

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

The Domain of Social Studies

Ministry of Education

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I. Fundamental Beliefs

The main educational purpose of the social studies domain is to transmit culture and systems, and to cultivate the capacity for inquiry, participation, practice, reflection and innovation. The rationale is to nurture civic competency in a new generation, so that citizens may form decisions aimed at seeking the common good and have the ability for social action when confronting challenges.

The Curriculum Guidelines of Social Studies (hereafter the Social Studies Guidelines) follows the vision of "nurture by nature and promoting life-long learning" adopted by the *General Curriculum Guidelines of 12-Year Basic Education* (hereafter *General Guidelines*), building upon and gradually developing on the foundation of humanities and social science knowledge. The curriculum includes the key objectives and inquiry methods of the history, geography, and civics and society subjects. The key features of the curriculum are :

1. Focusing on students as the subjects of learning, considering the diverse life experiences of students from different backgrounds (such as culture, ethnicity, urban/rural background, gender and physical and mental characteristics etc.), and allowing for career exploration and development, providing an environment for self-directed learning.
2. Accounting for the characteristics of different categories, ethnicities and school types, providing flexibility for curriculum development
3. Achieving vertical coherence, compartmentalization and horizontal integration within the social studies domain through several strategies:
 - (1) The domain and its subjects at each educational stage are guided by the purpose of nurturing civic competency, providing space for collaboration and issue integration between subjects in this domain through different forms of inquiry and implementation activities regarding different themes.
 - (2) The domain and its subjects at each educational stage emphasize experiences and reflective thinking that are rooted in real life, allowing for multi-faceted and comprehensive development of knowledge content, affective attitude as well as capability for implementation.
 - (3) The domain considers the needs of gradual development at each learning stage and the needs of inter-subject complementation and collaboration within the domain, and meaningfully compartmentalizes the learning content, to avoid content overload and unnecessary repetitions.

4. Following the general principles of compulsory education, strengthening the vertical connection between elementary, junior high and upper secondary school levels, while maintaining the horizontal connection between the characteristics and functions of different types of senior high schools.

II. Curriculum Goals

The social studies domain curriculum aims to nurture the civic competencies students need to face the future and to develop different careers. The curriculum goals are:

1. To develop individual subjective awareness, as well as the competencies of self-organization, self-improvement and self-fulfillment.
2. To improve the competencies of independent thinking, value judgment, rational decision-making and innovative adaptation.
3. To develop the competencies of communication and interaction, teamwork, problem-solving, and social participation that a democratic society needs.
4. To improve the capabilities for inquiry and understanding of the history, geography and civics and society subjects as well as domain knowledge.
5. To develop the capabilities for cross-subject analysis, reflective thinking, integration, evaluation and criticism.
6. To cultivate sensitive awareness of multiple levels of citizenship (such as ethnic, social, local, national and global citizenship), and nurture awareness of the responsibility to recognize diversity, value human rights and care about global sustainability.

III. Time Allocation and Subject Combinations

The time allocation and subject combinations of each educational stage in the social studies domain are as follows:

Category	Educational Stage		Elementary School				Junior High School			Upper Secondary School		
	Learning Stage		Stage II		Stage III		Fourth Learning Stage			Fifth Learning Stage		
	3	4	5	6	7	8	9	10	11	12		
Required Courses	3 periods/week				3 periods/week			18 credits				
Enrichment and expanded elective courses										24 credits		
Notes	<p>1. Elementary Schools Stage:</p> <p>Bridging from the life curriculum in the First Learning Stage with an integrated curriculum structure.</p> <p>2. Junior High Schools Stage:</p> <p>Under the domain curriculum structure, apart from domain-specific teaching, schools may implement subject-specific teaching for history, geography and civics and society, with the approval of the school curriculum development committee. In addition, students may flexibly learn different subjects at different grade levels, and are not required to learn all subjects every semester/week. However, the total number of teaching periods for this domain must be retained and be evenly distributed between the three subjects. For example, if two subjects are taught each semester, 0-2 teaching periods per semester may be allotted for each subject across the six semesters, to reduce the number of subjects per semester/week.</p> <p>3. Upper Secondary Schools Stage:</p> <p>Under the domain curriculum structure, the principle is to implement subject-specific teaching for history, geography and civics and society, while enhancing curriculum integration and application through diverse elective courses focusing on inquiry learning and Inquiry and Practices. The recommended overall time allocation and subject combinations of the social studies domain are as follows:</p> <p>(1) MOE-mandated courses are worth 6 credits in total per subject, and students may learn different subjects at different grade levels. This is in adherence with the <i>General Guidelines</i> requirement that “the number of MOE-mandated courses per semester offered in Grades 10 and 11 should not exceed 12.”</p> <p>(2) The recommended credit allocation per semester for MOE-mandated courses is 4-6 credits, with each taught subject accounting for 2-3 credits, 6</p>											

and these courses must be fully taught within two academic years.
 (3) Enrichment and expanded elective courses are recommended to be taught in Grades 11 and 12. The curriculum plan is as follows:

Category	Topic (Credits)	
History	Ethnic, Gender and National History (3 credits)	Technological, Environmental and Art History (3 credits)
Geography	Spatial Information Technology (3 credits)	Social and Environmental Issues (3 credits)
Civics and Society	Modern Society and Economy (3 credits)	Democratic Politics and Law (3 credits)
Inquiry and Practices	Inquiry and Practices: Inquiry of History (2 credits) Inquiry and Practices: Inquiry of Inquiry of Geography and Humanities and Social Sciences (2 credits) Inquiry and Practices: Inquiry Public Issues and Society (2 credits) Note: Each of the above subjects may be taught in one semester (2 credits) or split between two semesters (1 credit each semester).	

IV. Core Competency

The following table describes in detail the core competencies of the domain of Social Studies for each educational stage. These are based on the content of the core competencies for each educational stage listed in the *General Guidelines*, in combination with the fundamental beliefs and curriculum goals of the Social Studies Domain, and with consideration to students' physical and mental development. The following descriptions are divided into three educational stages: Elementary School, Junior High School, and Upper Secondary School. The intention is to allow students to gradually develop their abilities through “autonomous action”, “communication and interaction”, and “social participation”, so that they may become well-rounded modern citizens.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (社-U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	社-E-A1 Recognize the role of self in a group, develop appropriate attitudes and values, and discover one's potential for development.	社-J-A1 Explore self-potential, self-worth, and the meaning of life, to nurture an appropriate outlook on life.	社-U-A1 Engage in self-exploration, development of one's own potential, and self-recognition, as well as make career plans, improve physical and mental wellness, strive for a happy life through self-improvement.
	A2 Logical Thinking and	Possess competency in systematic thinking to understand problems, engage	社-E-A2 Be aware of changes in the social, natural, and human environments in	社-J-A2 Be aware of issues related to human life, further analyze and reflect on	社-U-A2 Possess the competencies of exploration, thinking, reasoning,

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (社-U)
	Problem Solving	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.	which one lives. Pay attention to problems encountered in daily life and their impact, and think of solutions.	these issues, and attempt to improve or solve problems.	analysis, criticizing, integration, and meta-thinking on issues related to human life, and be able to propose possible strategies to solve various problems.
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	社-E-A3 Explore issues related to human life. Create learning plans, and continue to be innovative and respond to change during the implementation process.	社-J-A3 Actively learn and research issues related to human life. Leverage resources to create corresponding action plans and find possibilities for innovative breakthrough.	社-U-A3 Possess competencies of reflection, planning, and practice regarding issues related to human life, while being able to keep pace with the times, and innovate in response to change.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily	社-E-B1 Understand the richness of human life through language, words, images, and other representative symbols. Be able to achieve the purpose of communication using a variety of representative symbols to explain relevant information and promote mutual understanding.	社-J-B1 Use words, language, tables, images, and other representative symbols to express the richness of human life and promote communication and mutual understanding.	社-U-B1 Use language, words, diagrams, images, gestures, and other representative symbols to express experiences, thoughts, values, and feelings, and be able to empathize with the meaning expressed by others to enhance communication.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (社-U)
		life or at the workplace.			
	B2 Information Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	社-E-B2 Understand and use technology, information, and media, as well as explore their relevance to the values, beliefs, and attitudes of human society.	社-J-B2 Understand the development and application of technology and media in different times and spaces. Use improved media literacy to think about conflicts and impact they create in real life.	社-U-B2 Leverage various technologies, information, and media to participate in public affairs or solve social issues, and critically reflect on ethical issues regarding technology, information, and media.
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	社-E-B3 Experience the beauty of nature, ethnicity, and culture in life, and appreciate diverse and rich environmental and cultural meaning.	社-J-B3 Appreciate the beauty of nature, ethnicity, and culture in different times, spaces, and environments to enrich one's life.	社-U-B3 Understand the interactions among geography, history, and various norms of human life, and further appreciate the aesthetic context behind these interactions.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and	社-E-C1 Nurture good daily habits as well as understand and abide by social norms. Participate in	社-J-C1 Cultivate moral thinking and the ability to put it into practice, as well as the attitude of respecting	社-U-C1 Possess competencies of thinking about and discuss ethics, human rights, the environment, and public issues.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (社-U)
		gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	public affairs and develop a sense of social responsibility so as to respect and safeguard human rights for everyone, as well as care about sustainable development of nature and human society.	human rights. Possess democratic literacy, rule of law, environmental ethics, and local and global awareness, and participate in charity events.	Develop good morals, enhance civic awareness, and actively participate in environmental conservation and social public affairs.
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	社-E-C2 Establish good interpersonal relationships, and nurture the ability to respect differences, care for others, and work in a team.	社-J-C2 Possess competency and attitude for empathetic and rational communication, as well as develop cooperative relationships with others.	社-U-C2 Develop appropriate interpersonal relationships and demonstrate the spirit and action of teamwork, such as mutual understanding, communication and coordination, and social participation and service.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (社-U)
	C3 Multi-cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	社-E-C3 Understand one's own culture, respect and appreciate cultural diversity, as well as care about local and global issues.	社-J-C3 Respect and appreciate the cultural diversity of various ethnic groups, understand the connections among cultures, as well as relations between Taiwan and the international community.	社-U-C3 Cherish values in one's culture, respect and recognize cultural diversity, as well as care about global issues, with a view to expand worldview and enhance international mobility.

V. Learning Focus

The learning focus includes two parts, “learning performance” and “learning content”. They provide the framework for curriculum design, teaching material development, textbook review and learning assessment, and are implemented through teaching. The correspondence between “learning performance” and “learning content” can be flexibly changed at each learning stage according to the characteristics of the domain/subject. The “Example Table of Correspondence Between the Social Studies Domain Learning Focuses and the Core Competencies” (see Appendix I) gives examples to describe how the learning focuses correspond to the core competencies, implementing the domain core competencies through the learning focuses and guiding cross-curricular curriculum design, to ensure the standards of curriculum development. The “Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum” (See Appendix II) gives examples to enrich learning in this domain, ensuring that various issues can be integrated with the learning focuses of the social studies domain.

1. Learning Performance

“Learning performance” in the social studies domain includes cognitive process, affective attitude and skilled action, with “understanding and reflective thinking”, “attitudes and values” and “implementation and participation” serving as the common domain framework. These are then demonstrated according to the characteristics of each educational stage and domain/subject. The common framework for the aspects and sub-aspects of the social studies domain learning focus are as follows:

Dimensions	1. Understanding and Reflective Thinking	2. Attitudes and Values	3. Implementation and Participation
Aspects	a. Awareness and Description b. Analysis and Interpretation c. Judgment and Production	a. Sensitivity and Caring b. Empathy and Respect c. Introspection and Prizing	a. Problem-finding b. Data Collection and Application c. Communication and Cooperation d. Planning and Practice

The following learning performances are listed in order of educational stage and include aspects, sub-aspects and items. The coding scheme is as follows:

1. The first part of the codes represent the “dimensions and aspects”; the dimensions are numbered in Arabic numerals, while the aspects are numbered in lower-case letters of the English alphabet. For the junior high school and Upper Secondary School levels, the codes of the common domain learning performances are preceded by an “S”; while the codes of the subject-specific learning performances are preceded by “H”, “G”, or “C” depending on the subject they relate to. The elementary school level implements domain-specific teaching, and thus there are no subject codes.
2. The second part of the codes represent “learning stage”, and are numbered using Roman numerals. II represents the Stage II (Grades 3-4 of elementary school), III represents the Stage III (Grades 5-6 of elementary school), IV represents Stage IV (junior high school) and V represents Stage V (upper secondary school).
3. The third part of the codes are serial numbers.

(1) Elementary School

Dimensions	Aspects	Items	
		Stage II	Stage III
1. Understanding and Reflective Thinking	a. Awareness and Description	1a-II-1 Distinguish between facts and opinions in social life.	1a-III-1 Illustrate the meanings and methods of inquiry in social studies.
		1a-II-2 Discern the categories or sequences of social events/things.	1a-III-2 Illustrate why people make certain choices on various issues in their personal lives or democratic societies, and what influences they may
		1a-II-3 Illustrate the interactions, differences or changes between the environment and social events/things.	

Dimensions	Aspects	Items	
		Stage II	Stage III
			have.
	b. Analysis and Interpretation	1b-II-1 Explaining the relationships between the environment and social events/things.	1b-III-1 Examine different opinions in social phenomena, as well as analyze their perspectives and positions. 1b-III-2 Understand the relationships among various facts or social phenomena, and generalize their relations or regularities. 1b-III-3 Analyze the positions and significance of specific persons, groups and events in their respective temporal and spatial contexts.
	c. Judgment and Production	1c-II-1 Measure the appropriateness of choices people make in personal lives or democratic societies.	1c-III-1 Comment on the pros and cons of different solutions to social issues, and share personal viewpoints. 1c-III-2 Examine the relationships among social

Dimensions	Aspects	Items	
		Stage II	Stage III
			phenomena or events, and imagine and infer their possible developments under different conditions or circumstances.
2. Attitudes and Values	a. Sensitivity and Caring	<p>2a-II-1 Focus on issues or problems relating to the interactions, differences or changes between the environment and social events/things in the neighborhood.</p> <p>2a-II-2 Express concern for the environment and social events/things in the neighborhood.</p>	<p>2a-III-1 Focus on the interactions between lifestyles and the social, natural or humanistic environment.</p> <p>2a-III-2 Express concern for local and global issues.</p>
	b. Empathy and Respect	<p>2b-II-1 Acknowledge and respect that people have different feelings for the environment and events/things in daily life.</p> <p>2b-II-2 Feel and appreciate the characteristics of different cultures.</p>	<p>2b-III-1 Acknowledge and respect that people have different cognitions, feelings, opinions and expressions for the environment and social events/things.</p> <p>2b-III-2 Understand the characteristic</p>

Dimensions	Aspects	Items	
		Stage II	Stage III
			s of different cultures, appreciate and respect cultural diversity.
	c. Introspection and Prizing	2c-II-1 Reflect on personal habits and role-playing in groups, respect personal differences, and avoid prejudice toward others. 2c-II-2 Clarify and cherish one's roles and rights, as well as perform a sense of responsibility.	2c-III-1 Reflect on personal or social values, prejudices and biases, and inquire on their sources. 2c-III-2 Acknowledge and be willing to uphold civic values and lifestyles. 2c-III-3 Clarify and cherish one's citizenship, and perform a sense of identification toward one's nation and culture.
3. Implementation and Participation	a. Problem-finding	3a-II-1 Propose interesting questions toward the environment and social events/things through everyday observation and reflection.	3a-III-1 Propose interesting or perplexing social phenomena and issues through understanding and reflecting on current events.
	b. Data Collection and Application	3b-II-1 Collect information related to the topics being studied through appropriate	3b-III-1 Collect information related to social issues through appropriate

Dimensions	Aspects	Items	
		Stage II	Stage III
		<p>means and evaluate its correctness.</p> <p>3b-II-2 Summarize the main points in the information related to the topics being studied.</p> <p>3b-II-3 Organize information into simple charts, diagrams or tables and explain them.</p>	<p>means while accounting for different perspectives or opinions.</p> <p>3b-III-2 Summarize and organize the main points in the information related to social issues, evaluate their correctness and validity, and describe and explain them.</p>
	c. Communication and Cooperation	<p>3c-II-1 Listen to the opinions of others and express personal opinions.</p> <p>3c-II-2 Experience, inquire and practice through peer collaboration.</p>	<p>3c-III-1 Listen to the opinions of others, express personal perspectives and discuss them with others.</p> <p>3c-III-2 Leverage the different talents of each group member and collaborate through division of work and responsibility.</p> <p>3c-III-3 Share group work actively and cooperate with others.</p>
	d. Planning and Practice	3d-II-1 Inquire the causes and effects of a problem and seek possible	3d-III-1 Choose a topic or social issue to inquire and exercise.

Dimensions	Aspects	Items	
		Stage II	Stage III
		<p>solutions to it.</p> <p>3d-II-2 Evaluate and choose possible actions to try to solve a problem at hand.</p> <p>3d-II-3 Share the process and results of problem solving through oral/written reports, performing/acting or exhibits.</p>	<p>3d-III-2 Inquire into the causes and effects of a social issue, evaluate and choose proper solutions to it.</p> <p>3d-III-3 Share the findings or experiences of Inquiry and Practices, and reflect, adjust or innovate according to the feedback.</p>

(2) Junior High School and Upper Secondary School

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
1. Understanding and Reflective Thinking	a. Awareness and Description	S1a-IV-1 Discovering the relationship between real-life experiences or social phenomena, and social studies domain content knowledge.	H1a-V-1 Establishing temporal structure through the thematic contexts of historical events and observe the relevance between events.
		H1a-IV-1 Understanding the purpose of using different calendar eras and historical eras to describe the past.	H1a-V-2 Describing the significance of relevant historical events or figures in historical developments.
		H1a-IV-2 Understanding the development process of historical events learned and	H1a-V-3 Comparing the present with the past, and describe the relevance between them.
			G1a-V-1 Distinguish the meaning of

Dimensions	Aspects	Items				
		Junior High School		Upper Secondary School		
		G1a-IV-1	important historical changes. Explain the causes of the distribution characteristics of important geographical phenomena.	G1a-V-2	fundamental beliefs, principles and theories of geography. Clarify the meaning of fundamental beliefs, principles and theories of geography.	
		G1a-IV-2	Explain the interrelationships between important environmental, economic and cultural issues.	G1a-V-3	Explain how to observe surface phenomena and issues from a geographic perspective.	
		C1a-IV-1	Understanding the core concepts of civic knowledge.	C1a-V-1	Explaining social and real-life phenomena and their causes.	
				C1a-V-2	Clarifying the core concepts of civic knowledge.	
		b. Analysis and Interpretation	S1b-IV-1	Applying social studies domain content knowledge to analyze real-life experiences or social phenomena.	H1b-V-1	Connecting historical knowledge with current life, and using historical knowledge to analyze social phenomena or changes.
		H1b-IV-1	Using historical data to explain the relevance between important historical figures and events.	H1b-V-2	Identify and explain the changes and continuation of different historical eras.	
		H1b-IV-2	Using historical data to analyze and interpret the causes and effects of historical events.	H1b-V-3	Choosing and organizing data, and proposing logical causal relationships and historical interpretations.	
		G1b-IV-1	Analyze the relationship between the	G1b-V-1	Use fundamental beliefs and principles of geography to	

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
		<p>natural environment and the human landscape.</p> <p>G1b-IV-2 Summarize the results of the interaction between the natural environment and the human environment.</p> <p>C1b-IV-1 Comparing different perspectives for explaining social phenomena.</p>	<p>explain the relevant surface phenomena.</p> <p>G1b-V-2 Link geographic systems, geographic perspectives, and geographic skills to analyze the meaning of surface phenomena.</p> <p>G1b-V-3 Link geographic systems, geographic perspectives, and geographic skills to analyze the characteristics of surface phenomena.</p> <p>C1b-V-1 Applying civic knowledge to explain relevant social phenomena.</p> <p>C1b-V-2 Distinguishing between different perspectives for explaining social phenomena.</p>
	c. Judgment And Production	<p>S1c-IV-1 Evaluating the content knowledge and diverse perspectives of the social studies domain, and expressing individual opinions.</p> <p>H1c-IV-1 Differentiating between historical facts and historical interpretation.</p> <p>H1c-IV-2 Inquiring into the functions and significance of important</p>	<p>H1c-V-1 Reviewing the perspectives reflected by specific historical interpretations.</p> <p>H1c-V-2 Combining historical knowledge and data evidence, to propose personal analyses and interpretations.</p> <p>H1c-V-3 Reflecting and commenting on the impact of important historical events.</p> <p>G1c-V-1 Discuss issues in terms of geographic systems</p>

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
		G1c-IV-1	historical events and figures in history from diverse perspectives. Use fundamental beliefs and skills of geography to examine the choices and decisions that are faced in life.
		G1c-IV-2	Reflect on the meanings of various geographical environments and issues, and provide relevant opinions.
		C1c-IV-1	Applying civic knowledge to express individual opinions on public issues.
			and geographic perspectives. G1c-V-2 Think about various social and environmental issues and conduct integrated evaluations. G1c-V-3 Integrate interdisciplinary/subject-relevant knowledge, reflect on various social and environmental issues, and provide opinions or solutions.
			C1c-V-1 Reflecting and commenting on relevant civic knowledge.
			C1c-V-2 Integrating civic knowledge, discussing individual arguments and providing reasonable supporting evidence.
2. Attitudes and Values	a. Sensitivity and Caring	S2a-IV-1	Perceiving with sensitivity the interactive relationship between people and the environment, and the origin of that relationship.
		S2a-IV-2	Paying attention to important issues in daily life and their context, to develop native consciousness and caring for local issues.
			H2a-V-1 Connecting Taiwan's historical experience with other countries' development, and deepening understanding of the context of historical events and developing global vision.
			H2a-V-2 Caring about historical development of different cultures around the world and issues of culture

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
		S2a-IV-3 Caring about different social cultures and their development, as well as demonstrating a broad world view.	transmission.
			G2a-V-1 Being sensitively aware of the meaning of social and environmental changes.
			G2a-V-2 Link the concept of geographic perspectives and geographic systems to experience the global connection behind the various phenomena in life.
	b. Empathy and Respect	S2b-IV-1 Perceiving the experiences and emotions of individuals or different groups in social situations, as well as understanding their choices. S2b-IV-2 Respecting the cultural differences between different groups and appreciating the beauty of their cultures. S2b-IV-3 Valuing environmental ethics and being willing to protect ecological diversity.	C2a-V-1 Paying attention to issues related to social life, as well as the impact of these issues.
			H2b-V-1 Understanding the influences of temporal and spatial background on historical events' development or historical figures.
			H2b-V-2 Understanding and respecting the uniqueness and subjectivity of different cultures, ethnicities, races and genders.
			G2b-V-1 Being equipped with sense of place and topophilia, and care for social and environmental issues in other regions.
			G2b-V-2 Respect the diversity of culture and appreciate the landscape created by the human-environmental interaction.

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
			G2b-V-3 Understand the system operation of the geographical environment and recognize the meaning of environmental ethics.
			C2b-V-1 Empathizing with the experiences and emotions of individuals or different groups in social situations.
			C2b-V-2 Respecting or recognizing varying arguments and differences in society.
	c. Introspection and Prizing	S2c-IV-1 Reflecting on the cultural origin, situation and autonomy of oneself or of the group one belongs to through historical or social events.	H2c-V-1 Examining important controversial events in history and understanding the political meaning of history as collective memory.
		S2c-IV-2 Prizing important civic values and being willing to practice them.	H2c-V-2 Thinking reflectively about the multiple dimensions of historical development and prizing social systems which integrates multiple ethnic groups and cultures, as well as the value of human rights.
		S2c-IV-3 Admiring and being willing to protect the beauty of nature and humanities.	G2c-V-1 Thinking reflectively about the meaning of everyday life and value the wisdom of everyday life.
			G2c-V-2 Prizing the

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
3. Implementation and Participation	a. Problem- finding		environmental sustainability of different spatial scales and be willing to take action for conservation.
			C2c-V-1 Recognizing the subjectivity of the self and of different groups.
			C2c-V-2 Prizing and being willing to protect important civic values.
	b. Data Collection and	S3a-IV-1 Finding the problems of human life in different space-time contexts and conducting inquiries.	H3a-V-1 Perceiving the relationship between contemporary events and history, inspiring awareness of problems and clarifying and inquiring into problems.
			G3a-V-1 Use geographic skills to explore a variety of social and environmental issues based on geographic systems and geographic perspectives.
			G3a-V-2 Analyze the background and meaning of the problem and propose possible strategies to solve the problem.
			C3a-V-1 Defining the problems of modern societal life.
		S3b-IV-1 Appropriately choosing multiple channels to	H3b-V-1 Gathering, organizing and categorizing historical data

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
	Application	<p>gather information related to social studies.</p> <p>S3b-IV-2 Organizing and reviewing the adequacy of the gathered information using related concepts of the social studies domain.</p> <p>S3b-IV-3 Presenting and explaining inquiry results using multiple methods such as text, photos, graphs, statistics, maps, and chronological tables.</p>	<p>according to the theme.</p> <p>H3b-V-2 Studying or investigating historical data, and analyzing the relationship between the background of its formation and its content.</p> <p>H3b-V-3 Distinguishing between historical facts, historical data evidence and historical interpretation, and explaining the reason for different historical interpretations, as well as reviewing the appropriateness of the evidence.</p> <p>H3b-V-4 Using historical data to form new questions, present personal historical narratives, or creating history-related works.</p> <hr/> <p>G3b-V-1 Collect data relevant to solving problems from various maps, aerial photos, satellite imagery, the Internet, literature, experiments, and field observations, etc.</p> <p>G3b-V-2 Select appropriate methods such as statistical methods and geographic information systems for data</p>

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
			G3b-V-3 analysis and induction. Identify the patterns, correlations and trends of phenomena from various types of data. Interpret the meaning of the data
			C3b-V-1 Utilizing multiple strategies to gather information related to civil and societal life.
			C3b-V-2 Analyzing and applying information related to civil and societal life.
	c. Communication and Cooperation	S3c-IV-1 Listening to the opinions of others, expressing personal opinions and discussing empathetically with others.	H3c-V-1 Listening to others and stating personal perspectives, reviewing personal blind spots and prejudices, and then forming new perspectives.
		S3c-IV-2 Understanding the characteristics of other group members, as well as learning from and cooperating with each other.	H3c-V-2 Seeking mutual understanding through methods such as discussion, persuasion, debate and negotiation.
			G3c-V-1 Participate in group discussions, think about the meaning of the data and judge the reliability of the data.
			G3c-V-2 Participate in group discussions and discuss effective ways to solve problems with others.
			G3c-V-3 Work together as a

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
			team to solve the problem.
			C3c-V-1 Listening to others' opinions and clarifying each other's perspectives.
			C3c-V-2 Reaching a consensus through discussion.
			C3c-V-3 Incorporating the characteristics of each group member and demonstrating the results of teamwork.
	d. Planning and Practice	S3d-IV-1 Planning and executing problem inquiries, investigations, creations or exhibitions of the social studies domain.	H3d-V-1 Planning and executing history-related creations or performances.
		S3d-IV-2 Proposing possible plans for preserving cultural heritage, improving the environment or upholding social justice.	H3d-V-2 Analyzing and discussing public issues related to values and stances from a historical viewpoint, and taking action based on the discussions.
		S3d-IV-3 Executing public-oriented or altruistic action plans and reflecting on the process and results.	G3d-V-1 Exploring various social or environmental issues through teamwork and plan strategies for solving problems.
			G3d-V-2 Working together as a team to implement a strategy for problem solving and present implementation results.
			G3d-V-3 Reviewing the effectiveness of the implementation strategy and propose

Dimensions	Aspects	Items	
		Junior High School	Upper Secondary School
			improvements.
			C3d-V-1 Executing public-oriented or altruistic action plans and evaluating the impact.
			C3d-V-2 Carrying out public-oriented or altruistic actions, and then reflecting on as well as amending them.

2. Learning Content

“Learning content” focuses on domain/subject knowledge content. The social studies domain states the basic learning contents of each learning stage and domain/subject based on their characteristics, and also pays attention to vertical coherence, avoiding unnecessary repetitions. Teachers, schools, local governments or publishers may combine and adequately transform “learning content” with “learning performance” according to their professional needs and characteristics, in order to develop effective teaching and aptitude-based learning. There are separate notes for the learning content of each educational stage; please refer to Appendix III.

The following learning contents are listed in order of educational stage and include thematic strands/themes, aspects and items. The coding scheme is as follows:

1. The first part of the codes represent the “thematic strands/themes and aspects”; the thematic strands/themes are numbered in Arabic numerals, while the aspects are numbered in lower-case letters of the English alphabet. For the junior high school and Upper Secondary School levels, the codes are preceded by “H”, “G”, or “C” to indicate which subject the corresponding learning content belongs to. The elementary school level implements domain-specific teaching, and thus there are no subject codes.
2. The second part of the codes represent “learning stage”, and are numbered

using Roman numerals. II represents the Stage II (Grades 3-4 of elementary school), III represents the Stage III (Grades 5-6 of elementary school), IV represents Stage IV (junior high school) and V represents Stage V (upper secondary school).

3. The third part of the codes are serial numbers.

(1) Elementary School

The learning content at the elementary school level uses a framework comprised of four main themes: “interactions and relations”, “differences and diversity”, “changes and causality” and “choices and responsibility”, to integrate related topics in the subjects of history, geography and civics and society.

The four themes elucidate that the knowledge base for the learning area of social studies reflects the integration of the interactions and relations of self, others and the environment.

“Interactions and relations” guides students to investigate the interactions of individuals and groups, people and natural environments, as well as people in social environments and institutions (e.g., politics and law, economics, technological development, global issues), and to inquire into their relations. It also emphasizes the significance of values such as respect, collaboration and sustainability.

“Differences and diversity” guides students to investigate differences of individuals, groups and organizations (e.g., inhabitants, families, ethnic or language groups) in terms of living environments, societies and cultures. It also emphasizes the significance of respecting diversity.

“Changes and causality” guides students to investigate the changing processes between various social events/things and the environment under different temporal and spatial circumstances. It also emphasizes the significance of understanding the causal relationships among the factors in the changing processes.

“Choices and responsibility” guides students to investigate the appropriate choices people have to make when pursuing personal development or participating in economic activities and public affairs in pluralistic societies. It

also emphasizes the significance of taking responsibilities while making these choices or decisions.

Theme	Aspects	Items	
		Stage II	Stage III
A. Interactions and Relations	a. Individuals and Communities	<p>Aa-II-1 Individuals play a variety of roles in families, schools and society. These roles may affect the individuals' personal development.</p> <p>Aa-II-2 Different groups (including age, sex/gender, ethnic/language groups, social status, occupation, region of living, psycho-/socio-/physical characteristics, etc.) deserve to be understood, respected, and protected from biases or prejudices.</p>	<p>Aa-III-1 Individuals have the right to decide their own developmental paths and to participate in the development of the communities and societies in which they belong.</p> <p>Aa-III-2 Norms (including customs, morals, religions, laws, etc.) guide individual and collective behaviors and maintain social operation and order.</p> <p>Aa-III-3 Personal values may influence individual behaviors, as well as interpersonal relationships.</p> <p>Aa-III-4 Individuals in democratic societies must abide by social norms, communicate with reason, empathize and tolerate differences, and respect each other.</p>
	b. People and Environments	<p>Ab-II-1 The lifestyles and space utilization methods of inhabitants affect and are affected by the natural, social and cultural environments of the places in which they live.</p> <p>Ab-II-2 Natural environment may influence economic development, and economic development may change the natural</p>	<p>Ab-III-1 The historical and cultural developments of Taiwan are contingent on its geographic location and natural environment.</p> <p>Ab-III-2 Communication, transportation and industrial development may influence urban, rural and regional population migrations, connections and interactions.</p> <p>Ab-III-3 Natural environments, natural disasters and</p>

Theme	Aspects	Items	
		Stage II	Stage III
		environment.	economic activities are contingent on the utilization methods of living spaces.
	c. Power, Regulations and Human Rights	<p>Ac-II-1 Children have many rights (including the right to life and survival, the right to learn, the right to participate, the right to privacy, the right to physical autonomy, the right to non-discrimination, etc.) and responsibilities (including behaving in accordance with social norms, respecting others, safeguarding public interests, etc.)</p> <p>Ac-II-2 One can seek help from pertinent sources in the event of human rights violations.</p>	<p>Ac-III-1 The Constitution regulates the basic rights and obligations of the people in a nation.</p> <p>Ac-III-2 Laws are made in the legislative institutions. They serve to protect the rights of the people, to maintain social order and to promote social progress.</p> <p>Ac-III-3 The structure of our nation's government can be divided into 2 levels: national and local. They serve different functions and manage public affairs according to the public powers authorized by law.</p> <p>Ac-III-4 The use of state power can protect national security and social order; however, it may also enhance or harm the rights or interests of individuals or communities.</p>
	d. Production and Consumption	<p>Ad-II-1 Individuals enact divisions of work and collaborative relations with others through participating in economic activities of various trades and occupations.</p> <p>Ad-II-2 People satisfy their living needs through savings and consumption.</p>	Ad-III-1 The protection of consumer rights relies on the collective efforts of consumers, businesses and the government.

Theme	Aspects	Items	
		Stage II	Stage III
	e. Technology and Society	Ae-II-1 People engage in scientific and technological research and development to meet living needs or to satisfy curiosity, which results in the changing of natural environments and people's lives.	<p>Ae-III-1 Scientific and technological developments affect natural, social and cultural environments in various aspects.</p> <p>Ae-III-2 Scientific and technological developments affect and are affected by human values, beliefs and attitudes.</p> <p>Ae-III-3 Scientific and technological research and application should be regulated by morals and laws. Government policies or laws may be amended due to the emergence of new technologies.</p>
	f. Global Connections	Af-II-1 The contact and interactions between different cultures may bring about conflict, cooperation and innovation, and affect local life and culture.	<p>Af-III-1 To ensure the protection of basic human rights and the sustainability of ecological environment, the global community must show common concern towards many issues.</p> <p>Af-III-2 International conflicts, oppositions or alliances may occur due to competition of interests.</p> <p>Af-III-3 Individuals, governments and NGOs may actively participate in international organizations and affairs in different ways to properly fulfill the responsibilities of global citizenship.</p>
B. Differences	a. Individual	Ba-II-1 People's knowings, feelings and	Ba-III-1 Varied backgrounds and life experiences

Theme	Aspects	Items	
		Stage II	Stage III
and Diversity	Differences	opinions towards social affairs/subjects may have their similarities as well as differences.	may result in different perspectives and feelings towards social affairs in different individuals.
	b. Environmental Differences	Bb-II-1 The living space arrangements and lifestyles of inhabitants vary by locality.	Bb-III-1 Natural, social and cultural environments interact with one another to create differences and variety in the patterns of living spaces.
	c. Social and Cultural Differences	Bc-II-1 Each community has different naming traditions, festivals and customs. Bc-II-2 Families may consist of different members and be organized in different ways. The values of different families may have their similarities and differences.	Bc-III-1 The cultural characteristics of different communities or regions are shaped by various background factors, which in turn forms the rich and diverse cultural heritages of Taiwan. Bc-III-2 Power inequality and the unequal distribution of resources may cause inequitable treatment among individuals or groups.
C. Changes and Causality	a. Environmental Changes	Ca-II-1 The environments in which people live may change with social and economic development. Ca-II-2 Population distribution affects and is affected by the changes of natural, social and cultural environments.	Ca-III-1 Urbanization and industrialization may change environments. They may also cause environmental problems. Ca-III-2 Land utilization reflects past and present environmental changes, as well as the prospects of the future.
	b. Historical Changes	Cb-II-1 Important people, events, artifacts and historic sites from different times in the neighborhood may reflect local historical changes.	Cb-III-1 Important events and people from different times in Taiwan and the world affect the historical changes of Taiwan. Cb-III-2 As time passes,

Theme	Aspects	Items	
		Stage II	Stage III
			Taiwan's prehistoric cultures, indigenous cultures, Chinese culture, as well as other cultures of the world all left tangible and intangible cultural assets in Taiwan. Their characteristics can be seen in daily life.
	c. Social Changes	Cc-II-1 The lifestyles and work patterns of inhabitants of different areas may change as the society changes.	Cc-III-1 Personal roles in groups may change as the society changes. Cc-III-2 Migration, intermarriage and interactions of different communities may cause and be caused by social change.
	d. Political Changes	【This category is studied in the Stage III】	Cd-III-1 At different times and under different circumstances, the people of Taiwan have strived to claim rights and to call for political reform. These efforts gradually pushed the political environment towards democracy. Cd-III-2 The political participation of Taiwanese people together with the development of civic groups established the foundation for Taiwan's democracy.
	e. Economic Changes	【This category is studied at learning stage III】	Ce-III-1 Changes in the economy may affect people's lives. Ce-III-2 The uses of resources may change in their meaning and value, and may also elicit disputes in the process of economic development.

Theme	Aspects	Items	
		Stage II	Stage III
D. Choices and Responsibility	a. Value Choices	Da-II-1 Time and resources are limited, so individuals need to learn to make choices in everyday life. Da-II-2 The choices of an individual's living habits and lifestyles have different influences towards environments and social values.	Da-III-1 As we make choices based on needs and values, we need to assess risks, weigh consequences and assume responsibilities. In addition, we should not violate the well-being or proper rights of others.
	b. Economic Choices	Db-II-1 Resources to satisfy needs are limited, so individuals need to make assessments before making choices to buy anything.	Db-III-1 Choosing proper financial plans may increase one's assets and regulate one's consumptive power.
	c. Public Affairs Choices	Dc-II-1 Decisions regarding the arrangements of class or school public affairs may be reached through leading proper discussion among teachers and students.	Dc-III-1 Groups or meetings may achieve decisions through leading proper discussion among their members.

(2) Junior High School and Upper Secondary School Required Courses

According to the *General Guidelines*, junior high schools may flexibly implement subject specific or domain-specific teaching, while Upper Secondary School should principally implement subject-specific teaching. Diverse forms of inquiry learning, such as historical research, field study and extended inquiry, are planned for the history, geography and civics and society subjects respectively. These may serve as a platform for integrated teaching of the three subjects within the domain. The following sections presents the (required) learning content for history, geography and civics and society in the fourth and fifth learning stages, to demonstrate the vertical coherence between these two learning stages as a

reference for curriculum development and teaching material compilation.

1. History

The required history courses in both junior high school and Upper Secondary School are designed based on perspectives of people as the subject of history. The topics focus more on modern than ancient periods, and shift from near to far in geographical distance, using a dynamic categorical structure which focuses on Taiwan, China and world and their interactions. In junior high school, history courses are arranged in a long term structure, aiming to establish basic knowledge of the formation process of the modern world. In Upper Secondary School, required courses for history are organized by fundamental topics according to the temporal order, to foster the basic competencies of students to discover, recognize and resolve problems through reading and analysis of historical materials.

Both required history courses in junior high school and Upper Secondary School include historical survey for learning by doing, as well as encouraging collaboration with history, geography, civics and society or other subjects to expand students' vision and integration capabilities. To improve students' capability of historical thinking (with reference to the learning performances), teachers may guide students to read and analyze historical materials, undertake fieldwork and surveys, or create history-related works or performances. Teachers may also choose an appropriate time during the semester for students to conduct history surveys, according to their curriculum planning.

(1). Junior High School

Themes	Aspects	Items	
A. Fundamental beliefs of History		HA-IV-1	Chronology and periodization
B. Early Taiwan	a. Pre-historical Cultures and Indigenous Peoples of Taiwan	HBa-IV-1 HBa-IV-2	Archaeological excavations and pre-historical cultures Migration and legends of indigenous peoples of Taiwan

Themes	Aspects	Items	
	b. Taiwan in the Age of Voyage	HBb-IV-1 HBb-IV-2	Powers on the East Asian waters from 16th to 17th centuries Contact between indigenous peoples of Taiwan and outsiders
C. Taiwan in the Empire of Ching Era	a. Political and Economic Changes	HCa-IV-1 HCa-IV-2	Governing policies of the Ching Empire Developments of agriculture and commerce
	b. Social and Cultural Changes	HCb-IV-1 HCb-IV-2	The societies of indigenous peoples and their changes The activities of Han peoples' societies
D. History Survey (I)		HD-IV-1 HD-IV-2	Enquiry of local history (I) Choose an applicable issue from Topics B or C for further enquiry, or plan and practice of history survey, performance or exhibition
E. Taiwan in the Empire Japan Era	a. The Political and Economic Changes	HEa-IV-1 HEa-IV-2 HEa-IV-3	The establishment of colonial institution Fundamental infrastructure and the policies of industry “Governing of indigenous peoples” policies and the countermeasures of indigenous peoples
	b. The Social and Cultural Changes	HEb-IV-1 HEb-IV-2 HEb-IV-3	Modern education and Cultural Enlightenment movement The emergence of urban cultures Conflicts between new and old culture and the adaptation of local societies
F. Modern Taiwan	a. The Political and Diplomatic Changes	HFa-IV-1 HFa-IV-2 HFa-IV-3 HFa-IV-4	Moving in and following changes of Republic of China institution February 28 Incident and White Terror Indigenous peoples under policies of state Cross-Taiwan Strait relations and international situation of Taiwan
	b. The Economic and Social Changes	HFb-IV-1 HFb-IV-2	Economic development and social transition Changes of popular culture
G. History Survey (II)		HG-IV-1 HG-IV-2	Enquiry of local history (II) Choose an applicable issue from Topics E or F for further enquiry, or plan and practice of history survey, performance or

Themes	Aspects	Items	
		exhibition	
H. From Classical to Traditional Era	a. Political, Social and Cultural Changes, Differences and Interactions	HHa-IV-1 HHa-IV-2	Important political and social changes from Shang to Tang Era Interactions among Peoples and Cultures from Shang to Tang Era
	b. Interactions and Exchanges between Different Areas	HHb-IV-1 HHb-IV-2	International interactions from Sung to Yuan Era Commercial Trade and cultural exchange from Sung to Yuan Era
I. From Traditional to Modern Era	a. Continuation and Change in East Asia	HIa-IV-1 HIa-IV-2	Changes in East Asia from Ming to Ching Era Commercial trade and cultural exchange in East Asia from Ming to Ching Era
	b. Political Challenges and Responses	HIb-IV-1 HIb-IV-2	Contact and conflicts between Eastern and Western World in Late Ching Period Changes of political institution after First Sino-Japanese War
	c. Socio-cultural Adaptation and Change	HIc-IV-1 HIc-IV-2	Changes of urban feature and emergence of new media Changes to the roles of families and women
J. History Survey (III)		HJ-IV-1	Choose an applicable issue from Topics H or I for further enquiry, or plan and practice of history survey, performance or exhibition
K. Rise of Modern State	a. In Search of Modern State	HKa-IV-1 HKa-IV-2	The founding and early development of Republic of China Confrontation between old traditions and new trends
	b. Challenges for Modern State	HKb-IV-1 HKb-IV-2	Formation of the modern state and its diplomatic development Expansion and impact from the Empire of Japan
	a. Communist Regime in China	HLa-IV-1 HLa-IV-2	Founding of the People's Republic of China Political and economic development after opening of China

Themes	Aspects	Items	
	b. Interactions among Different Groups	HLb-IV-1 HLb-IV-2	Competition and cooperation during the Cold War Developments and influences of international organizations in Southeast Asia
M. History Survey (IV)		HM-IV-1	Choose an applicable issue from Topics K or L for further enquiry, or plan and practice of history survey, performance or exhibition
N. Legacy of Classical Cultures	a. Plural and Co-existed Ancient Cultures	HNa-IV-1 HNa-IV-2	Early cultures in Africa and Western Asia Politics and Cultures of Greece and Rome
	b. Origins and Development of Universal Religions	HNb-IV-1 HNb-IV-2 HNb-IV-3	Origin and development of Buddhism Origin and development of Christianity Origin and development of Islam
O. Changes of Pre-modern World	a. Rise of Pre-modern Europe	HOa-IV-1 HOa-IV-2 HOa-IV-3	Renaissance Reformation Scientific Revolution and Enlightenment
	b. Interactions in Plural World	HOb-IV-1 HOb-IV-2 HOb-IV-3	Expansion and mission of Europe Politics and cultures of America and Australia Pre-modern South Asia and Southeast Asia
P. History Survey (V)		HP-IV-1	Choose an applicable issue from Topics N or O for further enquiry, or plan and practice of history survey, performance or exhibition
Q. Development of Modern World	a. Formation of Modern States	HQa-IV-1 HQa-IV-2 HQa-IV-3	American Independence and French Revolution Industrial Revolution and social changes Nationalism and formation of states
	b. Emergence and Influences of Imperialism	HQb-IV-1 HQb-IV-2 HQb-IV-3	Imperial expansion of Europe Developments and responses of Asia, Africa and America The First World War
	c. War and Modern Societies	HQc-IV-1 HQc-IV-2 HQc-IV-3	Global situation between the two World Wars The Second World War From polar to plural post-war

Themes	Aspects	Items
		world
R. History Survey (VI)		HR-IV-1 Choose an applicable issue from Topic Q for further enquiry, or plan and practice of history survey, performance or exhibition

(2). Upper Secondary School

Themes	Aspects	Items
A. How do we learn history?		HA-V-1 Whose history? Who left historical materials? Who wrote the history?
B. Formation of Plural Peoples Society	a. Indigenous Peoples	HBa-V-1 Selves' Identity and others' classification of indigenous person and peoples HBa-V-2 Contemporary predicament of indigenous peoples and their request for rights
	b. Formation of Migrants' Society	HBb-V-1 Background and influences of early immigration HBb-V-2 Immigrants to Taiwan in Post-war era
C. Diversity of Economics and Cultures	a. Economic Activities	HCa-V-1 Commerce and trade in Taiwan's history HCa-V-2 Land issues in Taiwan's history
	b. Cultures of Mountains and Oceans	HCb-V-1 Languages, traditional religions and worship rituals of indigenous peoples HCb-V-2 Plural beliefs and worship activities HCb-V-3 Literatures and artworks from traditional to modern era
D. Formation of Modern State	a. How did Taiwan, Penghu, Kinmen and Matsu Turn into a Unity?	HDa-V-1 From local to central HDa-V-2 International situation and status of Taiwan HDa-V-3 Education, language and infrastructure
	b. Trajectory in Search of Autonomy and Democracy	HDb-V-1 Human rights conditions and socio-political movement in Japanese Governance Era HDb-V-2 Pursuing democracy and human rights movement in Post-war Era HDb-V-3 Social movements in Post-war Era
E. History Survey (I)		HE-V-1 Choose an applicable issue from Topics B, C or D for further enquiry, or plan and practice of

Themes	Aspects	Items
		history survey, performance or exhibition
F. China and East Asia		HF-V-1 Under which context could we enquire history of China?
G. State and Society	a. Governance of State	HGa-V-1 Types of traditional political authority HGa-V-2 Census, land, tax, labor service and governance of states
	b. Organization of Society	HGb-V-1 Patterns of social organizations HGb-V-2 Interactions between social organizations and states
H. Migration and Interaction among Peoples	a. Migration and Interaction among Peoples in Pre-modern Era	HHa-V-1 Characteristics and influences of human migration in East Asia from Han to Yuan Period HHa-V-2 Characteristics and influences of human migration in East Asia from Ming to Ching Period
	b. Migration and Interaction among Peoples in Modern Era	HHb-V-1 Peoples migration in East Asia after the nineteenth century HHb-V-2 Changes and influences of peoples migration in East Asia after the nineteenth century
I. Process of Modernization	a. Confrontation between Traditional and Modern World	Hla-V-1 Influences on East Asia by Western cultures Hla-V-2 Responses of East Asian states to Western states Hla-V-3 Confrontation between popular society and modernization
	b. War and Peace	Hlb-V-1 Experiences of East Asian peoples during significant wars in twentieth century Hlb-V-2 Development of Communism and its impact on the situation of East Asia Hlb-V-3 Pursuit of regional collaboration and economic integration
J. History Survey (II)		HJ-V-1 Choose an applicable issue from Topics G, H or I for further enquiry, or plan and practice of history survey, performance or exhibition
K. Taiwan and World		HK-V-1 Under which context could we enquire history of world?
L. European Cultures and Modern World	a. Ancient Cultures and Christian Tradition	HLa-V-1 Theology and philosophy HLa-V-2 Medieval Christian World HLa-V-3 Renaissance
	b. Individual, Liberty and	HLb-V-1 From Reformation to HLb-V-2 Enlightenment

Themes	Aspects	Items	
	Rationality	HLb-V-3	Capitalism and Socialism Democratic tradition and its modern challenges
M. Confrontation of Cultures and Development of Plural World	a. Islam and the World	HMa-V-1	Development of Islamic cultures and its expansion
		HMa-V-2	Interactions between the Islamic world and the West
	b. The West and the World	HMb-V-1	Interactions between Europe and Asia
		HMb-V-2	Interactions among Europe, Africa and America
		HMb-V-3	Development of Anti-colonial movement
N. Changes of World and Modernity	a. Global Situation during the Cold War	HNa-V-1	Political situation during the Cold War
		HNa-V-2	Social movement and anti-war
	b. The Global Situation Post-cold war	HNb-V-1	Modernity and modern cultures
		HNb-V-2	“West” and “Anti-west”
		HNb-V-3	Globalization and plural cultures
O. History Survey (III)		HO-V-1	Choose an applicable issue from Topics L, M or N for further enquiry, or plan and practice of history survey, performance or exhibition

2. Geography

(1). Junior High School

The Learning Content is mainly based on the rationale and curriculum goals of the *General Guidelines* and the Social Studies Domain Guidelines, with reference to the spirit of the 2016 International Charter for Geographical Education published by the International Geographical Union. There are four directions for the revision: 1. Guided by the core competencies, the learning content takes into account the link between subject knowledge, skills and core competencies; 2. Emphasize vertical coherence within the domain; not only connecting the learning experience of the elementary school, but also providing the fundamental for deepening and broadening the learning content of senior high school; 3. Focus on horizontal links between domains, considering both the division between history and civic education, and also providing a platform for cross-domain; 4. Emphasis

on students' independent inquiry and group cooperative learning.

The learning content has the following characteristics: 1. The structure of learning content consists of environmental system, regional characteristics and global connection. Accordingly, three themes, "Fundamental beliefs and Taiwan", "Regional Characteristics" and "Geographic Issues" are formulated. All the themes focus on the following fundamental beliefs such as spatial scales, spatial distribution, spatial interaction and human-environment relationship; 2. The three themes consist of seventeen aspects, beginning from Taiwan's perspective to caring for the world. The aspects also explore the regional characteristics through interaction between human activities and the natural environment, and look forward to sustainable development through today's issues; 3. Each aspect is simple and open-ended to the reduce the number of classes and to reserve space for teachers to guide students to learn independently; 4. The final item of each aspect is "problem-based inquiry", which can be used as the basis for designing collaborative learning. It also provides a platform for collaborative teaching. When teachers conduct problem-based inquiry, they can define issues by themselves and guide students to discuss issues through group collaborative learning; 5. A field observation or interview is designed for each semester to provide a platform for integrated teaching of geography, history, and civic and social education.

Themes	Aspects	Items
A. Fundamental beliefs and Taiwan	a. Taiwan in the World	GAa-IV-1 Global latitude and longitude coordinate system
		GAa-IV-2 Global distribution of land and sea
		GAa-IV-3 The characteristics of Taiwan's geographical location and its impact
		GAa-IV-4 Problem-based Inquiry: The connections between Taiwan and the rest of the world
	b. Taiwan's Landforms and Waters	GAb-IV-1 Classification of landforms and coasts
		GAb-IV-2 The distribution and characteristics of the major landforms in Taiwan
		GAb-IV-3 Taiwan's territorial waters and economic waters

Themes	Aspects	Items
		GAb-IV-4 Problem-based inquiry: land use or geomorphic hazards and environmental ethics
	c. Taiwan's Climate and Hydrology	GAc-IV-1 Weather and climate GAc-IV-2 Climatic characteristics of Taiwan GAc-IV-3 Distribution of water resources in Taiwan GAc-IV-4 Problem-based inquiry: Typhoon and life
	Field Observation	Corresponding with the learning content of Aa, Ab, and Ac, observe the characteristics of the natural environment near the school. Teachers can guide the preparation work of field observation, such as the methods of writing field notes, and can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines".
	d. Taiwan's Population and Culture	GAd-IV-1 Taiwan's population growth and distribution GAd-IV-2 The composition of Taiwan's population GAd-IV-3 Cultural characteristics of diverse ethnic groups. GAd-IV-4 Problem-based inquiry: Taiwan's population problems and solutions
	e. Taiwan's Industrial Development	GAe-IV-1 The characteristics of Taiwan's agricultural management GAe-IV-2 The characteristics of Taiwan's industrial development GAe-IV-3 Taiwan's international trade and global connection GAe-IV-4 Problem-based inquiry: Challenges and adjustments of industrial activities
	f. Taiwan's Regional Development	GAf-IV-1 Settlement system and transportation network GAf-IV-2 Urban development and urbanization GAf-IV-3 Taiwan's regional development and its spatial differences GAf-IV-4 Problem-based inquiry: Indigenous culture, living space and ecological conservation policy
	Field Observation	Corresponding with the learning content of Ad, Ae, and Af, observe the human

Themes	Aspects	Items
		landscape near the school, and use "mind map" or language, text, image, video and other symbols to present the observations. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines".
B. Regional Characteristics	a. China I	GBa-IV-1 Regional differences in the natural environment GBa-IV-2 Traditional ways of living and population distribution GBa-IV-3 Population growth, population migration and cultural diffusion
	b. China II	GBb-IV-1 The transformation of industrial activities GBb-IV-2 Regional differences in economic development GBb-IV-3 Economic development and global connection GBb-IV-4 Problem-based inquiry: economic development and environmental impact
	c. Oceania and Polar Regions	GBc-IV-1 Natural environment and resources GBc-IV-2 The impact of global climate change GBc-IV-3 Regional development with strategic competition and cooperation GBc-IV-4 Problem-based inquiry: The connection between Oceania and Taiwan's indigenous culture
	Field Observation	Corresponding with the learning content of Ba, Bb and Bc, observe the cultural landscape or cultural assets related to the indigenous people or Han people near the school. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines".
	d. Monsoon Asia I. Northeast Asia	GBd-IV-1 Natural environment background GBd-IV-2 The characteristics of industrial and cultural development GBd-IV-3 Achievements and challenges of economic development in Northeast Asia GBd-IV-4 Problem-based inquiry: The cultural exchange between Taiwan and Northeast Asia.

Themes	Aspects	Items
	e. Monsoon Asia II. Southeast Asia and South Asia	<p>GBe-IV-1 Natural environment background</p> <p>GBe-IV-2 The development of multiculturalism</p> <p>GBe-IV-3 Economic development and regional alliances</p> <p>GBe-IV-4 Problem-based inquiry: The relationship between emerging markets in Southeast Asia and South Asia and Taiwan's industrial development</p>
	f. West Asia and North Africa	<p>GBf-IV-1 Natural environment and resources</p> <p>GBf-IV-2 The development and characteristics of Islamic culture</p> <p>GBf-IV-3 The focus of international conflicts</p> <p>GBf-IV-4 Problem-based inquiry: The interaction between Islamic culture and Western culture</p>
	Field Observation	Corresponding with the learning content of Bd, Be, Bf, observe the distribution of shops with exotic styles near the school. Use thematic maps or language, text, image, video and other symbols to present the observations. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines".
	g. Sub-Saharan Africa	<p>GBg-IV-1 Natural environment and resources</p> <p>GBg-IV-2 The cultural characteristics and influence of Sub-Saharan Africa</p> <p>GBg-IV-3 The development and challenges of the modern economy</p> <p>GBg-IV-4 Problem-based inquiry: The issue of fair trade in Sub-Saharan Africa</p>
	h. Europe and Russia	<p>GBh-IV-1 Natural environment background</p> <p>GBh-IV-2 The development of industrial activities and cultural characteristics</p> <p>GBh-IV-3 The development of the modern economy and regional alliances</p> <p>GBh-IV-4 Problem-based inquiry: The reasons and conditions for the</p>

Themes	Aspects	Items
		development of green energy in Europe
	i. America	GBi-IV-1 Natural environment background GBi-IV-2 The development of immigration and industrial activities GBi-IV-3 Regional differences in economic development GBi-IV-4 Problem-based inquiry: Development and conservation of tropical rain forests in South America
	Field Observation	Corresponding with the learning content of Bg, Bh, Bi, Observe and count the source of the manufacturing country of daily necessities, and explain the implications. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines".
C. Geographic Issues	a. Cultures Behind Taiwan's Place-Names	GCa-IV-1 The origin of the place name "Taiwan" and the evolution of its territory GCa-IV-2 The origin and change of place names in townships (or counties) GCa-IV-3 The relationship between the naming of the settlement and its environment and ethnic culture GCa-IV-4 Problem-based inquiry: the relationship between place names and commodity marketing such as the production activities and the naming of products
	b. Taiwan's agriculture and food safety	GCb-IV-1 Agricultural production and geographical environment GCb-IV-2 Food distribution and international trade GCb-IV-3 Food culture and food processing, genetic modification food GCb-IV-4 Problem-based inquiry: Exploring the causes and solutions of the food safety problem from a geographical perspective

Themes	Aspects	Items
	Field Survey	<p>1. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines". Investigate the meaning of the place names near the school.</p> <p>2. Teachers can coordinate with the other discipline teachers to integrate the issues suggested in the "General Guidelines". Investigate and count the source countries of agricultural production in the stores near the school and explore the implications.</p> <p>(Choose one from the above two activities and put into practice)</p>

(2). Upper Secondary School

The Learning Content is mainly based on the rationale and curriculum goals of the *General Guidelines* and the Social Studies Domain Guidelines, with reference to the spirit of the 2016 International Charter for Geographical Education published by the International Geographical Union. There are four directions for the revision: 1. Guided by the core competencies, the learning content takes into account the link between subject knowledge, skills and core competencies; 2. Emphasize vertical coherence within the domain; not only connecting the learning experience of the elementary school, but also providing the fundamental for deepening and broadening the learning content of senior high school; 3. Focus on horizontal links between domains, considering both the division between history and civic education, and also providing a platform for cross-domain; 4. Emphasis on students' independent inquiry and group cooperative learning.

The learning content has the following characteristics: 1. The themes are the three core competencies of geography: geographic skills, geographic systems, and geographic perspectives. Geographic skills refer to the traditional methods and techniques for acquiring knowledge and solving problems in geography, which contribute to the integrity of scientific methods. Geographic systems discuss the fundamental beliefs of geography from the perspective of systems. Geographic perspectives understand the characteristics of regional culture, the implications of regional issues, and the strategies for solving regional problems from a

geographical viewpoint; 2. Each aspect is simple and open-ended to the reduce the number of classes and to reserve space for teachers to guide students to learn independently; 3. Each topic provides "problem-based inquiry" to be the basis for designing group collaborative learning. It also provides a platform for collaborative teaching; 4. Field study activities are designed, and the study topics can be planned by teachers in collaboration with teachers of other subjects.

Themes	Aspects	Items
A. Geographic Skills	a. Research Perspectives and Research Methods	GAa-V-1 The traditions and perspectives of geography GAa-V-2 Conceive of research questions GAa-V-3 Data source and acquisition GAa-V-4 Data collation, analysis and presentation GAa-V-5 Problem-based inquiry: strategies and steps to solve problems
	b. Geographic Information	GAb-V-1 The composition and characteristics of geographic information GAb-V-2 The functions of GIS GAb-V-3 Problem-based inquiry: life applications of geographic information
	c. Maps	GAc-V-1 The nature and characteristics of the map GAc-V-2 The types of map and their purposes GAc-V-3 Problem-based inquiry: map interpretation and use
B. Geographic Systems	a. Climate Systems	GBa-V-1 Elements of climate GBa-V-2 Atmospheric circulation and ocean currents GBa-V-3 Types of climate GBa-V-4 Climate and natural landscape belts GBa-V-5 Problem-based inquiry: climate, water resources and human life
	b. Geomorphic Systems	GBb-V-1 Geomorphic agents GBb-V-2 Geomorphic system GBb-V-3 Landform identification GBb-V-4 Problem-based inquiry: landforms and human life
Field Survey		Teachers can coordinate with other subject teachers to collaboratively design the inquiry topics and implementation methods corresponding with the issues suggested in the "General Guidelines".
B. Geographic Systems	c. Population and Environmental Carrying Capacity	GBc-V-1 Population growth and demographic transition GBc-V-2 Population movement and population distribution GBc-V-3 Problem-based inquiry: population dynamics and environmental carrying

Themes	Aspects	Items
		capacity
	d. Settlements, Flows and Regions	GBd-V-1 Settlement systems GBd-V-2 Transportation and communication GBd-V-3 Central-place systems GBd-V-4 Problem-based inquiry : concepts of central places and life
	e. Cities and Urban-Rural Relationships	GBe-V-1 Urban growth and urbanization GBe-V-2 Land price and land use GBe-V-3 Urban spatial structure GBe-V-4 Problem-based inquiry: urban function and urban-rural relationship
	f. Industrial Activities	GBf-V-1 Industrial systems and categories GBf-V-2 Industrial distribution and location selection GBf-V-3 Information revolution and knowledge economy GBf-V-4 Problem-based inquiry: industrial development and change
	g. World Systems	GBg-V-1 Regional dependency and unequal exchange GBg-V-2 Spread and backwash effects GBg-V-3 Core, semi-periphery and periphery model GBg-V-4 Problem-based inquiry: Reflection on regional development
C. Geographic Perspectives	a. Taiwan and the World	GCa-V-1 The characteristics of Taiwan's natural environment GCa-V-2 Taiwan's indigenous peoples and the Austronesian languages GCa-V-3 Taiwan's immigrant society and multiple cultures GCa-V-4 Problem-based inquiry: The relationship between Taiwan's economic development and the world
	b. The Formation and Development of East Asian Cultural Sphere	GCb-V-1 The environmental background of the formation of East Asian cultural sphere GCb-V-2 The course of economic rise and transformation GCb-V-3 Population and environmental issues GCb-V-4 Problem-based inquiry: competition and cooperation between countries
Field Survey		Teachers can coordinate with other subject teachers to collaboratively design the inquiry topics and implementation methods corresponding with the issues suggested in the “General Guidelines”.
C. Geographic Perspectives	c. Contact and Regional Development Of Eastern	GCc-V-1 The environmental background of the contact between Eastern and Western culture GCc-V-2 Diverse cultural landscape

Themes	Aspects	Items
	and Western Culture (Using Southeast Asia or South Asia as Examples)	GCc-V-3 Economic development and transformation GCc-V-4 Problem-based inquiry 1: Development and Challenges of the Association of Southeast Asian Nations Problem-based inquiry 2: Development and challenges of emerging economies in South Asia (May choose one from the above two inquiry activities for practice)
	d. From Isolation to Hub (Using Australia and New Zealand as Examples)	GCd-V-1 The characteristics of the natural environment background and location GCd-V-2 The development of indigenous peoples, immigrants and immigrant societies GCd-V-3 Industrial development and geopolitical importance GCd-V-4 Problem-based inquiry: indigenous species and sustainable environment
	e. The Formation and Development of the Islamic World	GCe-V-1 The characteristics of the natural environment GCe-V-2 Cultural differences and similarities GCe-V-3 Resource competition GCe-V-4 Problem-based inquiry: regional disputes and development opportunities
	f. The Development and Spread of European Civilization	GCf-V-1 The relationship between the natural environment and the development of civilization GCf-V-2 Industrial revolution and overseas development GCf-V-3 Regional competition, cooperation and the European Union GCf-V-4 Problem-based inquiry: the formation and characteristics of the Western cultural sphere
	g. The Rise and Challenge of Superpowers	GCg-V-1 The environmental background of the United States GCg-V-2 The cultural characteristics of the multi-ethnic community GCg-V-3 Industrial development and urban civilization GCg-V-4 Problem-based Inquiry: prospects and challenges of the United States
	h. Development and Challenges in Latin America and Sub-Saharan Africa	GCh-V-1 The relationship between two regions GCh-V-2 Natural environment background GCh-V-3 Invasion and colonization GCh-V-4 Colonial economy GCh-V-5 Problem-based inquiry: the advantages and challenges of modern development.

Themes	Aspects	Items
	(A Case Study of Either Central and South America or Sub-Saharan Africa)	
	i. Globalization	GCi-V-1 Spatial differences in development conditions GCi-V-2 Transportation innovation and globalization. GCi-V-3 Economic change and spatial reorganization GCi-V-4 World city GCi-V-5 Problem-based inquiry: Contributions and challenges of globalization
Field Survey		Teachers can coordinate with other subject teachers to collaboratively design the inquiry topics and implementation methods corresponding with the issues suggested in the “General Guidelines”.

3. Civics and Society

The learning content is comprised of four main themes, which are “A. Identity of Citizenship and Community”, “B. The Organization and Institution of Societal Life”, “C. The Operation, Governance and Participatory Practice of a Society” and “D. The Ideals and Realities of a Democratic Society.” Theme A is concerned with “Who am I? Issues regarding my, our and everyone’s (multiple) identities of citizenship”; Theme B is about “How were our society, state, market and laws institutionalized and organized?”; Theme C is concerned with “How do our society, state, market and laws operate and change? Why and how do citizens participate?”; Theme D is about “The ideals and realities of contemporary public issues, including learning about multiple controversial aspects such as democracy, justice and diversity”.

In order to bridge the development of the junior high school and upper secondary schools stages, as well as reduce repetitions, the following sections lists the required learning content to demonstrate their coherence and compartmentalization. In addition, the “curriculum guideline items” are written as questions to highlight the importance of analysis, reflective thinking and inquiry, and to avoid the fragmented accumulation of content knowledge.

The learning content also includes tips and suggestions related to “extended inquiry”. “Extended inquiry” is not conducting a research project; the activities should be diverse and flexible, and teachers may adjust their implementation according to students’ needs, as well as collaborate with history, geography or other subjects depending on the inquiry theme.

(1) Junior High School

Themes	Aspects	Items
A. Identity of Citizenship and Community	a. Identity of Citizenship	CAa-IV-1 What is a citizen? CAa-IV-2 What civic virtues are essential to modern citizens? Why?
	b. Power, Rights and Responsibilities	CAb-IV-1 What are the differences and relationship between power and rights in democratic countries? CAb-IV-2 What rights do students have at school? How can students put their civic virtues into practice on campus?
	c. State and Identity	【This aspect is learned in Stage V】
	d. Human Dignity and Universal Human Rights	CAd-IV-1 Why is the protection of human rights related to upholding human dignity? CAd-IV-2 Why should human rights be universally protected regardless of nationality, race, ethnicity, region, culture, gender, sexuality and disabilities?
B. The Organization and Institution of Societal Life	a. Individuals, Families and Tribes	CBa-IV-1 Why are families the most basic and important social organization? CBa-IV-2 In indigenous societies, what is the meaning and importance of tribes? Why? CBa-IV-3 How are familial relationships formed from a legal perspective? Why do rights and responsibilities exist in the relationship between parents and their children? CBa-IV-4 Why are there different types of family structures? How do family functions change with the society? CBa-IV-5 How does public authority intervene to help establish equality within families and fulfill family functions?
	b. Groups, Voluntary Association and Public	CBb-IV-1 What groups do individuals participate in apart from families? Why? CBb-IV-2 What characteristics do voluntary

Themes	Aspects	Items
	Life	association in democratic societies possess? What is their impact on public life?
	c. Regulations, Order and Control	CBc-IV-1 Why do societies have regulations? What are the differences between laws and other social regulations? CBc-IV-2 What is the relationship between daily-life regulations and culture? CBc-IV-3 How do social regulations change with time and space? How do regulations regarding ethnicity, gender, sexuality and disability in Taiwanese society change and evolve?
	d. State and Government	CBd-IV-1 The difference between state and government. 【Extended inquiry】 From the perspective of junior high school students, what government policies can make people happy?
	e. The Constitution of Government	CBe-IV-1 Why must government systems in democratic countries follow the principle of separation of powers? CBe-IV-2 Why must the authority of the government and how it is exercised be regulated in the Constitution? CBe-IV-3 How is the central government in our country constituted? How are local governments in our country constituted?
	f. The Hierarchy, Legislation and Application of Law	CBf-IV-1 The difference between rule of law and rule of man. CBf-IV-2 Why is there a hierarchical relationship between the Constitution, laws and executive orders? 【Extended inquiry】 What is the level of hierarchy and legal effect of The Indigenous Peoples Basic Law and other basic laws? What is their difference with regular laws?
	g. The Constitution and the Protection of Human Rights	CBg-IV-1 Why is the Constitution known as “the book that protects the rights of the people”?
	h. Intervention Administration, Benefit-	CBh-IV-1 Why is administrative law relevant to our daily life? Why must the government act based on the principle

Themes	Aspects	Items
	granting Administration and Administrative Remedies	<p>of administration by law?</p> <p>CBh-IV-2 What are the common administrative regulations in people's daily lives? What is the significance of people being able to seek administrative remedies when their rights have been violated?</p>
	I. Crime and Penalty	<p>CBi-IV-1 Why do countries have criminal laws? Why must punishment of actions be limited to those already written in law at the time of action?</p> <p>CBi-IV-2 What is the purpose for states to establish penalties? What methods of punishment do the penalties in our country have?</p> <p>CBi-IV-3 In the process of prosecuting and penalizing crimes, what functions and authority do the police and prosecutors have?</p>
	j. The Protection and Restriction of Civil Rights	<p>CBj-IV-1 Why is it that most contracts are effective once both parties are in agreement, but some contracts must be registered to be effective? What liabilities occur when a contract isn't fulfilled?</p> <p>CBj-IV-2 Why is it that most people can freely enter into contracts, but people with limited legal capacity usually need to obtain the consent of their legal agents?</p> <p>CBj-IV-3 The concept of infringement and its liabilities.</p> <p>CBj-IV-4 Why do intellectual property rights need to be protected? How can we reasonably use other people's work in daily life? What legal liabilities occur with copyright infringement?</p> <p>CBj-IV-5 In society, how do people resolve civil disputes? What are the pros and cons of these methods?</p>
	k. Legal Protection of Children and Youths	<p>CBk-IV-1 Why should youths be equipped with important legal knowledge related to the protection of children and youths? In our country, what is the purpose of establishing laws related to the protection of children and youths? What important protection measures are there?</p> <p>【Extend Are the laws related to the protection</p>

Themes	Aspects	Items
		ed inquiry】 of children and youths in our country a protective measure or restrictive measure for our children and youths?
	1. Limited Resources and Its Distribution	CBI-IV-1 Why do individuals and families need to make choices? How do the choose? CBI-IV-2 How can we calculate the opportunity cost of a choice? CBI-IV-3 How can we use the concept of opportunity costs to explain the act of choosing? CBI-IV-4 How do prices affect the distribution of resources? CBI-IV-5 What are the pros and cons of different resource distribution methods?
	m. Incentives	CBm-IV-1 How do families and schools influence students' behaviors through incentives? CBm-IV-2 Why is it that different people react differently to the same incentive?
	n. Trading and Professional Division of Labor	CBn-IV-1 How do individuals and families fulfill their needs for food, clothing, shelter and transportation? CBn-IV-2 Why did humans evolve from self-sufficiency to trading? CBn-IV-3 Why is voluntary trade beneficial to both parties? CBn-IV-4 The pros and cons of Taiwan allowing the import of foreign products.
	o. Supply and Demand	【This aspect is learned in Stage V】
	p. The Function of Currency	CBp-IV-1 Why did currency appear? CBp-IV-2 The differences between using stored-value cards and using currency. CBp-IV-3 The differences between using credit cards and stored-value cards. CBp-IV-4 The buying and selling of foreign currency is usually done via banks. What kinds of people would want to buy foreign currency? What kinds of people would want to buy foreign currency?
	q. National Income	【This aspect is learned in Stage V】
C. The Operation, Governance and	a. Democratic Governance	CCa-IV-1 Why should disputes in daily life and public affairs be solved in non-violent ways? CCa-IV-2 Why should administrative agencies

Themes	Aspects	Items
Participatory Practice of a Society		<p>offer opportunities for the people to participate and express their opinions prior to policy-making?</p> <p>CCa-IV-3 How can junior high school students participate in the decision-making process of school affairs?</p>
	b. Public Opinion	<p>CCb-IV-1 How are public opinions formed in democratic societies? What are the characteristics of this formation?</p> <p>CCb-IV-2 What is the role that media and social networks play in the formation process of public opinions? How can audiences be aware of its influences?</p>
	c. Political Participation	<p>CCc-IV-1 Why is political participation very important in democratic societies?</p> <p>CCc-IV-2 Why is voting often used as an important form of participation in democratic societies?</p> <p>CCc-IV-3 What are the fundamental principles of fair voting?</p> <p>【Extended inquiry】 What ways of political participation do junior high school students have? What limitations could confront junior high school students' participation?</p>
	d. Labor Force Participation	<p>CCd-IV-1 Why is labor force participation important?</p> <p>CCd-IV-2 How does the allocation of housework affect family members' personal development and social participation? What inequalities could be involved in the allocation?</p> <p>CCd-IV-3 Why is it necessary to ensure fair market labor force participation by law?</p>
	e. Market Mechanism and Price Regulation	【This aspect is learned in Stage V】
	f. Market Competition	<p>CCf-IV-1 What influences does competition between firms have on consumers?</p> <p>CCf-IV-2 What are possible ways for firms to compete with each other?</p> <p>CCf-IV-3 Why will market competition be higher if new firms can join a certain market more easily?</p>
	g. External Costs	【This aspect is learned in Stage V】
D. The Ideals	a. Fairness and	CDa-IV-1 What examples of “fair and unfair”

Themes	Aspects	Items
and Realities of a Democratic Society	Justice	<p>are there in daily life? What are the rationales or principles for the evaluation of “fair and unfair”?</p> <p>CDa-IV-2 What unfair situations could confront individuals and groups in daily life?</p> <p>CDa-IV-3 In daily life, is it possible to realize social fairness and justice by relying only on the kind actions of individuals and groups?</p>
	b. Social Security	<p>CDb-IV-1 What does the protection of basic living conditions for individuals have to do with human dignity and freedom of choice?</p> <p>CDb-IV-2 Why does the state have a responsibility to facilitate the protection of basic living conditions for individuals?</p>
	c. Multiculturalism	<p>CDc-IV-1 What are some examples of cultural differences in daily life?</p> <p>CDc-IV-2 Under what circumstances will hierarchy and inequality develop between different languages and cultures? Why?</p> <p>CDc-IV-3 In the face of cultural differences, why must there be mutual respect and tolerance?</p>
	d. Global Connection	<p>CDd-IV-1 What phenomena or issues can be used to understand the “process of globalization”?</p> <p>CDd-IV-2 What impact does globalization bring? What responses and evaluations do people have?</p> <p>CDd-IV-3 What impact do cross-strait relations have on our country’s participation in international affairs?</p>
	e. Technological Development	<p>CDe-IV-1 How does technological development change our daily life?</p> <p>CDe-IV-2 What impact does technological development have on junior high school students’ participation in public affairs?</p> <p>【Extended inquiry】 In daily life, how can junior high school students respond to the risks brought by technology?</p>
	f. Trade Liberalization	【This aspect is learned in Stage V】

(2). Upper Secondary School

Themes	Aspects	Items
A. Identity of Citizenship and Community	a. Identity of Citizenship	<p>CAa-V-1 How does citizenship change with time? Why has it expanded from privileged groups to common people?</p> <p>CAa-V-2 How are civil rights developed and realized in our country?</p> <p>【Extended inquiry】 Why do our constitution and the Indigenous Peoples Basic Law entitle the Indigenous Peoples to national status and autonomy? What does it mean for the indigenous peoples' citizenship?</p>
	b. Power, Rights and Responsibilities	<p>CAb-V-1 Why are people the subject of rights and can have equal legal capacity? Why is it necessary to have the concept of judicial person in addition to natural person?</p> <p>CAb-V-2 Why do indigenous tribes, each indigenous people and the indigenous peoples as a whole all have legal capacity?</p> <p>CAb-V-3 How would people or governments be given legal duties or responsibilities in democratic countries (including students' duties of democratic participation at school and self-governance)?</p> <p>CAb-V-4 Why must the state balance power and duty when exercising the power of governance?</p> <p>【Extended inquiry】 What regulations does the Senior High Schools Act have regarding students' rights and duties at school? What influences does it have on students? Do students have any other rights and duties at school?</p>
	c. State and Identity	<p>CAC-V-1 What is the relationship between the sovereignty of the state and the people's daily life?</p> <p>CAC-V-2 Why is citizenship the foundation of national identity in modern times?</p> <p>CAC-V-3 Why is the construction, recognition and protection of multiple identities closely related to the state's policies?</p>
	d. Human Dignity and Universal Human Rights	<p>CAd-V-1 How do the International Bill of Human Rights and relevant international organizations (including the United Nations and non-governmental organizations) contribute to the realization of universal human rights?</p> <p>CAd-V-2 How does our country integrate relevant statements into our laws and legal system?</p>

Themes	Aspects	Items
B. The Organization and Institution of Societal Life	a. Individuals, Families and Tribes	【This aspect is learned in Stage IV】
	b. Groups, Voluntary Association and Public Life	CBb-V-1 Why is voluntary association for the people subject to regulation by relevant laws? What impact does this have?
	c. Regulations, Order and Control	CBc-V-1 How do social regulations protect social order and form social control? Under what circumstances will regulations be questioned and change?
		CBc-V-2 What impact do social regulations have on individuals' pursuit of self-fulfillment and the distribution of community resources? 【Extended inquiry】 In our country, how do existing gender culture regulations impact individuals' pursuit of self-fulfillment? What is the relationship between gender culture regulations and sexual harassment, sexual violence or gender bullying?
	d. State and Government	CBd-V-1 How is the state's sovereignty defined in our Constitution? What controversies are there?
	e. The Constitution of Government	CBe-V-1 What types of government systems are common in democratic countries? What differences do they have with the government system in our country?
		CBc-V-2 In democratic countries, what are the principles for the sharing of power between the central and local governments? How is power divided between the central government and local governments in our country? 【Extended inquiry】 What requests are the indigenous people in our country making when calling for autonomy? What differences do these requests have with our current form of local governance? Why?
	f. The Hierarchy, Legislation and Application of Law	CBf-V-1 How are laws made, amended and abolished?
		CBf-V-2 How are laws explained and applied?
	g. The Constitution and the Protection of Human Rights	CBg-V-1 What is the relationship between the Constitution and the protection of basic rights? What is the range of the restriction of basic rights? How can the state advance the realization of basic rights?

Themes	Aspects	Items
		<p>CBg-V-2 How does the Constitution regulate the state's exercise of public authority to protect human rights?</p> <p>【Extended inquiry】 The state must be authorized by law to be able to restrict basic rights of the people. What restrictions violate human dignity and therefore can never be authorized?</p>
	h. Intervention Administration, Benefit-granting Administration and Administrative Remedies	<p>CBh-V-1 How does administrative law impact people's daily lives? What are the important principles of administrative law?</p> <p>CBh-V-2 Why must there first be fair and reasonable procedure in order for administrative behavior to achieve substantial justice? What are the fundamental principles of administrative procedure?</p> <p>CBh-V-3 When people's rights are violated due to illegal or improper exercise of public authority, how can people seek administrative remedy?</p>
	I. Crime and Penalty	<p>CBi-V-1 Why does the state punish people through penalties? What are the general elements that constitute a crime?</p> <p>CBi-V-2 Why is the principle of legality the highest principle in criminal law? What important contents does the principle include?</p> <p>CBi-V-3 How does the state prosecute and punish criminal behavior? Why must defendants be deemed innocent unless tried and proven guilty? Why must the rights of defendants and victims be protected? The court's principles of fact-finding and judicial discretion.</p> <p>CBi-V-4 What is the connection between the "last resort" or "restraint" principles of criminal law and modern society's expectations of fairness and justice? Why?</p> <p>【Extended inquiry】</p>
	j. The Protection and Restriction of Civil Rights	<p>CBj-V-1 Why is it that in consumer protection contracts and employment contracts, corporations and employers cannot enjoy full freedom of contract, and must be subject to restrictions? How do we determine if these restrictions are reasonable?</p> <p>CBj-V-2 Ownership rights as a "real right" and its protection.</p>

Themes	Aspects	Items
		CBj-V-3 How can property ownership between spouses be reasonably regulated? CBj-V-4 How does the current inheritance system in our Civil Code protect people's property rights? 【Extended inquiry】 How can the protection of private property (such as intellectual property rights and ownership rights) and the advancement of public interest be balanced?
	k. Legal Protection of Children and Youths	CBk-V-1 Why is the criminal judicial process for youths different from the process for adults?
	l. Limited Resources and Its Distribution	CBl-V-1 What resources do firms and the government have? How is the usage of resources decided?
	m. Incentives	CBm-V-1 The impact of higher or lower prices on incentives. CBm-V-2 How do government policies influence incentives and in turn change people's behavior?
	n. Trading and Professional Division of Labor	CBn-V-1 The impact of professional division of labor. CBn-V-2 The main deciding factors for a country to import/export a product.
	o. Supply and Demand	CBo-V-1 How is the price that consumers are willing to pay for a product decided? CBo-V-2 How is the market demand curve of a product decided? CBo-V-3 What is the difference between changes in demand and changes in the quantity demanded? CBo-V-4 How is the price that firms are willing to sell a product for decided? CBo-V-5 How is the market supply curve of a product decided? CBo-V-6 What is the difference between changes in supply and changes in the quantity supplied?
	p. The Function of Currency	【This aspect is learned in Stage IV】
	q. National Income	CBq-V-1 How is national income measured? CBq-V-2 How is gross domestic product measured? CBq-V-3 The relationship between national income and gross domestic product.
C. The Operation,	a. Democratic Governance	CCa-V-1 What are the core concepts of democratic governance? What are the practices of democratic governance in our country?

Themes	Aspects	Items
Governance and Participatory Practice of a Society		<p>CCa-V-2 How is accountability enforced in democratic governance?</p> <p>【Extended inquiry】 What are the challenges and difficulties that exist in the practice of democratic governance in our country?</p>
	b. Public Opinion	<p>CCb-V-1 How does the ownership or the production process of media and social networks affect the formation of public opinions?</p> <p>CCb-V-2 What are the inequalities of media access and representation (including the representation of ethnic, gender, sexual orientation and disabled groups) that could exist in the formation of public opinions?</p> <p>【Extended inquiry】 How do public opinions affect policy making in the real cases of Taiwan society? How do public opinions effectively monitor, check and balance the power of the government?</p>
	c. Political Participation	<p>CCc-V-1 How do citizens participate in national and local politics via elections in our country?</p> <p>CCc-V-2 What other important forms and ways of political participation does our country have apart from elections?</p> <p>【Extended inquiry】 What inequalities of political participation opportunities and resources confront socially disadvantaged groups?</p>
	d. Labor Force Participation	<p>CCd-V-1 Why can labor force participation advance social development and economic sustainability?</p> <p>CCd-V-2 What do “individual labor rights” and “three collective labor rights” entail? Why does the government need to ensure fair market labor force participation through regulations in individual and collective labor laws?</p> <p>【Extended inquiry】 Why are autonomous labor relations important? How can autonomous labor relations be developed?</p>
	e. Market Mechanism and Price Regulation	<p>CCe-V-1 How is market price decided?</p> <p>CCe-V-2 How does the market mechanism affect resource distribution?</p> <p>CCe-V-3 Why is economic efficiency achievable through the market mechanism?</p> <p>CCe-V-4 Why would government price regulations reduce economic efficiency?</p>

Themes	Aspects	Items	
	f. Market Competition	CCf-V-1	What is the difference in effect between firms individually and jointly elevating prices?
		CCf-V-2	Why should the government be concerned about firms jointly elevating prices?
	g. External Costs	CCg-V-1	How do external costs affect our daily life?
		CCg-V-2	How can the government solve problems of external costs?
D. The Ideals and Realities of a Democratic Society	a. Fairness and Justice	CDa-V-1	What is the relationship between individual rights and fairness and justice (including procedural and corrective justice etc.)? What is the importance of “non-differential treatment” for everyone in achieving social fairness and justice?
		CDa-V-2	What is the relationship between group rights and fairness and justice? Under what circumstances will the “differential treatment” of specific groups become an affirmative principle in achieving social fairness and justice?
		CDa-V-3	Why would different social groups’ understanding and pursuit of “fairness and justice” conflict with each other? How do democratic societies resolve disputes related to “fairness and justice”?
	b. Social Security	【Extended inquiry】	
		CDb-V-1	In order to advance social security, why do states need to plan for programs such as social assistance, social welfare and social insurance?
		CDb-V-2	What are the common dilemmas and debates surrounding our country’s social security system (including how to balance fairness, responsibility and efficiency)?
	c. Multiculturalism	【Extended inquiry】	
		CDc-V-1	Why do friction or conflicts occur between different cultures?
		CDc-V-2	What policies does our country currently have to promote equality between different cultures?
		【Extended inquiry】	
		What is the connection between the realization of cultural equality and	

Themes	Aspects	Items
		universal human rights? What consistencies and tensions exist between the two? Why?
	d. Global Connection	CDd-V-1 What challenges does globalization bring for the governance of states? What issues does our country face?
		CDd-V-2 What is our country's status and situation in global competition and collaboration? What impact do cross-strait relations have on our country's status and situation on the international stage?
		CDd-V-3 What are the rationales of global sustainable development? What tensions exist between globalization and sustainable development? How can individuals and states confront these challenges?
		【Extended inquiry】 What actions have international non-governmental organizations (including international indigenous organizations and environmental organizations) taken in regards to the issue of global sustainable development? What struggles do they face?
	e. Technological Development	CDe-V-1 How does technological development increase participation in public life? What inequalities in participation will it cause?
		CDe-V-2 What moral or legal issues are born from technological development?
		【Extended inquiry】 Why must we emphasize “technological risk management” when pursuing technological development?
	f. Trade Liberalization	CDf-V-1 What is the reason behind trade liberalization?
		CDf-V-2 Who benefits from restricted and open trade, respectively? Who is disadvantaged?
		CDf-V-3 What roles does the World Trade Organization play on the international stage?

(3) Enrichment and Expanded Elective Courses in Upper Secondary School

The planned enrichment and expanded elective courses for history, geography and civics and society in the social studies domain are worth 24 credits. Students may freely choose to study any of these courses. 2 credits of elective Inquiry and Practices courses are planned for each subject. Schools may choose to allocate the 2 credits to one semester or split them between two semesters, to allow for flexibility in cross-subject or cross-domain teaching preparation, group instruction, or collaborative instruction; and to deepen learning of the core competencies. The “learning performances” of all elective courses are as listed with each subject in Stage V. The following sections present the planned “learning contents” of all enrichment and expanded elective courses :

1. History

Selective courses for history in Upper Secondary School are divided into the following three groups: “History of Peoples, Gender and States,” “History of Technology, Environment and Arts,” and “Enquiry and Practice: History Survey.” Students are encouraged to discuss and think about cross-subject, cross-domain, or significant issues, and engage in history relevant “Enquiry and Practice” activities.

(1). History of Peoples, Gender and States (3 credits)

Themes	Aspects	Items	
P. Indigenous Peoples, Migrants and the Colonized	a. Indigenous Peoples	HPa-V-1	Traditional Society, territory and knowledge system of indigenous peoples
		HPa-V-2	Interactions between indigenous peoples and outsiders
		HPa-V-3	Indigenous person and peoples under colonization
		HPa-V-4	Revitalization movement of indigenous peoples and the role of state
	b. Migrants and the Colonized	HPb-V-1	Background and type of migration
		HPb-V-2	Formation of migrant society and identity issues
		HPb-V-3	Colonization and anti-colonial movement
		HPb-V-4	Influences of Colony and Reflection upon Colonial Experience
Q. Gender and History	a. Women and Politics	HQa-V-1	Female leaders in history
		HQa-V-2	Women under Nationalism
		HQa-V-3	Promotion of women’s rights
	b. Gender and Society	HQb-V-1	Gender roles in traditional societies
		HQb-V-2	Changes of marriage and family
		HQb-V-3	Religion and gender in history

Themes	Aspects	Items	
		HQb-V-4	Development of gender equality movement
R. Modern War and State Violence	a. War and Historical Trauma	HRa-V-1	Slaughter in war and its impact
		HRa-V-2	Maneuver of war propaganda
		HRa-V-3	War trauma and collective memory
	b. State Violence and Transitional Justice	HRb-V-1	Modern state violence
		HRb-V-2	Pursuit of and reflection upon transitional justice

(2). History of Technology, Environment and Arts (3 credits)

Themes	Aspects	Items	
S. Medicine and Technology	a. Illnesses and Medicine	HSa-V-1	Plural tradition of medicine
		HSa-V-2	Past and present of diseases transmission
	b. Technology and Society	HSb-V-1	Transportation and governance of state
		HSb-V-2	Energy consumption and changes of way of life
T. Environment and History	a. Species and Civilizations	HSb-V-3	Development of media and social change
		HTa-V-1	Species exchanges and impacts in great voyage era
	b. Civilizations and Environment	HTa-V-2	Technology of breeding and human society
		HTb-V-1	Change of environment and disappearance of civilization
		HTb-V-2	Development and impact of fossil industry
U. Art and Cultures	a. Art and Humanities	HTb-V-3	Reflection upon sustainable development
		HUa-V-1	From ancient tradition to modern development in west
	b. Culture and Life	HUa-V-2	Chinese painting and calligraphy arts
		HUb-V-1	Meanings of religions and festivals
		HUb-V-2	Drama, literature and popular lives
		HUb-V-3	Technology, Environment and Artworks

(3). Enquiry and Practice: History Survey (2 credits)

Through reading, organizing and analyzing historical materials, this course focuses on concrete examples to learn what historical material is, how historical fact is constructed, how historical interpretation is formed, and to explore the impact that the perspective behind historical narratives could make. Finally, this

course also hopes that students can use relevant historical materials to plan and execute historical works and performances of different periods, or to do certain historical studies and to write historical essays. “H Va-V-1 Why do we learn history?” and “H Vc-V-3 Meanings of Learning History” may be taken as the introduction and conclusion of this course.

Themes	Aspects	Items	
V. Enquiry of Historiography	a. History, Historical Materials and Facts	HVa-V-1	Why do we learn history?
		HVa-V-2	What is historical material?
		HVa-V-3	How do we construct historical fact?
	b. Historical Works and History Writing	HVb-V-1	Reading a selection of historical works
		HVb-V-2	Analysis of historical works
		HVb-V-3	How do we write history?
	c. Historical Interpretations and Reflections	HVc-V-1	How is historical interpretation formed?
		HVc-V-2	Perspective issues embedded in historical narratives
		HVc-V-3	The meaning of learning history

2. Geography

The learning content of the geography elective courses is mainly based on the rationale and curriculum goals of the General Guidelines and the Social Studies Domain Guidelines, with reference to the spirit of the 2016 International Charter for Geographical Education published by the International Geographical Union. On the basis of the compulsory courses, we will take the deepening and broadening as the orientation to provide students with more suitable learning opportunities and achieve student-centered educational goals. There are four directions for the revision: 1. Guided by the core competencies, the learning content takes into account the link between subject knowledge, skills and core competencies; 2. Emphasize vertical coherence within the domain; not only connecting the learning experience of the elementary school, but also providing the fundamental for deepening and broadening the learning content of senior high school; 3. Focus on horizontal links between domains, considering both the division between history and civic education, and also providing a platform for cross-domain; 4. Emphasis on students' independent inquiry and group

cooperative learning.

The elective courses include "Geospatial Information Technologies", "Social and Environmental Issues" and "Inquiry and Practices: Inquiry of Geography and Humanities and Social Sciences". The features are as follows: 1. Geospatial Information Technologies: Understanding the importance of geospatial information technologies in modern society, including the concepts, methods, technologies and applications on spatial issues such as social life, community development, administrative management, resource management, and academic research. 2. Social and Environmental Issues: Understanding the dynamic relationship between the environment and human beings, as well as thinking about how to maintain and adapt to sustainable development in ecology, society and economy under different environmental issues. The items of the learning content are all in the form of questions, and the questions are used to guide the thinking of teaching and learning. 3. Inquiry and Practices: Inquiry of Geography and Humanities and Social Sciences: Apply geography research methods to different humanities and environmental issues. Allow students to learn in the group inquiry and get hands-on experience. Also encourage students to present research results in various ways.

(1) Geospatial Information Technologies (3 credits)

Themes	Aspects	Items	
D. Spatial Concepts	a. Introduction	GDa-V-1 GDa-V-2	The meaning and dimensions of space Physical space and social space
	b. Spatial Thinking	GDb-V-1 GDb-V-2 GDb-V-3	Important elements of spatial thinking Spatial thinking and spatial information Problem-based inquiry: Using maps to observe or locate the occurrence of a phenomenon on the Earth's surface, and discuss its spatial distribution patterns and causes
E. Data Acquisition and Processing	a. Data Sources	GEa-V-1 GEa-V-2 GEa-V-3	Types and acquisition of spatial data Online map service platforms Volunteered Geographic Information (VGI)

Themes	Aspects	Items	
	b. Data Processing and Presentation	GEb-V-1 GEb-V-2 GEb-V-3 GEb-V-4 GEb-V-5	Processing of spatial data Analysis of spatial data Presentation of spatial data Map design Problem-based inquiry: Draw a thematic map for a specific geographic issue and have a discussion
F. Applications	a. Environment and Disaster Prevention	GFa-V-1 GFa-V-2	Environmental quality inquiry and evaluation Query of the disaster potential maps
	b. Humanities and Society	GFb-V-1 GFb-V-2 GFb-V-3 GFb-V-4	Literature and history research applications Public health applications Industrial and commercial applications Urban planning applications (Select two from the above 4 items for introduction)
	c. Spatial Decision-making and Public Participation	GFc-V-1 GFc-V-2 GFc-V-3	Public participation geographic information system (PPGIS) and community development Spatial information for humanitarian aid Citizen science and smart city
G. Reflections on Geomedia	a. Analysis and Speculation of Maps	GGa-V-1 GGa-V-2 GGa-V-3	Purpose of mapping and information communication Interpretation and criticism of maps Mapping for the mainstream vs. counter-mapping
	b. The Impact of Geomedia	GGb-V-1 GGb-V-2 GGb-V-3	The influence of spatial information integrated with social networks geomedia and spatial privacy Problem-based inquiry: Use geomedia to share with others what you think about a social space issue
H. Practices	a. Inquiry and Practices	GHa-V-1 GHa-V-2 GHa-V-3	Use the web map as a platform to participate in the planning of the school or community space. Specific space issues of your hometown Overlay the layer of active faults in Taiwan and the layer of an important facility to assess disaster risk

Themes	Aspects	Items
		(Select one of the above 3 items and work in practice)

(2). Social and Environmental Issues (3 credits)

Themes	Aspects	Items
I. Environmental Change	a. Climate Change	GIa-V-1 What are the reasons for climate change? GIa-V-2 Is the frequency of extreme weather events changing? GIa-V-3 How does climate change affect human life? GIa-V-4 Why is the international community's response to climate change different? GIa-V-5 How do countries and individuals adapt to the impact of climate change?
	b. Natural Disasters and Land Degradation	GIb-V-1 What is a natural disaster? GIb-V-2 What is land degradation? GIb-V-3 What is the relationship between natural disasters and human life? GIb-V-4 How does land degradation affect human life? GIb-V-5 How to avoid or reduce the impact of natural disasters and land degradation ? GIb-V-6 What is the relationship between traditional ecological knowledge (TEK) of indigenous peoples and ecological sustainability?

Themes	Aspects	Items	
J. Resources and Energy	a. Water Resources and Marine Resources	GJa-V-1	What is the relationship between the shortage of water resources and human activities?
		GJa-V-2	What is the relationship between the development and distribution of water resources and the economic development of the country and the region?
		GJa-V-3	What is the relationship between the development and utilization of marine resources and human activities?
		GJa-V-4	How the development and utilization of marine resources affects international relations ?
		GJa-V-5	How to make sustainable use of water resources and marine resources ?
	b. Energy	GJb-V-1	What is the relationship between the development and utilization of fossil energy and human activities?
		GJb-V-2	Is nuclear energy a clean and safe energy source?
		GJb-V-3	How does the production and sales of fossil energy affect international relations?
		GJb-V-4	In addition to nuclear energy, what are alternative energy sources to fossil energy?
		GJb-V-5	Can alternative energy replace fossil energy as the primary energy source?
K. Population and Food	a. Population Issues	GKa-V-1	What is the spatial difference between population doubling time and population distribution?
		GKa-V-2	Why do some countries have demographic dividends, and some countries have negative effects of population?
		GKa-V-3	What is the relationship between international immigration and regional society, economy and politics?
		GKa-V-4	When the problems of population size and population structure occur in an area, how to formulate the population

Themes	Aspects	Items
		policy?
	b. Food Issues	GKb-V-1 Is the food produced by the global agricultural system sufficient to supply the current population? GKb-V-2 What is the relationship between food supply and citizen's health? GKb-V-3 Can the green revolution and genetically modified foods solve food problems? GKb-V-4 Can shortening food mileage improve the stability of national food supply?

(3). Inquiry and Practices: Inquiry of Geography and Humanities and Social Sciences (2 credits)

Themes	Aspects	Items
L. Research Methods of Geography	a. Research Process	GLa-V-1 Types of research GLa-V-2 Ways to discover research GLa-V-3 problems Skills for collecting and analyzing data
M. Application of Geographic methods (select two from 4 topics)	a. Environmental and Ecological Landscape	GMa-V-1 Spatial analysis of disease GMa-V-2 spread GMa-V-3 Indigenous people's traditional ecological knowledge (TEK) and lifestyle changes Urbanization and changes of the urban ecological environment (select one from the above three items or create one by yourself)
	b. Literature and Art	GMb-V-1 Immigration and regional development GMb-V-2 Geographical historical and cultural background in literature and art works GMb-V-3 The relationship between cultural assets, historical scenes and modern development (select one from the above three items or create one by yourself)
	c. Regulations and Industrial activities	GMc-V-1 Regulations, systems, land rights and the shaping of geographical landscape GMc-V-2

Themes	Aspects	Items
		GMc-V-3 Location choice of industrial and commercial activities Land planning and regional economic development (select one from the above three items or create one by yourself)
	d. Tourism and Leisure	GMd-V-1 Agricultural production, food consumption, food culture and geographical environment GMd-V-2 Local culture and tourism industry development GMd-V-3 The meaning and reflection of ecotourism (select one from the above three items or create one by yourself)
N. Practice of Geographic Methods	a. Inquiry and Practices	Teachers can work with other subject teachers to guide students to learn GNa-V-1 Discover meaningful questions from learning experiences and everyday life GNa-V-2 Design strategies to solve problems GNa-V-3 Collect, analyze, and interpret data GNa-V-4 Present results : According to the actual situation of the teaching environment, use various forms to show the results of the above activities. Students could write a report, make a poster, take photos or videos, draw various maps and write short essays. Encourage students to participate in various competitions.

3. Civics and Society

The elective courses for civics and society are “Modern Society and Economy”, “Democratic Politics and Law” and “Inquiry and Practices: Public Issues and Social Inquiry”. “Modern Society and Economy” and “Democratic Politics and Law” are based on different subject knowledge categories in social sciences, and are paired with “extended inquiries”, which can be flexibly implemented. “Inquiry and Practices: Public Issues and Social Inquiry” uses the

issues or problems of daily life phenomena as a basis to guide students in nurturing the four main capabilities of social inquiry: “discovering and defining the problem”, “observation and collection of data”, “analyzing and interpreting data” and “summarization and reflection”.

(1). Modern Society and Economy (3 credits)

Themes	Aspects	Items	
E. Social Inequality and Social Movements	a. Social Stratification and Social Inequality	CEa-V-1	What is stratification? How do different social science theories explain the unequal distribution of resources and other phenomena involved in stratification?
		CEa-V-2	How is social stratification expressed in aspects such as economic resources, cultural capital, social capital and political power?
		CEa-V-3	How does the socio-economic status of a family affect their children’s educational opportunities? What important mechanisms do democratic societies have to stimulate social mobility?
		CEa-V-4	What is the connection between social stratification and factors such as ethnicity, gender, and disabilities? How do these factors cause social inequality?
	b. Social Movements	CEb-V-1	What are social movements? Why did social movements appear?
		CEb-V-2	Why are social movements an important form of civic participation?
		CEb-V-3	What social movements in Taiwan have had major influences on social change?
		【Extended inquiry】	How are social movements different from political parties and pressure groups?
			What impact do technology and social media have on the development of recent social movements in Taiwan?
F. Economic Fluctuation and	a. Price Inflation	CFa-V-1	What impact does the rate of economic growth have on people?
		CFa-V-2	When comparing the national income of different countries, why

Themes	Aspects	Items
Economic Growth		<p>CFa-V-3 is the purchasing power parity index used?</p> <p>CFa-V-4 How can we measure changes in living costs? What are the reasons behind price inflation?</p>
	b. Wages and the Labor Market	<p>CFb-V-1 How are wages in the labor market decided?</p> <p>CFb-V-2 Why do wage-earners care more about real wages than nominal wages?</p> <p>CFb-V-3 What impact could the establishment of a minimum wage by the government have on the labor market?</p> <p>CFb-V-4 How do factories moving overseas, increasing migrant worker numbers, automated production and the digitalization of the service industry impact the domestic labor market?</p>
	c. Economic Fluctuations and Unemployment	<p>CFc-V-1 Why do economic recessions in other countries cause recessions in Taiwan as well?</p> <p>CFc-V-2 What impact does economic recession have on wages and employment?</p> <p>CFc-V-3 What types of unemployment are there? How is unemployment measured?</p> <p>CFc-V-4 Why do “discouraged workers” affect unemployment rates?</p>
	d. Interest Rates and Regular Investments	<p>CFd-V-1 In the loanable fund market, who are the main demanders? Who are the main suppliers?</p> <p>CFd-V-2 What is the price for loaning funds?</p> <p>CFd-V-3 How do economic fluctuations affect interest rates?</p>
	e. Central Banks and Monetary Policies	<p>CFe-V-1 How do monetary policies affect firms’ regular investments?</p> <p>CFe-V-2 Why does a loose monetary policy have the effect of stimulating the economy?</p> <p>CFe-V-3 What side effects could a loose monetary policy cause?</p>

(2). Democratic Politics and Law (3 credits)

Themes	Aspects	Items	
G. Democratic Politics and World Order	a. The Changing Development of Democratic Politics	CGa-V-1	What is the connection between the development of deliberative democracy and representative democracy?
		CGa-V-2	Why does civil disobedience appear in democratic societies? What is the legitimacy of civil disobedience, and what are its controversies? What legal consequences and impact on society will it have?
	b. China's Politics and Regional Peace	CGb-V-1	What are the characteristics of politics' in China? What challenges do they face?
		CGb-V-2	How do China's political and economic development impact regional peace and cross-strait relations?
	c. International Politics and World Order	CGc-V-1	Why are most members of international organizations in current times nation states or economic entities?
		CGc-V-2	What factors cause international conflicts? What are some common types of international conflicts and common mechanisms to resolve these conflicts?
		CGc-V-3	What factors influence international political alliances and changes in world order?
		【Extended inquiry】	What is the connection between international political power and the world map as well as regional names?
H. Law and Societal Life	a. Constitutional Interpretation and the Protection of Human Rights	CHa-V-1	Why must constitutionality be considered when applying laws? When a law's constitutionality is in question, what is the procedure to apply for constitutional interpretation by the Grand Justices?
		CHa-V-2	What interpretations made by Grand Justices have set important milestones in protecting human rights?
	b. Administrative Behavior and Legal Remedies	CHb-V-1	How are people's lives affected by public authority practicing public interest and public authority that should be restricted by law?
		CHb-V-2	

Themes	Aspects	Items
		<p>CHb-V-3</p> <p>How can we determine the legality of administrative injunctions? What important procedural components for lodging an appeal or administrative litigation are there? Under what circumstances can people sue for state compensation? Under what circumstances should the state compensate people's losses? Why should the state compensate people?</p>
	c. Civil Relations and the Protection of Rights	<p>CHc-V-1</p> <p>CHc-V-2</p> <p>【Extended inquiry】</p> <p>What are the fundamental differences among the Civil Code's protections of property rights, identity rights and personality rights? How should we balance the protection of personality rights and public interest? What are the differences in compensation responsibilities and scope for infringing others' property rights compared to infringing others' personality rights? How do we determine if these differences are reasonable?</p>
	d. Information Technology Life and Criminal Code Regulations	<p>CHd-V-1</p> <p>CHd-V-2</p> <p>【Extended inquiry】</p> <p>Why does information technology life in modern society need regulation? What is its importance? What important laws and regulations regarding information technology life in the Criminal Code are closely related to high school students? In information technology life, what laws and regulations do people often violate?</p>

(3) Inquiry and Practices: Public Issues and Social Inquiry (2 credits)

“Public Issues and Social Inquiry” is a newly added elective course in the “civics and society” subject for Upper Secondary Schools. This course uses “problems” or “issues” as its basis, and is designed and planned with four aims:

1. to guide students in learning the inference and thinking methods of social science through Inquiry and Practices of public problems or issues;
2. to nurture

students' ability to think reflectively about different perspectives, values or viewpoints through definition, information collection and analysis and interpretation of public social issues, as well as to increase their understanding of important social issues, and comprehend the fundamental differences in peoples' way of thinking and decisions regarding various issues; 3. to develop students capabilities for communication and participation in civic actions for the improvement of society through inquiry of civic issues related to daily life, society and the world, using civic competency learning as a guidance; 4. to provide enriched and expanded learning, and balance exploration of academic aptitude with preparing for university-level learning, in order to achieve the goals of "nurture by nature and promoting life-long learning" in basic education.

The Inquiry and Practices of this course should include four main elements: "discovering and defining the problem", "observation and collection of data", "analyzing and interpreting data" and "summarization and reflection". These four elements form the main steps and learning points of the inquiry of each "problem" or issue, and none may be omitted. "Discovering and defining the problem" is to put forth a specific research question based on the issue or phenomenon to be inquired--this can be identifying an unexplained phenomenon, exploring the reason behind a phenomenon's formation or the mechanism influencing the existence of a phenomenon; "observation and collection of data" is to collect data based on the research question, and the collection method and data type will differ according to the research question; "analyzing and interpreting data" emphasizes evidence as a foundation, and students may use different analysis tools and methods to explain how the data answers the research question; "summarization and reflection" guides students to think about the meaning of social inquiry, as well as the other research questions that may form in the inquiry process.

The implementation of this course may be done by choosing one or more of the following approaches: "Action Plan for Social Participation", "Inquiry and Understanding of Meanings in Daily Life", "Description and Quantitative Inquiry of Experiences and Facts" and "Reflective Inquiry of Rules or Discourses". The inquiry problem or issue can be chosen and confirmed with the teacher's guidance,

or be voluntarily proposed by the students. The examples in the following table are for reference only; teachers may guide students in choosing a topic for Inquiry and Practices according to the students' learning conditions, local characteristics of the school, and environment and resource conditions.

Main Elements of Social Inquiry	Approaches	Reference Examples
1. Discovering and defining the problem 2. Observation and collection of data 3. Analyzing and interpreting data 4. Summarization and reflection	1. Action Plan for Social Participation: the teacher guides the students' discussion to choose a specific public issue, take action with the aim of "changing the status quo", and reflect on the process of taking action, in order to improve their abilities for problem-solving.	1. Producing multimedia productions, mini skits or actions plays for public advocacy. 2. Establishing a public interest group or website. 3. Publishing opinion pieces or writing lobbying statements.
	2. Inquiry and Understanding of Meanings in Daily Life: there are often specific meanings and values hidden in people's actions; understanding the meanings that people confer on specific affairs and phenomena in life can be helpful for thorough exploration of different cultures and for mutual understanding among different groups.	1. What different opinions do people have regarding whether or not landscapes and landmarks, artifacts and historical stories should be preserved, as well as how they should be preserved? Are there any differences? Why? 2. How do major political or economic events that happen around the world affect our daily lives? Conversely, could our regular daily life activities impact people, events, things and environments far away? 3. How do people react when rural-urban migrants or foreign migrants appear in their community? Analyze and interpret? 4. Understand and interpret diverse cultural or ritualistic activities, as well as the value and meaning of these cultural rituals to members of that culture. The above research inquiries may be conducted using geographic

Main Elements of Social Inquiry	Approaches	Reference Examples
		information systems or historical evidence.
	3. Description and Quantitative Inquiry of Experiences and Facts: measuring or describing observable behaviors, attitudes or situations; collecting and organizing existing measurement statistics; and proposing preliminary explanations for the influencing factors of the measurement results and described phenomena. This is to nurture the ability to systematically understand social phenomena through inference based on available evidence.	<ol style="list-style-type: none"> 1. Visiting various types of markets (such as farm produce markets, flower markets, night markets, electronic device markets) near the school or community, surveying product prices from production to retail, and discussing the methods by which prices are decided. 2. Exploring the difference between the minimum wage and actual wages in daily life, and explaining why wages in some regions are lower than the minimum wage, while in other regions wages are higher than the minimum wage. 3. Observing the political party affiliations of the executive officials and legislators in the county/city where the school is located, and explaining the reasons behind the party winning local elections or becoming the legislative majority, as well as analyzing or interpreting the changes in voting rate and percentage of votes earned over various elections. 4. Choose any public opinion poll, understand its process, and analyze its reliability along with media coverage, as well as analyze whether or not the results match the opinions of people around the students.
	4. Reflective Inquiry of Rules or Discourses: existing rules or discourses may contain certain values and prejudices, as well as debates or conflicts between different views. Think critically	1. Conducting an inquiry of any controversial social event (such as labor disputes, economic development and environmental impact evaluation controversies, disputes regarding the development of indigenous lands, controversies surrounding the amendment of the Criminal Code etc.); collecting and reading about the rules related to the controversy, as well as the discourse put forth by advocates of different viewpoints; and analyzing and

Main Elements of Social Inquiry	Approaches	Reference Examples
	<p>about rules or discourses in societal life, in order to develop reflective inquiry capabilities.</p>	<p>reflecting on the arguments and conflicts of different viewpoints.</p> <ol style="list-style-type: none"> 2. Using an ongoing social controversy as an example (such as one regarding human rights, gender, ethnicity, migrants etc.), conducting an inquiry of the distribution of the majority opinion in society, as well as what the main reasons for supporting/opposing the issue are. How can we test or reflect on the rationality of these reasons? 3. Observing or translating the stereotypes, prejudices or discrimination that may be present in media content. 4. Radioactive food products and tobacco products are harmful to the human body. Why does the government ban the import of radioactive food products, but allow the import of tobacco products?

VI. Implementation Directions

1. Curriculum Development

- (1) For students to identify with their country and culture, as well as fulfill their role as global citizens, the curriculum development of the domain of social studies should be linked to trends in life and technology, caring for local community, fostering international thinking, and place importance on critical global issues.
- (2) Elementary schools employ domain-integrated curriculum design while junior high schools may flexibly implement domain or subject-specific teaching depending on the school's condition. For general senior high schools, subject-specific teaching is implemented as principle to strengthen integration and application of cross domain/subject by offering interdisciplinary or cross domain/subject projects, inquiry, and practical courses.
- (3) To enhance the richness of social studies and to cultivate students' local concern and international perspectives, school curriculum development should appropriately incorporate various issues (refer to Appendix II: Appropriate Integration of Issues into Curriculum Guidelines for Domains).
- (4) In developing social studies domain-specific curriculum, schools should focus on school-based, learner-centered, problem-oriented, and teamwork spirit. In addition, students' interests, teachers' expertise, living environment, current events, and issues are integrated to cultivate students' ability to observe, interview, investigate, collect data, draw charts and thematic maps, report on projects and other inquiries, and practice to implement the concept of social studies domain-specific curriculum. Schools should provide students with opportunities to present their work by holding an annual presentation of social studies learning outcomes, and encouraging students to participate in various off-campus exhibitions or competitions.
- (5) Social studies may be integrated into other MOE-mandated domain-specific curriculum or school-based curriculum by combining the learning of this domain with the overall school-based curriculum development.
- (6) The development of social studies domain-specific curriculum in schools with special indigenous focuses should incorporate history, culture, geography, and public issues of the indigenous peoples as much as possible and plan the curriculum from the perspective of ethnic development.

2. Teaching Material Selection and Composition

- (1) The selection and composition of teaching materials or textbooks in social studies should comply with the learning focus, integrate the content of core competencies, and carry out appropriate vertical articulation and horizontal integration among subjects to avoid unnecessary overlap.
- (2) The themes, items, and entries in the learning content do not represent the names and sequences of each volume and chapter of textbooks. When selecting and composing teaching materials and textbooks, teachers may rearrange and combine various learning contents to form a distinctive teaching material framework. However, they must be based on the fundamental beliefs in curriculum guidelines and comply with the key points shown in items (8) to (12) below.
- (3) To implement “learning performance” at each learning stage, teachers should integrate learning performance with relevant learning content while selecting and composing teaching materials and textbooks. For students to develop the core competencies of social studies, they should also design learning materials that are coherent, contextualized, strategic, and practical.
- (4) The selection and composition of teaching materials or textbooks should be contemporary and forward-looking. It should take into account students’ life experiences, social trends, and integrate relevant issues, consider multiple perspectives, and respond to the characteristics of different ethnic groups and cultures. The materials should avoid stereotypes, prejudice, discrimination, and authoritarian content, and should not be written from the perspective of a single ethnic group or gender. At the same time, teachers should examine and reflect upon the potential prejudice and discrimination underlying certain cultural customs.
- (5) The selection and composition of teaching materials or textbooks should be able to reflect the latest important research findings in academia and avoid too many difficult definitions, or typification, superficial, fragmented, and dogmatic learning materials.
- (6) The selection and composition of teaching materials or textbooks should consider the actual teaching sessions or course credits of social studies at each educational stage in junior high school and general high school and refer to the

recommended sessions in Appendix III. The amount of the overall learning content should be appropriate.

- (7) Schools may select or compose their teaching materials according to district characteristics, students' characteristics, and needs. However, the self-composed and self-selected teaching materials used throughout the year or the school semester should be submitted to the Committee of School Curriculum Development for review.
- (8) For the selection and composition of elementary schools teaching materials or textbooks, domain-integrated curriculum design is adopted. In addition to selecting appropriate themes to develop integrated teaching materials, at least one inquiry activity must be included in each unit. Furthermore, to integrate the learning content of the semester, at least one thematic inquiry and practical unit must be planned per semester.
- (9) The selection and composition of teaching materials or textbooks for history should also meet the following criteria:
 - A. Junior high school: A categorical structure is employed. The curriculum is planned from the people's point of view with the principle of planning from the recent to the ancient, giving brief descriptions of the past and detailed descriptions of the present. Each category is accounted for one-third of the total number of sessions. In addition, a long-period general history framework is designed to emphasize structural changes and interactions among different categories. Two historical surveys are arranged for each category to facilitate the achievement of objectives by learning performances.
 - B. Required courses in general senior high school: A categorical structure is employed with 2 credits per category. 4 themes and 1 historical survey are arranged for every 2 credits. Each project is designed in a chronological sequence to explore fundamental historical issues relevant to the contemporary world. The emphasis is placed on the critical and creative thinking skills to discover, understand, confront, and propose solutions to problems.
 - C. Elective courses in general senior high school: "History of Ethnicity, Gender, and Nation", "History of Technology, Environment and Arts", and "Inquiry and Practices: Inquiry of History". It encourages interdisciplinary

discussion and reflection on major historical issues related to the contemporary world, as well as engaging in inquiry and practical activities related to history.

(10) The selection and composition of teaching materials or textbooks for geography should also meet the following criteria:

- A. It is compulsory to include field observation, field survey, or fieldwork each semester in junior high schools and general senior high schools for teachers to design cooperative group learning or collaborative teaching. The textbooks do not need to be further composed.
- B. The learning content in junior high schools is structured in three themes: “Fundamental beliefs and Taiwan” accounted for one-third of the total sessions, “Regional Characteristics” accounted for half of the total sessions, and “Geographical Issues” accounted for one-sixth of the total sessions. The learning performance and content of each theme should be structured according to the three geographic core competencies of environmental systems, regional characteristics, and global relations. The development of each region or country in the world has its specific spatial and temporal contexts, which present diversity. When taking Taiwan as an example of a natural or humanistic environment system, it should be appropriate and, if necessary, select other examples from around the world for comparison.
- C. The learning focus of required geography courses in general senior high schools is structured by 3 geographic core competencies: geographic skills, geographic system, and geographic perspective. Students need to develop 19 learning items for 6 credits, with 2 to 4 learning items per credit.
- D. The elective courses in general senior high schools include “Spatial Information Technology”, “Social and Environmental Issues”, and “Inquiry and Practices: Inquiry of Geography and Humanities and Social Sciences”. The selection and composition of teaching materials focus on the presentation of discipline methodology, discussion of major issues, and application of subjects in daily life. In addition, critical and reflective content should be considered to reflect the articulation of important humanities and social science research.

- (11) The selection and composition of teaching materials or textbooks for civics and society should also meet the following criteria:
- A. The selection and composition of teaching materials and textbooks for required courses in junior high schools and general senior high schools should be based on the principles of civic formation and learning in a democratic society. It should focus on thinking about how the society is constructed, how to participate in its operation, and the ideal and practical challenges it faces from civic perspective. The teaching materials and textbooks should not be divided by subjects in social sciences.
 - B. The “Modern Society and Economy” and “Democratic Politics and Law” of the elective courses in general senior high schools should be based on the principles of academic orientation and articulation with university study. Teaching materials that are appropriately enriched and emphasize criticism and reflection should be composed to reflect the importance of social science principles and issues.
 - C. The selection and composition of textbooks should reflect the questioning spirit in the learning content entries and provide learning materials for inquiry learning and the development of high-level thinking and problem-solving skills.
- (12) The Inquiry and Practices of history, geography, and civics and society in general senior high schools is an enriched elective course which integrates the content and knowledge of social studies and contains the essence of inquiry. Teachers may select appropriate teaching materials and guide students in their inquiry on themes related to required or elective courses in general senior high schools, or other topics. The process includes selection of issues, data collection, analysis, research, publication, and other practical items. The selection or composition of relevant teaching materials should be diversified and flexible, and in line with the concepts and objectives of the domain. It should also consider the characteristics of students, schools, or places, as well as other conditions like the environment and resources. The teaching materials do not need to be submitted to the textbook review authority for approval to meet the curriculum needs of Inquiry and Practices.

3. Teaching Implementation

- (1) Teachers should design effective teaching activities with the spirit of inquiry and emphasis on questioning to guide students to learn according to the fundamental beliefs, curriculum goals, core competencies, and learning focus of social studies. It should be combined with the regional, natural, ethnic, or cultural characteristics and attributes of group/subject.
- (2) Elementary schools adopt domain-specific teaching that integrates learning content. In junior high schools, learning contents are designed according to objectives of each subject and integrated with designated multiple inquiry learning based on learning performance. In general senior high schools, subject-specific learning contents are designed based on different subject structures and integrated with multiple inquiry learning based on learning performance.
- (3) Teaching implementation should be open and pluralistic, emphasizing the importance of rational communication and respect for differences in a democratic society.
- (4) Teaching implementation should be flexible in using various strategies. In addition to imparting knowledge, teachers should also provide students with opportunities for fieldwork, participation and interaction, and practice to develop students' ability to inquire, create, and reflect, as well as an active learning attitude.
- (5) To enhance the effectiveness of teaching, teachers should strengthen the curriculum linkage between social studies seminars and relevant domains through teaching and research committees or professional learning communities. Teachers may offer cross-domain/subject projects, practice, or expeditionary courses and adopt collaborative teaching according to curriculum needs to enhance the effectiveness of teaching.
- (6) To strengthen the integration and application of the curriculum, teachers may flexibly implement historical investigation, fieldwork, or other forms of inquiry learning according to students' learning needs. The activities should be diversified and flexible and the principles of implementation are as follows:
 - A. The historical investigation, fieldwork, or other forms of inquiry learning in junior high schools may be implemented in conjunction with subjects of history, geography, and civics and society. It may be conducted using alternative learning courses or spare time.

- B. The historical investigation, fieldwork, or other forms of inquiry learning of required courses in general senior high schools may adopt cross-subject design. The depth and breadth of the topics may be adjusted according to the teaching environment and student characteristics. It may be conducted using alternative learning periods or spare time.
- C. When implementing and instructing inquiry learning courses, teachers should guide students to conduct with integrity, empathy, or objectivity, as well as respect and protect the relevant rights and interests of the inquired subjects.
- (7) When implementing an enriched elective social studies course in general senior high schools, schools should combine it with elective courses of other domain/subject. In addition, schools may offer a common elective session in the weekly schedule so that students may freely choose to study different courses according to their career paths and interests.
- (8) The “Inquiry and Practices” of enriched elective courses in general senior high schools is a project-based curriculum. Schools may flexibly group and start sessions according to students’ career development, school development characteristics, teacher deployment (including collaborative teaching), etc. The aim is to provide a flexible space for cross subject/domain collaborative lesson preparation or collaborative teaching to enrich competency-based learning.

4. Teaching Resources

- (1) Schools should construct classrooms for social studies or subjects of history, geography, and civics and society according to basic standards of school facilities announced by the competent authority. In addition, schools should also provide essential teaching equipment and materials.
- (2) Schools may use resources from research institutions, communities, industries, and non-governmental organizations, or collaborate with manpower resources from various sectors to improve curriculum and teaching.
- (3) Schools may, according to their characteristics, build a sharing platform for social studies teaching resources to support curriculum development and teaching research.
- (4) Schools should provide various types of software and hardware facilities and relevant administrative support for fieldwork or other forms of inquiry learning

according to basic standards of school facilities and school curriculum plans.

5. Learning Assessment

- (1) Learning assessment should emphasize the learning process and results according to the curriculum goals, core competencies, learning performances, and learning content of social studies. It should adopt a variety of forms to diagnose learning problems and examine learning effectiveness, including written tests, assignment practice, practical assessment, fieldwork, project reports, portfolio assessment, etc.
- (2) The content of assessments should consider students' physical and mental development, individual differences, and cultural differences. It should also be in line with the content of core competencies and learning performances. The establishment of assessment standards should not be limited to fragmented knowledge and memory, but focus on high-level cognitive, affective, and skill performance and its application in real-life situations.
- (3) After conducting learning assessments, teachers should analyze the assessment results as a reference for teaching reflection, adjustment, and remedial teaching.