

Curriculum Guidelines of 12-Year Basic Education

Language Domain – Native Language (The Hakka language)

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I. Fundamental Beliefs

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

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

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

The Hakka language curriculum guidelines are developed based on the Development of National Languages Act and with reference to the Hakka Basic Act to fulfill the constitutional spirit of protecting multiculturalism, inheriting and promoting the Hakka language and culture, with the vision of the revival, inheritance, and innovation of the Hakka language.

Learning of the Hakka language starts with the cultivation of the language, literature, and cultural knowledge, and inspires students' interest and ability in exploring and applying the Hakka language in real-life situations. Furthermore, students are trained to engage in self-directed learning, express emotions, solve problems, use information, undertake artistic creation, cultural inheritance, and develop the knowledge, skills, and attitude of local and international care.

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

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

II. Curriculum Goals

1. To develop an interest in learning the Hakka language, understanding Hakka history and culture, and imbue in learners an awareness of the Hakka language revival.
2. To possess the listening, speaking, reading, and writing skills in the Hakka language.
3. To improve the ability to think and solve problems using the Hakka language in daily life.
4. To foster a mutual trust attitude and cooperative spirit among the multiple ethnic groups.
5. To understand the cultures of different ethnic groups in the world through the learning of the Hakka language, thereby broadening one's international horizons.

III. Time Allocation

<div>Educational stages Learning stages Grades Categories</div>	Elementary school						Junior high school			Upper secondary school		
	Stage I		Stage II		Stage III		Stage IV			Stage V		
	1	2	3	4	5	6	7	8	9	10	11	12
MOE-mandated curriculum	1 period/week						1 period/week			2 credits		
Enriched elective courses										4 credits		
Remarks	<div>I. Elementary education</div> <div>1. The learning period in elementary school is under the “domain-specific curriculum”; one 40-minute period per week is allocated.</div> <div>2. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week. Furthermore, combination with other domains is allowed for implementation of interdisciplinary curriculum. The course may also be given during the alternative learning period.</div> <div>II. Junior high education</div> <div>1. The learning period is under the “domain-specific curriculum” in Grades 7 and 8; one 45-minute period per week is allocated. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week.</div> <div>2. It is under the “alternative curriculum” for Grade 9. Schools should survey students for their intention to take the course. Class should be offered as an alternative learning course if students are interested. It is recommended the course should reinforce integration of the Hakka language knowledge and real-life application upon the foundation of the domain-specific curriculum.</div>											

	<p>3. Schools may also implement interdisciplinary curriculum by integrating it with other domains, and may offer it as an alternative learning course.</p> <p>III. Upper secondary education</p> <p>1. The 2-credit native languages/Taiwanese sign language course is under the MOE-mandated curriculum, to be offered basically in the first year, but may also be given in other academic years.</p> <p>2. The 4-credit enriched elective courses for general upper secondary schools should comply with the following curriculum plan:</p> <table border="1" data-bbox="555 450 1401 607"> <thead> <tr> <th>Name of course</th><th>Credit</th></tr> </thead> <tbody> <tr> <td>Verbal communication and expression in The Hakka language</td><td>2</td></tr> <tr> <td>Special topics in The Hakka language</td><td>2</td></tr> </tbody> </table> <p>3. Vocational, comprehensive, and specialized upper secondary schools may offer elective The Hakka language courses according to students' needs and the school development vision and characteristics upon completion of the MOE-mandated curriculum by making reference to the general upper secondary schools' enriched elective courses in native languages/Taiwanese sign language.</p>	Name of course	Credit	Verbal communication and expression in The Hakka language	2	Special topics in The Hakka language	2
Name of course	Credit						
Verbal communication and expression in The Hakka language	2						
Special topics in The Hakka 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 “the Hakka language” subject after assimilating the fundamental beliefs and curriculum goals of the subject. However, for students who have changed the language they studied or who have suspended the study of this language, teachers may flexibly adjust the requirement by referring to the core competency for different educational stages depending on the students' actual language ability and development status.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (The Hakka language) Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	To 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,	客-E-A1 To learn the Hakka language, understand Hakka customs, and thereby cultivate good lifestyle and habits that promote health and develop personal potential.	客-J-A1 To understand the Hakka language; possess the ability and interest in learning Hakka on one's own initiative; explore one's self-worth; increase self-understanding; actively develop one's potential.	客-U-A1 To fathom the characteristics of the Hakka language and the implication of its inheritance, and hence affirm one's self-worth, strive to improve oneself, and make personal career plan.

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			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		Students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.			
	A2 Logical Thinking and Problem Solving	To possess the 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.	客-E-A2 To equip students with the ability to think in The Hakka language through the inheritance and practice of Hakka experience, and allow them to tackle everyday life problems with what they have learned.	客-J-A2 To improve life skills through the inheritance of Hakka knowledge, so that students possess the ability to think independently in the Hakka language, and thereby seek appropriate strategies to solve life problems.	客-U-A2 To possess the ability to perform reasoning, critique, and comprehensive induction using The Hakka language; learn the positive Hakka spirit of encountering challenges to deal with various life issues.
	A3 Planning, Execution, Innovation, and Adaptation	To 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.	客-E-A3 To get the ability to devise the Hakka language learning plan and the basic practical skills of sharing, discussion, and performance; be able to deal with daily life situations in innovative ways, enrich life experience, and bolster the ability to adapt to the	客-J-A3 To devise a The Hakka language learning plan by making good use of resources; possess the ability to plan and execute events; develop a variety of professional knowledge and skills; bring the spirit of proactive learning into play; enhance the competency of	客-U-A3 To have the ability to plan, take action, review and reflect using The Hakka language; practice the spirit of innovation; integrate The Hakka language knowledge into other domains/subjects, and hence improve the ability to adapt to social change.

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			future society.	innovation and adaptation.	
B Communication and Interaction	B1 Semiotics and Expression	To 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. To be able to make use of these abilities in daily life or at the workplace.	客-E-B1 To possess the basic listening, speaking, reading, and writing skills in the Hakka language, and be able to use the Hakka language for daily life expression.	客-J-B1 To possess the language literacy of listening, speaking, reading, and writing in the Hakka language; be able to use Hakka linguistic semiotics for expression, communication and interaction in daily life.	客-U-B1 To possess the ability to express ideas and emotions in the Hakka language, and to engage in interpersonal communication and interaction with empathy.
	B2 Information and Technology Literacy and Media Literacy	To 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	客-E-B2 To understand the content and impact of Hakka media; possess the basic skill of using technology and information; be able to actually use media resources for learning the Hakka language.	客-J-B2 To collect and organize the Hakka language data by means of information search tools for enhancing learning outcome; determine information accuracy, and be able to contemplate the interactive relationship between media resources and Hakka culture.	客-U-B2 To be able to use various media tools to intensify the learning of The Hakka language; possess technology and media literacy, and be able to reflect on issues such as technology ethics through the processes of informed reading and criticism of media information.

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		technology, information, and media.			
	B3 Artistic Appreciation and Aesthetic Literacy	To 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.	客-E-B3 To possess The Hakka language acumen and art appreciation skill; promote multisensory development through various Hakka artistic/cultural experiences; perceive the beauty of the Hakka art; enhance aesthetic literacy in life.	客-J-B3 To possess the ability to appreciate and exhibit/perform the Hakka culture and art, and hence understand the aesthetic perception and expression in the Hakka culture; improve aesthetic literacy and fullness of life.	客-U-B3 To possess the ability to critically appreciate and exhibit/perform the Hakka linguistic art; discern the interactive relationship between Hakka artistic creation and the society, history, and culture; engage in the inheritance, creation, and sharing of the Hakka art by means of aesthetic literacy in life.
C Social Participation	C1 Moral Praxis and Citizenship	To 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	客-E-C1 To understand issues about the Hakka culture such as conventional virtues, environmental protection, and social care, and thereby improve one's moral knowledge and judgment.	客-J-C1 To develop morality in life and a sense of civic responsibility through the Hakka culture; develop the attitude to show active concern for social issues, nature and ecology through community participation, and hence improve one's civic literacy of moral speculation and practice.	客-U-C1 To possess the competency of contemplating moral and public issues using The Hakka language; develop a good moral quality and a sense of social responsibility, and be able to take the initiative to participate in the conservation of the environment and social/public affairs.

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		qualities of moral character to recognize, appreciate, and practice good deeds.			
	C2 Interpersonal Relationships and Teamwork	To 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.	客-E-C2 To possess the communication skill in the Hakka language; form good relationship with others; be happy to interact and coordinate with others; improve teamwork skills.	客-J-C2 To improve communication and coordination skills by using the Hakka language knowledge; possess an attitude of actively serving people; enhance the competency of cooperating with others and harmonious interaction.	客-U-C2 To use the Hakka language knowledge to express a friendly sentiment; be tolerant of different opinions; build good interpersonal relationship; develop the abilities of communication and coordination, teamwork, and social participation.
	C3 Cultural and Global Understanding	To 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	客-E-C3 To enhance one's cultural identity through the Hakka culture; care for the local and international cultures; understand cultural diversity, and hence elevate the respect for other languages and cultures.	客-J-C3 To understand the value of multiculturalism through the Hakka culture; appreciate the differences between multiple cultures; care for the international culture; understand and respect the similarities and differences between local and international cultures.	客-U-C3 To be aware of the value of the Hakka culture; adapt to the pulse of the times and social development; take the initiative to care for global cultural issues; contemplate the correlation of localization and internationalization; develop a multicultural and international perspective.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (The Hakka language) Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		understanding and a multicultural value system, and strive for world peace.			

V. Learning Focus

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

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

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

“Illustration of Learning Focus of the Hakka language and the Corresponding Core Competency with Examples” (see Appendix 1) is laid down to make sure that the learning focus corresponds with the core competency, and that the core competency of the subject can be accomplished through the learning focus. Thus, it guides the interdisciplinary curriculum design and ensures rigorous curriculum development. “Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum” (see Appendix 2) are drawn up to enrich learning of the subject, promote cultivation of the core competency to appropriately match various issues with the learning

focus of the Hakka language.

1. Learning Performance

Learning performance of the Hakka language is categorized into four types – listening, speaking, reading, and writing, and the coding principle is illustrated below:

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

Type	Learning stage	Learning performance	
1. Listening	I	1-I-1	Be able to understand vocabulary from everyday Hakka sentences.
		1-I-2	Be able to develop an interest in listening to The Hakka language.
		1-I-3	Be able to understand daily life Hakka vocabulary through the audio-visual media material.
	II	1-II-1	Be able to identify sentences in daily life conversations.
		1-II-2	Be able to develop the habit of listening to The Hakka language.
		1-II-3	Be able to learn to use audio-visual media material for practicing Hakka listening.
	III	1-III-1	Be able to identify messages in daily life conversations.
		1-III-2	Be able to demonstrate an attitude for listening to The Hakka language.
		1-III-3	Be able to use information technology for listening to and understanding The Hakka language.
	IV	1-IV-1	Be able to distinguish the meanings expressed by a speaker.
		1-IV-2	Be able to fathom the linguistic wisdom of The Hakka language.
		#1-IV-3	Be able to respond correctly to messages conveyed in The Hakka language.
	V	1-V-1	Be able to grasp the speaking skill and reasoning of the speaker.
		1-V-2	Be able to make association and inference in The Hakka language through listening.
		1-V-3	Be able to hear and identify Hakka expressions for public affairs.
2. . 5	I	2-I-1	Be able to tell the life representation of the Hakka culture.

Type	Learning stage	Learning performance	
		2-I-2	Be able to show an interest in speaking the Hakka language.
		2-I-3	Be able to speak daily life Hakka vocabulary.
	II	2-II-1	Be able to explain the essential elements of the Hakka culture.
		2-II-2	Be able to develop the habit of using the Hakka language.
		2-II-3	Be able to respond to daily life conversations in The Hakka language.
	III	2-III-1	Be able to introduce the ethnic characteristics of the Hakka culture.
		2-III-2	Be able to use The Hakka language proactively and gladly.
		2-III-3	Be able to use daily life The Hakka language for conversations.
	IV	2-IV-1	Be able to describe the experience of practicing Hakka culture.
		2-IV-2	Be able to perceive the idea of speaking The Hakka language.
		#2-IV-3	Be able to translate daily life the Hakka language to other languages and vice versa.
	V	2-V-1	Be able to report the profound connotations of Hakka culture.
		2-V-2	Be able to appreciate the value of speaking the Hakka language.
		2-V-3	Be able to tell stories, experiences, and comment on reports in The Hakka language.
3. Reading	I	3-I-1	Be literate in frequently used Hakka vocabulary in daily life.
		3-I-2	Be able to develop an interest in reading everyday Hakka vocabulary.
	II	3-II-1	Be able to read frequently used Hakka sentences in daily life.
		3-II-2	Be able to demonstrate the habit of reading everyday Hakka sentences.
		3-II-3	Be able to read and pronounce the Hakka pinyin (initials, finals, and tones).
	III	3-III-1	Be able to interpret conversations written with frequently used Hakka sentences.
		3-III-2	Be able to comprehend the cultural meaning of Hakka literary works.
		3-III-3	Be able to master the writing system of Hakka text.
	IV	3-IV-1	Be able to understand information in articles written in The Hakka language.
		3-IV-2	Be able to broaden horizons because of Hakka literary works.
		#3-IV-3	Be able to interpret messages in a passage using the Hakka language.
	V	3-V-1	Be able to analyze the content of works written in the Hakka language.
		3-V-2	Be able to appreciate Hakka literature.
		3-V-3	Be able to comprehend works written in the Hakka language by using proper reading strategies.
4. Writing	I	4-I-1	Be able to discern the writing of Hakka text.
		4-I-2	Be able to show an interest in using the Hakka language for writing.
		4-I-3	Be able to write frequently used simple vocabulary in The Hakka language.
	II	4-II-1	Be able to distinguish the difference of writings in the Hakka language and other languages.
		4-II-2	Be able to develop the habit of writing in the Hakka language.

Type	Learning stage	Learning performance	
	III	4-II-3	Be able to organize frequently used sentences in the Hakka language.
		4-III-1	Be able to identify the characteristics of Hakka writing.
		4-III-2	Be able to demonstrate the attitude for writing in the Hakka language.
	IV	4-III-3	Be able to write short narrative essays in the Hakka language.
		4-IV-1	Be able to understand the presentation style of Hakka writing.
		4-IV-2	Be able to perceive the idea of using The Hakka language for writing.
		#4-IV-3	Be able to translate works written in other languages to The Hakka language.
	V	4-V-1	Be able to analyze the writing style of the Hakka language.
		4-V-2	Be able to bring the influence of Hakka writing into play.
		4-V-3	Be able to use the Hakka language for record or creative work.

2. Learning Content

Learning content of the Hakka language focuses on “language/literature”, and is assisted with “society/life” and “art/culture”. For “language/literature”, learning is planned from small to big units, from simple to complicated content on vocabulary, sentence, passage, and pragmatics. “Society/life” and “art/culture” are intertwined with “language/literature” based on daily life content and focused on the inheritance of Hakka culture. Different items and learning contents are arranged under these three main themes. Coding illustration is given below:

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

Theme	Item	Learning stage	Learning content	
A. Lang uage/ Litera	a. Phonetics	II	Aa-II-1	Identification and reading of the initials, finals, and tones of the Hakka language

Theme	Item	Learning stage	Learning content
		III	Aa-III-1 Writing of the initials, finals, and tones of the Hakka language
		IV	°Aa-IV-1 Integrated usage of the phonetic system (initials, finals, and tones) of the Hakka language
			°Aa-IV-2 Special usage of the phonetic system (initials, finals, and tones) of the Hakka language
		V	°Aa-V-1 Integrated usage of the phonetic system (initials, finals, and tones) of the Hakka language
			°Aa-V-2 Special usage of the phonetic system (initials, finals, and tones) of the Hakka language
	b. Vocabulary	I	Ab-I-1 Simple Chinese words in the Hakka language
			Ab-I-2 Simple vocabulary in the Hakka language
		II	Ab-II-1 Basic Chinese words in the Hakka language
			Ab-II-2 Basic vocabulary in the Hakka language
		III	Ab-III-1 Frequently used Chinese words in the Hakka language
			Ab-III-2 Frequently used vocabulary in the Hakka language
			Ab-III-3 Simple reference books and information media for the Hakka language
		IV	Ab-IV-1 Advanced Chinese words in the Hakka language
			Ab-IV-2 Advanced vocabulary in the Hakka language
			Ab-IV-3 Practical reference books and information media for the Hakka language
		V	Ab-V-1 Feature phrases in the Hakka language
			Ab-V-2 Academic or professional expressions in the Hakka language
			Ab-V-3 Reference books and related information media for the Hakka language
	c. Sentence	I	Ac-I-1 Simple life expressions in the Hakka language
		II	Ac-II-1 Basic life expressions in the Hakka language
			Ac-II-2 Simple Hakka idiomatic phrases
		III	Ac-III-1 Hakka idiomatic phrases

Theme	Item	Learning stage	Learning content	
			Ac-III-2	Common daily phrases in the Hakka language
		IV	Ac-IV-1	Advanced Hakka idioms
			Ac-IV-2	Advanced common daily phrases in the Hakka language
		V	Ac-V-1	Sentence patterns in the Hakka language
			Ac-V-2	Hakka idioms
	d. Passage	I	Ad-I-1	Simple short essays in the Hakka language
			Ad-I-2	Simple songs in the Hakka language
		II	Ad-II-1	Simple short articles in The Hakka language
			Ad-II-2	Simple short poems in the Hakka language
			Ad-II-3	Simple short stories in the Hakka language
		III	Ad-III-1	Hakka short essays
			Ad-III-2	Hakka poetry
			Ad-III-3	Hakka stories
		IV	°Ad-IV-1	Hakka proses and novels
			°Ad-IV-2	Hakka poetry and songs
			°Ad-IV-3	Hakka stories and dramas
		V	°Ad-V-1	Hakka proses and novels
			°Ad-V-2	Hakka poetry and songs
			°Ad-V-3	Hakka stories and dramas
	e. Pragmatics	I	Ae-I-1	Simple expression of emotions in The Hakka language
		II	°Ae-II-1	Expression of emotions in the Hakka language
			Ae-II-2	Simple speaking skills in the Hakka language
		III	°Ae-III-1	Expression of emotions in The Hakka language
			Ae-III-2	Common speaking skills and reasoning methods in the Hakka language
			Ae-III-3	Simple translation between the Hakka language and other languages
		IV	°Ae-IV-1	Thinking and expression of emotions in the Hakka language
			°Ae-IV-2	Speaking skills and reasoning methods in the Hakka language
			°Ae-IV-3	Translation between the Hakka language and other languages

Theme	Item	Learning stage	Learning content	
B. Society/Life		V	°Ae-V-1	Thinking and expression of ideas and emotions in the Hakka language
			°Ae-V-2	Speaking skills and reasoning methods in the Hakka language
			°Ae-V-3	Translation between The Hakka language and other languages
	a. Self-understanding	I	Ba-I-1	Understanding the body
			Ba-I-2	Kinship titles
		II	Ba-II-1	Emotional expressions
			°Ba-II-2	Social appellations
		III	Ba-III-1	Gender understanding and respect
			°Ba-III-2	Social appellations
			°Ba-III-3	Emotion management
		IV	Ba-IV-1	Personality traits and exploration of gender orientation
			Ba-IV-2	Workplace titles
			°Ba-IV-3	Emotion management
		V	Ba-V-1	Understanding oneself
			Ba-V-2	Social roles
	b. Interpersonal communication	I	Bb-I-1	Simple expression
			Bb-I-2	Greeting words
		II	Bb-II-1	Expression of opinions
			Bb-II-2	Simple life dealings
		III	Bb-III-1	Expression of opinions and emotions
			Bb-III-2	Common life dealings
		IV	Bb-IV-1	Emotional expression and sharing of experience
			Bb-IV-2	Life and social contacts
		V	Bb-V-1	Handling interpersonal relationship
			Bb-V-2	Social etiquette
			Bb-V-3	Communication and interaction
	c. Daily life	I	Bc-I-1	Life routines
			Bc-I-2	School life
		II	Bc-II-1	Sharing of housework
			Bc-II-2	Peer interactions
			Bc-II-3	Community and neighborhood
		III	Bc-III-1	Clothing, food, and health
			°Bc-III-2	Learning activities
			Bc-III-3	Urban and rural society
		IV	Bc-IV-1	Leisure and recreation
			°Bc-IV-2	Learning activities
			Bc-IV-3	Community interactions
		V	Bc-V-1	Family life
			Bc-V-2	School education
			Bc-V-3	Community participation

Theme	Item	Learning stage	Learning content	
	d. Social matters	II	Bd-II-1	Hakka community care
		III	Bd-III-1	Care for Hakka society
			®Bd-III-2	Hakka public affairs
		IV	Bd-IV-1	Hakka ethnic care
			®Bd-IV-2	Hakka public affairs
		V	Bd-V-1	Social participation
			Bd-V-2	Understanding and participation in public policies
			Bd-V-3	Multi-ethnic development in Taiwan
	e. Natural scenes	I	Be-I-1	Time and weather
			Be-I-2	Life space and landscape
		II	Be-II-1	Time and weather
			Be-II-2	Community environment and landscape
		III	Be-III-1	Time and solar terms
			Be-III-2	Home town landscape
		IV	Be-IV-1	Climate change in Taiwan
			Be-IV-2	Natural landscape of Taiwan
		V	Be-V-1	Natural landscape of the world
C. Art/Culture	a. Local customs	I	Ca-I-1	Traditional Hakka festivals
		II	Ca-II-1	Hakka ancestral worship
			Ca-II-2	Hakka seasonal customs
		III	Ca-III-1	Hakka rites of passage
			Ca-III-2	Hakka local ceremonies
		IV	Ca-IV-1	Hakka annual festivals
			Ca-IV-2	Hakka religions and beliefs
		V	Ca-V-1	Annual festivals of Taiwan
			Ca-V-2	Religions and beliefs in Taiwan
	b. History and culture	II	Cb-II-1	Story of Hakka origin
		III	Cb-III-1	Hakka history and origin
			Cb-III-2	Characteristics of the Hakka ethnic group
			Cb-III-3	Connotations of Hakka culture
		IV	Cb-IV-1	Hakka history and culture
			Cb-IV-2	The Hakka ethnic spirit
		V	Cb-V-1	History and culture of Taiwan
	c. Art and aesthetics	I	Cc-I-1	Hakka life and diet
		II	Cc-II-1	Traditional Hakka food
			®Cc-II-2	Hakka performing art
		III	Cc-III-1	Hakka food and clothing
			®Cc-III-2	Hakka performing art
			Cc-III-3	Hakka crafts for life
		IV	Cc-IV-1	Hakka clothing culture
			Cc-IV-2	Hakka music and opera
			Cc-IV-3	Hakka crafts and architecture
		V	Cc-V-1	Traditional Hakka art

Theme	Item	Learning stage	Learning content	
	d. Humanities and ecology	II	Cc-V-2	Hakka culture production
			Cd-II-1	Community cultural landscape
			Cd-II-2	Community ecological conservation
		III	Cd-III-1	Home town cultural landscape
			Cd-III-2	Home town ecological conservation
		IV	Cd-IV-1	Preservation and revitalization of Taiwan's cultural landscape
			Cd-IV-2	Taiwan's ecological development and revitalization
		V	Cd-V-1	Development and preservation of the world's cultural landscape
			Cd-V-2	Ecological conservation and sustainable development
	e. International horizons	III	Ce-III-1	Migration of the Hakka ethnic group
			Ce-III-2	Global distribution of Hakka people
		IV	Ce-IV-1	Hakka people in Southeast Asia
			Ce-IV-2	Inheritance and localization of Hakka culture
		V	Ce-V-1	Hakka people around the world
			Ce-V-2	Inheritance of Hakka culture and international exchange

3. Elective Course Guide for Upper Secondary School Education

The 4-credit enriched elective courses for general upper secondary schools are an extension of the MOE-mandated curriculum, aiming at strengthening students' integrated usage of The Hakka language including listening, speaking, reading, and writing skills. The curriculum plans are as follows:

(1) Course objectives of "Oral Communication and Expression in the Hakka language":

1. Develop the habit of listening to the Hakka language.
2. Possess the ability to conduct daily conversation in The Hakka language, and be able to give appropriate responses in different situations and scenarios.
3. Develop the ability to express one's opinions, describe familiar people, events, time, places and things, and discuss with others in the Hakka language, and foster the awareness of language revival.
4. Understand and respect the multi-ethnic cultures, and possess the ability to introduce domestic and foreign cultures in the Hakka language.

To achieve these course objectives, teachers may consider the number of learning periods needed, and adopt the appropriate learning performance and learning content from the following course-related learning focuses:

Learning focus Type of learning performance	Learning performance	Learning content
Listening	1-V-1 Be able to grasp the speaking skill and reasoning of the speaker. 1-V-2 Be able to make association and inference in The Hakka language through listening. 1-V-3 Be able to hear and identify Hakka expressions for public affairs.	Ab-V-2 Academic or professional expressions in the Hakka language Ab-V-3 Reference books and related information media for the Hakka language Ac-V-1 Sentence patterns in the Hakka language Ac-V-2 Hakka idioms [®] Ae-V-1 Thinking and expression of ideas and emotions in the Hakka language [®] Ae-V-2 Speaking skills and reasoning methods in the Hakka language Ba-V-2 Social roles Bb-V-3 Communication and interaction Bc-V-1 Family life Bc-V-2 School education Bc-V-3 Community participation Bd-V-3 Multi-ethnic development in Taiwan Cb-V-1 History and culture of Taiwan Cc-V-1 Traditional Hakka art Cc-V-2 Hakka culture production Ce-V-1 Hakka people around the world Ce-V-2 Inheritance of Hakka culture and international exchange
Speaking	2-V-1 Be able to report the profound connotations of Hakka culture. 2-V-2 Be able to appreciate the value of speaking The Hakka language. 2-V-3 Be able to tell stories, experiences, and comment on reports in the Hakka language.	Ab-V-2 Academic or professional expressions in the Hakka language Ab-V-3 Reference books and related information media for The Hakka language Ac-V-1 Sentence patterns in the Hakka language Ac-V-2 Hakka idioms [®] Ae-V-1 Thinking and expression of ideas and emotions in the Hakka language [®] Ae-V-2 Speaking skills and reasoning methods in the Hakka language Ba-V-2 Social roles Bb-V-3 Communication and interaction Bc-V-1 Family life

Learning focus		
Type of learning performance	Learning performance	Learning content
		Bc-V-2 School education Bc-V-3 Community participation Bd-V-3 Multi-ethnic development in Taiwan Cb-V-1 History and culture of Taiwan Cc-V-1 Traditional Hakka art Cc-V-2 Hakka culture production Ce-V-1 Hakka people around the world Ce-V-2 Inheritance of Hakka culture and international exchange

(2) Course objectives of “Special Topics in The Hakka language”:

1. Develop good reading and writing skills in the Hakka language as well as an attitude of active inquiry.
2. Understand the endangered situation of the Hakka language; inspire an interest in the study of The Hakka language-related topics; improve creative thinking and problem-solving ability.
3. Develop a professional literacy in the Hakka language under different situations (daily life scenarios, multi-ethnic cultural scenarios, academic scenarios, or workplace scenarios, etc.)

To achieve these course objectives, teachers may consider the number of learning periods needed, and adopt the appropriate learning performance and learning content from the following course-related learning focuses:

Learning focus		
Type of learning performance	Learning performance	Learning content
Reading	3-V-1 Be able to analyze the content of works written in The Hakka language. 3-V-2 Be able to appreciate the Hakka literature. 3-V-3 Be able to comprehend works written in the Hakka language by using proper reading strategies.	Ab-V-3 Reference books and related information media for the Hakka language Ac-V-1 Sentence patterns in the Hakka language *Ad-V-1 Hakka prose and novels *Ad-V-2 Hakka poetry and songs *Ad-V-3 Hakka stories and dramas *Ae-V-1 Thinking and expression of ideas and emotions in the Hakka language *Ae-V-3 Translation between the Hakka language and other languages

Learning focus Type of learning performance	Learning performance	Learning content
		Bc-V-3 Community participation Bd-V-1 Social participation Bd-V-2 Understanding and participation in public policies Bd-V-3 Multi-ethnic development in Taiwan Cb-V-1 History and culture of Taiwan Cc-V-1 Traditional Hakka art Cc-V-2 Hakka culture production Cd-V-1 Development and preservation of the world's cultural landscape Cd-V-2 Ecological conservation and sustainable development
Writing	4-V-1 Be able to analyze the writing style of the Hakka language. 4-V-2 Be able to bring the influence of Hakka writing into play. 4-V-3 Be able to use the Hakka language for record or creative work.	Ab-V-3 Reference books and related information media for the Hakka language Ac-V-1 Sentence patterns in The Hakka language °Ad-V-1 Hakka proses and novels °Ad-V-2 Hakka poetry and songs °Ad-V-3 Hakka stories and dramas °Ae-V-1 Thinking and expression of ideas and emotions in the Hakka language °Ae-V-3 Translation between the Hakka language and other languages Bc-V-3 Community participation Bd-V-1 Social participation Bd-V-2 Understanding and participation in public policies Bd-V-3 Multi-ethnic development in Taiwan Cb-V-1 History and culture of Taiwan Cc-V-1 Traditional Hakka art Cc-V-2 Hakka culture production Cd-V-1 Development and preservation of the world's cultural landscape Cd-V-2 Ecological conservation and sustainable development

VI. Implementation Directions

These Implementation Directions are set forth in accordance with the Curriculum Guidelines of the 12-Year Basic Education, in which the three levels of education – the core competency, learning performance, and learning content are tightly intertwined to ensure the educational ideas embodied in the core competency are manifested in the learning focus in an expectation to achieve the educational goal of adaptive instruction for talent development. It is also expected that the requirements stated in the learning performance can be accomplished in the Hakka language curriculum.

1. Curriculum Development

The Hakka language education, in the language domain, aims to help students develop the Hakka language competence including listening, speaking, reading, and writing skills within limited learning time, so that their learning performance would show a balanced development in all three dimensions of the cognitive, affective, and psychomotor dimensions. The curriculum development places a special emphasis on the language usage in daily life, and students are expected to foster a solid foundation for the language usage that upholds spontaneity, interaction, and common good in such life spheres as self-realization, family interaction, and social communication. They are also expected to understand the Hakka culture, history, ethnic characteristics, and perceive the Hakka language's difference from other languages, and hence promote the Hakka history and culture.

Curriculum development for the Hakka language should be approached from different perspectives, namely as follows:

- (1) Phased: Language is closely related to mental development in such competencies as comprehension and usage, interpersonal communication, etc. A person's growth represents the gradual maturity of mental cognition and socialization, and language learning or teaching must be a step-by-step progressive process. Like the acquisition and development of the mother tongue or the first language, it must be acquired from small to big units, from simple to complicated contents, and the language should be naturally acquired by means of natural exposure in immersive environments and happy ambiances.
- (2) Articulated: Language is an organic entity, which is full of energy and derivative potential. Linguistic expression is an integrated structure consisting of phonetics, grammar, and semantics that cannot be arbitrarily segmented. Although contents of the teaching materials are distinct for different grades and different learning stages, continuity and articulation must be upheld for the

internal language system.

- (3) Integrated: For any domain/subject, teaching must be carried out by way of language. The Hakka language is a curriculum itself, but can also be combined with other domains/subjects by integrating it into other themes, or by using the Hakka language as the medium of instruction, or by including corresponding the Hakka language content in other curricula, and hence to be implemented in an integrated approach.
- (4) Adaptive: Language acquisition or language learning is an expression of multiple intelligences. Each student has his/her own unique learning endowment different from others. Students' individual differences and needs must be taken into account for the Hakka language teaching, and teaching content, progress, and assessment method should be flexibly adapted to enhance the learning results and guide students for adaptive development.

Furthermore, curriculum development should be centered on students' experience, with teaching materials taken from their daily life. Basic concepts about issues such as gender equality, human rights, environments and marine education should also be included.

2. Teaching Material Selection and Composition

The essential principle for the materials in the Hakka language teaching is to require experiences taken from students' daily life. In so doing, communication and usage of the language can be combined with students' life which can furthermore be closely connected family, school, and society. In the final stage, as expected, the Hakka language can be practically adopted in the articulatory communication in the society. The language is confidently taken as a communication tool, boldly express themselves, and demonstrate their care for the community and love for their homeland. Therefore, the Hakka language teaching material must comply with students' learning mentality and correspond to students' individual differences. Teaching material of different levels of difficulty should be selected or composed to facilitate differentiated instruction. In the past, the Hakka culture, life, and language concern mostly with the agricultural life, with vocabulary having relatively strong intrinsic characteristics and phrases being relatively direct expression. Nowadays as students live in a rapidly changing digital world, both vocabulary and expression are subject to the influence of other languages. In face of contact with other ethnic groups and languages, The Hakka language teaching material should focus on modern life as much as possible while trying to inherit traditions. Therefore, the emphasis is on spoken the Hakka language that can be used in daily life. In addition, the Hakka language teaching material may also be composed in combination with other MOE-mandated or school-based curricula to flexibly form different learning units.

To increase diversity of language learning and give consideration to both local care and

international perspective, composition of the Hakka language teaching material should get in touch with issues like gender equality, human rights, environment, and marine education as appropriate. Moreover, prejudice, discrimination, stereotypes embedded in the cultural traditions should be avoided when composing the teaching material. (See Appendix 2: Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum)

Schools may not only offer courses according to students' learning stages, but may also arrange courses based on the language levels. Reference may be made to the composition advice for different learning stages when selecting and composing teaching material for different language levels. Illustrations of the selection and composition of teaching material for different learning stages are given below for two types of courses – MOE-mandated courses and enriched elective courses.

A. MOE-mandated courses

Selection and composition of teaching material for MOE-mandated courses is expounded below based on the four aspects – listening, speaking, reading, and writing.

1. Listening material

- (1) Teaching material must be practical, to be taken mainly from daily life expressions. Words, phrases, short sentences, long sentences, and then short paragraphs to long paragraphs, gradually more and more complicated contents are to be learned from the daily life expressions.
- (2) Prime emphasis is placed on the identification of Hakka pronunciation, intonation, and tone, and the ability to differentiate The Hakka language and other languages. Furthermore, intonation characteristics of interrogative and imperative sentences should be identified, and then the differences in expression of one's voice, stand, judgment, and evaluation in The Hakka language as well as their usage should be understood.
- (3) The abovementioned phrases and sentences should be integrated in the curriculum according to the learning focus of each learning stage.
- (4) Design collaborative listening, speaking and conversation scenarios by making use of appropriate audio-visual media material to enhance learning outcome.

2. Speaking material

- (1) Based on daily life expressions, and learn greeting phrases in the Hakka language first, for example, common phrases for greeting, showing concern, and apology.
- (2) Learn the words, short sentences to long sentences from daily life phrases in the Hakka

language, progressing from simple to complicated contents, and using variation in sentence patterns and vocabulary to achieve the goal of proficiency.

- (3) Contents should cover the daily life vocabulary and sentences in the Hakka language, and gradually extending to the translation between the Hakka language and other languages, with the goal of expressing the Hakka culture and showing concern for the Hakka public affairs.
- (4) Vocabulary and sentences must take both pronunciation and semantics into consideration. In particular, sentences should be learned in combination with such speaking essentials as the intonation, sentence pattern, pragmatics (tone, speed, subject statement, content organization). These essentials should be integrated in various courses.
- (5) Teaching material can correspond with other domains/subjects to achieve the result of diverse learning.

3. Reading material

(1) Learning Stages I and II

- A. Stages I and II in the Hakka language teaching material focus mainly on oral the Hakka language, with an expectation that students can do picture speaking.
- B. Goal of the initial speaking stage is recognition and reading of words, understanding Chinese characters in the Hakka language, and the ability to read basic Hakka writing. Phonetic symbols may be added to facilitate reading.
- C. Gradually learn the correlation between the phonetic symbols and reading. Based on the curriculum themes, the phonetic symbols should be used as the assistive tool for pronunciation teaching.

(2) Learning Stages III and IV

- A. Stage III still focuses on conversation or responding to others, and supported with nursery rhymes and chants to increase vocabulary and make learning interesting.
- B. After mastering the sentence patterns, gradually progress to the reading of simple narrative, expository, and lyrical writings.
- C. Chinese characters for The Hakka language should be based on the Dictionary of Frequently-Used Taiwan Hakka published by the Ministry of Education. Other than that, frequently used, easy-to-understand characters with relatively few strokes should be used.
- D. Contents should be local and educational, which interpret the merits of Hakka culture in a positive way.

E. Illustrations should be lively and energetic, be able to highlight the theme and accurately reflect the delicacy and characteristics of Hakka culture. Amount and size of the illustrations should be appropriately adjusted according to the grades.

F. Hakka phonetic symbols may be added depending on teaching needs.

(3) Learning Stage V

A. Reading material in The Hakka language should not only target at the improvement of language usage but also elevate reading to the level of literature appreciation. Long essays should be used in principle.

B. Various reading strategies should be provided to guide students in the effective reading of Hakka writings. Emphatically foster students' competence in identifying the subject, style, structure, and writing skills, and enhance their reflection on and identification with the Hakka culture.

C. Contents should include a variety of interdisciplinary issues to broaden students' reading horizons and life prospects.

D. Apart from printed teaching material, e-books and online information should be extensively provided to improve students' integrated learning and usage ability.

4. Writing material

(1) Learning Stages III and IV

A. Mainly focus on writing short sentences in the Hakka language in the early stage, as well as the ability to write down and share specific images that one sees, touches, and contemplates.

B. Apprehend the meaning of a "paragraph", understand the way to write a paragraph, and develop from paragraph to passage with the help of the reading and speaking material.

C. Try to analyze paragraphs or short essays through reading and identify the topic, organization, structure, plot twist, and ending. Besides, students are required to pay attention to their speaking and conclude on the differences and similarities between the written and spoken languages.

D. Start from oral composition, and offer Hakka vocabulary and sentence patterns for practice and choice.

E. Grasp the basic practice rules such as vocabulary variation and sentence pattern variation in Hakka sentences, and provide sufficient opportunity for practice.

F. Make organized arrangement for essay writing steps and narrative skills.

(2) Learning Stage V

- A. Teaching material for Hakka writing should highlight the usage of Hakka feature phrases and sentences.
- B. The writing concepts of all genres should be introduced, with suitable examples provided to guide the writing of different genres of text, expression of opinions and feelings.
- C. Teaching material should include contemporary issues in order to guide the writing of knowledge content in The Hakka language, making a statement and the argument process.

B. Enriched elective courses

1. Oral communication and expression in The Hakka language

- (1) Selection and composition of teaching material should be based on students' life experience, guiding students in the development of the habit of thinking and expressing in The Hakka language.
- (2) Strategies and examples should be given to help develop a sense of The Hakka language and guide students to distinguish various tones in real life context.
- (3) When selecting and composing the material, students' needs in their future interpersonal relationship, workplace, public environment should be taken into consideration for the design of exercise questions, in order to improve their communication and discussion skills. Questions may take the form of practical exercises, such as oral Q&A, oral presentation, speech, and debate.

2. Special topics in the Hakka language

- (1) In the teaching material, the Hakka language knowledge may be integrated with other domains/subjects to generate an interdisciplinary special research project or writing of a short essay.
- (2) The teaching material should emphasize the development of students' ability of basic research and inquiry in a special topic, including the classic papers in that topic, reading and research methods, research data, etc.
- (3) The teaching material may include real life examples in a community survey or field trip, so that the concepts of sustainability of cultural and natural environment can be established.
- (4) The teaching material may include the planning and practice of various Hakka art/cultural activities, in the format of multimedia dissemination, so that Hakka cultural talent can be trained for the inheritance of the culture.

3. Teaching Implementation

(1) Recommendations for the implementation of the Hakka language curriculum:

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

(2) The objective of language teaching is to enable students to naturally use the language. Therefore,

The Hakka language teachers are advised to use the Hakka language in class as much as possible, constructing an immersive language learning environment in order to guide students to speak the Hakka language spontaneously.

(3) Teaching is to be implemented on the basis of “communicative language teaching”, and diverse teaching strategies should be adopted such as collaborative learning, cooperative teaching, role play, and reader's theater, etc. The teaching process should be student-centered, with teachers providing the platform and suggesting a topic for discussion, allowing each student to keenly participate and state one's ideas, opinions, and suggestions. Thereby, students would be able to apply what they have learned about The Hakka language in daily life.

(4) Teaching may also be implemented by means of “situational teaching”, where the learning environment is made into a small simulated community, with each student joining, making contributions, and sharing. Through participation in the activity, students may not only learn in an energetic and vivid environment, but also make a stage for oneself, play one's role, and hence demonstrate one's special characteristics.

(5) The principles of from simple to complicated content and step-by-step progress should be upheld for the overall teaching progress.

(6) Guide and encourage students to use information technology and audio-visual media appropriately to assist learning, so that they may develop further understanding of the abundant connotations of the Hakka culture.

(7) Considering the regional characteristics, the scale of schools, and continuity of different educational stages, schools may establish a professional teachers' community for The Hakka

language curriculum development and may collaborate with other schools to establish an inter-school professional community for collaborative lesson planning, teaching observation and feedback, research and development of curriculum and teaching material, etc. to enhance professional knowledge of The Hakka language and improve students' learning outcome.

- (8) Curriculum design and teaching should tap into students' life experience, and the school's and family's functions can be connected to construct a better language learning environment.
- (9) Teachers may work their plans in with the school's overall curriculum plan to perform off-campus teaching or community fieldtrips, so as to deepen students' connection with the local culture, putting The Hakka language into practice in daily life. Moreover, students may learn to make Hakka creative works and participate in Hakka public affairs through such activities as broadcasting, news, drama, rapping art, language competition, policy marketing, thematic discourse, and issue inquiry.

4. Teaching Resources

- (1) Schools may set up a specialized classroom for the Hakka language education if space allows, and decorate the space for Hakka learning and usage, so that students may experience the beauty of The Hakka language in natural situation and real-life context.
- (2) Teachers should take part in the Hakka language teacher training from time to time to keep in touch with the local culture, improve teaching skills, and modernize teaching concepts.
- (3) Schools should collect the Hakka language-related material, such as dictionaries, books on proverbs, songs, phonetic symbols, etc. from diverse sources, and organize them well to increase the breadth and depth of teaching application.
- (4) Teaching resources for the Hakka language should be diversified. On top of the textbooks, stories about family and community history and culture should be included. Besides, all sorts of online resources, audio messages, video records, computer software should be used. Teaching material that covered listening, speaking, reading, and writing should be composed for theme-based content.
- (5) Schools may link up with the digital the Hakka language learning platform and integrate the relevant online open courses to provide students with opportunities and environment for spontaneous self-learning and multi-pronged language learning. Digital learning courses should be distinguished according to students' Hakka accent and proficiency level.
- (6) Schools should encourage parents to form learning community, in order to strengthen teacher-parent collaboration and cooperation in support of students' afterschool learning and usage of The Hakka language.

- (7) The central competent authority should provide the language proficiency assessment tool for schools.

5. Learning Assessment

(1) Purpose of assessment

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

(2) Scope and content of assessment

In regard to the scope and content of assessment, reference should be made to the core competency, learning focus (including learning performance and learning content) of various learning stages, with the learning portfolio and results also taken into consideration. Assessment should correspond to the learning objectives, and students should be informed of the learning objectives and assessment methods beforehand.

(3) Assessment methods

1. Teachers should adopt diverse assessment methods with reference to the purpose, scope, and content of assessment. Focus should be on oral practice, for examples, oral reports, listening and oral communication, performance, appreciation, behavioral observation, etc., to be assisted with written tests and worksheets.
2. Teachers should take into account students' physical and mental development, individual differences, and the language use status at home to adopt appropriate assessment methods.

(4) Results presentation

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

(5) Feedback and application

1. Teachers should give instant and specific feedback to students based on the assessment result to support their learning and help them achieve the learning objectives.
2. Teachers should conduct self-reflection based on the assessment results, identify students' learning needs, improve teaching, and provide more adaptive teaching content and assessment method.
3. Students should be able to discern how the learning content can be applied in real life through participation in the assessment process, and hence take the initiative to construct knowledge and develop self-learning ability.

VII. Appendix

Appendix 1: Illustration of Learning Focus of The Hakka language and The Corresponding Core Competency with Examples

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
1-I-1 Be able to understand vocabulary from everyday Hakka sentences. 1-II-1 Be able to identify sentences in daily life conversations. 2-II-1 Be able to explain the essential elements of the Hakka culture. 2-III-1 Be able to introduce the ethnic characteristics of the Hakka culture.	Cc-I-1 Hakka life and diet Bc-II-1 Sharing of housework Bc-III-1 Clothing, food, and health Ca-III-1 Hakka rites of passage	客-E-A1 Learn the Hakka language, understand Hakka customs, and thereby cultivate good lifestyle and habits that promote health and develop personal potential.
1-IV-2 Be able to fathom the linguistic wisdom of the Hakka language. #1-IV-3 Be able to respond correctly to messages conveyed in The Hakka language. 2-IV-2 Be able to perceive the idea of speaking the Hakka language. #2-IV-3 Be able to translate daily life The Hakka language to other languages and vice versa.	Ab-IV-2 Advanced vocabulary in the Hakka language Ac-IV-2 Advanced common daily phrases in The Hakka language Ba-IV-1 Personality traits and exploration of gender orientation Bb-IV-1 Emotional expression and sharing of experience	客-J-A1 Understand the Hakka language; possess the ability and interest in learning Hakka on one's own initiative; explore one's self-worth; increase self-understanding; actively develop one's potential.
1-V-1 Be able to grasp the speaking skill and reasoning of the speaker. 1-V-2 Be able to make association and inference in The Hakka language through listening. 2-V-2 Be able to appreciate the value of speaking the Hakka language	Ba-V-1 Understanding oneself Ba-V-2 Social roles Cb-V-1 History and culture of Taiwan	客-U-A1 Fathom the characteristics of the Hakka language and the implication of its inheritance, and hence affirm one's self-worth, strive to improve oneself, and make personal career plan.

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
2-I-3 Be able to speak daily life Hakka vocabulary. 2-II-3 Be able to respond to daily life conversations in The Hakka language. 2-III-3 Be able to use daily life the Hakka language for conversations. 3-III-2 Be able to comprehend the cultural meaning of Hakka literary works.	Bc-I-1 Life routines Bc-II-2 Peer interactions Cb-II-1 Story of Hakka origin *Bc-III-2 Learning activities	客-E-A2 Equip students with the ability to think in the Hakka language through the inheritance and practice of Hakka experience, and allow them to tackle daily life problems with what they have learned.
#2-IV-3 Be able to translate daily life the Hakka language to other languages and vice versa. 3-IV-2 Be able to broaden horizons because of Hakka literary works. 4-IV-1 Be able to understand the presentation style of Hakka writing.	*Ae-IV-2 Speaking skills and reasoning methods in the Hakka language Bc-IV-1 Leisure and recreation Cd-IV-2 Taiwan's ecological development and revitalization	客-J-A2 Improve life skills through the inheritance of Hakka knowledge, so that students possess the ability to think independently in the Hakka language, and thereby seek appropriate strategies to solve life problems.
2-V-3 Be able to tell stories, experiences, and comment on reports in The Hakka language. 3-V-2 Be able to appreciate Hakka literature. 4-V-1 Be able to analyze the writing style of the Hakka language. 4-V-2 Be able to bring the influence of Hakka writing into play.	*Ae-V-2 Speaking skills and reasoning methods in the Hakka language Bc-V-1 Family life Bc-V-2 School education Ca-V-2 Religions and beliefs in Taiwan	客-U-A2 Possess the ability to perform reasoning, critique, and comprehensive induction using the Hakka language; learn the positive Hakka spirit of encountering challenges to deal with various life issues.
2-II-3 Be able to respond to daily life conversations in the Hakka language. 4-II-3 Be able to organize frequently used	Bc-II-3 Community and neighborhood Ab-III-3 Simple reference books and information media for the Hakka language *Bc-III-2	客-E-A3 Possess the ability to devise a The Hakka language learning plan and the basic practical skills of sharing, discussion, and

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
<p>sentences in The Hakka language.</p> <p>2-III-3 Be able to use daily life The Hakka language for conversations.</p> <p>4-III-3 Be able to write short narrative essays in the Hakka language.</p>	<p>Bc-III-3 Learning activities Urban and rural society</p>	<p>performance; be able to deal with daily life situations in innovative ways, enrich life experience, and bolster the ability to adapt to the future society.</p>
<p>2-IV-1 Be able to describe the experience of practicing Hakka culture</p> <p>#4-IV-3 Be able to translate works written in other languages to the Hakka language.</p>	<p>Ab-IV-3 Practical reference books and information media for The Hakka language</p> <p>Ac-IV-2 Advanced common daily phrases in the Hakka language</p> <p>*Bc-IV-2 Learning activities</p>	<p>客-J-A3</p> <p>Devise a The Hakka language learning plan by making good use of resources; possess the ability to plan and execute events; develop a variety of professional knowledge and skills; bring the spirit of proactive learning into play; enhance the competency of innovation and adaptation.</p>
<p>2-V-1 Be able to report the profound connotations of Hakka culture.</p> <p>4-V-3 Be able to use the Hakka language for record or creative work.</p>	<p>Ac-V-1 Sentence patterns in the Hakka language</p> <p>Bc-V-3 Community participation</p> <p>Cb-V-1 History and culture of Taiwan</p>	<p>客-U-A3</p> <p>Possess the ability to plan, take action, review and reflect using the Hakka language; practice the spirit of innovation; integrate The Hakka language knowledge into other domains/subjects, and hence improve the ability to adapt to social change.</p>
<p>3-I-1 Be literate in frequently used Hakka vocabulary in daily life.</p> <p>2-II-3 Be able to respond to daily life conversations in The Hakka language.</p> <p>1-III-1 Be able to identify messages in daily life conversations.</p> <p>4-III-3 Be able to write short narrative essays in the Hakka language.</p>	<p>Bb-I-1 Simple expression</p> <p>Bb-II-2 Simple life dealings</p> <p>Bb-III-2 Common life dealings</p>	<p>客-E-B1</p> <p>Possess the basic listening, speaking, reading, and writing skills in the Hakka language, and be able to use The Hakka language for daily life expression.</p>
<p>1-IV-1 Be able to distinguish</p>	<p>Ab-IV-2 Advanced vocabulary</p>	<p>客-J-B1</p>

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
<p>the meanings expressed by a speaker.</p> <p>#3-IV-3 Be able to interpret messages in a passage using the Hakka language.</p> <p>4-IV-1 Be able to understand the presentation style of Hakka writing.</p> <p>#4-IV-3 Be able to translate works written in other languages to the Hakka language.</p>	<p>Ac-IV-2 in The Hakka language Advanced common daily phrases in the Hakka language</p> <p>Bb-IV-1 Emotional expression and sharing of experience</p> <p>Bc-IV-3 Community interactions</p>	<p>Possess the language literacy of listening, speaking, reading, and writing in the Hakka language; be able to use Hakka linguistic semiotics for expression, communication and interaction in daily life.</p>
<p>1-V-1 Be able to grasp the speaking skill and reasoning of the speaker.</p> <p>3-V-3 Be able to comprehend works written in the Hakka language by using proper reading strategies.</p> <p>4-V-2 Be able to bring the influence of Hakka writing into play.</p> <p>4-V-3 Be able to use The Hakka language for record or creative work.</p>	<p>Ab-V-2 Academic or professional expressions in the Hakka language</p> <p>® Ae-V-1 Thinking and expression of ideas and emotions in the Hakka language</p> <p>Bb-V-3 Communication and interaction</p> <p>Bc-V-3 Community participation</p>	<p>客-U-B1</p> <p>Possess the ability to express ideas and emotions in the Hakka language, and to engage in interpersonal communication and interaction with empathy.</p>
<p>1-I-3 Be able to understand daily life Hakka vocabulary through the audio-visual media material.</p> <p>1-II-3 Be able to learn to use audio-visual media material for practicing Hakka listening.</p> <p>1-III-3 Be able to use information technology for listening to and understanding the Hakka language.</p>	<p>Ab-III-3 Simple reference books and information media for The Hakka language</p>	<p>客-E-B2</p> <p>Understand the content and impact of Hakka media; possess the basic skill of using technology and information; be able to actually use media resources for learning The Hakka language.</p>
<p>#1-IV-3 Be able to respond</p>	<p>Ab-IV-3 Practical reference</p>	<p>客-J-B2</p>

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
correctly to messages conveyed in The Hakka language. #3-IV-3 Be able to interpret messages in a passage using the Hakka language.	books and information media for The Hakka language	Collect and organize The Hakka language data by means of information search tools for enhancing learning outcome; determine information accuracy, and be able to contemplate the interactive relationship between media resources and Hakka culture.
1-V-3 Be able to hear and identify Hakka expressions for public affairs.	Ab-V-3 Reference books and related information media for The Hakka language	客-U-B2 Be able to use various media tools to intensify the learning of the Hakka language; possess technology and media literacy, and be able to reflect on issues such as technology ethics through the processes of informed reading and criticism of media information.
2-II-1 Be able to explain the essential elements of the Hakka culture. 3-III-2 Be able to comprehend the cultural meaning of Hakka literary works.	°Cc-II-2 Hakka performing art Cc-III-1 Hakka food and clothing Cc-III-3 Hakka crafts for life	客-E-B3 Possess the Hakka language acumen and art appreciation skill; promote multisensory development through various Hakka artistic/cultural experiences; perceive the beauty of Hakka art; enhance aesthetic literacy in life.
3-IV-1 Be able to understand information in articles written in The Hakka language. 3-IV-2 Be able to broaden horizons because of Hakka literary works.	°Ad-IV-2 Hakka poetry and songs °Ad-IV-3 Hakka stories and dramas Cc-IV-1 Hakka clothing culture Cc-IV-2 Hakka music and opera	客-J-B3 Possess the ability to appreciate and exhibit/perform the Hakka culture and art, and hence understand the aesthetic perception and expression in the Hakka culture; improve aesthetic literacy and fullness of life.
3-V-1 Be able to analyze the content of works written in The Hakka language.	°Ad-V-1 Hakka proses and novels °Ad-V-2 Hakka poetry and songs	客-U-B3 Possess the ability to critically appreciate and

Learning Focus of the Hakka language Subject			Core Competency of the Hakka language Subject
Learning Performance	Learning Performance		
	®Ad-V-3 Cb-V-1 Cc-V-1 Cc-V-2	Hakka stories and dramas History and culture of Taiwan Traditional Hakka art Hakka culture production	exhibit/perform the Hakka linguistic art; discern the interactive relationship between Hakka artistic creation and the society, history, and culture; engage in the inheritance, creation, and sharing of Hakka art by means of aesthetic literacy in life.
2-I-1 Be able to tell the life representation of the Hakka culture. 2-II-1 Be able to explain the essential elements of the Hakka culture. 3-III-2 Be able to comprehend the cultural meaning of Hakka literary works.	Ca-I-1 Bd-II-1 Cd-II-2 Cd-III-2	Traditional Hakka festivals Hakka community care Community ecological conservation Home town ecological conservation	客-E-C1 Understand issues about the Hakka culture such as conventional virtues, environmental protection, and social care, and thereby improve one’s moral knowledge and judgment.
2-IV-1 Be able to describe the experience of practicing Hakka culture 3-IV-2 Be able to broaden horizons because of Hakka literary works.	Bc-IV-3 Bd-IV-1 ®Bd-IV-2	Community interactions Hakka ethnic care Hakka public affairs	客-J-C1 Develop morality in life and a sense of civic responsibility through the Hakka culture; develop the attitude to show active concern for social issues, nature and ecology through community participation, and hence improve one’s civic literacy of moral speculation and practice.
2-V-1 Be able to report the profound connotations of Hakka culture. 3-V-2 Be able to appreciate Hakka literature.	Bb-V-2 Bc-V-3 Bd-V-1 Bd-V-2 Cd-V-1 Cd-V-2	Social etiquette Community participation Social participation Understanding and participation in public policies Development and preservation of the world’s cultural landscape Ecological conservation and sustainable development	客-U-C1 Possess the competency of contemplating moral and public issues using The Hakka language; develop a good moral quality and a sense of social responsibility, and be able to take the initiative to participate in the conservation of the environment and social/public affairs.

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
2-I-3 Be able to speak daily life Hakka vocabulary. 1-II-1 Be able to identify sentences in daily life conversations. 1-III-1 Be able to identify messages in daily life conversations. 2-III-3 Be able to use daily life The Hakka language for conversations.	Bc-I-2 School life Bc-II-2 Peer interactions *Bc-III-2 Learning activities	客-E-C2 Possess the communication skill in the Hakka language; form good relationship with others; be happy to interact and coordinate with others; improve teamwork skills.
1-IV-1 Be able to distinguish the meanings expressed by a speaker. #2-IV-3 Be able to translate daily life The Hakka language to other languages and vice versa. 4-IV-1 Be able to understand the presentation style of Hakka writing.	*Ae-IV-3 Translation between The Hakka language and other languages Bc-IV-3 Community interactions Bd-IV-1 Hakka ethnic care *Bd-IV-2 Hakka public affairs	客-J-C2 Improve communication and coordination skills by using The Hakka language knowledge; possess an attitude of actively serving people; enhance the competency of cooperating with others and harmonious interaction.
1-V-1 Be able to grasp the speaking skill and reasoning of the speaker. 2-V-3 Be able to tell stories, experiences, and comment on reports in The Hakka language. 4-V-1 Be able to analyze the writing style of The Hakka language.	*Ae-V-1 Thinking and expression of ideas and emotions in The Hakka language *Ae-V-2 Speaking skills and reasoning methods in The Hakka language *Ae-V-3 Translation between The Hakka language and other languages	客-U-C2 Use the Hakka language knowledge to express a friendly sentiment; be tolerant of different opinions; build good interpersonal relationship; develop the abilities of communication and coordination, teamwork, and social participation.
2-III-1 Be able to introduce the ethnic characteristics of the Hakka culture. 4-III-1 Be able to identify the characteristics of Hakka writing.	Cb-III-3 Connotations of Hakka culture Cd-III-1 Home town cultural landscape Ce-III-2 Global distribution of Hakka people	客-E-C3 Enhance one's cultural identity through the Hakka culture; care for the local and international cultures; understand cultural diversity, and hence elevate the respect for other languages and cultures.
2-IV-1 Be able to describe the experience of	Cb-IV-1 Hakka history and culture	客-J-C3 Understand the value of

Learning Focus of the Hakka language Subject		Core Competency of the Hakka language Subject
Learning Performance	Learning Performance	
practicing Hakka culture #4-IV-3 Be able to translate works written in other languages to The Hakka language.	Cd-IV-1 Preservation and revitalization of Taiwan's cultural landscape Ce-IV-2 Inheritance and localization of Hakka culture	multiculturalism through the Hakka culture; appreciate the differences between multiple cultures; care for the international culture; understand and respect the similarities and differences between local and international cultures.
2-V-1 Be able to report the profound connotations of Hakka culture. 4-V-1 Be able to analyze the writing style of the Hakka language.	Bd-V-2 Understanding and participation in public policies Bd-V-3 Multi-ethnic development in Taiwan	客-U-C3 Be aware of the value of Hakka culture; adapt to the pulse of the times and social development; take the initiative to care for global cultural issues; contemplate the correlation of localization and internationalization; develop a multicultural and international perspective.

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

A. Foreword

“Issues” are some topics that attract popular attention based on the social development needs and students are expected to show understanding and take action on these issues. These are essential topics related to modern life, human development, and social values that are contemporary and forward-looking; they are also interdisciplinary topics that are extensively discussed. The 12-year basic education is based on the general guidelines and fundamental beliefs of “spontaneity”, “interaction”, and “common good”. They are closely related to the pulse of society and situation of our life. Students are trained in their critical thinking and problem-solving abilities with the issue-based education, and their sense of responsibility and executive power in face of the issues are enhanced. Hence, they will be able to pursue the core values such as respect for diversity, empathic care, justice and fairness, 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 for various domains/subjects can be brought into play, while relevant tissues not restricted to the above may be appropriately integrated. Also, as society changes and time passes, substance of the issues may change and new issues may emerge. Therefore, schools should stay highly sensitive to the issues, and invigorate and deepen the substance of the issues according to changes of the environment, and design innovative, forward-looking, and integrated curriculum plans as adaptive and age-appropriate to students’ physical and mental development.

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

Issue-based education can be implemented in both formal and informal curricula. Curriculum development and teaching material selection and composition should be centered on students' experiences, and materials from daily 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 teaching, teachers 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 implementing issue-based education. For a complete description of the contents of various issues listed in the General Guidelines and the way of integrating them into the curricula, please refer to the "Handbook of Issue-based Curriculum Integration" and the Curriculum Guides for various domains/subjects of the Curriculum Guidelines of 12-Year Basic Education.

B. Learning goals of the issues

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

Issues	Learning Goals
Gender equality education ¹	Understand the diversity of gender, discern the fact that gender inequality exists and be aware of the gender power relations in social culture; develop a value and belief in gender equality, put respect and tolerance for gender diversity and differences into practice; take action to eliminate gender bias and discrimination, protect human dignity for different genders and substantive equality of gender status.
Human rights education ²	Understand the fact that human rights exist and be aware of the basic concept and value thereof; develop a value and belief in human rights; augment the feeling for and appreciation of human rights; develop behaviors of respect for

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

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

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

1. Learning topics and substantive contents of the issues

As an extension of the Grade 1-9 integrated curriculum guidelines, a comprehensive content framework has been developed for the issues of gender equality, human rights, environment, and marine education. It helps the integration of issues when planning the extension of the domain/subject curricula, and also enriches and realizes the contents of core competency. Therefore, the gender equality, human rights, environment, and marine education issues are taken as examples, with their learning topics and substantive contents presented as follows, to provide a reference for curriculum design, composition of teaching materials, and teaching implementation.

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

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
Gender Equality Education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity. 性E2 Perceive the impact of body image on the body and mind.	性J1 Accept one's own and others' sexual orientation, gender traits, and gender identity. 性J2 Clarify the gender myths about the body image.	性U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development. 性U2 Explore the impact of social culture and media on the body image.
	Breakthrough of gender roles and elimination of sexism	性E3 Perceive the gender stereotypes, understand that division of labor in family, school, and occupation should not be subject to gender restriction.	性J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype.	性U3 Analyze gender inequality phenomena in family, school, workplace, and media, and propose strategies for improvement.
	Respect for and protection of physical autonomy	性E4 Understand the body boundary and respect others' physical autonomy.	性J4 Understand issues relating to physical autonomy, protect one's own and respect others' physical autonomy.	性U4 Protect and defend one's own physical autonomy, and respect others' physical autonomy.
	Prevention of sexual harassment, sexual assault, and sexual bullying	性E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the ways to seek help.	性J5 Identify the forms of sexual harassment, sexual assault, and sexual bullying, and make good use of resources to solve problems.	性U5 Probe into issues relating to sexual harassment, sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.
	Analysis of	性E6 Understand the	性J6 Discuss the	性U6 Analyze the

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	gender implications in language, text, and signs	gender implications of images, language, and text; use gender-equal language and text for communication.	gender implications of various signs, and the gender problems in interpersonal communication.	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 competency 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 space and resource distribution in campus, and give suggestions for improvement.	性J9 Understand the law relating to gender rights and acknowledge the models of gender equality movements; possess a caring attitude for gender minority. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	性U9 Understand the history of gender equality movement, take the initiative to participate in social and public affairs that promote gender equality; actively protect gender rights. 性U10 Review gender-related policies and offer opinions.
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and	性J11 Remove emotional expression and communication	性U11 Analyze gender power issues in affective relationship;

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
		interpersonal interaction. 性E11 Develop the ability of appropriate emotional expression between genders.	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.	develop communication and negotiation skills; and enhance the ability to deal with sentimental frustration. 性U12 Reflect on the gender power relations in various interactions.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of different societies.	性J13 Understand the gender implications of the diversity of 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 broaden the local and international horizons of gender equality.
Human Rights Education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	人U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.
	Human rights and responsibility	人E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	人J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social	人U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			improvement and action.	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.
	Human rights and its practice in life	人E4 Express one's own idea of a wonderful world, and listen to others' opinions. 人E5 Appreciate and accept individual differences and respect one's own and others' rights. 人E6 Recognize personal bias, and avoid emergence of discriminatory behaviors.	人J4 Understand the principles of equality and justice, and practice them in life. 人J5 Understand there are different groups and cultures in society; respect and appreciate the differences. 人J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the underprivileged.	人U4 Understand the relationship between human rights and world peace, and put it into practice in society. 人U5 Understand there are 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

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

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			<p>through the use of information networks.</p> <p>人J12 Apprehend the interrelationship between poverty and class exploitation.</p> <p>人J13 Understand the impact of war and peace on human life.</p> <p>人J14 Understand the significance of Universal Declaration of Human Rights for maintaining and protecting human rights.</p>	<p>organizations in 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> <p>人U12 Discern all the important international human rights covenants of the United Nations.</p>
Environment Education	Environmental ethics	<p>環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p> <p>環E2 Perceive the beauty and value of biological life; care for the life of animals and plants.</p> <p>環E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.</p>	<p>環J1 Understand the importance of biodiversity and environmental carrying capacity.</p> <p>環J2 Understand the interactive relationship between human beings and animals in the surrounding; understand animals' needs; and care for animals' welfare.</p> <p>環J3 Understand the ethical value of natural environment through environmental aesthetics and nature literature.</p>	<p>環U1 Care for the place of residence; understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p> <p>環U2 Understand the eco-injustice due to human damage of other species and habitats, and thus support the relevant environmental protection policies.</p>
	Sustainable development	環E4 Perceive the impact of	環J4 Understand the meaning and	環U3 Examine the contents of

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>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 impact on future generations.</p> <p>環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society.</p>	<p>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>環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.</p>	<p>Taiwan's 21st century agenda and the related policies.</p> <p>環U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their 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</p>

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			adaptation, and Taiwan's policies in response to climate change adaptation.	collective action.
	Disaster prevention and rescue	環E11 Discern major disasters that have 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 energy and resources have to be used for human survival and development; learn to use natural energy or materials in their natural forms in everyday life. 環E15 Realize that over-consumption of energy and	環J14 Understand the relationship between energy flow, material cycle, and the operation of the eco-system. 環J15 Discern the life cycle of products; explore their eco-footprint, water footprint, and carbon	環U12 Understand the meaning and executive strategy of a circular society; practice green consumption and environment-friendly lifestyle. 環U13 Understand the environmental cost, polluter

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
		<p>resources will cause pollution to the environment and resource depletion.</p> <p>環E16 Understand the principles of material cycle as well as resource recycling and reuse.</p> <p>環E17 Develop behaviors of water, electricity, and material conservation in everyday life, and reduce resource consumption.</p>	<p>footprint.</p> <p>環J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>pays principle, green design, and clean production mechanism.</p> <p>環U14 Understand the local and international legislation and administrative measures relating to the utilization of energy.</p> <p>環U15 Understand the green construction principles of adaptation to local conditions and environmental friendliness.</p>
Marine Education	Marine recreation	<p>海E1 Like water activities, and take water safety seriously.</p> <p>海E2 Learn the skill of swimming, 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 recreations 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 coastal and riverside environment and the residents' life and recreation.</p>	<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 recreations 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>
	Marine society	<p>海E4 Learn about the environment and industries in one's hometown or neighboring</p>	<p>海J4 Understand the structure and development of marine aquatic products,</p>	<p>海U4 Analyze the development of marine industries and technology, and</p>

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
		<p>waters.</p> <p>海E5 Explore the relationship between Taiwan's pioneering 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>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>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 presentation with an oceanic theme by using the body, voice, images, and props.</p>	<p>海J8 Read, share, and create literature with an oceanic background.</p> <p>海J9 Understand the similarities and differences of the maritime cultures 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</p>	<p>海U8 Create literature with an oceanic background in various genres 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 maritime folklore, religious beliefs and rituals of Taiwan and other countries.</p>

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

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

2. Illustration of learning focus with examples for issue-based curriculum integration in the “The Hakka language Curriculum Guidelines”

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

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
Gender Equality Education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity. 性E2 Perceive the impact of body image on the body and mind.	Ba-I-1 Ba-III-1	Understanding the body Gender understanding and respect
		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.	Ba-IV-1	Personality traits and exploration of gender orientation
		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.	Ba-V-1 Ba-V-2	Understanding oneself Social roles
	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	2-I-1 2-III-1	Be able to tell the life representation of the Hakka culture. Be able to introduce the ethnic characteristics of

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		subject to gender restriction.	Ba-III-1	the Hakka culture. Gender understanding and respect
		性 J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype.	Ba-IV-1 Ba-IV-2	Personality traits and exploration of gender orientation Workplace titles
		性 U3 Analyze gender inequality phenomena in family, school, workplace, and media, and propose strategies for improvement.	Ba-V-2 Bc-V-3	Social roles Community participation
	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.	Ac-III-2 Bc-II-2	Common daily phrases in The Hakka language Peer interactions
		性 J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	Bb-IV-2	Life and social contacts
		性 U6 Analyze the gender implications of signs, and use gender-equal language and signs.	Bb-V-3	Communication and interaction
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	1-III-3 Ae-III-3	Be able to use information technology for listening to and understanding The Hakka language. Simple translation between The Hakka language and other languages
		性 J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media.	Bc-IV-3	Community interactions
		性 U8 Develop technology and information competency without being subject to gender restriction.	®Ae-V-3	Translation between The Hakka language and other languages
	Gender rights and public participation	性J9 Understand the law relating to gender rights and acknowledge the	Bd-IV-1 ®Bd-IV-2	Hakka ethnic care Hakka public affairs °

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		models of gender equality movements; possess a caring attitude for gender minority. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.		
		性 U9 Understand the history of gender equality movement, take the initiative to participate in social and public affairs that promote gender equality; actively protect gender rights. 性 U10 Review gender-related policies and offer opinions.	Bc-V-3 Bd-V-2	Community participation Understanding and participation in public policies
	Gender power relations and interaction	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.	Ba-IV-2 Bb-IV-1 Bb-IV-2	Workplace titles Emotional expression and sharing of experience Life and social contacts
		性 U12 Reflect on the gender power relations in various interactions.	Bb-V-3	Communication and interaction
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of different societies.	Ba-I-2 ®Ba-III-2 3-III-2 Cb-III-3	Kinship titles Social appellations Be able to comprehend the cultural meaning of Hakka literary works. Connotations of Hakka culture
		性 J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	Ba-IV-2 Ce-IV-2	Workplace titles Inheritance and localization of Hakka culture

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		性 U14 Make good use of resources to broaden the local and international horizons of gender equality.	Bd-V-2 Bd-V-3 Ce-V-2	Understanding and participation in public policies Multi-ethnic development in Taiwan Inheritance of Hakka culture and international exchange
Human Rights Education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	Bc-I-2 Bc-II-2	School life Peer interactions
		人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	Bc-IV-3	Community interactions
		人 U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.	Bd-V-3 Cb-V-1	Multi-ethnic development in Taiwan History and culture of Taiwan
	Human rights and responsibility	人E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	Bd-II-1 Bd-III-1	Hakka community care Care for Hakka society
		人J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	®Bd-IV-2	Hakka public affairs
		人 U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.	Cb-V-1	History and culture of Taiwan
	Human rights and its practice in life	人E5 Appreciate and accept individual differences and respect one's own and others' rights.	Bc-III-3	Urban and rural society

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		人J5 Understand there are different groups and cultures in society; respect and appreciate the differences.	Ce-IV-2	Inheritance and localization of Hakka culture
		人 U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights.	Ce-V-1	Hakka people around the world
Environment Education	Environmental ethics	環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.	Cd-II-1 Cd-II-2 Cd-III-1 Cd-III-2	Community cultural landscape Community ecological conservation Home town cultural landscape Home town ecological conservation
		環 J1 Understand the importance of biodiversity and environmental carrying capacity.	Cd-IV-2	Taiwan's ecological development and revitalization
		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.	Cd-V-1	Development and preservation of the world's cultural landscape
	Sustainable development	環 E4 Perceive the impact of economic development and industrial development on the environment.	Cd-III-2	Home town ecological conservation
		環J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy).	Cd-IV-2	Taiwan's ecological development and revitalization
		環 U4 Contemplate the meaning of the quality of life and human development, and	Cd-V-2	Ecological conservation and sustainable development

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		thereby reflect on their relationship with sustainable development.		
Marine Education	Marine recreation	海 E1 Like water activities, and take water safety seriously.	Bc-I-2	School life
		海 J2 Learn about and take part in safe marine eco-tourism.	Bc-IV-1	Leisure and recreation
		海 U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.	Cd-V-1 Cd-V-2	Development and preservation of the world's cultural landscape Ecological conservation and sustainable development
	Marine culture	海E7 Read, share, and create ocean-related stories.	3-III-2 Ce-III-1	Be able to comprehend the cultural meaning of Hakka literary works. Migration of the Hakka ethnic group
		海J8 Read, share, and create literature with an oceanic background.	Cd-IV-1 Cd-IV-2 Ce-IV-1	Preservation and revitalization of Taiwan's cultural landscape Taiwan's ecological development and revitalization Hakka people in Southeast Asia
		海 U8 Create literature with an oceanic background in various genres and using different writing skills. 海 U9 Identify the value, style, and cultural context of various ocean arts.	3-V-1 3-V-2 3-V-3	Be able to analyze the content of works written in The Hakka language. Be able to appreciate Hakka literature. Be able to comprehend works written in The Hakka language by using proper reading strategies.