-3 Cohesion and coherence
			A-IV-4 Discourse deixis
			A-IV-5 Initiation, progression, and completion of an event
		V	A-V-1 Expressing change of states

Theme	Item	Learning stage	Learning content
B. Life and Culture			A-V-2 Comparative sentences
			A-V-3 Cause and result
			A-V-4 Conditional and hypothetical Sentences
	a. Individual	I	Ba-I-1 Self-introduction
			Ba-I-2 Daily life
			Ba-I-3 Self-care in life
		II	Ba-II-1 Personal character
			Ba-II-2 Shopping
			Ba-II-3 Food and nutrition
		III	Ba-III-1 Sentiment and sensation
			Ba-III-2 Health and well-being
		IV	Ba-IV-1 Expectation and dream
			Ba-IV-2 Respect and equality
			Ba-IV-3 Rights and responsibility
		V	Ba-V-1 Multiculturalism
			Ba-V-2 Beliefs and values
			Ba-V-3 Language and identification
	b. Society and life	I	Bb-I-1 Family life
			Bb-I-2 School life
			Bb-I-3 Weather condition
		II	Bb-II-1 Recreational activities
			Bb-II-2 Etiquette in daily life
		III	Bb-III-1 Community life
			Bb-III-2 Events and festivals
			Bb-III-3 Sports
		IV	Bb-IV-1 Food culture
			Bb-IV-2 Agri-food education
			Bb-IV-3 Planning and execution
		V	Bb-V-1 Barrier-free environment
			Bb-V-2 Labor education
			Bb-V-3 Social participation, relationship, and structure
			Bb-V-4 Legal knowledge
			Bb-V-5 Health and medical care
	c. The Deaf culture and technology	I	Bc-I-1 Origins of lexicon in Taiwan Sign Language
			Bc-I-2 Deaf etiquette for communication
			Bc-I-3 Linguistic properties of Taiwan Sign Language
			Bc-I-4 Assistive technology
		II	Bc-II-1 History of Taiwan Sign Language
			Bc-II-2 Deaf lifestyle
			Bc-II-3 Idiomatic expressions in Taiwan Sign Language
			Bc-II-4 Visual media



Theme	Item	Learning stage	Learning content
		III	Bc-III-1 Facial expressions and communication skills
			Bc-III-2 New scientific knowledge
			Bc-III-3 Needs of the Deaf
		IV	Bc-IV-1 Roles of the Deaf and literary works
			Bc-IV-2 Drama and movie
			Bc-IV-3 Artistic creation
		V	Bc-V-1 Deaf Gain
			Bc-V-2 Intercultural comparison
			Bc-V-3 Internet industry
			Bc-V-4 Technology ethics

### 3. Course Selection Guide for Senior High School Education

The 4-credit enriched elective courses for general senior high schools are an extension of the MOE-mandated curriculum for strengthening students' ability in integrated application of skills in understanding, expression, and intercultural communication in Taiwan Sign Language. The curriculum plans are as follows:

#### (1) Contextualized Taiwan Sign Language

Name	Contextualized Taiwan Sign Language
Course objectives	1. Possess the ability to use Taiwan Sign Language in different scenarios. 2. Be familiar with the etiquette of communication in Taiwan Sign Language, and be able to demonstrate the etiquette in different situations and scenarios.
Course contents	Areas of application may include different situational themes, such as shopping, campus, traveling, medical care institutions, online communities, recreational activities, restaurants, festivals, sports, transportation, disaster prevention, workplace, etc.

#### (2) Special topics in Taiwan Sign Language

Name	Special topics in Taiwan Sign Language
Course objectives	1. Develop in-depth understanding of the Deaf language, life and culture, and cultivate a proactive attitude of students to explore Taiwan Sign Language. 2. Enhance students' creative thinking and problem-solving abilities.
Course contents	1. Exploration of issues related to Taiwan Sign Language and the Deaf culture 2. Basic concept and theme definition of a special research project 3. Methodology and process of a special research project 4. Presentation of the research results

## **VI. Implementation Directions**

### **1. Curriculum Development**

- (1) Schools should develop their curriculum with reference to the principles of autonomy, interaction, and common good and based on the whole language approach, shifting from teacher-centered (including relevant teaching staff) instruction to student-centered learning.
- (2) On learning focus, the learning content should cover the “functions of language” and “life and culture”; learning performance should include “understanding”, “expression”, and “intercultural communication”.
- (3) Course contents of Taiwan Sign Language should correspond with the learning content for each learning stage to achieve the learning performance of each stage in a progressive way.
- (4) Course design and teaching of Taiwan Sign Language should integrate with students’ life experiences to foster the basic communication ability in Taiwan Sign Language and ensure understanding of the Deaf community, history and cultural characteristics.
- (5) Curriculum development should ensure continuity. Schools of all grades may integrate the curriculum with other disciplines/subjects and issues for horizontal integration of learning. Through various learning stages, curricula for different stages should be vertically connected. Also, training of critical thinking should be included to develop multiple perspectives.
- (6) Course design should draw on teaching materials from everyday life and make reference to the Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum (Appendix 2) for integration of relevant issues.
- (7) Schools should encourage teachers to experiment with and innovate on the teaching materials and teaching approaches of Taiwan Sign Language in order to improve learning effectiveness and develop students’ interest and competence in Taiwan Sign Language.
- (8) Schools may establish a Taiwan Sign Language teaching research committee for curriculum development.

### **2. Selection and Compilation of Teaching Materials**

- (1) Teaching materials should be selected and compiled according to the learning contents of various learning stages. Teachers may compose different learning units by combining the contents of different learning stages based on actual needs.
- (2) Students’ age, language ability, and cognitive factors that affect learning must be taken into consideration for the selection and compilation of teaching materials to match the cognitive development. Students’ memory of language materials and their inductive and deductive ability in analyzing linguistic phenomena should be assessed so that the teaching materials

conform to students' language acquisition progress.

- (3) Variety of expression of the sign language vocabulary and the flexible variation in word order of sign language should be respected when selecting and compiling teaching materials, and the correlation among language structure, language function, and context should be emphasized.
- (4) Content of the teaching materials must be practical, with a variety of materials taken from everyday life, so that students can choose an appropriate and decent way of expression according to the occasion, content of communication, and counterpart of conversation.
- (5) The Deaf culture should be integrated and appropriately demonstrated in the teaching materials when selecting and compiling teaching materials, and students should be guided to recognize the similarities and differences of the hearing culture and the Deaf culture, so that their intercultural communication ability can be enhanced.
- (6) Unit articulation and connection between the learning stages should be taken into consideration when designing the content of the teaching materials, which should progress step by step from simple to complicated, easy to difficult contents in an upward spiral model, with intertwining learned and new contents.
- (7) Contents of the teaching materials should be multifaceted, diversified, practical, and capable of arousing students' interest, inspiring students' autonomous thinking, and promoting diversity of thoughts. Presentation of the teaching materials should come with vivid layout and illustrations, appropriately coupled with digital tools to make the materials pleasant and attractive. Teaching materials compiled may also include teacher's manuals, exercise books, extracurricular reading materials, and assistive media, etc. Modern technology may also be incorporated as appropriate to connect classroom and out-of-class learning.
- (8) Curriculum and teaching materials related to Taiwan Sign Language should adopt a multicultural perspective and include the gender equality concept, as well as the histories and cultures, languages, and values of different ethnic groups, in order to improve mutual understanding and respect among the ethnic groups.

### **3. Teaching Implementation**

- (1) Suggestions for the teaching implementation of the Taiwan Sign Language curriculum:
  1. Before the start of the Taiwan Sign Language course, schools and teachers should understand students' foundation of learning, choose appropriate materials, and deliver adaptive and differentiated instructions.
  2. If a school offers a few Taiwan Sign Language courses for different levels at the same learning stage, teachers should give comprehensive consideration to students' cultural background, age, language ability, and cognitive factors that affect learning, and perform

pedagogical transformation according to the content of core competency appropriate to their educational stages, so that the instruction corresponds with the students' language acquisition progress.

3. Implementation of the curriculum and related supporting measures should be determined by the central competent authority.

(2) A good grasp of students' learning experience, together with factors such as people, event, time, location, and thing, should be kept when adopting a teaching practice. The Deaf community's activities may be coordinated, and the language teaching principles and methods should be used for flexible teaching.

(3) Teachers of Taiwan Sign Language should give emphasis to the following teaching principles:

1. Taiwan Sign Language should be the main medium of instruction in class.
2. Instruction for language understanding: When learning sentences in Taiwan Sign Language, students should be able to grasp the subject matter and main points, and be able to express the meaning and key points of the sentences after learning.
3. Instruction for language expression: Students should be able to grasp the basic knowledge about the Taiwan Sign Language structure, in various scenarios, and diversified teaching should be delivered by integrating resources such as audio/visual media and online databases.
4. Instruction for intercultural communication: Language is closely related to culture, and culture should be incorporated in language teaching activities. Students should be able to understand and familiarize themselves with the Deaf culture through the teaching activities.
5. Emphasis on teamwork: Teachers may conduct classroom interaction by having students work in small groups and learn from each other's experience, depending on teaching needs, in order to explore different language structures and scenarios.
6. Learning about partnership: As students progress in the learning of Taiwan Sign Language, teachers should gradually shift from the role of a leader to a facilitator, and students should gradually assume more and more responsibility of learning.

(4) Designed scenarios should be used for teaching to allow students opportunities to practice conversation. Role play and drama may also be added as appropriate when necessary to arouse students' learning interest.

(5) Teachers should guide and encourage students to participate in community activities that correspond to their level of sign language ability. Students can experience the real-life sign language scenarios through different activities, and learn how to communicate with the Deaf using sign language.

- (6) Teachers may integrate and enrich the course, flexibly adjust the sequence of teaching units, or add other related teaching materials according to students' ability and needs and based on their learned contents, in order to enhance learning effectiveness.
- (7) Teaching resources should aim at achieving the curriculum goals. Teachers should apply appropriate teaching resources in accordance with the teaching objectives, student characteristics, content of teaching materials, and teaching environment.
- (8) Teaching implementation should be implemented in conjunction with reference books and online information to expand the aspects of learning and develop students' self-learning ability.
- (9) Teachers should draw up teaching plans and devise learning activities before teaching, and make reflection after teaching to enhance teaching efficiency and quality.
- (10) In principle, classes should be carried out in person, but if a school needs to adopt video-conference teaching, asynchronous online course, or other approaches, permission should be obtained from the competent authority before implementation, and relevant resources and assistance should be provided.
- (11) A school may establish inter-school professional learning community with other schools considering regional characteristics, scale of the school, and continuity across different educational stages for joint lesson preparation, teaching observation and feedback, research and development of curriculum and teaching materials, in order to enhance professional Taiwan Sign Language knowledge and skill, and learning effectiveness of students.
- (12) Course design and instruction should integrate students' life experiences and establish connection with the functions of school and family to create a good language learning environment.
- (13) Teachers may arrange field trips for educational purpose in coordination with the school's overall curriculum plan to deepen students' connection with the local culture, ensuring the use of Taiwan Sign Language in everyday life. Also, students may learn to express and engage in creative work in Taiwan Sign Language and participate in public affairs through sign language news, drama, performing arts, language competition, discussion on specific topics, inquiry into issues, etc.

#### **4. Teaching Resources**

- (1) Taiwan Sign Language curriculum should include 2D materials, teaching aids, and various audio/visual media, online resources to construct an abundant language learning environment to help students achieve the expected goals in terms of understanding, expression, and intercultural communication.
- (2) Schools should enlarge collections of relevant books, audio/visual materials and resources, as well

as all sorts of instructional media to facilitate teaching.

- (3) Teachers should use online platforms relating to Taiwan Sign Language to enhance learning effectiveness of students, and provide students with self-learning and mutual observation opportunities.
- (4) Teachers may research and develop their own teaching aids and self-made instructional media to enrich teaching materials for instructional use. They may also compile Taiwan Sign Language-related materials from different sources to broaden and deepen teaching application.
- (5) Schools and teachers should make good use of the Deaf-related activities (e.g., the Deaf Film Festival, performances of the Pantomime Company, etc.) and encourage students to engage in discussion of current affairs in order to enrich their learning content.
- (6) Schools and teachers should work with local human resources to allow students opportunities to interact with the Deaf, so that their sign language ability and intercultural communication ability can be enhanced.
- (7) Schools and teachers should make good use of resources like the sign language teacher training, teachers' study workshops, and teachers' professional community.
- (8) Schools should encourage parents to form learning groups in order to strengthen teacher-parent cooperation for supporting students' afterschool learning and use of Taiwan Sign Language.
- (9) The central competent authority should provide the language proficiency assessment tool for schools' use.

## **5. Learning Assessment**

### **(1) Purpose of assessment**

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

### **(2) Scope and content of assessment**

For the scope and content of assessment, reference should be made to the core competency, learning focus for various learning stages (including learning performance and learning content), and the learning portfolio and outcome should also be taken into account. Assessment should be able to correspond to the learning objectives. Students should be informed of the learning objectives and the assessment methods before learning.

### **(3) Assessment methods**

1. Teachers should adopt diverse assessment methods with reference to the purpose, scope and content of assessment, for example, performance assessment and portfolio assessment.
2. Teachers should use appropriate assessment methods by taking into consideration students' physical and mental development, individual differences, and their language use status at

home.

3. Assessment rubrics can be jointly designed by teachers and students, and thereby learning performance can be assessed.

#### (4) Results presentation

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

#### (5) Feedback and application

1. Teachers should determine the starting point of instruction for a course based on students' results of pre-course Taiwan Sign Language assessment, so as to develop a course planning direction that covers teaching content, teaching method, and instructional sequence.
2. During the course, data about students' learning status should be collected, and immediate and specific feedback should be given to students to support their learning. Teachers should also determine if the staged learning objectives are accomplished according to the assessment results, in order to make self-reflection for improvement of teaching.
3. Assessment results are used to confirm whether students have accomplished the expected learning outcome.

## VII. Appendices

### Appendix 1: Illustration of Learning focus of Taiwan Sign Language and the Corresponding Core competency

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
3-I-1 Be able to take initiative in learning Taiwan Sign Language and be willing to understand the Deaf culture. 3-I-2 Be able to understand conventional expressions and etiquette of Taiwan Sign Language.	A-I-5 Social expressions including greeting, gratitude, blessing, and goodbye Bc-I-2 Deaf etiquette for communication.	<b>Shou-E-A1</b> Possess a willing attitude to learn Taiwan Sign Language, understand Taiwan Sign Language and the Deaf culture.
1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language. #2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language.	A-IV-1 Suggestions and opinions Ba-IV-2 Respect and equality	<b>Shou-J-A1</b> Possess a respectful and appreciative attitude and ability for Taiwan Sign Language and the Deaf culture, and continue to learn Taiwan Sign Language.
2-V-1 Be able to express personal emotions, experiences, plans, etc. in fluent Taiwan Sign Language. 3-V-1 Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.	Ba-V-2 Beliefs and values	<b>Shou-U-A1</b> Possess an active learning attitude, expand the sphere for learning or using Taiwan Sign Language, improve one's communication ability in Taiwan Sign Language, possess the ability and passion to realize the value of life.
2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.	Bb-III-1 Community life Bb-III-2 Events and festivals Bc-I-3 Linguistic properties of Taiwan Sign Language	<b>Shou-E-A2</b> Understand the Deaf culture, contemplate problems encountered in life from different cultural perspectives, and develop a proactive attitude and



Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
3-I-3 Be able to discern the life, habits, and activities of the Deaf community. 3-II-1 Be able to respect the Deaf culture and their lifestyle. 3-III-1 Be able to understand the intercultural differences when interacting with the Deaf.	Bc-II-2 Deaf lifestyle	ability in tackling problems.
3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.	Ba-IV-2 Respect and equality Bb-IV-3 Planning and execution	<b>Shou-J-A2</b> Possess the ability to think in a cultural comparative perspective, understand intercultural similarities and differences, and effectively tackle and solve problems in daily life.
2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language. 3-V-1 Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.	Ba-V-3 Language and identification Bb-V-3 Social participation, relationship, and structure Bc-V-2 Intercultural comparison	<b>Shou-U-A2</b> Encounter the issue of intercultural communication, possess the ability of systematic thinking and inference, and proposing possible solution strategies.
1-III-3 Be able to understand the emotions, feelings, and needs conveyed in brief talks under the condition of clearly expressed content of Taiwan Sign Language. 2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan	Ba-III-1 Sentiment and sensation Bb-III-1 Community life	<b>Shou-E-A3</b> Possess the ability to use Taiwan Sign Language in real-life scenarios, and thereby enrich cultural experience, and improve one's adaptability.

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
Sign Language.		
2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language. 3-IV-2 Be able to integrate the hearing culture and the Deaf culture, and develop cultural innovation.	Ba-IV-1 Expectation and dream Bb-IV-3 Planning and execution	<b>Shou-J-A3</b> Make good use of resources to devise a Taiwan Sign Language learning plan, possess the ability to plan and execute activities, extend one's understanding of the connotation of the-Deaf culture, and develop one's innovative thinking.
2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language. 3-V-2 Be able to accept differences in intercultural communication, and make appropriate responses.	Ba-V-1 Multiculturalism Bc-V-1 Deaf Gain	<b>Shou-U-A3</b> Possess the ability to plan and execute activities related to the Deaf community, be able to integrate a variety of professional knowledge against new scenarios and problems, provide innovative responsive solution strategies.
1-I-1 Be able to understand relevant personal information expressed in simple words and phrases under the condition of slow gestures and clear expression of Taiwan Sign Language. 1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of	A-I-1 Elements of lexical formation in Taiwan Sign Language and their functions A-I-5 Social expressions including greeting, gratitude, blessing, and goodbye A-II-4 Asking and answering questions A-III-1 Emotions and feelings Ba-II-1 Personal character Ba-II-2 Shopping	<b>Shou-E-B1</b> Possess the basic understanding and expression of Taiwan Sign Language, conduct simple communication, discern others' feelings, and give appropriate responses.

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
2-I-3 Taiwan Sign Language. Be able to use simple social expressions such as greetings, goodbye, and thank in Taiwan Sign Language. 2-II-2 Be able to ask for or respond to information about people and things using simple words, phrases, and sentences in Taiwan Sign Language. 2-III-3 Be able to express emotions, feelings, and needs using simple sentences in Taiwan Sign Language.	Ba-II-3 Food and nutrition	
2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.	A-IV-2 Temporal sequence of events A-IV-4 Discourse deixis Ba-IV-1 Expectation and dream Ba-IV-2 Respect and equality	<b>Shou-J-B1</b> Possess Taiwan Sign Language ability, conduct more complicated communication, understand and empathize with others' perspective, achieve effective communication and interaction.
2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language. 2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.	A-V-2 Comparative sentences Ba-V-1 Multiculturalism Ba-V-2 Beliefs and values Ba-V-3 Language and identification Bc-V-3 Internet industry	<b>Shou-U-B1</b> Possess the ability to think and engage in creative work in Taiwan Sign Language, and be able to apply the sign language in various social activities.
1-I-1 Be able to understand relevant personal information expressed in simple words and phrases under the condition of slow gestures and clear expression of Taiwan Sign Language. 1-III-1 Be able to understand	Bb-III-1 Community life Bc-I-4 Assistive technology Bc-II-4 Visual media	<b>Shou-E-B2</b> Possess the ability to use technology, information, and all sorts of media, learn the Taiwan Sign Language and the Deaf culture to enhance the learning outcome.

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.		
1-IV-3 Be able to understand the main ideas of programs or videos in Taiwan Sign Language. 2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language. 3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.	A-IV-1 Suggestions and opinions Bb-IV-3 Planning and execution	<b>Shou-J-B2</b> Possess the ability to search for information about Taiwan Sign Language and the Deaf culture through information and search tools, and be able to determine its correctness to improve media literacy.
2-V-4 Be able to use all sorts of information technology and media, and participate in artistic performance and image production of Taiwan Sign Language.	Bc-V-3 Internet industry	<b>Shou-U-B2</b> Possess the ability to disseminate Taiwan Sign Language and the Deaf culture by using all sorts of information technology and media, and be able to analyze, think of, and criticize human beings' relationships with technology, information, and media ethics, and thus to review information related to media resources and the Deaf culture.
3-II-2 Be able to appreciate the Deaf culture with an open attitude. 3-III-2 Be able to master the eye and facial expressions when communicating in Taiwan Sign Language, and understand the timing of turn-taking in	Ba-III-1 Sentiment and sensation Bb-II-2 Etiquette in daily life Bc-II-2 Deaf lifestyle Bc-III-1 Facial expressions and communication skills	<b>Shou-E-B3</b> Possess the ability of art awareness, be willing to explore life of the Deaf, appreciate and experience the beauty of Taiwan Sign Language and the Deaf culture.

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
conversation.		
3-IV-2 Be able to integrate the hearing culture and the Deaf culture, and develop cultural innovation.	Bb-IV-3 Planning and execution Bc-IV-1 Roles of the Deaf and literary works Bc-IV-2 Drama and movie Bc-IV-3 Artistic creation	<b>Shou-J-B3</b> Possess the abilities of art awareness and appreciation, assert the sign language as a visual language art, and hence share the beauty of Taiwan Sign Language and the Deaf culture.
2-V-4 Be able to use all sorts of information technology and media, and participate in artistic performance and image production of Taiwan Sign Language.	Ba-V-2 Beliefs and values Bc-V-2 Intercultural comparison	<b>Shou-U-B3</b> Possess the abilities of aesthetic appreciation, creation, and sharing through participation in sign language artistic performances and image creation.
3-I-3 Be able to discern the life, habits, and activities of the Deaf community.	Bb-I-1 Family life Bb-I-2 School life Bb-III-1 Community life	<b>Shou-E-C1</b> Show concern for the Deaf issues by getting to know the lifestyle of the Deaf community, develop a sense of social responsibility, and thereby enhance personal moral practice.
3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.	Ba-IV-3 Rights and responsibility	<b>Shou-J-C1</b> Possess moral practice literacy, show concern for social problems and natural environment, understand and respect the lifestyle of the Deaf community, so as to develop a sense of social responsibility and civic consciousness, and be able to discuss the Deaf related issues from multiple perspectives.
2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.	Ba-V-2 Beliefs and values Bb-V-3 Social participation, relationship, and structure	<b>Shou-U-C1</b> Possess literacy in contemplating moral and public issues using Taiwan Sign Language, take initiative in concern for the Deaf in local and international context as
3-V-2 Be able to accept differences in		

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
	intercultural communication, and make appropriate responses.	well as other social issues, and hence spontaneously participate in social and public affairs.
3-I-3	Be able to discern the life, habits, and activities of the Deaf community.	Bb-I-1 Family life Bb-I-2 School life Bb-II-2 Etiquette in daily life Bb-III-1 Community life <b>Shou-E-C2</b> Improve the ability to communicate with people, and be willing to make friends with people from different cultural backgrounds, understand the importance of teamwork through experience.
#2-IV-3	Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language.	Bb-IV-3 Planning and execution <b>Shou-J-C2</b> Possess the ability to make Taiwan Sign Language for communication, carry out intercultural communication and teamwork in a group.
3-V-1	Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.	Ba-V-2 Beliefs and values Bb-V-3 Social participation, relationship, and structure <b>Shou-U-C2</b> Possess the attitude and ability to proactively participate in groups related to Taiwan Sign Language and the Deaf culture affairs, respect others' opinions, develop personal communication and coordination skills, and bring team spirit into play.
3-II-1	Be able to respect the Deaf culture and their lifestyle.	Bb-I-1 Family life Bb-I-2 School life Bb-II-2 Etiquette in daily life Bb-III-1 Community life <b>Shou-E-C3</b> Possess the ability to understand the characteristics of the Deaf culture, respect multiculturalism and broaden one's international horizon.
3-IV-1	Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural	Ba-IV-1 Expectation and dream <b>Shou-J-C3</b> Understand the intercultural values through Taiwan Sign Language, show respect for and understanding of the diversity of the Deaf

Learning focus of the Taiwan Sign Language Subject		Core competency of the Taiwan Sign Language Subject
Learning Performance	Learning Content	
communication.		culture.
3-V-2 Be able to accept differences in intercultural communication, and make appropriate responses.	Ba-V-1 Multiculturalism Ba-V-2 Beliefs and values Bb-V-3 Social participation, relationship, and structure	<b>Shou-U-C3</b> Develop an international perspective and the global village concept through intercultural communication, be able to appreciate different cultures and customs from a multicultural perspective, respect life and global sustainability.

## **Appendix 2: Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum**

### **A. Foreword**

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

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

To exert the function of issue-based education, the Curriculum Guidelines of various domains/subjects have transformed and integrated the issues listed in the General Guidelines. Schools, faculty members, and educators engaged in research and development, publication, and review of teaching materials should take on the responsibility of integrating the issues in the curriculum and instruction in accordance with the Curriculum Guidelines of various domains/subjects and with reference to these Guidelines. Schools may also make plans for the relevant issues in their flexible learning curriculum/time and school-based curriculum to integrate the spirit and value of the issues in the school’s regulations of organization, reward and punishment system, and related activities, so as to shape their campus culture and improve students’ learning outcome.



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

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

## **B. Learning goals of the issues**

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

Issues	Learning Goals
Gender equality education <sup>1</sup>	Understand the diversity of gender, discern the fact that gender inequality exists and the gender power relations in social culture; develop a value and belief in gender equality, put into practice respect and tolerance for gender diversity and differences; take action to eliminate gender bias and discrimination, protect human dignity for different genders and substantive equality of gender status.
Human rights education <sup>2</sup>	Understand the fact that human rights exist and the basic concept and value thereof; develop a value and belief in human rights; augment the feeling for and appreciation of human rights; develop behaviors of respect for human rights and take action for human rights.
Environment education <sup>3</sup>	Discern and understand the environmental crises and challenges in face of human survival and development; probe into topics such as climate change, resource depletion, and loss of biodiversity, as well as social injustice and environmental injustice; contemplate the meaning of personal development, national development, and human development; take action to practice a green, simple, and sustainable lifestyle.
Marine education <sup>4</sup>	Experience the ocean-friendly behaviors of marine recreation and emphasis of water safety; understand the marine society and feel the love of sea in a marine culture; develop the ocean literacy by exploring the marine science and sustainable marine resources.
Technology education <sup>5</sup>	Possess literacy in the philosophy of technology and the techno-culture; inspire an interest in continued learning of technology and technological design; develop technological knowledge and the skill of using products.
Energy education <sup>6</sup>	Augment the basic concept of energy; develop the correct values of energy; foster the thought, habit, and attitude for energy conservation.
Family education <sup>7</sup>	Possess the knowledge and skill of examining family development, interaction of family and society, and management of family resources; enhance the sense of responsibility and a positive attitude of participation in family activities; inspire the awareness and duty for interacting with family members for common good, and hence improve the quality of family life.
Indigenous education <sup>8</sup>	Apprehend the history, culture, and values of the indigenous peoples; boost interethnic mutual understanding and respect; cultivate the beliefs of coprosperity and equality of all ethnic groups.
Moral education	Improve the knowledge and skill of moral development; understand the core value of morality and moral issues; develop the moral qualities of knowing what is good, enjoying to do good, and actually doing good.
Life education	Develop the knowledge and skill of exploring the fundamental topics of life; elevate the ability and sentiment of critical value thinking; strengthen the cultivation of knowledge-practice consistency.
Rule-of-law education	Understand meaning of the law and the rule of law; acquire basic knowledge of the legal entity and procedures; pursue the value of human rights protection, justice and fairness.
Information education	Elevate the problem-solving and computational thinking skills with the use of information; equip oneself with life and career knowledge and skills; foster the necessary attitude and duty for the information society.
Safety education	Develop a sense of security; elevate sensitivity, alertness, and judgement for the environment; prevent the occurrence of accidents and injuries to ensure safety of life.

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

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

#### **1. Learning topics and substantive contents of the issues**

As an extension of the Grade 1-9 integrated curriculum guidelines, a comprehensive content framework has been developed for the issues of gender equality, human rights,

environment, and marine education. It helps the integration of issues when planning the extension of the domain/subject curricula, and also enriches and realizes the contents of core competency. Therefore, the gender equality, human rights, environment, and marine education issues are taken as examples, with their learning focus and substantive contents presented as follows, to provide a reference for curriculum design, compilation of teaching materials, and teaching implementation.

For illustration of the selection of issues, practices, and examples in this domain, please refer to the “Language Domain – Taiwan Sign Language Curriculum Guide”.

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

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
Prevention of sexual harassment, sexual assault, and sexual bullying		性-E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, and the ways to seek help.	性-J5 Identify the forms of sexual harassment, sexual assault, and sexual bullying, and make good use of resources to solve problems.	性-U5 Probe into issues relating to sexual harassment, sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.
	Analysis of gender implications in language, text, and signs	性-E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	性-J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	性-U6 Analyze the gender implications of signs, and use gender-equal language and signs.
	Gender literacy in technology, information, and media	性-E7 Analyze the gender stereotypes conveyed by various media.	性-J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media. 性-J8 Interpret the gender implications of technological products.	性-U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement. 性-U8 Develop technology and information competence without being subject to gender restriction.
	Gender rights and public participation	性-E8 Understand the achievements and contributions of people of different sexes. 性-E9 Review the gender discrepancy of	性-J9 Understand the law relating to gender rights and acknowledge the models of gender	性-U9 Understand the history of gender equality movement, take initiative to participate in social and

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		space and resource distribution in campus, and give suggestions for improvement.	equality movements; possess a caring attitude for gender minority. 性-J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	public affairs that promote gender equality; proactively protect gender rights. 性-U10 Review gender-related policies and offer opinions.
	Gender power relations and interaction	性-E10 Identify gender-stereotypical emotional expression and interpersonal interaction. 性-E11 Develop the ability of appropriate emotional expression between genders.	性-J11 Remove emotional expression and communication that denotes gender stereotypes and gender bias, possess the ability to communicate with others on an equal footing. 性-J12 Reflect on the gender power relation with others, promote equal and good interaction.	性-U11 Analyze gender power issues in affective relationship, develop communication and negotiation skills, and enhance the ability to deal with sentimental frustration. 性-U12 Reflect the gender power relations in various interactions.
	Gender and multiculturalism	性-E12 Understand and respect the diversity of family types. 性-E13 Understand the differences in the gender culture of different societies.	性-J13 Understand the gender implications of the diverse family types. 性-J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	性-U13 Explore the gender and family issues in both local and international societies. 性-U14 Make good use of resources to open up the local and international horizons of

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
				gender equality.
Human rights education	Basic concept of human rights	人-E1 Understand that human rights are inherent, universal, and inalienable.	人-J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	人-U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.
	Human rights and responsibility	人-E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	人-J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	人-U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.
	Human rights, democracy, and rule of law	人-E3 Understand that each individual has different needs, and discuss and comply with the group's rules.	人-J3 Explore all possible conflicts of interest, and understand how to form public rules by means of democratic deliberation and proper procedures in order to protect freedom and equality.	人-U3 Discern the important human rights legislation in Taiwan and its meaning, understand the constitutional philosophy and principle of protecting human rights.

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
Human rights and its practice in life		<p>人-E4 Express one's own idea of a wonderful world, and listen to others' opinions.</p> <p>人-E5 Appreciate and accept individual differences and respect one's own and others' rights.</p> <p>人-E6 Recognize personal bias, and avoid emergence of discriminatory behaviors.</p>	<p>人-J4 Understand the principles of equality and justice, and practice them in life.</p> <p>人-J5 Understand there are different groups and cultures in society, respect and appreciate the differences.</p> <p>人-J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the underprivileged.</p>	<p>人-U4 Understand the relationship between human rights and world peace, and put it into practice in society.</p> <p>人-U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights.</p> <p>人-U6 Explore such phenomena as discrimination against minorities, exclusion of dissidents, and stigmatization, etc.; understand the fact that they are usually reciprocal causes and effects of political and economic inequality, racism, etc.; and propose related citizen action plans.</p>
	Violations of human rights and remedies	人-E7 Discern such life experiences as injustice, unreasonableness, violation of regulations, and health being harmed, and know the channels to seek	人-J7 Explore the impact of violation of human rights on individuals, community/tribe, and society, and propose strategies or	人-U7 Realize the human rights and legal implications of civil disobedience, and advocate contemporary human rights-related issues



Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		remedies.	action plans for improvement.	in Taiwan and around the world.
	Important topics of human rights	<p>人-E8 Understand children's needs for the rights to play.</p> <p>人-E9 Understand the relationship between deprivation of survival rights, identity rights and personal dignity.</p> <p>人-E10 Understand the relationship between privacy and everyday life.</p> <p>人-E11 Understand the connotation of the Declaration of the Rights of the Child and the significance of The Convention on the Rights of Children for the protection and support of children's basic needs.</p>	<p>人-J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself.</p> <p>人-J9 Discern the relationship between the rights to education, rights to work, and personal career development.</p> <p>人-J10 Understand the origin and history of human rights development and their meaning to human rights protection.</p> <p>人-J11 Understand human rights-related organizations and activities through the use of information networks.</p> <p>人-J12 Apprehend the interrelation between poverty and class exploitation.</p> <p>人-J13 Understand the impact of war and peace</p>	<p>人-U8 Explain the importance of freedom of speech and freedom of press for the operation of a democratic society.</p> <p>人-U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people of disabilities in society, aiming at promoting their substantively equal social status.</p> <p>人-U10 Understand the function of United Nations and other human rights-related organizations for the protection of human rights.</p> <p>人-U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.</p>

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
			on human life. 人-J14 Understand the significance of Universal Declaration of Human Rights for maintaining and protecting human rights.	人-U12 Discern all the important international human rights covenants of the United Nations.
Environment education	Environmental ethics	環-E1 Participate in outdoor learning and nature experience, perceive the beauty, balance, and integrity of the natural environment. 環-E2 Perceive the beauty and value of biological life, care for the life of animals and plants. 環-E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.	環-J1 Understand the importance of biodiversity and environmental carrying capacity. 環-J2 Understand the interactive relationship between human and animals in the surrounding, understand animals' needs, and care for animals' welfares. 環-J3 Understand the ethical value of natural environment through environmental aesthetics and nature literature.	環-U1 Care for the place of residence, understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place. 環-U2 Understand the eco-injustice due to human damage of other species and habitats, and thus support the relevant environmental protection policies.
	Sustainable development	環-E4 Perceive the impact of economic development and industrial development on the environment. 環-E5 Perceive the impact of human	環-J4 Understand the meaning and principle of sustainable development (balanced development of the environment,	環-U3 Examine the connotation of Taiwan's 21st century agenda and the related policies. 環-U4 Contemplate the meaning

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		<p>lifestyle on other creatures and the ecological system.</p> <p>環-E6 Understand that excessive material demands of human beings will bring impact to future generations.</p> <p>環-E7 Recognize there are problems of uneven food distribution and too great wealth gap.</p>	<p>society, and economy).</p> <p>環-J5 Understand the background and trend of United Nations' promotion of sustainable development.</p> <p>環-J6 Understand the sustainability issues concerning the increase in world population, food supply and nutrition.</p>	<p>of the quality of life and human development, and thereby reflect on its relationship with sustainable development.</p> <p>環-U5 Adopt a lifestyle of sustainable consumption and simple life, promote sustainable development.</p>
	Climate change	<p>環-E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena.</p> <p>環-E9 Perceive the impact caused by climate change on life, society, and the environment.</p> <p>環-E10 Acknowledge that human behaviors are the cause of climate change.</p>	<p>環-J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change through the "carbon cycle".</p> <p>環-J8 Understand the fragility and resilience of Taiwan's ecological environment and social development in face of climate change.</p> <p>環-J9 Understand the meaning of climate change mitigation and</p>	<p>環-U6 Examine the international and local coping measures against climate change, understand the spirit of international covenants in response to climate change.</p> <p>環-U7 Collect and analyze the local trend of energy consumption and carbon emission, speculate on solutions that suit the local conditions, participate in collective action.</p>

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
Disaster prevention and rescue			adaptation, and Taiwan's policies in response to climate change adaptation.	
		環-E11 Discern major disasters occurred in Taiwan. 環-E12 Develop an alertness and sensitivity to disasters, gain a basic understanding of disasters, and be able to avoid the occurrence of disasters. 環-E13 Perceive the increased frequency and expanded impact of natural disasters.	環-J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry. 環-J11 Understand the factor of human influence on natural disasters. 環-J12 Beware of the possible hazards that may come with different disaster types, learn about the suitable prevention and hideaway behaviors. 環-J13 Participate in disaster evacuation drills.	環-U8 Understand Taiwan's policy formulation for disaster prevention from the perspective of the disaster prevention regulations. 環-U9 Analyze the actual monitoring data, examine the trend and prediction of natural disaster frequency. 環-U10 Execute the disaster prevention and rescue drills. 環-U11 Draw disaster prevention maps by using graphics technology and investigation of disaster data.
	Sustainable use of energy and resources	環-E14 Understand that human survival and development need to use energy and resources, learn to use natural energy or materials in their natural forms in	環-J14 Understand the relationship between energy flow, material cycle, and the operation of the eco-system.	環-U12 Understand the meaning and executive strategy of a circular society, practice green consumption and environment-

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		<p>life.</p> <p>環-E15 Realize that over-consumption of energy and resource will cause pollution to the environment and resource depletion.</p> <p>環-E16 Understand the principles of material cycle as well as resource recycling and reuse.</p> <p>環-E17 Engage in water, electricity, and material conservation behaviors in everyday life, and reduce resource consumption.</p>	<p>環-J15 Discern the life cycle of products, explore their eco-footprint, water footprint, and carbon footprint.</p> <p>環-J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>friendly lifestyle.</p> <p>環-U13 Understand the environmental cost, polluter pays principle, green design, and cleaner production mechanism.</p> <p>環-U14 Understand the local and international legislation and administrative measures relating to the utilization of energy.</p> <p>環-U15 Understand the green construction principles of adaptation to local conditions and the environmental friendliness.</p>
Marine education	Marine recreation	<p>海-E1 Like water activities, and take water safety seriously.</p> <p>海-E2 Learn swimming skill, and be familiar with the self-help knowledge and skills.</p> <p>海-E3 Possess the knowledge and skills to engage in various water recreational activities.</p>	<p>海-J1 Participate in diverse marine recreational and water activities, and be familiar with various water survival skills.</p> <p>海-J2 Learn about and take part in safe marine eco-tourism.</p> <p>海-J3 Understand the environment and residents' life and recreation along the coast</p>	<p>海-U1 Be well-versed in various water sports, possess the safety knowledge.</p> <p>海-U2 Plan and participate in various water recreational and tourist activities.</p> <p>海-U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their</p>

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
			or riverside.	relationship with eco-tourism.
	Marine society	<p>海-E4 Learn about the environment and industries in one's hometown or neighboring waters.</p> <p>海-E5 Explore the relationship between Taiwan's developmental history and the ocean.</p> <p>海-E6 Understand that Taiwan is a maritime state, strengthen the awareness of Taiwan's maritime sovereignty.</p>	<p>海-J4 Understand the structure and development of marine aquatic products, marine engineering, transportation, energy, tourism, and related industries.</p> <p>海-J5 Understand the characteristics and importance of Taiwan's territory and geographic location.</p> <p>海-J6 Understand the maritime law and regulations related to everyday life.</p> <p>海-J7 Explore the impact of the development of marine industries on Taiwan's economy.</p>	<p>海-U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities.</p> <p>海-U5 Learn about the maritime law, understand and care about the maritime policies.</p> <p>海-U6 Examine the evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences.</p> <p>海-U7 Understand Taiwan's maritime interest and strategic position.</p>
	Marine culture	<p>海-E7 Read, share, and create ocean-related stories.</p> <p>海-E8 Understand the relationship between maritime folklore, religion, and life.</p> <p>海-E9 Engage in artistic</p>	<p>海-J8 Read, share, and create literary works with an ocean background.</p> <p>海-J9 Understand the similarities and differences of</p>	<p>海-U8 Create literary works with an ocean background in various genre and using different writing skills.</p> <p>海-U9 Identify the</p>

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		presentation with an oceanic theme by using the body, voice, images, and props.	the maritime culture of Taiwan and other countries. 海-J10 Engage in artistic presentation with an oceanic theme using various media and in different forms. 海-J11 Understand the meaning of maritime folklore, religious beliefs and rituals, and their relationship with social development.	value, style, and cultural context of various ocean arts. 海-U10 Compare the evolution, similarities and differences of the maritime folklore, religious beliefs and rituals of Taiwan and other countries.
	Marine science and technology	海-E10 Understand the characteristics of water and ocean, and their applications in life. 海-E11 Understand the marine life and ecology. 海-E12 Understand the relationship between sea transportation tools and technology development.	海-J12 Explore the characteristics, causes, and hazards of Taiwan's coastal landform and offshore areas. 海-J13 Examine the impact of the ocean on the terrestrial environment and life. 海-J14 Explore the association between the marine life and ecological environment. 海-J15 Examine the types, structures, and principles of ships.	海-U11 Understand the physical characteristics of waves, tsunami, and Kuroshio current, etc., as well as the chemical composition of ocean, such as salinity, minerals, etc. 海-U12 Understand the influence of seawater structure, submarine geomorphology, and ocean current on the marine environment. 海-U13 Explore the correlation

Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
				<p>between changes in the marine environment and climate change.</p> <p>海-U14 Understand the relationship among the global hydrosphere, ecological system, and biodiversity.</p> <p>海-U15 Be familiar with the ocean-related application technology such as seawater desalination, shipping, ocean energy, mineral exploration and mining, etc.</p>
	Marine resources and sustainability	<p>海-E13 Discern the aquatic products commonly seen in daily life.</p> <p>海-E14 Understand that seawater contains salt and other contents, and identify the association between marine resources and life.</p> <p>海-E15 Learn about the commonly seen river and ocean resources in one's hometown, and cherish the natural resources.</p> <p>海-E16 Understand the</p>	<p>海-J16 Learn about the types, usage, restoration, and conservation methods of living marine resources.</p> <p>海-J17 Understand the types and applications of non-living marine resources.</p> <p>海-J18 Explore the influence of human activities on the marine ecology.</p>	<p>海-U16 Explore the management strategies and sustainable development of living marine resources.</p> <p>海-U17 Understand the marine minerals and energy resources, and their economic values.</p> <p>海-U18 Understand the cumulative consequences caused by marine environmental</p>



Educational stage Issue/Learning topic		Substantive contents of the issue		
		Elementary school	Junior high school	Senior high school
		environmental problems in the hometown's waters and seas, such as pollution and overfishing.	海-J19 Understand the limitation of marine resources, and protect the marine environment. 海-J20 Understand the problems of Taiwan's marine environment, and actively take part in the marine protection action.	pollution on the marine life and environment, and propose coping strategies. 海-U19 Understand the global marine environmental problems, and apprehend and take part in the marine protection action.

## 2. Illustration of appropriate integration of issues into learning focus in “Taiwan Sign Language Curriculum Guidelines”

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

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
Gender equality education	Biological sex, sexual orientation, respect for gender traits	性-E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity.	A-I-4 Person, names, physique, and family members Ba-II-1 Personal character
		性-E2 Perceive the impact of	

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	and diversity of gender identity	body image on the body and mind.	
		性-J1 Accept one's own and others' sexual orientation, gender traits, and gender identity.	A-IV-1 Suggestions and opinions Ba-IV-2 Respect and equality
		性-J2 Clarify the gender myths about the body image.	
		性-U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development.	A-V-3 Cause and result Ba-V-2 Beliefs and values
		性-U2 Explore the impact of social culture and media on the body image.	
	Breakthrough of gender roles and elimination of sexism	性-E3 Perceive the gender stereotypes, understand that division of labor in family, school, and occupation should not be subject to gender restriction.	3-I-3 Be able to discern the life, habits, and activities of the Deaf community. A-I-4 Person, names, physique, and family members Bb-I-1 Family life

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
			Bb-I-2 School life Bb-II-2 Etiquette in daily life Bb-III-1 Community life
		性-J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype.	A-IV-1 Suggestions and opinions Ba-IV-1 Expectation and dream Ba-IV-2 Respect and equality
		性-U3 Analyze gender inequality phenomena in family, school, workplace, and media, and propose strategies for improvement.	Ba-V-2 Beliefs and values
	Respect for and protection of physical autonomy	性-E4 Understand the body boundary and respect others' physical autonomy.	3-I-3 Be able to discern the life, habits, and activities of the Deaf community. A-I-4 Person, names, physique, and family members Bb-I-1 Family life Bb-I-2 School life
		性-J4 Understand issues relating to physical autonomy, protect one's own and	A-IV-1 Suggestions and opinions Ba-IV-2 Respect and equality

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		respect others' physical autonomy.	
		性-U4 Protect and defend one's own physical autonomy, and respect others' physical autonomy.	Ba-V-2 Beliefs and values
	Prevention of sexual harassment, sexual assault, and sexual bullying	性-E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, and the ways to seek help.	A-II-1 Manner of action of people, things, and objects A-III-4 Deontic and epistemic modality
		性-J5 Identify the forms of sexual harassment, sexual assault, and sexual bullying, and make good use of resources to solve problems.	Ba-IV-3 Rights and responsibility
		性-U5 Probe into issues relating to sexual harassment, sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.	Bb-V-2 Labor education Bb-V-4 Legal knowledge
	Analysis of gender implications in language, text, and signs	性-E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	A-II-6 Instruction, request, suggestion, and advice Bc-I-1 Origins of lexicon in Taiwan Sign Language

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		性-J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication. A-IV-1 Suggestions and opinions
		性-U6 Analyze the gender implications of signs, and use gender-equal language and signs.	2-V-1 Be able to express personal emotions, experiences, plans, etc. in fluent Taiwan Sign Language. 3-V-1 Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.
	Gender literacy in technology, information, and media	性-E7 Analyze the gender stereotypes conveyed by various media.	Bc-I-3 Linguistic properties of Taiwan Sign Language Visual media Bc-II-4

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		性-J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media.  性-J8 Interpret the gender implications of technological products.	A-IV-1 Suggestions and opinions  Ba-IV-2 Respect and equality Bc-IV-2 Drama and movie °
		性-U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement.  性-U8 Develop technology and information competence without being subject to gender restriction.	2-V-4 Be able to use all sorts of information technology and media, and participate in artistic performance and image production of Taiwan Sign Language.  3-V-1 Be able to adapt and think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information.  Bc-V-4 Technology ethics
	Gender rights and public participation	性-E8 Understand the achievements and contributions of people of different sexes.  性-E9 Review the gender	1-III-3 Be able to understand the emotions, feelings, and needs conveyed in brief talks under the condition of clearly

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		discrepancy of space and resource distribution in campus, and give suggestions for improvement.	expressed content of Taiwan Sign Language. Bb-I-2 School life
		<p>性-J9 Understand the law relating to gender rights and acknowledge the models of gender equality movements; possess a caring attitude for gender minority.</p> <p>性-J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.</p>	<p>#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language.</p> <p>#2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language. Expectation and dream</p> <p>Ba-IV-1 Rights and responsibility</p> <p>Ba-IV-3 Planning and execution</p> <p>Bb-IV-3</p>
		<p>性-U9 Understand the history of gender equality movement, take initiative to participate in social and public affairs that promote gender equality, and proactively protect gender rights.</p> <p>性-U10 Review gender-related policies and offer opinions.</p>	<p>Ba-V-2 Beliefs and values</p> <p>Bb-V-3 Social participation, relationship, and structure</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Gender power relations and interaction	性-E10 Identify gender-stereotypical emotional expression and interpersonal interaction.  性-E11 Develop the ability of appropriate emotional expression between genders.	A-III-1 Emotions and feelings Ba-III-1 Sentiment and sensation
		性-J11 Remove emotional expression and communication that denotes gender stereotypes and gender bias, possess the ability to communicate with others on an equal footing.  性-J12 Reflect on the gender power relation with others, promote equal and good interaction.	#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language. Respect and equality  Ba-IV-2
		性-U11 Analyze gender power issues in affective relationship, develop communication and negotiation skills, and enhance the ability to deal with sentimental frustration.  性-U12 Reflect the gender power	1-V-1 Be able to understand the contents, viewpoints, and emotion sentiments about a variety of issues discussed in Taiwan Sign Language.  Bb-V-3 Social participation, relationship, and structure



Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		relations in various interactions.	
	Gender and multiculturalism	性-E12 Understand and respect the diversity of family types. 性-E13 Understand the differences in the gender culture of different societies.	Bb-I-1 Family life
		性-J13 Understand the gender implications of the diverse family types. 性-J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language. Ba-IV-2 Respect and equality
		性-U13 Explore the gender and family issues in both local and international societies. 性-U14 Make good use of resources to open up the local and international horizons of gender equality.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language. Ba-V-1 Multiculturalism Bb-V-3 Social participation, relationship, and structure
Human rights	Basic concept of human rights	人-E1 Understand that human rights are inherent, universal, and inalienable.	3-II-1 Be able to respect the Deaf culture and their lifestyle.

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
			Bc-III-3 Needs of the Deaf
		人-J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	Ba-IV-2 Respect and equality Ba-IV-3 Rights and responsibility
		人-U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language. 1-V-2 Be able to understand key points of the speech content about familiar topics discussed in Taiwan Sign Language. 1-V-3 Be able to infer key points of the content of a program or video in Taiwan Sign Language. Bb-V-1 Barrier-free environment Bb-V-2 Labor education Bb-V-4 Legal knowledge
	Human rights and responsibility	人-E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	Ba-III-1 Sentiment and sensation Bc-III-3 Needs of the Deaf

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		人-J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.  3-IV-2 Be able to integrate the hearing culture and the Deaf culture, and develop cultural innovation.
		人-U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.	2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.  Bb-V-1 Barrier-free environment Bb-V-3 Social participation, relationship, and structure  Bb-V-4 Legal knowledge

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Human rights, democracy, and rule of law	人-E3 Understand that each individual has different needs, and discuss and comply with the group's rules.	2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.  Bb-I-1 Family life Bb-I-2 School life Bb-III-1 Community life Bc-III-3 Needs of the Deaf
		人-J3 Explore all possible conflicts of interest, and understand how to form public rules by means of democratic deliberation and proper procedures in order to protect freedom and equality.	#2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language.  Ba-IV-2 Respect and equality Ba-IV-3 Rights and responsibility
		人-U3 Discern the important human rights legislation in Taiwan and its meaning, understand the constitutional philosophy and principle of protecting human rights.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.  Ba-V-1 Multiculturalism Ba-V-2 Beliefs and values

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Human rights and its practice in life	<p>人-E4 Express one's own idea of a wonderful world, and listen to others' opinions.</p> <p>人-E5 Appreciate and accept individual differences and respect one's own and others' rights.</p> <p>人-E6 Recognize personal bias, and avoid emergence of discriminatory behaviors.</p>	<p>3-II-2 Be able to appreciate the Deaf culture with an open attitude.</p> <p>Ba-III-1 Sentiment and sensation</p>
		<p>人-J4 Understand the principles of equality and justice, and practice them in life.</p> <p>人-J5 Understand there are different groups and cultures in society, respect and appreciate the differences.</p> <p>人-J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the underprivileged.</p>	<p>3-IV-1 Be able to analyze and compare the hearing culture and the Deaf culture, understand cultural similarities and differences, and engage in intercultural communication.</p> <p>Ba-IV-2 Respect and equality</p> <p>Ba-IV-3 Rights and responsibility</p>
		<p>人-U4 Understand the relationship between human rights and world peace, and put it into practice in society.</p> <p>人-U5 Understand there are</p>	<p>2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language.</p> <p>3-V-1 Be able to adapt and</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		different countries, ethnic groups, and cultures in the world, and respect their cultural rights. 人-U6 Explore such phenomena as discrimination against minorities, exclusion of dissidents, and stigmatization, etc.; understand the fact that they are usually reciprocal causes and effects of political and economic inequality, racism, etc.; and propose related citizen action plans.	think critically about intercultural communication behaviors, and convey Taiwan Sign Language and the Deaf culture using various types of information. Bc-V-1 Deaf Gain
	Violations of human rights and remedies	人-E7 Discern such life experiences as injustice, unreasonableness, violation of regulations, and health being harmed, and know the channels to seek remedies.	A-III-4 Deontic and epistemic modality A-III-5 Past, present, and future tense
		人-J7 Explore the impact of violation of human rights on individuals, community/ tribe, and society, and propose strategies or action plans	A-IV-1 Suggestions and opinions Ba-IV-3 Rights and responsibility

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		for improvement.	
		人-U7 Realize the human rights and legal implications of civil disobedience, and advocate contemporary human rights-related issues in Taiwan and around the world.	2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language. Ba-V-1 Multiculturalism Ba-V-2 Beliefs and values
	Important topics of human rights	人-E8 Understand children's needs for the rights to play.	1-III-3 Be able to understand the emotions, feelings, and needs conveyed in brief talks under the condition of clearly expressed content of Taiwan Sign Language.
		人-E9 Understand the relationship between deprivation of survival rights, identity rights and personal dignity. 人-E10 Understand the relationship between privacy and everyday life 人-E11 Understand the connotation of the Declaration of the Rights of the Child and the significance of The Convention on the Rights of Children for the protection and support of children's basic needs.	Bb-I-1 Family life Bb-I-2 School life Bc-I-2 Deaf etiquette for communication Bc-III-3 Needs of the Deaf

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>人-J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself.</p> <p>人-J9 Discern the relationship between the rights to education, rights to work, and personal career development.</p> <p>人-J10 Understand the origin and history of human rights development and their meaning to human rights protection.</p> <p>人-J11 Understand human rights-related organizations and activities through the use of information networks.</p> <p>人-J12 Apprehend the interrelation between poverty and class exploitation.</p> <p>人-J13 Understand the impact of war and peace on human life.</p> <p>人-J14 Understand the significance of Universal Declaration of Human</p>	<p>1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language.</p> <p>#2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language.</p> <p>Ba-IV-3 Rights and responsibility</p>



Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		Rights for maintaining and protecting human rights.	
		人-U8 Explain the importance of freedom of speech and freedom of press for the operation of a democratic society.	2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language.
		人-U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people of disabilities in society, aiming at promoting their substantively equal social status.	2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language. Bb-V-1 Barrier-free environment Bb-V-2 Labor education Bc-V-1 Deaf Gain
		人-U10 Understand the function of United Nations and other human rights-related organizations for the protection of human rights.	Bc-V-2 Intercultural comparison
		人-U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.	
		人-U12 Discern all the important	

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		international human rights covenants of the United Nations.	
Environment education	Environmental ethics	環-E1 Participate in outdoor learning and nature experience, perceive the beauty, balance, and integrity of the natural environment. 環-E2 Perceive the beauty and value of biological life, care for the life of animals and plants. 環-E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.	A-I-6 Characteristics of things Bb-II-1 Recreational activities
		環-J1 Understand the importance of biodiversity and environmental carrying capacity. 環-J2 Understand the interactive relationship between human and animals in the surrounding, understand animals' needs, and care for animals' welfares. 環-J3 Understand the ethical	2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language. #2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language. Food culture

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		value of natural environment through environmental aesthetics and nature literature.	Bb-IV-1 Agri-food education Bb-IV-2
		<p>環-U1 Care for the place of residence, understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p> <p>環-U2 Understand the eco-injustice due to human damage of other species and habitats, and thus support the relevant environmental protection policies.</p>	<p>1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.</p> <p>2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.</p> <p>Ba-V-2 Beliefs and values</p> <p>Bb-V-4 Legal knowledge</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Sustainable development	<p>環-E4 Perceive the impact of economic development and industrial development on the environment.</p> <p>環-E5 Perceive the impact of human lifestyle on other creatures and the ecological system.</p> <p>環-E6 Understand that excessive material demands of human beings will bring impact to future generations.</p> <p>環-E7 Recognize there are problems of uneven food distribution and too great wealth gap.</p>	<p>2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.</p> <p>A-III-1 Emotions and feelings</p> <p>Ba-III-1 Sentiment and sensation</p>
		<p>環-J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy).</p> <p>環-J5 Understand the background and trend of United Nations' promotion of sustainable development.</p>	<p>#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language.</p> <p>#2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language. Respect and equality</p> <p>Ba-IV-2</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		環-J6 Understand the sustainability issues concerning the increase in world population, food supply and nutrition.	
		環-U3 Examine the connotation of Taiwan's 21st century agenda and the related policies.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.
		環-U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on its relationship with sustainable development.	2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.
		環-U5 Adopt a lifestyle of sustainable consumption and simple life, promote sustainable development.	
	Climate change	環-E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena.	1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.
		環-E9 Perceive the impact caused by climate change on life, society, and the environment.	A-I-6 Characteristics of things Bb-I-3 Weather condition

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		環-E10 Acknowledge that human behaviors are the cause of climate change.	
		環-J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change through the “carbon cycle”.  環-J8 Understand the fragility and resilience of Taiwan’s ecological environment and social development in face of climate change.  環-J9 Understand the meaning of climate change mitigation and adaptation, and Taiwan’s policies in response to climate change adaptation.	1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language.  A-IV-1 Suggestions and opinions  Bb-IV-3 Planning and execution
		環-U6 Examine the international and local coping measures against climate change, understand the spirit of international covenants in response to climate change.	2-V-3 Be able to express one’s viewpoint on important global issues and respond to others’ opinions in fluent Taiwan Sign Language.  A-V-3 Cause and result

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		環-U7 Collect and analyze the local trend of energy consumption and carbon emission, speculate on solutions that suit the local conditions, participate in collective action.	Ba-V-2 Beliefs and values
	Disaster prevention and rescue	環-E11 Discern major disasters occurred in Taiwan. 環-E12 Develop an alertness and sensitivity to disasters, gain a basic understanding of disasters, and be able to avoid the occurrence of disasters. 環-E13 Perceive the increased frequency and expanded impact of natural disasters.	1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language. Bb-I-3 Weather condition
		環-J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry. 環-J11 Understand the factor of human influence on natural disasters. 環-J12 Beware of the possible hazards that may come with different disaster	1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language. 2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>types, learn about the suitable prevention and hideaway behaviors.</p> <p>環-J13 Participate in disaster evacuation drills.</p>	
		<p>環-U8 Understand Taiwan's policy formulation for disaster prevention from the perspective of the disaster prevention regulations.</p> <p>環-U9 Analyze the actual monitoring data, examine the trend and prediction of natural disaster frequency.</p> <p>環-U10 Execute the disaster prevention and rescue drills.</p> <p>環-U11 Draw disaster prevention maps by using graphics technology and investigation of disaster data.</p>	<p>2-V-1 Be able to express personal emotions, experiences, plans, etc. in fluent Taiwan Sign Language.</p> <p>Bc-V-4 Technology ethics</p>



Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Sustainable use of energy and resources	環-E14 Understand that human survival and development need to use energy and resources, learn to use natural energy or materials in their natural forms in life.	1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.
		環-E15 Realize that over-consumption of energy and resource will cause pollution to the environment and resource depletion.	2-I-4 Be able to make simple description of the living environment in Taiwan Sign Language.  A-III-4 Deontic and epistemic modality
		環-E16 Understand the principles of material cycle as well as resource recycling and reuse.	Bb-I-1 Family life
		環-E17 Engage in water, electricity, and material conservation behaviors in everyday life, and reduce resource consumption.	
		環-J14 Understand the relationship between energy flow, material cycle, and the operation of the eco-system.	1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language.
		環-J15 Discern the life cycle of products, explore their	A-IV-1 Suggestions and opinions

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>eco-footprint, water footprint, and carbon footprint.</p> <p>環-J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>Bb-IV-2 Agri-food education</p> <p>Bb-IV-3 Planning and execution</p>
		<p>環-U12 Understand the meaning and executive strategy of a circular society, practice green consumption and environment-friendly lifestyle.</p> <p>環-U13 Understand the environmental cost, polluter pays principle, green design, and cleaner production mechanism.</p> <p>環-U14 Understand the local and international legislation and administrative measures relating to the utilization of energy.</p> <p>環-U15 Understand the green construction principles of adaptation to local conditions and environmental</p>	<p>2-V-3 Be able to express one's viewpoint on important global issues and respond to others' opinions in fluent Taiwan Sign Language.</p> <p>A-V-3 Cause and result</p> <p>Bb-V-4 Legal knowledge</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		friendliness.	
Marine education	Marine recreation	海-E1 Like water activities, and take water safety seriously. 海-E2 Learn swimming skill, and be familiar with the self-help knowledge and skills. 海-E3 Possess the knowledge and skills to engage in various water recreational activities.	Ba-III-2 Health and well-being Bb-II-1 Recreational activities
		海-J1 Participate in diverse marine recreational and water activities, and be familiar with various water survival skills. 海-J2 Learn about and take part in safe marine eco-tourism. 海-J3 Understand the environment and residents' life and recreation in the coastal or riverside areas.	1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language.

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>海-U1 Be well-versed in various water sports, possess the safety knowledge and skills.</p> <p>海-U2 Plan and participate in various water recreational and tourist activities.</p> <p>海-U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.</p>	<p>1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.</p> <p>2-V-1 Be able to express personal emotions, experiences, plans, etc. in fluent Taiwan Sign Language.</p>
	Marine society	<p>海-E4 Learn about the environment and industries in one's hometown or neighboring waters.</p> <p>海-E5 Explore the relationship between Taiwan's developmental history and the ocean.</p> <p>海-E6 Understand that Taiwan is a maritime state, strengthen the awareness of Taiwan's maritime sovereignty.</p>	<p>2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>海-J4 Understand the structure and development of marine aquatic products, marine engineering, transportation, energy, tourism, and related industries.</p> <p>海-J5 Understand the characteristics and importance of Taiwan's territory and geographic location.</p> <p>海-J6 Understand the maritime law and regulations related to everyday life.</p> <p>海-J7 Explore the impact of the development of marine industries on Taiwan's economy.</p>	<p>1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language.</p> <p>2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.</p>
		<p>海-U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities.</p> <p>海-U5 Learn about the maritime law, understand and care about the maritime policies.</p> <p>海-U6 Examine the evolution of</p>	<p>1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.</p> <p>2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>the oceanic history of Taiwan and other countries, and analyze their similarities and differences.</p> <p>海-U7 Understand Taiwan's maritime interest and strategic position.</p>	Language.
	Marine culture	<p>海-E7 Read, share, and create ocean-related stories.</p> <p>海-E8 Understand the relationship between maritime folklore, religion, and life.</p> <p>海-E9 Engage in artistic presentation with an oceanic theme by using the body, voice, images, and props.</p>	<p>1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.</p> <p>2-I-4 Be able to make simple description of the living environment in Taiwan Sign Language.</p> <p>Bb-III-2 Events and festivals</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>海-J8 Read, share, and create literary works with an ocean background.</p> <p>海-J9 Understand the similarities and differences of the maritime culture of Taiwan and other countries.</p> <p>海-J10 Engage in artistic presentation with an oceanic theme using various media and in different forms.</p> <p>海-J11 Understand the meaning of maritime folklore, religious beliefs and rituals, and their relationship with social development.</p>	<p>#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language.</p> <p>2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.</p> <p>Bc-IV-3 Artistic creation</p>
		<p>海-U8 Create literary works with an ocean background in various genre and using different writing skills.</p> <p>海-U9 Identify the value, style, and cultural context of various ocean arts.</p> <p>海-U10 Compare the evolution, similarities and differences of the</p>	<p>1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.</p> <p>2-V-4 Be able to use all sorts of information technology and media, and participate in artistic</p>

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		maritime folklore, religious beliefs and rituals of Taiwan and other countries.	performance and image production of Taiwan Sign Language. Ba-V-1 Multiculturalism
	Marine science and technology	海-E10 Understand the characteristics of water and ocean, and their applications in life. 海-E11 Understand the marine life and ecology. 海-E12 Understand the relationship between sea transportation tools and technology development.	1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language. 2-I-4 Be able to make simple description of the living environment in Taiwan Sign Language.
		海-J12 Explore the characteristics, causes, and hazards of Taiwan's coastal landform and offshore areas. 海-J13 Examine the impact of the ocean on the terrestrial environment and life. 海-J14 Explore the association between the marine life and ecological environment. 海-J15 Examine the types, structures, and principles	1-IV-1 Be able to understand key points of the content about daily life issues discussed in Taiwan Sign Language. 2-IV-2 Be able to express opinions on familiar topics and engage in discussion with others in concise Taiwan Sign Language.



Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		of ships.	
		海-U11 Understand the physical characteristics of waves, tsunami, and Kuroshio current, etc., as well as the chemical composition of ocean, such as salinity, minerals, etc.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.
		海-U12 Understand the influence of seawater structure, submarine geomorphology, and ocean current on the marine environment.	2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language.
		海-U13 Explore the correlation between changes in the marine environment and climate change.	
		海-U14 Understand the relationship among the global hydrosphere, ecological system, and biodiversity.	
		海-U15 Be familiar with the ocean-related applications and technology such as seawater desalination, shipping, ocean energy, mineral exploration and	

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		mining, etc.	
	Marine resources and sustainability	海-E13 Discern the aquatic products commonly seen in daily life.	1-III-1 Be able to understand contents of daily life topics and apprehend specific details under the condition of clearly expressed content of Taiwan Sign Language.
		海-E14 Understand that seawater contains salt and other contents, and identify the association between marine resources and life.	2-III-1 Be able to make statements and engage in discussions relating to familiar topics in daily life using simple sentences in Taiwan Sign Language.
		海-E15 Learn about the commonly seen river and ocean resources in one's hometown, and cherish the natural resources.	Bb-III-1 Community life
		海-E16 Understand the environmental problems in the hometown's waters and seas, such as pollution and overfishing.	
		海-J16 Learn about the types, usage, restoration, and conservation methods of living marine resources.	#1-IV-2 Be able to understand key points of the content about social issues discussed in Taiwan Sign Language.
		海-J17 Understand the types and applications of non-living marine resources.	#2-IV-3 Be able to state one's opinions on relevant social issues in concise Taiwan Sign Language.
		海-J18 Explore the influence of human activities on the marine ecology.	Food culture

Issue	Learning topic	Substantive contents	Examples of learning focus for issue-based curriculum integration
		海-J19 Understand the limitation of marine resources, and protect the marine environment.  海-J20 Understand the problems of Taiwan's marine environment, and actively take part in the marine protection action.	Bb-IV-1
		海-U16 Explore the management strategies and sustainable development of living marine resources.  海-U17 Understand the marine minerals and energy resources, and their economic values.  海-U18 Understand the cumulative consequences caused by marine environmental pollution on the marine life and environment, and propose coping strategies.  海-U19 Understand the global marine environmental problems, and apprehend and take part in the marine protection action.	1-V-1 Be able to understand the contents, viewpoints, and sentiments about a variety of issues discussed in Taiwan Sign Language.  2-V-2 Be able to state one's opinions and arguments on multiple topics in fluent Taiwan Sign Language.  Ba-V-2 Beliefs and values

### Appendix 3: Detailed Descriptions of Learning Contents

Theme	Item	Learning stage	Learning contents	Detailed Description
A. Functions of Language		I	A-I-1 Elements of lexical formation in Taiwan Sign Language and their functions	Elements of lexical formation include hand shape, movement, location, orientation, and facial expression.
			A-I-2 Numbers and quantities	1. Expression of numbers, e.g., units digit, tens digit, hundreds digit, thousands digit. 2. Expression of quantity, e.g., how many people at home, how many students in school.
			A-I-3 Date and time	1. Expression of time, e.g., morning, noon, afternoon, hours and minutes. 2. Expression of date, e.g., years, months, and dates.
			A-I-4 Person, names, physique, and family members	1. Expression of pronouns, e.g., you, I, he/she, you (plural), we, they. 2. Sign names and expression of surname in sign language, e.g., Dimple Boy, Curly Headed Girl, Huang, Chang, Wang. 3. Expression of relative titles, e.g., father, mother, siblings. 4. Expression of physique, e.g., tall, short, fat, slim.
			A-I-5 Social expressions including greeting, gratitude, blessing, and goodbye	Common social expressions, e.g., how are you, thank you, congratulations, see you tomorrow.
			A-I-6 Characteristics of things	Description of features of people, things, and objects, e.g., objects being big, small, light, heavy.
		II	A-II-1 Manner of action of people, things, and objects	Manner of action, e.g., walking fast, walking slowly, beating with force, beating softly.
			A-II-2 Frequencies of events	Frequency of occurrence, e.g., exercise often, sometimes late, never lie.
			A-II-3 Like and dislike	Personal likes and dislikes, e.g., I like ball games; I don't like singing.
			A-II-4 Asking and answering questions	1. Question types, e.g., Are you a student? When will the movie start? Would we go to the night market together? 2. Answers to questions, e.g., Yes,

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				I'm a student; 2:30; OK.
			A-II-5 Spatial location and direction of movement of people, things, and objects.	Expression of spatial relation, e.g., the book is on the table; he puts a book on the table; the dog jumps onto the table; a child walks into the train station.
			A-II-6 Instruction, request, suggestion, and advice	1. Expression of instructions and requests, e.g., stand up, sit down, look at me. 2. Expression of suggestions and advice, e.g., mother suggests me to go to school early; the teacher advises me to study hard.
		III	A-III-1 Emotions and feelings	1. Expression of emotions, e.g., he is angry; he is happy. 2. Expression of feelings, e.g., he is worried about the epidemic; he is disappointed about the result.
			A-III-2 Degree modification of stative verbs	Expression of different degrees of statuses, e.g., the younger brother is a bit angry; the elder brother is very angry.
			A-III-3 Negating information	Expression of negation, e.g., he didn't come to school today; he is not tall, nor fat; he never plays computer games.
			A-III-4 Deontic and epistemic modality	1. Expression of modality, such as ability, permission, obligation, and duty, e.g., he can drive; he can attend the meeting; you should not be late. 2. Expression of levels of certainty about messages through the use of modal words or facial expressions, e.g., sure, not sure, nearly.
			A-III-5 Past, present, and future tense	Expression related to tenses, e.g., expression of time including yesterday, now, tomorrow, next week, the year before last year.
		IV	A-IV-1 Suggestions and opinions	Expression of suggestions and opinions, e.g., the teacher suggests him to learn sign language; I object that he serves as the class representative.
			A-IV-2 Temporal sequence	Expression of the sequential order of events, e.g., he went to the library to get the book; he took the

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				book to the library.
			A-IV-3 Cohesion and coherence	The use of different strategies for cohesion and coherence between sentences, e.g., he laughs, and so do I; we read together again after the meal.
			A-IV-4 Discourse deixis	Expression of space, time, and person demonstratives, e.g., there lives an old man in the mountain, and he used to be a middle school teacher.
			A-IV-5 Initiation, progression, and completion of an event	Expression of aspects including the progressive aspect and perfect aspect, e.g., it has started to rain; he is exercising; he has finished his meal.
		V	A-V-1 Expressing change of states	Expression of change of situation or state, e.g., the weather is becoming colder and colder; there are more and more foreigners here; the scope of influence becomes bigger and bigger.
			A-V-2 Comparative sentences	Comparison between things, including the expression of similarities or differences, e.g., the younger brother is heavier than the elder brother; the brothers are similar in height; the apples are more expensive today than yesterday.
			A-V-3 Cause and result	Expression of cause and result, that is, something causes the resultant status, e.g., he broke the glass.
			A-V-4 Conditional and hypothetical sentences	1. Expression of conditional sentences, e.g., if he works hard, he'll succeed. 2. Expression of hypothetical sentences, e.g., if I had the money, I would buy a big house.
		I	Ba-I-1 Self-introduction	1. Phrases pertaining to basic personal information, e.g., names in sign language, age, characteristics in appearance. 2. Expression of interest, e.g., things one likes to do, favorite sports.
B. Life and Culture	a. Individual		Ba-I-2 Daily life	1. Expressions for family life, e.g.,

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				daily supplies, places. 2. Expressions relating to daily routines, e.g., getting up, going to school, leaving school, sleeping.
			Ba-I-3 Self-care in life	1. Expressions relating to self-care in life, e.g., eating, dressing up, going to the restroom, brushing teeth and washing face. 2. Description of physical condition, e.g., being hungry, having headache.
		II	Ba-II-1 Personal character	Expression of character and traits, e.g., lively, quiet, lazy.
			Ba-II-2 Shopping	Expressions for shopping, e.g., buy, sell, cheap, expensive.
			Ba-II-3 Food and nutrition	1. Expressions relating to food and drinks, e.g., eating, drinking, food, drinks, restaurants. 2. Expression of food names, e.g., rice, vegetables, milk, fish, meat, fruit. 3. Expressions relating to nutrition, e.g., vitamins, minerals, protein, fat, starch, calories, balanced diet.
		III	Ba-III-1 Sentiment and sensation	1. Expression of emotions, e.g., happy, sad, angry. 2. Expression of psychological feelings, e.g., curious, surprised, confident.
			Ba-III-2 Health and well-being	1. Expression relating to exercises, e.g., jogging, swimming. 2. Expression relating to health, e.g., health, sickness, recovery, vaccination, epidemic prevention measures. 3. Expression relating to well-being, e.g., happy, wonderful, sweet, carefree.
		IV	Ba-IV-1 Expectation and dream	1. Expression of expectation, e.g., hope someone will graduate without trouble, hope oneself will progress in study. 2. Expression of dreams, e.g., what kind of person one wishes to be, what dream one wants to achieve.

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			Ba-IV-2 Respect and equality	<ol style="list-style-type: none"> <li>1. Expression relating to respect and disrespect, e.g., respect, highly regard, taking lightly, discrimination against the disabled, discrimination against the Deaf, sexist, myths about the Deaf and sign language, gender stereotype.</li> <li>2. Equality promotion behaviors, e.g., advocating equality, taking human rights seriously, gender equality (including Enforcement Act of Judicial Yuan Interpretation No. 748).</li> </ol>
			Ba-IV-3 Rights and responsibility	<ol style="list-style-type: none"> <li>1. Expression pertaining to the Deaf rights, e.g., rights to education, rights to work, sign language translation service, transcription service, The Convention on the Rights of Persons with Disabilities.</li> <li>2. Expression pertaining to civil responsibilities and obligations, e.g., paying taxes, voting, social participation, social care.</li> </ol>
		V	Ba-V-1 Multiculturalism	Expressions of multiculturalism, e.g., youth culture, Hakka culture, indigenous culture.
			Ba-V-2 Beliefs and values	<ol style="list-style-type: none"> <li>1. Expression of beliefs, e.g., positive thinking, care for life.</li> <li>2. Expression of values, e.g., the Deaf advantage, money values, philosophy of life.</li> </ol>
			Ba-V-3 Language and identification	<ol style="list-style-type: none"> <li>1. Expression relating to language and identification, e.g., respect for language diversity, revival and succession of language.</li> <li>2. Cultural identity, e.g., the Deaf culture identification, a sense of belonging to the community.</li> </ol>
	b. Society and life	I	Bb-I-1 Family life	<ol style="list-style-type: none"> <li>1. Expressions for living environment, e.g., living room, dining room, kitchen.</li> <li>2. Expressions for home activities, e.g., watching TV, eating, cooking.</li> <li>3. Expressions for family activities, e.g., cleaning, traveling, ancestral worship, visiting relatives.</li> </ol>



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			Bb-I-2 School life	<ol style="list-style-type: none"> <li>1. People relating to school life, e.g., teacher, classmate, student, principal.</li> <li>2. Expressions relating to school activities, e.g., attending class, finishing class, taking exam, sports day.</li> <li>3. Words for school equipment and environment, e.g., desk, blackboard, classroom, playground.</li> <li>4. Introduction to the schools for the hearing impaired and the US Gallaudet University.</li> </ol>
			Bb-I-3 Weather condition	<ol style="list-style-type: none"> <li>1. Expressions for different weather conditions, e.g., sunny day, raining, typhoon, the weather becoming colder and colder.</li> <li>2. Words for weather-related articles, e.g., umbrella, raincoat.</li> <li>3. Expressions for weather-related events, e.g., flooding, typhoon day-off, houses collapsing.</li> </ol>
		II	Bb-II-1 Recreational activities	<ol style="list-style-type: none"> <li>1. Expressions for different recreational activities, e.g., reading, watching movie, shopping.</li> <li>2. Words for recreational venues, e.g., cinema, night market, department store.</li> </ol>
			Bb-II-2 Etiquette in daily life	<ol style="list-style-type: none"> <li>1. Courtesy expressions, e.g., please, thank you, you're welcome.</li> <li>2. Expressions relating to everyday etiquette, e.g., being punctual, not late, queuing, not speaking aloud, putting the phone on mute.</li> </ol>
		III	Bb-III-1 Community life	<ol style="list-style-type: none"> <li>1. Words for all sorts of shops, e.g., convenient store, bookstore, mega store</li> <li>2. Words for various institutions, e.g., hospital, post office, bank, police station.</li> <li>3. Words for engagement in activities, e.g., shopping, consulting the doctor, saving money, calling the police.</li> <li>4. Expressions for the Deaf-related</li> </ol>

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				activities, e.g., Deaf film festival, performance by theater of the Deaf, seminar on Deaf culture, sign language guided tour service at museums or art galleries.
			Bb-III-2 Events and festivals	<ol style="list-style-type: none"> <li>1. Words for different festivals, e.g., Lantern Festival, Dragon Boat Festival, Mid-Autumn Festival</li> <li>2. Expressions for activities to be done on different festivals, e.g., dragon boat race on Dragon Boat Festival, playing with lantern on Lantern Festival.</li> <li>3. Expressions for activities of different festivals, e.g., annual ceremony of indigenous peoples, Matsu pilgrimage, Christmas.</li> </ol>
			Bb-III-3 Sports	<ol style="list-style-type: none"> <li>1. Words for different sports, e.g., baseball, basketball, badminton.</li> <li>2. Introduction to the Deaflympics.</li> <li>3. How to adapt sports events to help the Deaf participate, e.g., replace the fire shot with a show of light in a swimming competition.</li> </ol>
		IV	Bb-IV-1 Food culture	<ol style="list-style-type: none"> <li>1. Expressions for activities of different festivals in Taiwan, e.g., dumpling, zongzi, moon cake, grapefruit, family reunion upon full moon.</li> <li>2. Dietary habits of and names of food from different ethnic groups in Taiwan.</li> </ol>
			Bb-IV-2 Agri-food education	<ol style="list-style-type: none"> <li>1. Words relating to agriculture, e.g., cultivating, harvesting, transporting</li> <li>2. Words for local fruits and agricultural products, e.g., sugar apple, pineapple, rice.</li> </ol>

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			Bb-IV-3 Planning and execution	<ol style="list-style-type: none"> <li>1. Words relating to planning, e.g., making plan, applying, organizing.</li> <li>2. Expressions for activities related to the Deaf, e.g., the Deaf Film Festival, performance of Deaf theater, International Day of Sign Languages</li> <li>3. Expressions relating to information and search tools, e.g., Google search engine, inquiry of the National Bibliographic Information Network.</li> </ol>
		V	Bb-V-1 Barrier-free environment	<ol style="list-style-type: none"> <li>1. Disability-related expressions, e.g., physical and mental disabilities, deafness, blindness, moving functional limitation.</li> <li>2. Expressions pertaining to barrier-free arrangements for the Deaf, e.g., sign language translator, transcriber, hearing dog.</li> <li>3. Expressions for other barrier-free concepts and environment, e.g., wheelchair, braille, barrier-free ramp.</li> </ol>
			Bb-V-2 Labor education	<ol style="list-style-type: none"> <li>1. Workplace-related people, e.g., boss, colleague, subordinate.</li> <li>2. Expressions for the Deaf employment model and related law and regulations, e.g., salary, labor insurance, adaptation of the barrier-free facilities of the work environment, protection of the Occupational Safety and Health Act, Act of Gender Equality in Employment.</li> </ol>
			Bb-V-3 Social participation, relationship, and structure	<ol style="list-style-type: none"> <li>1. Learning about and participating in the activities related to the Deaf, e.g., Deaflympics, the Deaf Film Festival, International Day of Sign Languages, International Week of the Deaf.</li> <li>2. Expressions relating to organizations for the Deaf, e.g., National Association of The Deaf R.O.C. (Taiwan), The World Federation of the Deaf.</li> <li>3. Expressions relating to the Deaf</li> </ol>

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				campaign, e.g., cultural equality, inclusive education, equality of information access, barrier-free communication.
			Bb-V-4 Legal knowledge	<ol style="list-style-type: none"> <li>1. Legal practitioners, e.g., lawyer, judge.</li> <li>2. Expressions of relevant institutions, e.g., police station, court.</li> <li>3. Expressions of common violations, e.g., drunk driving, running a red light.</li> <li>4. Other related expressions, e.g., the law, criminal code, violations, go into jail, rights.</li> </ol>
			Bb-V-5 Health and medical care	<ol style="list-style-type: none"> <li>1. Medical practitioners, e.g., doctor, nurse, audiologist, speech therapist, social worker.</li> <li>2. Expressions of relevant institutions, e.g., hospital, pharmacy.</li> <li>3. Expressions of common illnesses, e.g., cold, hypertension, heart diseases, pneumonia.</li> </ol>
	c. The Deaf culture and technology	I	Bc-I-1 Origins of lexicon in Taiwan Sign Language	Explaining the word formation strategies and motivations, e.g., “baseball” is an imitation of the bat swinging movement.
			Bc-I-2 Deaf etiquette for communication	Etiquette to be noted when interacting with the Deaf, e.g., the way to draw attention from the Deaf, the turn-taking mode of the rights to speak when talking, eye contact.

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			Bc-I-3 Linguistic properties of Taiwan Sign Language	<ol style="list-style-type: none"> <li>1. Iconicity of lexicon, e.g., the word “mountain” is highly similar to the shape of a mountain.</li> <li>2. Simultaneity structure, e.g., expressing spatial relationship of things by means of the relative position of the two hands.</li> <li>3. The use of facial expression, e.g., facial expression for question and negative sentence.</li> <li>4. The use of syntactic space, e.g., in a comparison sentence, express different items of comparison by using two sides of the body.</li> </ol>
			Bc-I-4 Assistive technology	<ol style="list-style-type: none"> <li>1. Expressions of digital technology that affects the Deaf lifestyle.</li> <li>2. Expressions for latest news about hearing aids and speech-to-text software.</li> <li>3. Expressions for latest science knowledge, such as hearing aids.</li> <li>4. Expressions of information technology such as speech translation and sign language recognition.</li> </ol>
		II	Bc-II-1 History of Taiwan Sign Language	Explaining the fact that Taiwan Sign Language originates from the Japanese sign language system, but after years of development, it has become a comprehensive sign language system independent from Japanese sign language.
			Bc-II-2 Deaf lifestyle	Like to participate in activities of the Deaf community; there must be sufficient lighting when communicating using sign language; reluctant to part before leaving a gathering.
			Bc-II-3 idiomatic expressions in Taiwan Sign Language	<ol style="list-style-type: none"> <li>1. Facial expression when using sign language, e.g., facial expression for question or negative sentence.</li> <li>2. Eye contact has the turn-taking function of the rights to speak.</li> </ol>

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			Bc-II-4 Visual media	TV show and mass communication media relating to the Deaf language and culture, e.g., Sign Language News on Public Television Service , Listening Eye on Public Television Service.
		III	Bc-III-1 Facial expressions and communication skills	Understand the function and role of facial expression in sign language, e.g., the function of facial expression in questions and negative sentences.
			Bc-III-2 New scientific knowledge	Sign language expression of modern scientific knowledge, e.g., coining of new sign language lexicon.
			Bc-III-3 Needs of the Deaf	<ol style="list-style-type: none"> <li>1. The concept of equality of information access, e.g., sign language translation and real-time subtitles for press conferences of major events, sign language guided tours at all museums and art galleries.</li> <li>2. The demand for barrier-free communication, e.g., electronic display in mass transit system, real-time subtitles on TV, the assistance of sign language translator, transcriber, and hearing dog.</li> <li>3. Replacing voice devices with flash equipment, e.g., flash door bell.</li> <li>4. Adaptation of working environment for the Deaf, e.g., installing flash devices, caption display equipment.</li> </ol>
		IV	Bc-IV-1 Roles of the Deaf and literary works	<ol style="list-style-type: none"> <li>1. Adaptation and change needed when a Deaf person is present during a conversation, e.g., seat arrangement, whether there is sufficient lighting.</li> <li>2. How can the Deaf and sign language become a theme in literature and affect the form of literary creation, e.g., drama performance of the Deaf theater, sign language poems creation, inclusion of the Deaf role in movies and novels.</li> </ol>

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			Bc-IV-2 Drama and movie	Dramas and movies with Deaf persons' participation or with the Deaf as the theme, e.g., Children of a Lesser God, A World of Boisterous Silence
			Bc-IV-3 Artistic creation	Artistic creation about the Deaf, e.g., sign language poem, artworks about deprivation of rights and self-assertion.
		V	Bc-V-1 Deaf Gain	The value and benefit that may be brought by "Deafness", e.g., communication in sign language allows people to understand that human communication is not restricted to the auditory system; the Deaf culture helps create a more diversified culture; the spatial design and layout of Gallaudet University can be applied to general schools for the construction of a more friendly learning environment for the Deaf.
			Bc-V-2 Intercultural comparison	Comparison between the hearing culture and the Deaf culture, e.g., eye contact during communication, the use of video conferencing and real-time messaging software.
			Bc-V-3 Internet industry	Current status and the trend of the Deaf-related online industries, e.g., sign language video interpreting service.
			Bc-V-4 Technology ethics	1. Digital technology concept and moral duty, e.g., need to inform the party concerned before using voice or video making software. 2. Pros and cons of technology to the development of the Deaf language and culture, e.g., video conferencing software or video platform are beneficial for the dissemination of sign language and the Deaf culture.