

12-Year Basic Education

**A Framework for Specialized
Program for the Sports Talent Class**

June 2019

Table of Contents

| | |
|---|-----------|
| I. Background of Revisions..... | 1 |
| II. Fundamental Beliefs | 2 |
| III. Curriculum Goals | 3 |
| IV. Core Competency..... | 4 |
| V. Learning Stages..... | 12 |
| VI. Curriculum Framework..... | 14 |
| 1. Curriculum Types and Classification of Domains and Subjects | 14 |
| 2. Curriculum Planning and Explanations | 17 |
| (1)Elementary School and Junior High School | 17 |
| (2)Upper Secondary School..... | 23 |
| (2)-1 General Senior High School | 26 |
| (2)-2 Vocational Senior High School | 35 |
| (2)-3 Comprehensive Senior High School | 42 |
| (2)-4 Specialized Senior High School | 48 |
| VII. Implementation Directions..... | 55 |
| VIII. Appendix | 70 |
| Appendix I: Planning of the common core curriculum for upper secondary school..... | 70 |
| Appendix II: Explanation and planning of group activity periods in upper secondary school | 72 |

Tables

| | |
|--|----|
| Table 1. Content of core competencies for each educational stage | 6 |
| Table 2. Curriculum types for each educational stage | 11 |
| Table 3: Domain-specific curriculum framework for each learning stage | 13 |
| Table 4: Curriculum planning for elementary and junior high school | 14 |
| Table 5. Curriculum planning for each type of upper secondary school | 20 |
| Table 6. Academic credits and domains/subjects of general senior high schools | 23 |
| Table 7. Credits for enrichment and expanded elective courses in each domain and subject | 27 |
| Table 8. Academic credits and domains/subjects of vocational senior high school | 32 |
| Table 9. Academic credits and domains/subjects of comprehensive senior high schools | 39 |
| Table 10. Academic credits and domains/subjects of specialized senior high school | 45 |
| Table 11. Domains, subjects, and credits of the common core curriculum for upper secondary school | 67 |

I. Background of Revisions

The development of sports talent classes (hereafter referred to as sports talent classes) from senior high school to elementary school has gone through four stages: sports teams, experimental sports classes, key development projects in schools, and sports talent classes. The sports talent class curriculum was issued by the Ministry of Education in December 2008, and the “Senior High School Sports Talent Class Curriculum Guidelines” is the first official release of the Republic of China’s sports talent class curriculum guidelines.

According to the 2017 annual report of school sports statistics, compiled by the Sports Department of the Ministry of Education in 2018, there were 205 elementary schools, 373 junior high schools, and 147 high schools in the Republic of China that had sports talent class programs (a total of 725 schools). With the number of students totaling 40,436 and a wide range of impact levels, it is evident that a curriculum implementation specification is needed for sports talent classes.

On November 28, 2014, the Ministry of Education of the Republic of China issued the “Curriculum Guidelines of the 12-Year National Basic Education” (hereinafter referred to as the “General Guidelines”), as regulated by the Special Education Act, the National Sports Act, the Art Education Act, and related regulations in the bylaws. Flexibility to make adjustments to the ministry-mandated and school-developed curriculum is required for special education students, such as students with special needs, sport talent students, art talent students, and science talent students (including the number of periods, number of credits, and the learning content). Courses for students with special needs can be developed by the school, but the total number of periods should not be reduced. The “Curriculum Guidelines on 12-Year National Basic Education – Sports Talent Class” (hereinafter referred to as the “Guidelines”) has been formulated as the basis for the planning and implementation of the sports talent class curriculum.

II. Fundamental Beliefs

The sports talent class curriculum is guided by the existing competencies outlined in the General Guidelines, which were designed based on the principles of taking initiative, engaging in interaction, and seeking the common good, and the development of the Guidelines is integrated into the core competencies suitable for students' specialized sports development through the implementation of general subjects and a sport-specific program. To learn to adapt to the current way of life and face the challenges of the future, one needs to have knowledge, competence, and the right attitude to possess the ability to develop one's athletic potential to meet the challenges of any competitive sport.

Through the different curricula, students have different learning priorities and practices at the “spontaneity, communication, and interaction” levels. At the “spontaneity” level, students are the subjects of education, and they are taught to be aware of various sports and life situations, guided to learn about the sport-specific program, and trained to become interested in sports participation. Abilities in multiple sports are also developed, to ensure the physically and psychologically balanced development of sports talent, resulting in a positive attitude toward life. At the “communication” level, communication and thinking are emphasized in individual, group, and competitive training environments. The purpose is to teach students to interact and cooperate with others through the specialized sports talent class curriculum. At the “interaction” level, action-based specialized exercise training takes place. Specialized sports practice and theory are taught in the curriculum to guide appropriate development and social participation, and to nurture the students to become sports professionals.

The General Guidelines emphasize that students are spontaneous and active learners, and that schools should encourage students' motivation and passion for learning. The General Guidelines also encourage guiding students to appropriately develop the ability to interact with themselves, others, society, and nature. Students are encouraged to explore and plan their career development so that they are not restricted by gender, and to pay attention to the rights and interests of all people, regardless of their gender or any physical or mental disabilities, who want to participate in competitive sports. Schools are encouraged to assist students in applying what they have learned, experiencing the meaning of life, and contributing to the sustainable development of society, nature, and culture, thus facilitating the attainment of reciprocity and the common good, to effectively promote the development of their careers.

The Ministry of Education has established a consistent training system for students who excel athletically, as well as methods and objectives for the formation of sports talent classes. The main

purpose of this curriculum is to provide training at different stages of education, enhancing early discovery of athletic talent and providing athletic potential development. Not only has the entire national basic education system become important for cultivating outstanding athletes, it is also an important pillar of a consistent training system.

III. Curriculum Goals

Guided by the aforementioned fundamental beliefs, with reference to the goals of sports talent classes, the following five curriculum objectives were established to assist students in their learning and development.

1. Inspiring students to unleash their full potential

This goal aims to elicit students' learning motivation; develop their inquisitiveness and ability to explore, think, judge, and act; and help them develop a willing and active attitude to explore and learn. In this manner, students can experience the joy of learning and increase their sense of self-worth. Furthermore, students can unleash their hidden potential, leading to their balanced and healthy development.

2. Teach and develop students' knowledge about life

This goal aims to develop students' basic knowledge of various aspects of life, allowing them to integrate distinct methods and use their hands and brain to solve problems. Furthermore, it is essential to develop students' communication ability in expressing their opinions, in addition to emphasizing interpersonal tolerance, teamwork, and social interaction. This enables students to adapt to social life, take the initiative to innovate, possess competencies in the use of technology, and appreciate aesthetics in everyday life.

3. Promote students' career development

This goal aims to assist students in developing their careers based on their aptitudes, fully utilizing their talent and identifying methods for effective learning. In addition, the goal is to develop students' ability and willingness to engage in lifelong learning, inspire their motivation to conduct innovation and self-improvement, and develop the fundamental ability to perform academic research or professional tasks. Moreover, the concept of "decent work" is introduced to develop students' courage, knowledge, and ability to face career challenges and global competition, allowing them to adapt to social changes and global trends as well as cultivate the courage to initiate a new trend or fashion.

4. Inculcate students' civic responsibility

This goal aims to enrich students' democratic literacy, legal awareness, understanding of human rights, morality and courage, social and tribal consciousness, international understanding and national identity, and self-responsibility. Accordingly, students can learn to respect cultural and ethnic diversity, pursue social justice, internalize the concept of global citizenry, appreciate nature, cherish life, develop a caring and active attitude toward resource preservation, work toward ecological sustainability and cultural development, and strive for the common good.

5. Promoting athletic performance

This goal aims to develop knowledge about athletic performance, cultivate sports ethics, promote the ability to perform in multiple sports, promote athletic fitness, and use technology in sports. The level of athletic performance is also raised, so that the student becomes an outstanding athletic talent with modern civic literacy.

IV. Core Competency

1. Meaning

To implement the ideas and objectives of the General Guidelines, the sports talent class curriculum is based on the concept of “core competencies,” which are used as the basis of curriculum development. This ensures continuity between educational stages, bridging between domains, and integration between subjects. Core competencies are primarily adopted in the general domains and subjects of elementary school, junior high school, and upper secondary school. In vocational, comprehensive, and specialized senior high schools, core competencies are integrated or adopted in a flexible manner, according to the professional characteristics and subject-group characteristics of such schools.

The concept of core competencies encompasses all the knowledge, skills, and attitudes that a person needs to equip him or her for daily life and for dealing with future challenges. It emphasizes that learning should not be limited to the knowledge and skills taught in school. Instead, learning should consider real-life scenarios and emphasize holistic development through action and self-development.

2. Three dimensions and nine items of core competencies

The concept of core competencies in the 12-Year Basic Education system emphasizes lifelong

learning. The competencies are divided into three broad dimensions: spontaneity, communication and interaction, and social participation. Each dimension is subdivided into three items. Specifically, spontaneity is subdivided into physical and mental wellness and self-advancement; logical thinking and problem solving; and planning, execution, innovation, and adaptation. Communication and interaction is subdivided into semiotics and expression; information and technology literacy and media literacy; and artistic appreciation and aesthetic literacy. Finally, social participation is subdivided into moral praxis and citizenship; interpersonal relationships and teamwork; and multi-cultural and global understanding. Table 1 presents a content description of these core competencies.

Students in sports talent classes should be taught according to the principles of the General Guidelines and literacy development, since these classes are guided by the existing fundamental beliefs outlined in the General Guidelines. The Guidelines should also integrate the core competencies, which are designed to allow the development of students, enabling them to adapt to real-life situations and future challenges in the course of their learning, acquiring the necessary knowledge, skills, and attitudes. This will enable them to realize their sports-performance potential, improve their sports skills, and meet the challenges of all competitive sports.

3. Content of core competencies in each educational stage

The core competency system of the sports talent class curriculum follows the specific development of core competencies appropriate to each stage of education, combining the basic concept of sports talent classes with specific curriculum objectives. In accordance with the various mental and physical developmental stages of students, each educational stage involves different sets of core competencies. The learning characteristics of each educational stage and the nature of the sport-specific program are used to develop specific recommendations to cater to the individual physical and mental development of students. Table 1 lists the core competencies of the three educational stages (elementary school, junior high school, and upper secondary school).

Table 1 Content of core competencies for each educational stage

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of Specialized Program for the Sports Talent Class | | |
|--------------------------------|--|---|---|---|---|
| | | | Elementary School | Junior High School | Upper Secondary School |
| A Autonomous Action | A1 Physical and Mental Wellness and Self-Advancement | Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth. | E-A1 Possess favorable living habits, promote sound physical and mental development, identify one's aptitudes, and develop potential talents. | J-A1 Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals. | U-A1 Improve all aspects of sound physical and mental development, develop potential talents, explore one's own perspective, define self-worth, conduct effective career planning, and seek perfection and happiness in life through personal growth. |
| | A2 Logical Thinking and Problem Solving | Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve | E-A2 Possess the contemplative ability to explore problems, and through experience and practice, solve problems in daily life. | J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving problems in daily life. | U-A2 Possess the abilities for systematic thinking, in-depth analysis, and exploration, deepen meta-thinking, and actively face challenges to solve problems in daily life. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of Specialized Program for the Sports Talent Class | | |
|--|---|--|---|--|---|
| | | | Elementary School | Junior High School | Upper Secondary School |
| | | problems in daily life. | | | |
| | 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. | E-A3 Possess the ability to devise and execute plans, handling various daily life scenarios through creative thinking. | J-A3 Possess the ability to use resources to devise plans, effectively execute them, and fully utilize the competencies of independent learning and creativity to respond to change. | U-A3 Possess competencies in planning, implementation, and self-reflection and criticism, and adopt a creative attitude toward new situations and problems. |
| B Communication and Interaction | B1 Semiotics and Expression | Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace. | E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal communication. | J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life. | U-B1 Possess the ability to use symbols of all types to express oneself in the form of experiences, thoughts, values, and affection, feel empathy and compassion for others, and possess the ability to communicate with others and solve problems collaboratively. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of Specialized Program for the Sports Talent Class | | |
|---------------------------|--|--|---|--|---|
| | | | Elementary School | Junior High School | Upper Secondary School |
| | B2 Information and Technology Literacy and Media Literacy | Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media. | E-B2 Possess the basic competency of using technology and information, and understand the meaning and impact of media content. | J-B2 Possess the competency of effectively using technology, information, and media to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media. | U-B2 Possess the competency of appropriately using technology, information, and media to interpret and criticize media information, and be able to reflect on ethical topics related to 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. | E-B3 Possess the basic competencies of artistic creation and appreciation, promote multisensory development, and cultivate aesthetic experiences in daily life. | J-B3 Possess general knowledge and competency in preparing and demonstrating artistic performance. Appreciate and value all artistic styles and understand the characteristics, intension, and expression of aesthetics to enhance the richness of life and aesthetic experiences. | U-B3 Possess the ability to perceive, appreciate, create, and critique arts. Understand the relationship of art creation with society, history, and culture. Appreciate, create, and share arts through aesthetic appreciation. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of Specialized Program for the Sports Talent Class | | |
|---|--|--|--|---|--|
| | | | Elementary School | Junior High School | Upper Secondary School |
| C Social Participation | C Social Participation | C1 Moral Praxis and Citizenship | Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds. | E-C1 Possess the ability of upholding moral character, distinguishing right from wrong, understanding and respecting the moral rules of society, developing civic consciousness, and being concerned for the environment. | J-C1 Possess the ability to practice and speculate about morality; demonstrate democratic literacy, legal awareness, and environmental awareness; demonstrate the impetus to voluntarily participate in group activities to promote public interests; and show concern for ethical topics and those related to the ecological environment. |
| | C2 Interpersonal Relationships and Teamwork | C2 Interpersonal Relationships and Teamwork | Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish | E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members. | J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others. |

| Core Competency Dimension | Core Competency Item | Item Description | Core Competencies of Specialized Program for the Sports Talent Class | | |
|---------------------------|---|---|--|--|---|
| | | | Elementary School | Junior High School | Upper Secondary School |
| | | | communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork. | | |
| | C3 Multi-cultural and Global Understanding | 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. | E-C3 Possess the competency to understand and care about local and international affairs, and recognize and tolerate diversity among cultures. | J-C3 Demonstrate sensitivity toward and acceptance of multiculturalism, show concerns about local and international affairs, and respect and appreciate diversity among cultures. |

Note: In Table 1, Rows A, B, and C represent all dimensions of core competencies (i.e., spontaneity, communication and interaction, and social participation) for elementary school, junior high school, and upper secondary school. According the characteristics of each educational stage, the core competencies expected therein are further defined and coded, where E represents elementary school, J represents junior high school, and U represents upper secondary schools.

The aforementioned core competencies are considered when devising various curricula, administering learning programs, and conducting relevant assessments throughout each educational stage. The revisions of curriculum guidelines for all domains and subjects, which consider concepts and goals for the respective domains and subjects and integrate the core competencies stated herein,

must adhere to the Curriculum Development Guidelines for 12-Year Basic Education reviewed and approved by the Ministry of Education (MOE). Accordingly, core competencies and essential learning focuses for each domain and subject are developed and established.

V. Learning Stages

The 12-Year Basic Education Curriculum is divided into three educational stages, incorporating six years of elementary schools, three years of junior high schools, and three years of upper secondary school. These educational stages are further divided into five learning stages, in accordance with the physical and mental development of students as they grow, as well as Regulations Governing the Establishment of Sport Talent Class at Senior High School and Lower Levels: Stage III comprises the fifth and sixth grades, in elementary school; Stage IV comprises the seventh, eighth, and ninth grades, in junior high school; and the fifth learning stage comprises the tenth, eleventh, and twelfth grades, in upper secondary school.

The domains, clusters, programs, and subjects adopted in sports talent classes must match the learning focuses of their respective learning stage. In addition, related courses are planned in a coherent and integrative manner to comply with the goals of inspiring students to unleash their full potential, developing students' knowledge about life, promoting students' career development, inculcating students' civic responsibility, and promoting athletic performance. The learning focuses of each learning stage are organized and described as follows.

1. Elementary school

Stage III deepens students' learning, strengthens their motor skills, encourages self-exploration, elevates confidence, increases the ability to distinguish right from wrong, develops the concepts of community and national consciousness, enhances democratic values and legal awareness, and demonstrates the spirit of collaboration and teamwork.

2. Junior high school

Stage IV is a period of rapid development of the students' bodies and minds and a crucial period for the development of self-exploration and interpersonal relationships. In this stage, progression in the development of all the core competencies and sports skills should be sustained to facilitate holistic development of the whole individual. Particular emphasis is placed on helping the students to develop an appropriate sense of self to discover and explore their natural aptitudes, and to consolidate the knowledge and skills required for participation in society. At the same time, this learning stage encourages self-directed learning, collaborative study with peers, and teamwork, and also emphasizes understanding and concern for community, social, national, international, and global issues.

3. Upper secondary school

The fifth learning stage follows on from the preceding nine years of basic education, with particular emphasis on bridging the various learning topics, physical and mental development, career development, career preparation, and independence and autonomy. The core competencies, competitiveness in sports, and specialized practical skills are continually developed, to cultivate citizens with excellent skills and a balanced overall development. This learning stage covers four types of upper secondary schools, with specific learning focuses in each type of school, as follows.

- (1) General senior high schools provide courses on general subjects and sport-specific subjects, to help students to discover and explore their aptitudes in a range of subjects; emphasize the development of general knowledge and common skills, humanistic care, social participation, and competitiveness in sports; prepare students for tertiary education; and cultivate nationally outstanding sports talents.
- (2) Vocational senior high schools provide general subjects, sport-specific subjects, vocational subjects, and practicum courses; aid students in cultivating specialized practical skills and competitive skills in sports; inculcate professional ethics; increase proficiency in humanities and technology; enable students to think critically and creatively and adapt to social changes; establish a solid foundation for their career paths; and improve practical skills to enhance employability.
- (3) Comprehensive senior high schools provide courses for general and sport-specific subjects, as well as sports talent classes; aid students to develop knowledge and interests for entry to academia, industry, or the competitive sports arena; and facilitate students' self-understanding and career exploration, allowing them to develop according to their aptitudes.
- (4) Specialized senior high schools provide a specific learning domain and sport-specific subjects as the main program; aid students with clear learning aptitudes to develop their competitive sport potential; and establish and elaborate on the foundation of specific knowledge and sports majors.

VI. Curriculum Framework

1. Curriculum Types and Classification of Domains and Subjects

(1) Curriculum Types

The 12-Year Basic Education Curriculum is classified into two types: MOE-mandated curriculum and school-developed curriculum, as shown in Table 2.

Table 2 Curriculum types for each educational stage

| Curriculum type | | MOE-mandated curriculum | School-developed curriculum |
|------------------------|----------------------------------|--|---|
| Educational stages | | | |
| Elementary school | | Domain-specific curriculum Curricula in special courses | Alternative curriculum |
| Junior high school | | | |
| Upper secondary school | General senior high school | General subjects Sport-specific subjects | School-developed required courses Elective courses Group activity periods Alternative learning periods |
| | Vocational senior high school | | |
| | Comprehensive senior high school | | |
| | Specialized senior high school | | |

① MOE-mandated curriculum: This type of curriculum is planned by the government to develop students' basic academic and sports skills, laying the foundation for fitness development.

- A. In elementary school and junior high school, the curriculum includes domain-specific courses that develop students' fundamental knowledge and skills and facilitate balanced development in all areas of learning, as well as curricula in special courses, which promote competitive sports skills.
- B. MOE-mandated courses in upper secondary schools may include general subjects to establish a learning foundation for various domains, and sport-specific subjects oriented toward developing their competitive sports skills and aptitudes.

② School-developed curriculum: This type of curriculum is designed and offered by each school to highlight the school's vision of education and facilitated the students' development according to their aptitudes.

- A. Elementary and junior high schools offer alternative curricula, which include cross-curricular and integrative courses with theme-, project-, and issue-based inquiry, club activities and professional courses, and special needs domain courses (sport-specific program). In addition, courses including native languages, native languages of new immigrants, service learning, outdoor education, interclass and interschool exchange, student-directed activities, homeroom guidance,

self-directed learning, domain-specific remedial instruction, and other topics may be offered.

- B. Upper secondary schools offer school-developed required courses, elective courses, group activity periods (including homeroom activities, club activities, student-directed activities, service learning, and weekly assemblies or lectures), and alternative learning periods (including self-directed learning, competitive sports training, enrichment courses or remedial courses, and school specialty activities). Some of the elective courses are to be designed and revised by teams responsible for domain-specific curriculum guideline revisions before they can serve as a reference for school to base their curricula on.

(2) Classification of domains and subjects

The 12-Year Basic Education Curriculum was developed based on the concept of holistic education in accordance with knowledge structures and attributes, social changes, knowledge innovation, and learning psychology. The scope of learning is divided into eight major domains, and specialized types of classes (sport-specific program) are added. This provides students with fundamental, inclusive learning content that bridges different domains, leading to an integrated learning experience. In addition, students should be assisted with further developing their learning and sports skills in Stage III. Stage IV is a key period for students' physical and mental development, self-exploration, and interpersonal development, which are essential for continuously improving all the core competencies and sports skills. The fifth learning stage refines the core competencies, sports knowledge and skills, and practical skills expected in contemporary citizens and lifelong learners.

Based on the respective knowledge structures and attributes, some learning domains contain a variety of subjects, but emphasis should nevertheless be placed on learning domain-specific content. For elementary school, domain-specific learning is the primary focus. In junior high school, a domain-specific curriculum framework is adopted, in which subject-specific or domain-specific education can be administered in a flexible manner according to the actual conditions of the school. In addition, appropriate curriculum designs and classroom activities are arranged to strengthen the integration of domain-specific courses and students' knowledge application. In upper secondary school, a domain-specific curriculum framework is employed, with subject-specific teaching as the basis, and cross-curricular courses, hands-on courses, and experiential courses are offered to strengthen the integration and application of cross-curricular courses.

- (3) The curriculum framework of common domain-specific courses in the 12-Year Basic Education Sports Talent Class is presented in Table 3.

Table 3: Domain-specific curriculum framework for each learning stage

| Education stage Learning stage Year Domain/Subject | | | Elementary schools | | Junior high schools | | | Upper secondary schools | | |
|---|---|-----------------------------------|--|-------------------------------|--|---|-------------------------------|---|----|----|
| | | | Stage III | | Stage IV | | | Fifth learning stage (general & sport-specific subjects) | | |
| | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Ministry-mandated curriculum | Domain learning courses | Language Arts | Mandarin | | Mandarin | | | Mandarin | | |
| | | | Native languages*/Taiwan Sign Language*/Native Languages of New Immigrants | | Native languages/Taiwan Sign Language/ | | | Native languages/Taiwan Sign Language/ | | |
| | | | English | | English | | | English | | |
| | | | | | | | | Second Foreign Languages (elective) | | |
| | | Mathematics | Mathematics | | Mathematics | | | Mathematics | | |
| | | Social Studies | Social Studies | | Social Studies | | | Social Studies | | |
| | | Natural Sciences | Natural Sciences | | Natural Sciences | | | Natural Sciences | | |
| | | Arts | Arts | | Arts | | | Arts | | |
| | | Integrative Activities | Integrative Activities | | Integrative Activities | | | Integrative Activities | | |
| | | Technology | | | Technology | | | Technology | | |
| | Health and Physical Education | Health and Physical Education | | Health and Physical Education | | | Health and Physical Education | | | |
| | | | | | | | National Defense Education | | | |
| | Specialized class courses | Specialized Sports Talent Classes | Specialized Sports Talent Classes | | Specialized Sports Talent Classes | | | Specialized Sports Talent Classes | | |
| School-developed curriculum | Alternative learning Required courses/elective courses/group activities | | Alternative curriculum | | | | | School-developed required courses Elective courses Group activity periods Alternative learning periods | | |

*As defined in Article 3 in the Development of National Languages Act, national languages include the National Languages, Native Languages, and Taiwan Sign Language listed in this syllabus.

2. Curriculum Planning and Explanations

(1) Elementary School and Junior High School

① Curriculum planning

MOE-mandated and school-developed curriculum planning for elementary and junior high school is presented in Table 4.

Table 4: Curriculum planning for elementary and junior high school

Unit: Number of periods per week

| Educational stage Learning stage Year Domain/subject | | | Elementary School | | Junior High School | | | Comments |
|---|----------------------------|---|--|---|--|---|---|--|
| | | | Stage III | | Stage IV | | | |
| | | | 5 | 6 | 7 | 8 | 9 | |
| Ministry-mandated curriculum | Domain-specific curriculum | Language Arts | Mandarin (5) | | Mandarin (5) | | | Individual subjects in each learning domain at Stage IV should be included in the planned number of teaching periods for that stage. |
| | | | Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants (1) | | Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants (1) | | | |
| | | | English (2) | | English (3) | | | |
| | | Mathematics | Mathematics (4) | | Mathematics (4) | | | |
| | | Social Studies | Social Studies (3) | | Social Studies (3) (History, Geography, Civics and Society) | | | |
| | | Natural Sciences | Natural Sciences (3) | | Natural Sciences (3) (Physics/Chemistry, Biology, Earth Sciences) | | | |
| | | Arts | Arts (2–3) | | Arts (2–3) (Music, Visual arts, Performing arts) | | | |
| | | Integrative Activities | Integrative Activities (1–2) | | Integrative activities (2–3) (Home Economics, Scouting, Guidance) | | | |
| | | Technology | | | Technology (1–2) (Information Technology, Living Technology) | | | |
| | | Health and Physical Education | Health and Physical Education (2–3) | | Health & Physical Education (2–3) (Health Education, Physical Education) | | | |
| | Specialized class courses | Specialized Sports Talent Classes | Specialized Sports Talent Classes (4) | | Specialized Sports Talent Classes (5) | | | |
| Number of Periods | | | 27–30 periods | | 31–34 periods 30-34 periods | | | |
| School-developed curriculum | Alternative curriculum | Integrative theme-, project-, and issue-based inquiry courses | 3–6 periods | | 1–4 periods 1–5 periods | | | |

| | | | | | | |
|--------------------------------|--|--|----------------------|----------------------|----------------------|---|
| | | Club activities and professional courses | | | | |
| | | Special needs domain courses | | | | |
| | | Other types of courses | | | | |
| Total Number of Periods | | | 30–33 periods | 33–35 periods | 32–35 periods | When planning the curriculum, each school shall make flexible adjustments to the number of periods in accordance with the ranges in the MOE-mandated and school-developed curricula, and shall meet the maximum or minimum total number of periods for each learning stage. |

② Curriculum Planning and Explanations

A. Domain-specific learning curriculum

- a. Schools must adhere to Table 4 (e.g., domain type and number of periods for alternative learning) when planning their curricula. Each teaching period spans 40 minutes for elementary school and 45 minutes for junior high school. However, each school may change the duration of each period, modify the grade levels in which certain courses are offered, and arrange joint courses according to the status of curriculum implementation and students' learning progress, given that the changes are planned by the sports talent class development committee and approved by the school curriculum development committee.
- b. Under related regulations stipulated by the MOE and relevant principles governing the number of teaching periods held for various domains, each school may adjust the scheduling of the MOE-mandated curriculum or reorganize the course content to integrate and offer cross-curricular courses. The teaching periods held for integrative cross-curricular courses may account for at most 20% of the total teaching periods held for domain-specific courses, and each period is counted toward the total number of periods for the respective domains integrated in the cross-curricular courses; collaborative teaching may be adopted.
- c. The Native Language/Taiwan Sign Language/Native Languages of New Immigrants course plan is as follows:
 - (a) Indigenous languages include the Minnan languages, Hakka languages, indigenous languages, Mindong languages, and other national languages threatened with extinction. Locally relevant ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer courses in local languages for students to take.
 - (b) The new immigrant language courses are mainly based on the new immigrant languages in Southeast Asia.
 - (c) At the elementary school level, Native Languages/Taiwan Sign Language/Native Languages of New Immigrants is listed under the MOE-mandated curriculum with one period per week. The school shall review the actual needs and wishes of students before offering courses, and the students can choose one of the languages to study.
 - (d) At the junior high school level, Native Languages/Taiwan Sign Language/Native Languages of New Immigrants is listed as a partial curriculum for the seventh and eighth grades, with one lesson per week. The school shall review the actual needs and wishes of students before offering courses, and the students can choose one of the languages to study.
- d. Courses with only one teaching period per week (e.g., Native Languages/ Native Languages of New Immigrants offered in Stage III) may be offered in the form of two periods every two weeks, or they may be offered every other semester on a rotating basis (with two class periods per week), given that such changes are planned by the sports talent class development committee and approved by the school curriculum development committee.
- e. The English course held once per week in the second learning stage, as mandated in the General Guidelines, may be integrated with the English course in Stage III to reduce difficulty in class scheduling, given that the integration does not increase the total number of teaching periods held in the second and Stage IIIs, and that the changes are planned by the sports talent class development committee and approved by the school curriculum development committee. To

implement the aforementioned integration, the alternative curriculum is increased by one period in the second learning stage and decreased by one period in Stage III.

- f. Domains in Stage IV, such as Natural Sciences, Social Studies, Arts, Integrative Activities, and Health and Physical Education, include multiple subjects. After they have been planned by the sports talent class development committee and approved by the school curriculum development committee, subject-specific teaching may be implemented at different grade levels; and in a flexible manner, students are allowed to learn different subjects at different grade levels. This enables reducing the number of subjects learned in each semester; however, the total number of teaching periods for the respective domains must be retained. The number of periods to be taught during the fourth learning phase should be arranged for each subject in each domain of study in the learning phase.
- g. If teachers undertake cross-curricular collaborative teaching in domain-specific learning or alternative curricula, the number of cross-curricular periods taught by the teachers is counted toward their total number of teaching periods, given that their course plans have been reviewed by the sports talent class development committee and ratified by the school curriculum development committee. Relevant regulations are stipulated by related competent authorities.
- h. Domain-specific learning curriculum guidelines may be planned to include cross-curricular, exploratory, or practical content to develop students' competency in applying knowledge in the real-life context.
- i. The health and physical education domain should be taught (as an elective) in the content of the third and Stage IV courses and should not be part of the sport-specific program.

B. Alternative curriculum

- a. Campus-wide, grade-wide, or class-wide alternative curricula are planned and executed by each school to spark students' learning interest, encourage students' development according to their aptitudes, and implement school-based and special courses. According to the characteristics of each school and students at each learning stage, courses including integrated theme-, project-, and issue-based inquiry courses, club activities, professional courses, domain-specific courses for students with special needs, and other types of courses may be planned. In addition to introducing sport-specific programs, priority should be given to the design of art, integrative activities, technology, and other cross-curricular courses, and should be included in career development, career exploration, athletic training, and other related content. The curricula planned by the sports talent class development committee are implemented upon approval by the school curriculum development committee. The relevant authorities are responsible for supervision.
- b. Alternative curricula may address cross-curricular content or integrate various topics, developing course content with theme-, project-, and issue-based inquiry to strengthen students' knowledge integration and application in the real-life context.
- c. Club activities may involve cross-curricular and subject-specific learning activities, enabling students to participate in elective courses according to their preferences and abilities and study with students from other homeroom classes.
- d. Professional courses are designed for students to improve their sensory coordination, foster practical skills necessary in everyday life, develop the concept of decent work, and explore the relationships between humans, technology, and the working environment. Courses may be offered for topics including crop cultivation and creative design that involves the use of machinery, materials, and data. Professional courses may be arranged to bridge cluster, domain-specific, and

hands-on courses in vocational senior high schools, thereby allowing students to select classes on the basis of their interests and aptitudes.

- e. Special needs domain courses refer to the sport-specific program arranged for sports talent class students according to the developmental needs of their specialty, under the principle that the number of periods per week should not exceed three.
- f. When planning special needs domain courses (sport-specific program), elementary and junior high schools should ensure that these courses are taught by qualified physical education teachers or full-time sports coaches. Schools may, if necessary, employ such teachers or coaches from outside the school. If teachers with expertise in a specific type of sport are scheduled to teach, the alternative learning periods taught by these teachers are counted toward their total number of teaching periods.
- g. Other types of courses include Native Languages/ Native Languages of New Immigrants, service learning, outdoor education, interclass or interscholastic exchange, student-directed activities, homeroom guidance, self-directed learning, and domain-specific remedial classes.
- h. For the alternative curriculum, junior high schools may utilize available internal and external resources to offer elective courses such as Native Languages/ Native Languages of New Immigrants and Second Foreign Language other than English. The educational content and learning materials of these classes should be arranged by each school.
- i. Schools in indigenous areas or with a special indigenous focus should ensure that their alternative curricula include courses on indigenous knowledge as well as cultural learning activities.
- j. To promote the revitalization and cultural legacy of Native Languages/Taiwan Sign Language, schools may, in accordance with their resources, conditions, and regulations, offer courses related to the Native Languages/Taiwan Sign Language courses as part of their flexible learning courses. In addition, to ensure that students continue to take Native Languages/Taiwan Sign Language, the Ninth Grade Native Languages/Taiwan Sign Language courses are regulated as follows:
 - (a) Schools should review the willingness of students to learn by starting flexible learning courses in the ninth grade.
 - (b) To safeguard the rights and interests of indigenous students in ethnic education, at least one period per week of the Indigenous Language Course shall be offered as part of the flexible learning courses in the ninth grade for students to study.
- k. When the school offers relevant courses other than the Native Languages/Taiwan Sign Language/Native Languages of New Immigrants courses and other than the ministry's flexible learning curriculum, if the course is delayed, the class schedule is disrupted, or diversified learning methods are provided for the students, the course teaching time and the implementation method used for the course may be flexibly adjusted, and the relevant norms shall be determined separately by the respective competent authorities.

C. Sport-specific programs

- a. The sport-specific program is planned according to the MOE-mandated curriculum and school-developed curriculum to be implemented after the sixth grade.
- b. The sport-specific program is planned according to the MOE-mandated curriculum and school-developed curriculum to run over a total of seven periods per week in elementary school and a total of eight periods per week in junior high school.

- c. When necessary, during the competition period, the curriculum should be supervised by the relevant competent authorities of elementary and junior high schools.
- d. The sport-specific program for elementary and junior high school enhances students' health and fitness and emphasizes the development of skills in multiple sports.

(2) Upper Secondary School

① Curriculum planning

Curriculum planning for upper secondary school is presented in Table 5.

Table 5. Curriculum planning for each type of upper secondary school

| Curriculum type Course type | | General senior high school | Vocational senior high school | Comprehensive senior high school | Specialized senior high school |
|---|---|-----------------------------------|--|-----------------------------------|--------------------------------|
| Ministry-mandated required courses | General subjects, Sport-specific subjects (including 33-34 credits for common core learning in upper secondary schools) | (85–110) + 50 credits | (59–70) + 50 credits | (49–50) + 50 credits | (49–50) + 50 credits |
| | Specialized and hands-on courses | — | — | — | — |
| | No. of credits | 135–160 credits | 109–120 credits | 99–100 credits | 99–100 credits |
| School-developed required and elective courses | General courses Specialized courses Professional courses Hands-on courses | School-developed required courses | 60–83 credits (each school should offer project-based hands-on courses as school-developed required courses, totaling 2–4 credits) | School-developed required courses | |
| | | 2 credits | | 4–12 credits General subjects | 2–10 credits Core subjects |
| | | Electives courses | | School-developed elective courses | Electives courses |
| | | 20–45 credits | | 70–79 credits | 72–81 credits |
| | No. of credits | 22–47 credits | 60–83 credits | 82–83 credits | 82–83 credits |
| Total credits needed (Periods per week) | | 182 credits (30–32 periods) | 180–192 credits (30–32 periods) | 182 credits (30–32 periods) | 182 credits (30–32 periods) |
| Group activity periods per week | | 2–3 periods (12–17 periods) | 2–3 periods (12–18 periods) | 2–3 periods (12–17 periods) | 2–3 periods (12–17 periods) |
| Alternative learning periods per week (Alternative learning periods per week for six semesters) | | 1–3 periods (11–16 periods) | 0–2 periods (4–12 periods) | 1–3 periods (11–16 periods) | 1–3 periods (11–16 periods) |
| Total periods per week | | 35 periods | 35 periods | 35 periods | 35 periods |

Curriculum planning of alternative learning periods for each type of secondary school (totaling periods per week for six semesters):

A. The curriculum planning for general senior high schools is presented in Table 6, which outlines the

number of periods required per week for group activities and alternative learning periods. During the three years of upper secondary school, students must attend 17 group activity periods and at least 11 alternative learning periods.

- B. The curriculum planning for vocational senior high schools is presented in Table 8, which outlines the number of periods required per week for group activities and alternative learning periods.
- C. The curriculum planning for comprehensive senior high schools is presented in Table 9, which outlines the number of periods required per week for group activities and alternative learning periods. During the three years of upper secondary school, students must attend 17 group activity periods and at least 11 alternative learning periods.
- D. The curriculum planning for specialized senior high schools is presented in Table 10, which outlines the number of periods required per week for group activities and alternative learning periods. During the three years of upper secondary school, students must attend 17 group activity periods and at least 11 alternative learning periods.

② Curriculum Planning and Explanations

Credit-based system: This system is applicable to upper secondary school. One teaching period is offered per week in each semester, and each period spans 50 minutes. One credit is awarded if the student attends all periods during the semester or if the total number of periods attended reaches 18.

Total credits and prerequisites for graduation: During the three years of upper secondary school, students must attend periods worth 180–192 credits. Students in general senior high schools and specialized senior high schools must pass at least 150 credits to graduate, whereas students in vocational and comprehensive senior high schools must pass at least 160 credits to graduate.

Course periods per week: Each student attends 35 periods per week; these periods include group activities and alternative learning periods.

Group activity periods include homeroom activities, club activities, student-directed activities, service learning, lectures, and weekly assemblies.

- a. General senior high school: Homeroom activities, club activities, student-directed activities, service learning, lectures, and weekly assemblies should total 2–3 periods per week.
- b. Vocational senior high school: Homeroom activities should total 1 period per week; club activities, student-directed activities, service learning, lectures, and weekly assemblies should total 1–2 periods per week.
- c. Comprehensive senior high school: Homeroom activities should total 1 period per week; club activities, student-directed activities, service learning, lectures, and weekly assemblies should total 1–2 periods per week.
- d. Specialized senior high school: Homeroom activities should total 1 period per week; club activities, student-directed activities, service learning, lectures, and weekly assemblies should total 1–2 periods per week.
- e. Club activities for all upper secondary school types must total at least 24 periods per academic year.

Alternative learning periods: According to school conditions and student needs, alternative learning periods may be arranged for self-directed learning, athlete training, enrichment education, remedial education, or school-distinctive activities. Enrichment education and remedial education are provided throughout each semester and must not exceed 1 period per week for Grades 10 and 11.

- a. General senior high school and specialized senior high school: 1–3 periods per week.
- b. Vocational senior high school: 0–2 periods per week, totaling 4–12 periods per week for six semesters.
- c. Comprehensive senior high school: 1–3 periods per week.

(2)-1 General Senior High School

① Curriculum planning

Table 6 shows the curriculum plan of a general senior high school and details the number of credits offered in each domain/subject as well as course arrangement by year and credit allocation.

Table 6. Academic credits and domains/subjects of general senior high schools

Unit: credits

| Categories | | Domain/subject and no. of academic credits | | | Course arrangement by year and credit allocation | | | | | | Remarks |
|------------------------------------|-------------------------------|--|---|----------------|--|---|------------------------------|---|---------------------|---|---|
| | | Name | | No. of credits | First academic year | | Second academic year | | Third academic year | | |
| | | | | | 1 | 2 | 1 | 2 | 1 | 2 | |
| Ministry-mandated required courses | General courses | Language Arts | Mandarin | 20 | 16 | | | | 2–4 | | The academic years and credit allocations for each domain or subject proceed according to the domain guidelines and are planned by the sports talent class development committee and implemented after approval by the school curriculum development committee. MOE-mandated Mandarin courses include 2 credits for Fundamental Readings in Chinese Culture. Two types of courses of MOE-mandated Mathematics are offered to students in the second academic year. Students should select one of the two courses according to their developmental needs. At least four credits must be taken per subject in the social domain. At least two credits must be obtained for each subject in the natural sciences domain. Arts includes the three subjects: music, fine arts, and arts and life, and each school must select at least two subjects totaling 4–6 credits. Integrative activities includes three subjects: life education, career planning, and home economics. Technology includes two subjects: living technology and information technology, and each school can choose, with flexibility between these two cross-curricular courses, at least two subjects totaling 4–8 credits. |
| | | | Native Languages/Taiwan Sign Language | 1–2 | 1–2 | | | | | | |
| | | | English | 16–18 | 16 | | | | 0–2 | | |
| | | Mathematics | Mathematics | 14–16 | 8 | | 6–8 (categorized courses) | | | | |
| | | Social Studies | History | 12–18 | 4–6 | | | | | | |
| | | | Geography | | 4–6 | | | | | | |
| | | | Civics and Society | | 4–6 | | | | | | |
| | | Natural Sciences | Physics | 8–12 | 2–4 | | | | | | |
| | | | Chemistry | | 2–4 | | | | | | |
| | | | Biology | | 2–4 | | | | | | |
| | | | Earth Sciences | | 2–4 | | | | | | |
| | | Arts | Music | 4–6 | (2) | | | | | | |
| | | | Fine Arts | | (2) | | | | | | |
| | | | Arts and Life | | (2) | | | | | | |
| | | Integrative Activities | Life Education | 2–4 | (1) | | | | | | |
| | | | Career Planning | | 1 | | | | | | |
| | | | Home Economics | | (2) | | | | | | |
| | | Technology | Living Technology | 2–4 | (2) | | | | | | |
| | | | Information Technology | | (2) | | | | | | |
| | Health and Physical Education | Health and Nursing | 6–8 | 2 | | | | | | | |
| | | Physical Education | | 4–6 | | | | | | | |
| | National Defense Education | | | 2 | 2 | | | | | | |
| | Sport-specific subjects | Sport-specific academic courses | Introduction to Sport Sciences | 2 | 2 | | | | | | |
| | | Sport-specific performance courses | Specific sport-related strength and conditioning training | 48 | 24 | | | | | | |

| | | | | | | | | | | | |
|-----------------------------------|-----------------|--|--|---|----|--|--|--|--|--|--|
| | | | Specific sport-related technical and tactical training | | 24 | | | | | | |
| | Subtotal | | 135-160 | | | | | | | | |
| School-developed required courses | General courses | | | | | | | | | | <p>School-developed required courses are planned by the school curriculum development committee according to the vision and special characteristics of the school.</p> <p>School-developed required courses extend to the learning of all domains/subjects and focus on the integration of general subjects, project-based or cross-curricular project-based courses, practicum (experiments), and experiential courses or courses designed for students with special needs.</p> |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | Subtotal | | 2 | | | | | | | |
| Electives | General courses | Language Arts | Mandarin | | | | | | | | <p>Elective courses include enrichment, expanded, and remedial courses; for information related to implementation and explanation of these courses, please refer to the curriculum planning and explanations section.</p> <p>Career exploration is provided for students to explore their career opportunities and may be included under elective courses or integrated into the design of courses in various domains and subjects.</p> |
| | | | Native Languages /Taiwan Sign Language | | | | | | | | |
| | | | English | | | | | | | | |
| | | | Second Foreign Language other than English | | | | | | | | |
| | | | | | | | | | | | |
| | | Mathematics | | | | | | | | | |
| | | Social Studies | | | | | | | | | |
| | | Natural Sciences | | | | | | | | | |
| | | Arts | | | | | | | | | |
| | | Integrative Activities | | | | | | | | | |
| | | Technology | | | | | | | | | |
| | | Health and Physical Education | | | | | | | | | |
| | | Cross-curricular project-based courses | | | | | | | | | |
| | | Practicum (experiments) and experiential courses | | | | | | | | | |

| | | | | | | | | | |
|--|--|--|----------------|------------------|------------------|------------------|------------------|------------------|--|
| | | Career exploration | | | | | | | |
| | | Special education domains | | | | | | | |
| | | of elective class credits | 20-45 | | | | | | |
| | | Maximum number of school-required and elective course credits | 22-47 | | | | | | |
| | | Total credits needed (sessions per week) | 182 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | The maximum number of credits from MOE-mandated courses and school-developed required and elective courses is 182. |
| | | Group activity sessions per week | 12-17 | 2-3 | 2-3 | 2-3 | 2-3 | 2-3 | 12-17 periods per week for six semesters |
| | | Alternative learning sessions per week | 11-16 | 2-3 | 2-3 | 2-3 | 2-3 | 2-3 | 11-16 periods per week for six semesters |
| | | Total sessions per week | 210 | 35 | 35 | 35 | 35 | 35 | |

② Curriculum planning and explanations

A. Course types: The curriculum framework includes MOE-mandated courses, school-developed required and elective courses, group activity periods, and alternative learning periods. Group activity periods involve 2–3 periods per week and alternative learning periods involve 1–3 periods per week.

a. MOE-mandated courses

- (a) MOE-mandated courses are developed based on the concept of holistic education to develop students' core competencies, basic learning abilities, sports skills, and general education knowledge. Required courses are courses that students must attend, and the present curriculum guidelines established by the MOE stipulate the minimum credits needed.
- (b) The design of MOE-mandated courses should reinforce the alignment with elementary and junior high school courses. Each domain may involve cross-curricular, experiential, or practical (experiment) courses to enhance students' ability to apply common knowledge for general use.
- (c) For the Native Languages/Taiwan Sign Language courses, students choose one language to take, and the school reviews the actual needs and wishes of the students before commencing the courses. Local languages include Minnan, Hakka, indigenous languages, Mindong, and other national languages threatened with extinction. Local ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer courses in local languages for students to choose.
- (d) Native Languages/Taiwan Sign Language is included in the MOE-mandated courses, and 1–2 credits must be completed. Schools may adjust the total number of credits/periods to meet the requirements for subjects, group activity periods, and alternative learning periods. However, the total number of periods in three years shall not exceed 210.

b. School-developed required courses

- (a) School-developed required courses are organized based on the vision and characteristics of each school.
- (b) School-developed required courses extend to the learning of all domains and subjects, primarily incorporating project-based, cross-curricular, integrative, practical (experiment), and experiential courses, as well as special education courses. These courses are used to strengthen students' abilities to integrate and apply knowledge in real-life scenarios. Examples of these courses include English writing, second foreign languages, natural science experiments, community service learning, experiential courses in outdoor settings, civic practice, learning strategies, small-scale thesis research, native languages, project-based exploration, and special needs domain courses.

c. School-developed elective courses

Elective courses include a variety of courses, including enrichment, expanded, and remedial courses.

- (a) Enrichment and expanded elective courses provide students with informative course content that aligns with various subjects of tertiary education. The course names, credits, and curriculum guidelines are determined by the MOE. Table 7 lists the credits for each plannable elective course. Students can select elective courses autonomously according to their career paths and interests.

Table 7. Credits for enrichment and expanded elective courses in each domain and subject

| Domain/subject | Plannable MOE- required courses (credits) | Student-related regulations |
|--|---|---|
| Mandarin | 8 | At least 4 credits. |
| Native languages /Taiwan Sign Language | 4 | Elective courses selected autonomously according to students' career paths and interests. |
| English | 6 | Either subject or total at least 6 credits. |
| Second Foreign Languages | 6 | |
| Mathematics | 8 | Elective courses selected autonomously according to students' career paths and interests. |
| Social studies | 24 | |
| Natural sciences | 32 | |
| Arts | 6 | |
| Integrative activities | 6 | |
| Technology | 8 | |
| Health and physical education | 6 | |

- (b) Remedial elective courses improve the basic learning skills of students with different learning habits and needs to mitigate their unfavorable performance in MOE- mandated courses.
- (c) Diversified elective courses are to be established according to students' interests, aptitudes, abilities, and needs. Each school should provide elective courses totaling at least 6 credits. These courses include career development, career exploration, athletic training, Native Languages (selected according to the needs of the school), Foreign Languages (including Native Languages of New Immigrants), National Defense Education, general education courses, project-based cross-curricular courses, hands-on courses (experiments), experiential courses, advanced placement courses, and career-exploration courses. Schools may arrange for elective courses to be combined with regular courses, but not as sport-specific program courses.
- (d) Special needs domain courses cater to sports talent class students who are offered sport-specific programs in accordance with their specialized development needs. The school may offer comprehensive sports training during the summer and winter vacations, arrange for teachers with expertise in the relevant competitive sports to coach the students, and pay the teachers' hourly fee. These training periods should not exceed 60 periods during the winter vacation and 120 periods during the summer vacation, and there should be no more than three periods per day. Credits are not allocated to these training periods and are not included in the tally of teachers' weekly teaching periods. The student's learning circumstances should be fully recorded in the course of teaching, to provide a basis for an integrated diagnosis of their learning results and to facilitate the provision of appropriate guidance. The training plan should be submitted to the sports talent class development committee for approval one month prior to the start of the summer or winter vacation before implementation.

B. General principles for curriculum planning

a. MOE-mandated courses

- (a) MOE-mandated courses are offered in accordance with the curriculum guidelines announced by the MOE.
- (b) For MOE-mandated courses, each school must consider its current status and refer to information on course arrangement by year and semester or the number of periods per week to offer these courses in a flexible manner and reduce the number of subjects learned by students in each semester. In general, the number of MOE-mandated courses offered in Grade 10 or 11 should not exceed 12.
- (c) MOE-mandated courses should be designed by the relevant curriculum guideline development teams and consider differences in student aptitudes and needs. Teaching periods may be increased to provide adaptive teaching, the required funds and regulations for which should be determined by the relevant competent authorities.
- (d) The “Physical Education” in the mandatory general subjects in the domain of health and physical education should be taught (as an elective) in the fifth learning stage and should not be part of the sport-specific program.
- (e) Sport-specific subjects include Specialized Physical Training and Specialized Skills Training. Each school may adjust the number of credits per course while keeping the total number of credits unchanged for the sports category established at that school. This adjustment must be made in accordance with the learning focus and recommended percentage distribution outlined in the sport-specific curriculum guidelines. The credit hour adjustment must be planned by the sports talent class development committee and submitted to the school curriculum development committee for review.

b. School-developed required courses

- (a) School-developed required courses are designed by each school according to its features and development goals. Some courses such as native languages, second languages, practicum (experiments), and issue-based inquiry courses may be organized by curriculum guideline development teams, general senior high schools centers, professional education groups, or interscholastic faculty communities. School-developed required courses may be offered freely by each school after approval by the relevant competent authorities or the school curriculum development committee.
- (b) In general, school-developed required courses are based on general education, knowledge application, or school-based courses. These required courses must not repeat or reinforce content from MOE-mandated courses; instead, they must be taught according to each school’s development characteristics, faculty structure, and relevant conditions.

c. Electives courses

- (a) Curriculum guidelines for elective courses can be developed by the MOE or designated professional education groups (e.g., universities, academic organizations, or general senior high school subject centers) for schools to select from and use. Each school may also develop its own course plan for these courses. Upon review by the sports talent class development committee and approval by the school curriculum development committee, elective courses may be incorporated into the school’s overall curriculum plan. The plan is sent to the relevant competent authorities for record keeping and referencing.

- (b) Schools should offer cross-class elective courses. The total credits for available elective courses should be 1.2–1.5 times the elective credits needed by students.
- (c) In principle, an elective course must be enrolled in by at least 12 students. Under specific conditions or in the event of insufficient funds, the minimum number of enrolled students may be reduced to 10, and interscholastic enrollment should be allowed. Native Languages/Taiwan Sign Language-related courses shall be regulated by the number of students in the classes, as prescribed by the relevant competent authority.
- (d) Elective courses may be offered by schools in accordance with school-based development features and community resources. The actual subjects are determined according to the sports categories selected by the school.
- d. Project-based and cross-curricular courses
 - (a) When schools offer project-based cross-curricular courses, the relevant regulations specifying the number of students in each project group and the fund allocations for assigning teachers to each group are determined by the relevant competent authorities.
 - (b) If a teacher engages in collaborative teaching for integrative, cross-curricular courses, the number of periods taught for these courses is counted toward his or her total number of teaching periods after they have been planned by the sports talent class development committee and approved by the school curriculum development committee. Related regulations and fund allocations are determined by the relevant competent authorities.
- e. Course selection guidance
 - (a) Development of course handbooks: To allow students to select courses based on their aptitudes, curriculum guideline development teams should develop course handbooks that align with the relevant curriculum guidelines to establish a complete curriculum framework as well as clarify the relationships between educational advancement and career paths. The handbooks should be provided for use by teachers and students for course selection guidance and to colleges and universities for screening of student applicants.
 - (b) Reinforcement of course selection guidance: Students should participate in course-selection and career guidance to select elective courses suggested by aptitude and interest testing or as recommended by colleges and universities. Students should participate in course-selection consultation with the assigned teacher every semester; each student's consultation record should be listed in his or her academic portfolio. If a teacher assumes the responsibility of course counselor, his or her number of required teaching periods is reduced accordingly. Regulations for teacher certification and teaching-period reduction are to be stipulated by the relevant competent authorities.
 - (c) Credit waivers: Students subject to special conditions may apply for exemptions in required and elective courses. Exemption rules are determined by each school in accordance with the relevant regulations. Students who are found to satisfy the exemption requirements are awarded the corresponding credits. Opportunity should be provided to students with credit waivers to participate in cross-curricular courses at other grade levels, and guidance should be provided to them in selecting suitable courses.

C. Alternative learning periods

- a. According to student needs and school conditions, alternative learning periods may be allocated for self-directed learning, contestant training, enrichment education, remedial education, or school-distinctive activities. Teachers may provide teaching or guidance during alternative learning periods; the number of periods taught is counted toward the teacher's total number of teaching periods (if the periods are taught throughout the entire semester) or paid in accordance with the hourly rate (if the periods only span a specific period of the semester).
- b. School-specific activities are routine or special events held according to each school's background and current situation, the students' interests and development, parental expectations, and available community resources. Examples of these events include educational tours, media literacy, learning-outcome demonstrations, festival celebrations, health-related fitness events, international exchanges, social events, interscholastic events, graduation events, parenting education events, and other creative events. School-distinctive activities are routine or special events held according to each school's background and current situation, students' interests and development, parental expectations, and available community resources. Examples of these events include educational tours, media literacy, learning-outcome demonstration, festival celebrations, health-related fitness events, international exchanges, social events, interscholastic events, graduation events, parenting-education events, and other creative events.
- c. To encourage students to take the initiative to plan their learning content, the implantation of self-directed learning by each school should be examined during annual curriculum-plan filing and school evaluation.
- d. Common courses and activities arranged for the entire school should be held during group activity periods if possible.

D. Graduation credit requirements

Students must attend periods worth 182 credits and pass 150 credits to graduate. They must pass at least 80% of their MOE-mandated courses, 85% of their MOE-mandated sport-specific subjects, and 70% of their elective courses before they can graduate.

E. Other

- a. To address differences in students' aptitudes and career-development orientations, each subject should offer courses of different depths, breadths, and catering to different speeds of learning.
- b. When a sports talent class student transfers to another class, the mandatory credits for the sport-specific program shall be offset against their mandatory physical education course requirements for mandatory physical education courses, which shall be waived, and the sport-specific subject credits shall be transferred to the student's new program.
- c. The sports talent class curriculum should be implemented according to the curriculum guidelines. Sport-specific performance courses should be based on the principle of 6–10 periods per week, and specialized physical training should be based on the principle of 2 periods per week; these may be adjusted according to the teaching hours of other subjects.
- d. Sports talent classes may be conducted in the morning, night, during regular holidays, or during the summer/winter vacations to provide tutoring and intensive training to students.
- e. The curriculum tutoring mentioned above provides students with learning activities to review their

coursework and strengthen and expand the program. Students can participate freely. The content of coursework tutoring should be related to the courses that the students have already taken. The tutoring must not be used to teach content the students have not yet learned. Art and cultural activities can be arranged appropriately.

(2)-2 Vocational Senior High School

① Curriculum Planning

Table 8 shows the curriculum plan of a vocational senior high school and details the number of credits offered for each domain/subject, as well as the course arrangement by year and credit allocation.

Table 8. Academic credits and domains/subjects of vocational senior high schools

Unit: credits

| Categories | | Domain/subject and no. of academic credits | | Course arrangement by year and credit allocation | | | | | | Remarks | |
|----------------------------|--------------------|--|--|--|---|----------------------|---|---------------------|---|---------|--|
| | | | | First academic year | | Second academic year | | Third academic year | | | |
| | | Name | No. of credits | 1 | 2 | 1 | 2 | 1 | 2 | | |
| Ministry- mandated courses | General courses | Language Arts | Mandarin | 16 | | | | | | | |
| | | | Native languages /Taiwan Sign Language | 1-2 | | | | | | | |
| | | | English | 12 | | | | | | | |
| | | | | | | | | | | | |
| | General courses | Mathematics | Mathematics | 4–8 | | | | | | | According to its clusters, student career development, and school development, each school may reduce the required credits for Mathematics by at most 4, yielding a total of 4–8 credits. |
| | | Social Studies | History | 6–10 | | | | | | | Social Studies consists of History, Geography, and Civics and Society. Each school may offer these courses in a flexible manner according to the clusters, issue integration, student career development, school development, and faculty allocation. The courses in this domain should total 6–10 credits. Each student must select at least two subjects. Natural Sciences consists of Physics, Chemistry, and Biology. Each school may offer these courses in a flexible manner according to the clusters, issue integration, student career development, school development, and faculty allocation. The courses in this domain should total 4-6 credits. Each student must select at least two subjects. Arts consists of Music, Fine Arts, and Arts and Life. Each school selects two subjects for a total of 4 credits. Required courses from Social Studies, Natural Sciences and Arts may be offered as integrative. |
| | | | Geography | | | | | | | | |
| | Civics and Society | | | | | | | | | | |
| | General courses | Natural Sciences | Physics | 4–6 | | | | | | | |
| | | | Chemistry | | | | | | | | |
| | | | Biology | | | | | | | | |

| | | | | | | | | | | | |
|--------------------------------------|-------------------------|------------------------------------|---|---------|--|--|----|--|--|--|--|
| | | | | | | | | | | | experiential, or practical cross-curricular courses, which each course worth 2 credits. Integrative Activities consists of five subjects, namely Life Education, Career Planning, Home Economics, Law and Life, and Introduction to Environmental Science. Technology |
| | | Arts | Music Fine Arts Arts and Life | 4 | | | | | | | consists of two subjects, namely Living Technology and Information Technology. Each school selects two subjects from these domains for a total 4 credits. |
| | | Integrative Activities | Life Education Career Planning Home Economics Law and Life Introduction to Environmental Science | 4 | | | | | | | |
| | | Technology | Living Technology Information Technology | | | | | | | | |
| | | Health and Physical education | Health and Nursing Physical Education | 6 | | | 2 | | | | |
| | | National Defense Education | | 2 | | | | | | | |
| | Sport-Specific Subjects | Sport-specific academic courses | Introduction to Sport Sciences | 2 | | | | | | | |
| | | Sport-specific performance courses | Specific sport-related strength and conditioning training Specific sport-related technical and tactical training | 48 | | | 24 | | | | |
| | | | | | | | 24 | | | | |
| Total of MOE-mandated course credits | | | | 109–120 | | | | | | | Each cluster may be planned differently according to its characteristics. |
| School-developed courses | Required courses | Project-based practicum courses | | 2–4 | | | | | | | Each school plans the required courses according to students' needs; special needs domain courses must be included. |
| | | | | | | | | | | | |
| | | Subtotal | | 2–4 | | | | | | | |
| | Elective courses | Professional courses | | | | | | | | | Students are required to take at least 40 credits in any group of vocational senior high school majors and practicum subjects in the elective courses. |
| | | Practicum courses | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | ○○ | | | | | | | | |
| | | | Skill domain | | | | | | | | |

| | | | | | | | | | | | | |
|--|--|--|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|--|
| | | | ○○ Skill domain | | | | | | | | | |
| | | Subtotal | 56–81 | | | | | | | | | |
| | | Maximum number of school-required and elective course credits | 60–83 | | | | | | | | | |
| | | Maximum total credits (sessions per week) | 180–192 (30–32) | 30–32 (30–32) | 30–32 (30–32) | 30–32 (30–32) | 30–32 (30–32) | 30–32 (30–32) | 30–32 (30–32) | 30–32 (30–32) | The maximum credits obtainable for MOE-mandated courses and school-developed required and elective course. | |
| | | Group activity sessions per week | 12–18 | 2–3 | 2–3 | 2–3 | 2–3 | 2–3 | 2–3 | 2–3 | 12–18 periods per week for six semesters | |
| | | Alternative learning sessions per week | 4–12 | 0–2 | 0–2 | 0–2 | 0–2 | 0–2 | 0–2 | 0–2 | 4–12 periods per week for six semesters | |
| | | Total sessions per week | 210 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | | |

② Curriculum Planning and Explanations

A. Subjects and credits

- The arrangement of domains and subjects by year and their respective credits are detailed in the curriculum guidelines of clusters for schools to arrange their course schedules.
- The content of and credits for professional courses and practicum courses (including experiments and practicum) are designed according to the relevant regulations.
- Practicum courses (including experiments and practice) should implement small-group teaching according to the characteristics of clusters.

B. MOE-mandated courses

- The arrangement of courses by year and semester and the corresponding credits may be adjusted if necessary. However, for courses that serve as prerequisites of other courses, the order in which these courses are offered must not be altered.
- MOE-mandated courses in the domains Mathematics, Social Studies, and Natural Sciences aim to develop students' fundamental knowledge, with an emphasis on general education and concern for humanities, life, and nature, thereby enhancing students' ability and intention to engage in lifelong learning.
- Required courses in each domain may be offered as integrative, experiential, or practical cross-curricular course. Planning should also include the implementation of skills courses.
- The “Physical Education” in the mandatory general subjects in the domain of health and physical education should be taught (as an elective) in the fifth learning stage and should not be part of the sport-specific program.
- Sport-specific subjects include Specialized Physical Training and Specialized Skills Training. Each school may adjust the number of credits per course while keeping the total number of credits unchanged for the sports category established at that school. This adjustment must be made in accordance with the learning focus and recommended percentage distribution outlined in the sport-specific curriculum guidelines. The credit hour adjustment must be planned by the sports talent class development committee and submitted to the school curriculum development committee for review.
- For the Native Languages/Taiwan Sign Language courses, students choose one language to take, and the school reviews the actual needs and wishes of the students before commencing the courses. Local languages include Minnan, Hakka, indigenous languages, Mindong, and other national

languages threatened with extinction. Local ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer courses in local languages for students to choose.

- g. Native Languages/Taiwan Sign Language is included in the MOE-mandated courses, and 1–2 credits must be completed. Schools may adjust the total number of credits/periods to meet the requirements for subjects, group activity periods, and alternative learning periods. However, the total number of periods in three years shall not exceed 210.

C. School-developed required courses and elective courses

- a. In principle, school-developed courses in each subject should provide 2–4 credits per semester. In particular, required courses should be planned for the second semester of the eleventh grade or project-based practicum courses should be offered in the twelfth grade, for at least 2 credits.
- b. The elective courses shall be offered as practicum and professional courses (including specific skills) in clusters based on individual clusters, supplemented with related subjects. Students are required to take at least 40 credits in specialized or practicum subjects in any of the practicum and professional course groups offered by vocational senior high schools.
- c. The range of credits from school-developed courses is calculated based on the maximum obtainable credit of 192.

D. Principles for planning school-developed courses

- a. Planning organization and procedures
 - (a) To develop school-based curricula, each school must establish a teaching and research committee for general subjects (or domains), sport-specific subjects, and other subjects; these committees consist of full-time teachers responsible for teaching the subjects. If school-based courses involve subjects from two or more clusters, a cluster curriculum research and development committee should be established, which should include full-time teachers responsible for teaching the relevant subjects. The supervising leader of each cluster should each appoint a candidate to decide on a convener, who is responsible for managing and integrating the subjects in question and the available educational resources.
 - (b) The planning of school-based curricula should be examined in sequence by the teaching and research committees, cluster curriculum research and development committees, and school curriculum development committees. This procedure can be repeated to ensure complete execution of the planning procedures and reach a consensus among the relevant staff members. Future course implementation should consider the varying learning needs of each student. The course content should be adjusted and revised in a punctual manner to ensure alignment with industry development and to develop students' practical skills, thereby enhancing their employability.

When planning school-based curricula, which include ministry-mandated and school-developed courses, each school should place additional emphasis on planning school-developed courses. School-developed courses are divided into required and elective courses, which include general courses, sport-specific subjects, professional courses, and practicum courses. According to the present curriculum guidelines, each school should consider its development vision, student performance, faculty structure, as well as the community's needs, the current status of industry,

and parents' expectations. Under the principal's leadership, teachers, parents, industrial personnel, experts, and scholars should cooperate to design school-based courses that align with students' career development and practical needs.

b. Notes on the planning of school-developed courses

- (a) The planning of school-developed required and elective courses must be based on the curriculum guidelines for the respective clusters and the content of required ministry-mandated courses, in order to reflect the school's educational characteristics.
- (b) For school-developed elective courses, each school should allow students to freely select cross-curricular courses. The total credits of elective courses available should be 1.2–1.5 times the elective credits the students need to accumulate. The total available credits may be reduced by 10% given that this change has been reported to and approved by the relevant competent authorities. The change in the total available credits should also be noted in the overall curriculum plan.
- (c) School-developed courses should not repeat identical content. The relevant competent authorities should review the overall course plan submitted by each school, which serves as an important reference when evaluating the school or allocating funds and subsidies to the school.
- (d) School-developed English courses for each cluster can be offered for students to improve their English proficiency for professional usage. These should be designed in consultation with various groups of students majoring in professional and sports subjects.
- (e) In principle, an elective course must be enrolled in by at least 12 students. Under specific conditions or in the event of insufficient funds, the minimum number of enrolled students may be reduced to 10, and interscholastic enrollment should be allowed. Native Languages/Taiwan Sign Language-related courses shall be regulated by the number of students in the classes, as prescribed by the relevant competent authority.
- (f) Special needs domain courses cater to sports talent class students who are offered sport-specific programs in accordance with their specialized development needs. The school may offer comprehensive sports training during the summer and winter vacations, arrange for teachers with expertise in the relevant competitive sports to coach the students, and pay the teachers' hourly fee. These training periods should not exceed 60 periods during the winter vacation and 120 periods during the summer vacation, and there should be no more than three periods per day. Credits are not allocated to these training periods and they are not included in the tally of teachers' weekly teaching periods. The students' learning circumstances should be fully recorded in the course of teaching, to provide a basis for an integrated diagnosis of their learning results and to facilitate the provision of appropriate guidance. The training plan should be submitted to the sports talent class development committee for approval one month prior to the start of the summer or winter vacation before implementation.
- (g) To improve the learning outcomes of students in school-developed project-based practicum courses, the following educational guidelines are specified.

① Course idea

The planning of practical courses should adhere closely to the educational goals of the respective clusters and ensure students' practical skills, thereby achieving favorable learning outcomes in cluster and skill domain courses.

② Teaching objectives

- Strengthen students' ability to learn and integrate.
- Develop the ability of student to work together in teams.
- Develop students' skills in document processing, presentation of results, oral presentations, and verbal expression.
- Enhance students' problem-solving skills, group-based innovation, and practical integration skills.

③ Teaching implementation

- Collaborative teaching or small-group teaching should be implemented, with 3–5 students in each group to ensure collaborative learning.
- The periods should include a course introduction, followed by student grouping, theme identification, literature collection, data collection, product creation, demonstration of finished products or services, composition and presentation of written reports (including tables/charts), and oral presentation.
- In each stage of the course, students may demonstrate their progress via a Gantt chart or a progress chart.

④ Student assessments

- Multifaceted assessments should be conducted according to the characteristics of the respective clusters.
- Assessment content may include students' practical performance, demonstrations of finished products or services, written reports, and oral reports.
- A balance between formative and summative assessments should be emphasized to cover the dimensions of knowledge, skills, and affect.
- Peer and self-assessment may be conducted to demonstrate students' multifaceted performance.

- (h) Elective courses shall be offered by schools in accordance with school-based development features and community resources, and the actual subjects shall be determined by the schools themselves, according to the type of sports established there.

E. Alternative learning periods

- According to student needs and school conditions, alternative learning periods may be allocated for self-directed learning, contestant training, enrichment education, remedial education, or school-distinctive activities. Teachers may provide teaching or guidance during alternative learning periods; the number of periods taught is counted toward the teacher's total number of teaching periods (if the periods are taught throughout the entire semester) or paid in accordance with the hourly rate (if the periods only span a specific period of the semester).
- Alternative learning periods involve multifaceted learning activities, remedial education, and supplementary education to expand students' learning dimensions, reduce learning gaps between students, and promote student development according to their aptitudes.
- Alternative learning periods may be arranged by each school to host school-distinctive activities or offer elective courses, including enrichment education, service learning, remedial education, and self-directed learning. The credits for these courses are assigned according to the relevant regulations.
- School-distinctive activities are activities are routine or unique activities hosted by each school according to the students' interests and developments, campus background and current conditions,

parents' expectations, and available community resources.

- e. Each school should formulate its relevant regulations for alternative learning periods, in order to ensure that students can conduct learning in an adequate and self-directed manner.

F. Graduation requirements for the credit-based system

- a. Students must attend periods worth 180–192 credits and must pass at least 160 credits.
- b. Students must enroll in all MOE-mandated general and sport-specific subjects and pass at least 85% of the credits to graduate.
- c. Students must take at least 40 credits in specialized and practicum courses, and must pass at least 30 credits, at least 22 credits of which must come from practicum courses (including experiments and practice).
- d. If a student has attained 40 credits and passed at least 30 of them in the same group, including at least 22 credits in a practicum course (including experiments and practice), they must add their study group and study scores to their graduation certificate.

G. Other

- a. To address differences in students' aptitudes and career-development orientations, each subject should offer courses of different depths, breadths, and catering to different speeds of learning.
- b. When a sports talent class student transfers to another class, the mandatory credits for the sport-specific program shall be offset against their mandatory physical education course requirements for mandatory physical education courses, which shall be waived, and the sport-specific subject credits shall be transferred to the student's new program.
- c. The sports talent class curriculum should be implemented according to the curriculum guidelines. Sport-specific performance courses should be based on the principle of 6–10 periods per week, and sport-specific academic courses should be based on the principle of 2 periods per week; these may be adjusted according to the teaching hours of other subjects.
- d. Sports talent classes may be conducted in the morning, night, during regular holidays, or during the summer/winter vacations to provide tutoring and intensive training to students.
- e. The curriculum tutoring mentioned above provides students with learning activities to review their coursework and strengthen and expand the program. Students can participate freely. The content of coursework tutoring should be related to the courses that the students have already taken. The tutoring must not be used to teach content the students have not yet learned. Art and cultural activities can be arranged appropriately.

(2)-3 Comprehensive Senior High School

① Curriculum Planning

Table 9 shows the curriculum plan of a comprehensive senior high school and details the number of credits offered for each domain/subject, as well as course arrangement by year and credit allocation.

Table 9. Academic credits and domains/subjects of comprehensive senior high schools

Unit: credits

| Table 3: Academic credits and demands subjects of comprehensive senior high schools | | | | | | | | | | |
|---|------------------------------------|---|-----|--|-----|----------------------|---|---------------------|--|--|
| Categories | t and no. of academic credits | | | Course arrangement by year and credit allocation | | | | | | Remarks |
| | | | | First academic year | | Second academic year | | Third academic year | | |
| | Name | No. of credits | 1 | 2 | 1 | 2 | 1 | 2 | | |
| Ministry-mandated required courses | Languages Arts | Mandarin | 8 | 4 | 4 | | | | | |
| | | Native Languages/ Taiwan Sign Language | 1-2 | 1-2 | | | | | | |
| | | English | 8 | 4 | 4 | | | | | |
| | Mathematics | Mathematics | 8 | 4 | 4 | | | | | |
| | Social Studies | History | 4 | | (2) | | | | | Select 4 credits each from Social Studies, Natural Sciences, and Arts. At least 2 credits should be selected for each subject in Natural Sciences and Arts. |
| | | Geography | | (2) | | | | | | |
| | | Civics and Society | | | (2) | | | | | |
| | Natural Sciences | Physics | 4 | | (2) | | | | | |
| | | Chemistry | | | (2) | | | | | |
| | | Biology | | (2) | | | | | | |
| | | Earth Sciences | | | (2) | | | | | |
| | Arts | Music | 4 | | (2) | | | | | |
| | | Fine Arts | | (2) | | | | | | |
| | | Arts and Life | | | (2) | | | | | |
| | Integrative Activities | Life Education | 4 | | (2) | | | | | Career Planning is a required subject for first-year students. From the remaining subjects, select one subject for 2 credits, yielding 4 credits in total. |
| | | Career Planning | | 2 | | | | | | |
| | | Home Economics | | (2) | | | | | | |
| | | Law and Life | | | (2) | | | | | |
| | | Introduction to Environmental Science | | (2) | | | | | | |
| | Technology | Living Technology | 4 | | (2) | | | | | |
| | | Information Technology | | | (2) | | | | | |
| | Health and Physical Education | Health and Nursing | 6 | 1 | 1 | | | | | |
| | | Physical Education | | 2 | 2 | | | | | |
| | National Defense Education | | 2 | 1 | 1 | | | | | |
| | Sport-specific academic courses | Introduction to Sport Sciences | 48 | 24 | | | | | | |
| | Sport-specific performance courses | Specific sport-related strength and conditioning training | | 24 | | | | | | |

| Categories | | Name and no. of academic credits | | | Allocation by year and credit allocation | | | | | | Remarks |
|---|--------------------------------|----------------------------------|--|----------------|--|----------------|----------------------|----------------|---------------------|--|--|
| | | | | | First academic year | | Second academic year | | Third academic year | | |
| | | Name | | No. of credits | 1 | 2 | 1 | 2 | 1 | 2 | |
| | | | Specific sport-related technical and tactical training | | | | | | | | |
| Total of MOE-mandated class credits | | | | 99-100 | | | | | | | |
| School-developed elective courses | General and specialist courses | | | | | | | | | | Each school offers 4–12 credits of school-developed required courses according to its vision and students’ learning needs; special needs domain courses must be included. |
| | | | | | | | | | | | |
| | | Subtotal | 4–12 | | | | | | | | |
| | | | | | | | | | | | General subjects may be planned as school-developed elective courses, according to the needs of each school. The academic program must proceed according to the stipulations of the Curriculum Guidelines for General Senior High School, and project-based hands-on courses should be planned to offer at least 2 credits for the appropriate grade levels. Vocational programs must proceed according to the stipulations of the Curriculum Guidelines for Clusters in Vocational Senior High School, and project-based hands-on courses should be planned to offer at least 2 credits for the appropriate grade levels. Each curriculum should offer a minimum of 60 credits for specialized subjects. Students must obtain at least 4 credits in total from project-based cross-curricular courses or from practical and experiential courses. |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | Subtotal | 70–79 | | | | | | | | |
| Total credits needed (sessions per week) | | | | 82-83 | | | | | | | |
| Maximum total credits (sessions per week) | | | | 182 (30-32) | 30-32 (30-32) | 30-32 ((30-32) | 30-32 ((30-32) | 30-32 ((30-32) | 30-32 ((30-32) | The maximum credits obtainable from MOE-mandated courses and school-developed required and elective courses. | |
| Group activity sessions per week | | | | 12–17 | 2–3 | 2–3 | 2–3 | 2–3 | 2–3 | 12–17 periods per week for six semesters | |
| Alternative learning sessions per week | | | | 12–18 | 2–3 | 2–3 | 2–3 | 2–3 | 2–3 | 11-16 periods per week for six semesters | |
| Total sessions per week | | | | 210 | 35 | 35 | 35 | 35 | 35 | | |

② Curriculum Planning and Explanations

A. General subjects

- a. In addition to the MOE-mandated courses set out in the above table, the school may offer school-developed required courses, according to the students' needs.
- b. Each domain may be offered as integrative, experiential, or hands-on courses.

B. Specialized subjects

- a. Specialized courses are elective courses offered starting from the eleventh grade. These courses fall into either the academic or the specialized program. Courses in each program should be further planned to prepare students for educational advancement or future employment.
- b. Each school should consider students' needs for college and university preparation when planning courses in the academic program; the courses may be designed independently by the school or offered in cooperation with other institutions.
- c. Each school should consider students' career development and available community resources, faculty structure, and hardware and software resources to develop courses on its own or through cooperation with other institutions.
- d. The vocational program should be planned as a series of courses, allowing students to gain skills for future employment or educational advancement.
- e. The vocational program should be designed according to the content of the respective clusters. Excessive diversification of the program is not encouraged. Students should expect to complete the program within two years, and the courses should cultivate their vocational knowledge and workplace attitude, with an emphasis on gaining internship experiences and acquiring relevant certifications.
- f. At least 60 credits of specialized courses must be offered in each program, 26–30 of which must be obtained from core subjects and at least two of which must be from project-based practical courses.
- g. The total credits for the available elective courses should be 1.2–1.5 times the elective credits the students need. In addition, students should be allowed to enroll in courses from other programs in a flexible manner.
- h. Core subjects are courses that students should take to develop their core competencies in a given course of study. These courses fall under the scope of school-developed elective courses.
- i. The planning of specialized courses in the academic program should refer to the content of MOE-mandated courses in the Curriculum Guidelines for General Senior High School. The characteristics of Social Studies and Natural Science courses should be noted to ensure that the ratio of credits offered for different courses reflects the nature of the program.
- j. The planning of the vocational program and specialized courses (including core subjects) must refer to the MOE-mandated professional courses and practicum courses in the Curriculum Guidelines for Clusters in Vocational Senior High School.

C. Principles for offering required courses

- a. MOE-mandated courses are generally offered during the tenth grade.
- b. School-developed required courses are mostly offered as general courses to students in the tenth and eleventh grades.
- c. Each course should generally be worth 2–4 credits per semester. Native Languages/Taiwan Sign

Language courses carry one credit in each semester.

- d. For required courses where students exhibit a great discrepancy in ability levels, schools should offer periods of varying difficulty levels to accommodate the students' range of ability levels.
- e. According to course requirements, each school may flexibly arrange the semester in which courses are offered, while taking into account the logical sequence of the courses.
- f. The "Physical Education" in the mandatory general subjects in the domain of health and physical education should be taught (as an elective) in the fifth learning stage and should not be part of the sport-specific program.
- g. Sport-specific performance courses include "specific sport-related strength and conditioning training" and "specific sport-related technical and tactical training." Each school may adjust the number of credits per course while keeping the total number of credits unchanged for the sports category established at that school. This adjustment must be made in accordance with the learning focus and recommended percentage distribution outlined in the sport-specific curriculum guidelines. The credit hour adjustment must be planned by the sports talent class development committee and submitted to the school curriculum development committee for review.
- h. For the Native Languages/Taiwan Sign Language courses, students choose one language to take, and the school reviews the actual needs and wishes of the students before commencing the courses. Local languages include Minnan, Hakka, indigenous languages, Mindong, and other national languages threatened with extinction. Local ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer courses in local languages for students to choose.
- i. Native Languages/Taiwan Sign Language is included in the MOE-mandated courses, and 1–2 credits must be completed. Schools may adjust the total number of credits/periods to meet the requirements for subjects, group activity periods, and alternative learning periods. However, the total number of periods in three years shall not exceed 210.

D. Principles for offering elective courses:

- a. Schools should offer cross-curricular elective courses. The total credits for elective courses offered should be 1.2–1.5 times the elective credits the students need to take.
- b. Each course should generally be worth 2–4 credits per semester.
- c. In principle, an elective course must be enrolled in by at least 12 students. Under specific conditions or in the event of insufficient funds, the minimum number of enrolled students may be reduced to 10, and interscholastic enrollment should be allowed. Native Languages/Taiwan Sign Language-related courses shall be regulated by the number of students in the classes, as prescribed by the relevant competent authority.
- d. Based on the principle of education for balanced development, a variety of courses should be offered to provide students with the opportunity to learn about a range of subjects.
- e. To meet the students' future career-development needs, schools may offer career-exploration courses in the tenth grade, focusing on cultivating the core competencies related to various clusters and programs. The goals are for students to explore their aptitudes, interests, and abilities to help them select differentiated elective courses.
- f. Elective courses should be arranged during elective periods to allow students to select cross-curricular courses. Schools should advise students on appropriate course selection and provide

them with opportunities to select cross-curricular, cross-program, and mixed-grade courses.

- g. The offering of elective courses should thoroughly account for the flexibility of students to develop according to their aptitudes and their subsequent articulation of differentiated courses.
- h. Each school should emphasize the appropriate development of students by providing them with elective courses from different programs and difficulty levels based on their interests, aptitudes, and abilities. The school may also offer advanced placement courses or cooperate with the industrial sector or training institutions to offer joint courses.
- i. Special needs domain courses cater to sports talent class students who are offered sport-specific programs in accordance with their specialized development needs. The school may offer comprehensive sports training during the summer and winter vacations, arrange for teachers with expertise in the relevant competitive sports to coach the students, and pay the teachers' hourly fee. These training periods should not exceed 60 periods during the winter vacation and 120 periods during the summer vacation, and there should be no more than three period per day. Credits are not allocated to these training periods and they are not included in the tally of teachers' weekly teaching periods. The students' learning circumstances should be fully recorded in the course of teaching, to provide a basis for an integrated diagnosis of their learning results and to facilitate the provision of appropriate guidance. The training plan should be submitted to the sports talent class development committee for approval one month prior to the start of the summer or winter vacation before implementation.
- j. Elective courses shall be offered by schools in accordance with school-based development features and community resources, and the actual subjects shall be determined by the schools themselves, according to the type of sports established there.

E. Alternative learning period

- a. According to student needs and school conditions, alternative learning periods may be used for self-directed learning, contestant training, enrichment education, remedial education, or school-distinctive activities. Teachers may provide teaching or guidance during alternative learning time; the number of periods taught is counted toward the teacher's total number of teaching periods (if the periods are taught throughout the entire semester) or paid in accordance with the hourly rate (if the periods only span a specific period of the semester).
- b. School-distinctive activities are routine or special events held according to each school's background and current situation, students' interests and development, parental expectations, and available community resources. Examples of these events include educational tours, media literacy, learning-outcome demonstration, festival celebrations, health-related fitness events, international exchanges, social events, interscholastic events, graduation events, parenting-education events, and other creative events. To encourage students to take the initiative to plan their learning content, each school's inculcation of a culture of self-directed learning should be examined during annual curriculum plan filing and school evaluations.
- c. Common courses and activities arranged for the whole school should, as far as possible, be held during group activity periods.

F. Principles for planning school-based curricula

- a. To develop school-based curricula, each school must establish a teaching and research committee for general subjects (or domains) as well as for sport-specific subjects; these committees consist of full-time teachers responsible for teaching the subjects. If a cluster involves two or more programs, a cluster curriculum research and development committee should be established, which should include full-time teachers responsible for teaching the subjects. The supervising leader of each cluster should appoint a candidate to decide on a convener, who is responsible for managing and integrating the subjects in question and available educational resources.
- b. Each school should form a sports talent class development committee and a curriculum development committee to develop its course plans, which are revised in due course. Developments and revisions of the course plans are conducted using a bottom-up approach, where they are first reviewed by the teach and research committees, followed by the cluster curriculum research and development committee, the sports talent class development committee, and the school curriculum development committee. This procedure can be repeated to ensure complete execution of the planning procedures and reach a consensus among relevant staff members.
- c. Plans for school-developed required and elective courses should be included as key items during annual curriculum plan filing and school evaluations.
- d. Establishment and revisions of programs should comply with the regulations stipulated in the Guidelines for Establishing, Revising, and Discontinuing Programs in Upper Secondary School.

G. Graduation requirements for the credit-based system

- a. Students must attend all MOE-mandated and school-developed required courses (182 credits) and pass at least 160 credits to graduate.
- b. Students must pass at least 85% of their MOE-mandated general and sport-specific subjects to graduate.
- c. Students who have earned 40 credits in other special programs, including at least 32 credits for the core subjects and project-based hands-on courses, may indicate on the graduation certificate their completion of these courses.

H. Course-selection guidance

- a. To offer guidance to students based on their career planning and aptitudes, each school should develop course handbooks, establish complete curriculum frameworks, and clarify course-selection choices according to students' career planning, providing a reference for students to select adequate courses.
- b. To strengthen course-selection guidance, each school should provide students with appropriate consultations in each semester, including aptitude and interest tests as well as elective course-selection recommendations according to the students' career planning. All guidance records should be included in the student's portfolio. If a teacher acts as a course counselor, their number of required teaching periods is reduced accordingly. Regulations for teacher certification and teaching-period reduction are to be stipulated by the relevant competent authorities.

I. Other

- a. To address differences in students' aptitudes and career-development orientations, each subject should offer courses of different depths, breadths, and catering to different speeds of learning.

- b. When a sports talent class student transfers to another class, the mandatory credits for the sport-specific program shall be offset against their mandatory physical education course requirements for mandatory physical education courses, which shall be waived, and the sport-specific subject credits shall be transferred to the student's new program.
- c. The sports talent class curriculum should be implemented according to the curriculum guidelines. Sport-specific performance courses should be based on the principle of 6–10 periods per week, and sport-specific academic courses should be based on the principle of 2 periods per week; these may be adjusted according to the teaching hours of other subjects.
- d. Sports talent classes may be conducted in the morning, night, during regular holidays, or during the summer/winter vacations to provide tutoring and intensive training to students.
- e. The curriculum tutoring mentioned above provides students with learning activities to review their coursework and strengthen and expand the program. Students can participate freely. The content of coursework tutoring should be related to the courses that the students have already taken. The tutoring must not be used to teach content the students have not yet learned. Art and cultural activities can be arranged appropriately.

(2)-4 Specialized Senior High School

① Curriculum planning

Table 10 shows the curriculum plan of a specialized senior high school and details the number of credits offered for each domain/subject as well as course arrangement by year and credit allocation.

Table 10. Academic credits and domains/subjects of specialized senior high schools

Unit: credits

| Categories | | Domain/subject and no. of academic credits | | | Course arrangement by year and credit allocation | | | | | | Remarks |
|------------------------------------|-----------------|--|---------------------------------------|----------------|--|---|----------------------|---|---------------------|---|--|
| | | | | | First academic year | | Second academic year | | Third academic year | | |
| | | Name | | No. of credits | 1 | 2 | 1 | 2 | 1 | 2 | |
| Ministry-mandated required courses | General courses | Languages Arts | Mandarin | 8 | 8 | | | | | | |
| | | | Native Languages/Taiwan Sign Language | 1-2 | 1-2 | | | | | | |
| | | | English | 8 | 8 | | | | | | |
| | | Mathematics | Mathematics | 8 | 8 | | | | | | |
| | | Social Studies | History | 4 | 4 | | | | | | Social Studies, Natural Sciences, and Arts may adopt domain-specific teaching, with each domain worth 4 credits (Introduction to Social Sciences, Introduction to Natural Sciences, Introduction to Arts). Two subjects are selected from each of Social Studies, Natural Sciences, and Arts, with each domain totaling 4 credits. Cross-curricular course selection may be used to select two or more subjects from Integrative Activities and Technology, totaling 4 credits. At least 2 credits must be earned |
| | | | Geography | | | | | | | | |
| | | | Civic and Society | | | | | | | | |
| | | Natural Sciences | Physics | 4 | 4 | | | | | | |
| | | | Chemistry | | | | | | | | |
| | | | Biology | | | | | | | | |
| | | | Earth Sciences | | | | | | | | |
| | | Arts | Music | 4 | 4 | | | | | | |
| | | | Fine arts | | | | | | | | |
| | | | Arts and Life | | | | | | | | |
| | | | Life Education | | | | | | | | |
| | | | Career Planning | | | | | | | | |

| | | | | | | | | | | |
|-----------------------------------|----------------------------------|-------------------------------|---------------------------------------|--------|----|--|--|--|--|--|
| | | Integrative Activities | Home Economics | 4 | 4 | | | | | for Health and Nursing and Physical Education. |
| | | | Law and Life | | | | | | | |
| | | | Introduction to Environmental Science | | | | | | | |
| | | Technology | Living Technology | 6 | 6 | | | | | |
| | | | Information Technology | | | | | | | |
| | | Health and Physical Education | Health and Nursing | 6 | 6 | | | | | |
| | | | Physical Education | | | | | | | |
| | | National Defense Education | | 2 | 2 | | | | | |
| | | Sport-specific subjects | Sport-specific academic courses | 48 | 24 | | | | | |
| | | | | | 24 | | | | | |
| | | | | | | | | | | |
| | | Subtotal | | 99-100 | | | | | | |
| School-developed required courses | General and professional courses | | | | | | | | | 1. General or professional courses are arranged based on specific core domains to expand and advance students' knowledge and skills in specific academic disciplines. 2. Each school may plan special needs domain courses according student needs. |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | Subtotal | | 2-10 | | | | | | |
| Elective courses | General and professional courses | Language Arts | | | | | | | | General or vocational elective courses are arranged according to the courses offered in general or vocational senior high schools. |
| | | Mathematics | | | | | | | | |
| | | Social Studies | | | | | | | | |
| | | Natural Sciences | | | | | | | | |
| | | Arts | | | | | | | | |
| | | Integrative Activities | | | | | | | | |
| | | Technology | | | | | | | | |
| | | Health and Physical Education | | | | | | | | |
| | | | | | | | | | | |
| | | Elective credits subtotal | | 72-81 | | | | | | |

| | | | | | | | | |
|--|----------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| Maximum number of school-developed required elective course credits | 82-83 | | | | | | | |
| Maximum total credits (Number of periods per week) | 182 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | 30-32 (30-32) | The maximum obtainable credits are 182 |
| Group activity sessions per week | 12-17 | 2-3 | 2-3 | 2-3 | 2-3 | 2-3 | 2-3 | 12-17 periods per week for six semesters |
| Alternative learning sessions per week | 11-16 | 1-3 | 1-3 | 1-3 | 1-3 | 1-3 | 1-3 | 11-16 periods per week for six semesters |
| Total sessions per week | 210 | 35 | 35 | 35 | 35 | 35 | 35 | |

② Curriculum planning and explanations

A. Applicability: The applicability of the curriculum plans discussed herein to each type of upper secondary school is determined by the relevant competent authorities.

B. Course types: The curriculum framework of specialized senior high schools includes MOE-mandated courses, school-developed required courses, elective courses, group activity periods, and alternative learning periods. In particular, group activity periods entail 2-3 periods and alternative learning periods entail 1-3 periods per week.

a. MOE-mandated courses

- MOE-mandated courses are arranged based on the concept of holistic education to develop students' core competencies, basic academic skills, and general knowledge. Required courses are courses that students must attend, and the present curriculum guidelines established by the MOE stipulate the minimum credits needed for these courses.
- The design of MOE-mandated courses should the alignment with elementary and junior high school courses. Each domain may involve cross-curricular, experiential, or practical (experiment) courses to enhance students' ability to apply common knowledge for general use.
- For the Native Languages/Taiwan Sign Language courses, students choose one language to take, and the school reviews the actual needs and wishes of the students before commencing the courses. Local languages include Minnan, Hakka, indigenous languages, Mindong, and other national languages threatened with extinction. Local ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer courses in local languages for students to choose.
- Native Languages/Taiwan Sign Language is included in the MOE-mandated courses, and 1-2 credits must be completed. Schools may adjust the total number of credits/periods to meet the requirements for subjects, group activity periods, and alternative learning periods. However, the total number of periods in three years shall not exceed 210.

b. School-developed required courses

- School-developed required courses are organized based on the vision and characteristics of each school.
- General or professional courses are arranged based on specific core domains to expand and advance students' knowledge and skills in specific academic disciplines.
- Each school may plan special needs domain courses, if necessary.

- c. Elective courses
 - (a) Elective courses emphasize students' development according to their aptitudes. Each school provides enrichment and expanded courses or individualized and differentiated courses according to students' interests, aptitudes, and abilities, catering to their needs for multifaceted learning.
 - (b) Each school may refer to the elective course categories and descriptions of general or vocational high schools to offer elective courses in general or specialized subjects.

③ General principles for curriculum planning

- A. MOE-mandated courses
 - a. MOE-mandated courses are offered according to the curriculum guidelines published by the MOE.
 - b. To reduce the number of subjects that students take each semester, each school may offer MOE-mandated courses in a flexible manner by adjusting the year or semester in which they are offered or by changing course durations (weeks). In principle, the number of MOE-mandated courses offered in the tenth and eleventh grades should not exceed 12 (excluding Native Languages/Taiwan Sign Language).
 - c. MOE-mandated courses should be designed by relevant curriculum guideline development teams and consider differences in student aptitudes and needs. Teaching periods may be increased to provide adaptive teaching, the required funds and related regulations for which should be determined by the relevant competent authorities.
 - d. The "Physical Education" in the mandatory general subjects in the domain of health and physical education should be taught (as an elective) in the fifth learning stage and should not be part of the sport-specific program.
 - e. Sport-specific performance courses include Specialized Physical Training and Specialized Skills Training. Each school may adjust the number of credits per course while keeping the total number of credits unchanged for the sports category established at that school. This adjustment must be made in accordance with the learning focus and recommended percentage distribution outlined in the sport-specific curriculum guidelines. The credit hour adjustment must be planned by the sports talent class development committee and submitted to the school curriculum development committee for review. The number of credits per course must be adjusted separately, while the total number of credits remains unchanged. The adjustment of the number of credits must be planned by the sports talent class development committee and submitted to the school curriculum development committee for consideration.
- B. School-developed required courses
 - a. School-developed required courses are designed according to each school's development directions and features.
 - b. Each school should offer a variety of school-developed required courses according to its development directions, faculty structure, and other relevant conditions.
 - c. Special needs domain courses cater to sports talent class students who are offered sport-specific programs in accordance with their specialized development needs. The school may offer comprehensive sports training during the summer and winter vacations, arrange for teachers with expertise in the relevant competitive sports to coach the students, and pay the teachers' hourly fee. These training periods should not exceed 60 periods during the winter vacation and 120 lessons during the summer vacation, and there should be no more than three periods per day.

Credits are not allocated to these training periods and they are not included in the tally of teachers' weekly teaching periods. The students' learning circumstances should be fully recorded in the course of teaching, to provide a basis for an integrated diagnosis of their learning results and to facilitate the provision of appropriate guidance. The training plan should be submitted to the sports talent class development committee for approval one month prior to the start of the summer or winter vacation before implementation.

C. Elective courses

- a. Curriculum guidelines for elective courses can be developed by the MOE or designated professional educational groups (e.g., universities, academic organizations, or general senior high school subject centers) for schools to select from and use. Each school may also develop its own course plan for these courses. This course content should be planned by the sports talent class development committee and approved by the school curriculum development committee before it is incorporated into the school's overall curriculum plan. The plan is sent to the relevant competent authorities for record keeping and referencing.
- b. The total number of elective credits offered by the school should be 1.2–1.5 times the number of elective credits needed by students.
- c. In principle, an elective course must be enrolled in by at least 12 students. Under specific conditions or if schools have sufficient funds, the minimum number of enrolled students may be reduced to 10, and interscholastic enrollment should be allowed. Native Languages/Taiwan Sign Language-related courses shall be regulated by the number of students in the classes, as prescribed by the relevant competent authority.
- d. Elective courses shall be offered by schools in accordance with school-based development features and community resources, and the actual subjects shall be determined by the schools themselves, according to the type of sports established there.

D. Project-based and cross-curricular courses

- a. When schools offer project-based and cross-curricular courses, the relevant regulations specifying the number of students in each project group and fund allocations for assigning teachers to each group are determined by the relevant competent authorities.
- b. If a teacher engages in collaborative teaching for integrative and cross-curricular courses, the number of periods taught for these courses is counted toward their total number of teaching periods, after approval from the school curriculum development committee. Related regulations and fund allocations are determined by the relevant competent authorities.

E. Course selection guidance

- a. Development of course handbooks: To allow students to select courses based on their aptitudes, curriculum guideline development teams should develop course handbooks that align with the relevant curriculum guidelines to establish a complete course structure, as well as clarify the relationships between education advancement and career paths. The handbooks should be provided for use by teachers and students for course-selection guidance and for colleges and universities to screen student applicants.
- b. Reinforcement of course selection guidance: Students should participate in course-selection and

career guidance periods to help them select elective courses suggested by aptitude and interest testing or recommended by colleges and universities. Students should participate in course selection consultation with the assigned teacher every semester; each student's consultation record should be listed in their academic portfolio. If a teacher assumes the responsibility of course counselor, his or her number of required teaching periods is reduced accordingly. Regulations for teacher certification and teaching period reduction are to be stipulated by the relevant competent authorities.

- c. Credit waivers: Students under special conditions may apply for exemptions in required and elective courses. Exemption rules are determined by each school in accordance with the relevant regulations. Students who are determined as satisfying the exemption requirements are awarded the corresponding credits. Opportunities should be provided to students with credit waivers to participate in cross-curricular courses in other grade levels, and guidance should be provided to them in selecting suitable courses.

④ **Alternative learning periods**

- a. According to student needs and school conditions, alternative learning periods may be allocated for self-directed learning, contestant training, enrichment education, remedial education, or school-distinctive activities. Teachers may provide teaching or guidance during alternative learning time; the number of periods taught is counted toward the teacher's total number of teaching periods (if the periods are taught throughout the entire semester) or paid in accordance with the hourly rate (if the periods only span a specific period of the semester).
- b. School-distinctive activities are routine or special events held according to each school's background and current situation, students' interests and development, parental expectations, and available community resources. Examples of these events include educational tours, media literacy, learning-outcome demonstration, festival celebrations, health-related fitness events, international exchanges, social events, interscholastic events, graduation events, parenting-education events, and other creative events.
- c. To encourage students to take the initiative to plan their learning content, the implementation of self-directed learning by each school should be examined during annual curriculum plan filing and school evaluations.
- d. Common courses and activities arranged for the entire school should, if possible, be held during group activity periods.

⑤ **Graduation credit requirements**

Students must attend periods worth 182 credits and pass 150 credits to graduate. They must pass at least 85% of the MOE-mandated general and sport-specific subjects to graduate. Finally, at least 40 passing credits must be obtained from elective courses.

⑥ **Other**

- a. To address differences in students' aptitudes and career-development orientations, each subject should offer courses of different depths, breadths, and catering to different speeds of learning.
- b. When a sports talent class student transfers to another class, the mandatory credits for the sport-specific program shall be offset against their mandatory physical education course requirements for mandatory physical education courses, which shall be waived, and the sport-specific subject credits shall be transferred to the student's new program.

- c. The sports talent class courses should be implemented according to the curriculum guidelines. Sport-specific performance courses should be based on the principle of 6–10 periods per week, and sport-specific academic courses should be based on the principle of 2 periods per week; these may be adjusted according to the teaching hours of other subjects.
- d. Sports talent classes may be conducted in the morning, night, during regular holidays, or during the summer/winter vacations to provide tutoring and intensive training to students.
- e. The curriculum tutoring mentioned above provides students with learning activities to review their coursework and strengthen and expand the program. Students can participate freely. The content of coursework tutoring should be related to the courses that the students have already taken. The tutoring must not be used to teach content the students have not yet learned. Art and cultural activities can be arranged appropriately.

VII. Implementation Directions

The implementation directions of the 12-year Basic Education System are based on the concepts of taking initiative, engaging in interaction, and seeking the common good in the Curriculum Guidelines of 12-Year National Basic Education, which stipulates the relevant regulations and provides suggestions conducive to innovation among education entities including teachers, schools, parents, and governmental and private organizations. The objective of the guidelines is to promote communication between the relevant education entities, facilitate flexibility in the design and development of the sports talent class curriculum, support teaching and learning activities, integrate diverse teaching resources, and evaluate curriculum implementation outcomes to ensure students' right to learn and enhance teachers' professionalism and responsibilities.

The implementation directions consist of eight major items: curriculum development, teaching implementation, learning assessment and application, teaching resources, teacher professional development, administrative support, participation of parents and nongovernmental organizations, and supplementary provisions.

1. Curriculum development

Curriculum development should be based on the goals of the various educational stages and sports talent class students' physical and mental development characteristics. Flexible and diversified learning courses should be provided to facilitate students' adaptive development and support curriculum development and teaching innovation.

Course plans arranged by schools serve as blueprints for student learning and as crucial communication channels for course implementation. The sports talent class development committee and school curriculum development committee will endeavor to continue to enhance national education and the development of school-based courses.

(1) Organization and operation of school curriculum development committees

- ① **Setting up:** To promote curriculum development for sports talent classes, the school should formulate organizational guidelines for the sports talent class development committee in accordance with the Regulations Governing the Establishment of Sport Talent Classes at Senior High School and Lower Levels. After it has been approved at a school affairs meeting, a sports talent class development committee should be established. There should be a curriculum-planning group for sports talent classes under the committee. The school should consider its size and geographical characteristics and form an interschool sports talent class curriculum planning team accordingly.
- ② **Committee members:** The sports talent class curriculum planning team should include school administrators; representatives of teachers of various domains, clusters, courses, and sports talent class courses (including courses in special needs domains); sports talent class students; parent representatives; sports talent class instructors; and full-time sports coaches. These members choose the conveners. Professional and academic representatives should be included in the planning teams for senior high schools. Schools at all levels may also invite off-campus professionals and academics, members of local communities and indigenous groups, industry representative, or students to join the team, depending on the development needs of the school. The gender ratio of the team should be no greater than 2:1 (in other words, neither gender should occupy fewer than one third of the seats of the team).

- ③ Missions: The sports talent class curriculum planning team should understand the school's educational vision and sports characteristics and develop a school-based curriculum for the sports talent class accordingly. They should also assume responsibility for reviewing the course plans, individualized courses designed for specific outstanding athletes, and self-compiled teaching materials for sports-related courses. Finally, they should write comprehensive sports-training curriculum plans and conduct sports talent class supervision and curriculum evaluations.
- ④ Operation: Students can be consulted in various ways during the elementary school and junior high schools stages as a reference for further curriculum planning. The school sports talent class curriculum plan is a detailed product based on the school-based curriculum plan. After it has been approved by the sports talent class development committee, it should be submitted to the school curriculum development committee, of which at least two-thirds of the members should be in attendance—with approvals from at least half of those present—for review and approval when finalizing a curriculum plan. After approval, the plan must be submitted to the relevant competent authorities.

(2) Curriculum design and development

- ① The school sports talent class curriculum plan should incorporate the overall structure, alternative learning periods, revised curriculum planning (including specialized school-based courses), teaching priorities, evaluation methods, and progress in all the domains, clusters, programs, and subjects. Cross-curricular courses and collaborative teaching may be flexibly adjusted in accordance with the normalization of teaching.
- ② The school sports talent class curriculum plan should be approved by the school curriculum development committee, submitted to the relevant competent authorities for review before the start of the school year, and explained to students and parents via multiple channels, such as in writing or through websites. To assist students with selecting their school, senior high schools should complete their curriculum plans for reference and publishing six months before the enrolment of freshmen for the next school year.
- ③ The central and local governments should establish guidance and resource integration platforms for the development and implementation of curriculum plans by schools, which should include specific content for the development and implementation of sports talent class curriculum plans.
- ④ The development of courses in various domains of sports talent classes and general subjects should incorporate a mechanism for mutual examination and dialogues among subjects, disciplines, and domains to implement the integration of curriculum guidelines across disciplines and domains.
- ⑤ The design of the curriculum guidelines for sports talent classes and general subjects should be based on the principle of flexibility and autonomy, and attention should be paid to the integration of related subjects, with a view to diversifying the curriculum design and complementing and improving the teaching materials for each subject.
- ⑥ For sports talent classes in the various types of senior high schools approved by the relevant education authorities, appropriate curriculum plans may be selected based on the type of school, course cluster attributes, student career development, school development characteristics, and teacher deployment. However, it should be reported to the relevant education administrative organizations for approval and reference, and should be implemented in accordance with the selected curriculum plan.

(3) Curriculum design principles

- ① The curriculum design should emphasize the integration of the curricula of elementary schools, junior high schools, and senior high schools with the basic education curricula of universities.
- ② Curriculum designs should consider practical applicability and practical learning, according to the nature of the subject.
- ③ The curriculum should develop standards and implementation methods for curriculum grading and advancement, and it should provide examples of curriculum development and operation to improve curriculum operation performance.
- ④ The sport-specific program includes sport-specific academic courses and sport-specific performance courses. The curriculum should consider integration with course content in higher education departments of physical education and sport sciences.
- ⑤ The school may offer comprehensive sports training during the summer and winter vacations, arrange for teachers with expertise in the relevant competitive sports to coach the students, and pay the teachers' hourly fee. These training periods should not exceed 60 periods during the winter vacation and 120 periods during the summer vacation, and there should be no more than three periods per day. Credits are not allocated to these training periods and they are not included in the tally of teachers' weekly teaching periods. The students' learning circumstances should be fully recorded in the course of teaching, to provide a basis for an integrated diagnosis of their learning results and to facilitate the provision of appropriate guidance. The training plan should be submitted to the sports talent class development committee for approval one month prior to the start of the summer or winter vacation before implementation.
- ⑥ The principles of curriculum design for specialized sports talent class subjects are as follows:
 - a. Topics such as sports physiology, sports mechanics, sports psychology, sports training, the development history and educational value of sports, social issues in sports, athletic training, and sports ethics discussed in kinesiology should be arranged and designed for each semester's curriculum in a flexible and integrated manner, for example by using a target or theme model. Athletic training and sports science should be designed in conjunction with training practice; sports ethics, sports humanities and other topics should be designed based on the principles of practical and internalized experiential education.
 - b. The design of specialized sports physical training courses should be oriented toward attaining and maintaining competitive physical fitness, and the principles of progressiveness, balance, and specificity should be incorporated.
 - c. The principles of correctness, reliability, innovation, and proficiency should be included in the design of specialized skills training courses.
 - d. The design of specialized sports techniques and application courses should be based on the principles of reliability, flexibility, innovation, and proficiency.
 - e. The design of a comprehensive sports-training curriculum should be based on the principles of integration, unification, and application
- ⑦ Schools should strengthen moral education and integrate concepts such as gender equality, human rights, the environment, the global ocean, morality, life, the rule of law, technology, information, energy, security, disaster prevention, family education, career planning, multiculturalism, reading literacy, outdoor education, international education, and indigenous education into related curricula in sports talent classes. At the same time, it is necessary to pay attention to the rights and interests of

people with physical and mental disabilities. If necessary, the school will make plans in their revised curricula to encourage students to think about the above issues in the context of various subjects to achieve mutual inspiration and integration.

- ⑧ For those students who have represented counties, cities, and countries, participated in national, regional, continental, or global international individual (comprehensive) competitions, and who have been identified by the relevant authorities or the school as special outstanding athletes, the school shall design individualized courses and formulate individualized instructions, tutoring, and assessment measures in response to their career-development needs.

(4) Curriculum evaluation

- ① The relevant competent authorities should establish and implement evaluation mechanisms for the 12-year National Basic Education Sports Talent Class Curriculum to assess the effectiveness of curriculum implementation and related promotional measures. Each school's curriculum evaluation results provide feedback for revising the curriculum guidelines and references for curriculum improvement. The central competent authorities can construct a database archiving students' learning achievements to assess the effectiveness of curriculum implementation.
- ② The relevant authorities should integrate curriculum-related evaluations and school visits and assist in the normalization of teaching. Curriculum-evaluation results will not be rated, and rankings will not be announced; instead, these data are used as the basis for improving curriculum policy planning and the overall teaching environment.
- ③ The objective of curriculum evaluation is to assist teachers/coaches in teaching and training and to improve students' learning outcomes. Off-campus professional resources can be used to facilitate personal reflection by teachers and coaches and encourage professional dialogue among communities to guide the reform and innovation of school curricula and teaching methods. The implementation schedule, content, and methods of curriculum evaluation are stipulated by the relevant competent authorities.

(5) Curriculum experiments and innovation

- ① The relevant competent authorities should provide resources for the development and implementation of school-based courses, encourage teachers/coaches to experiment with innovative teaching materials and teaching/training methods, and share their implementation results.
- ② The relevant competent authorities should analyze the results of curriculum development and experimentation to provide feedback for curriculum guideline revisions.

2. Teaching implementation

To practice the concepts of taking initiative, engaging in interaction, and seeking the common good, teaching activities should evolve from the conventional unidirectional teaching model (in which teachers are the sole knowledge providers and students are passive receivers of knowledge), to incorporate other suitable teaching models and strategies based on the core competencies, learning content, student performance, and varying student needs. The goals are to elicit the students' motivation to learn, encouraging them to engage in teamwork with peers and become active learners.

(1) Teaching preparation and support

- ① Teachers/coaches should compose their teaching/training plans before the beginning of each semester and prepare the required resources and complete related tasks required for teaching or

training.

② While preparing course content or training plans, teachers/coaches should analyze students' learning experiences, sports-training history, ethnic and cultural backgrounds, the nature of teaching materials, and teaching and training goals, and then prepare course content that meets students' needs. They should also plan a variety of adaptive teaching and training activities to provide students with opportunities to learn, observe, explore, question, reflect, discuss, innovate, and solve problems, thereby enhancing their understanding of the course materials, their consistency, and their ability to apply their learning to real-life scenarios.

③ According to their teaching activities, teachers/coaches should conduct innovative teaching experiments or action research on practical training methods. The funds and relevant assistance required will be provided by the relevant competent authorities.

(2) Teaching model and strategy

① Teachers/coaches should select appropriate teaching/training models based on core competencies, teaching/training goals, and students' learning outcomes, and adopt effective teaching/training methods and strategies that have been tested in practical scenarios and align with the characteristics of various domains, clusters, programs, and subjects. Teachers/trainers should also design effective teaching/training activities to address various dimensions of the learning content, such as facts, concepts, principles, skills, and attitudes, and incorporate e-learning resources and methods when necessary.

② To promote the learning of Native Languages, Taiwan Sign Language, and Native Languages of New Immigrants, these language courses should be taught primarily in the original languages and supplemented by bilingual teaching. The courses should emphasize interactive and communicative usage of the target language to create a fully or partially immersive classroom environment. For courses in other domains, clusters, program, and subjects, under the precondition that the teaching content is comprehensible and in context, teachers are encouraged to use bilingual instruction in courses of various domains and during alternative learning periods and different activities. Furthermore, students in their daily lives are encouraged to communicate using multiple languages.

③ To promote students' development in accordance with their aptitudes and interests, teachers/coaches should group students appropriately based on their differences in, for example, age, gender, learning level, learning interests, aptitudes, physical and mental characteristics, ethnic background, and socioeconomic background. In addition, teachers should adopt multiple teaching/training methods and provide learning materials and use multiple assessment methods to meet the students' various needs. Teachers are encouraged to arrange learning activities that promote exchange between students from regular classes and those from sports talent classes.

④ Homework should contain diversified content and account for students' aptitudes, and the amount of homework should be adequate. The meaning and performance rubrics of homework should be clarified to enhance students' learning motivation, inspire their thinking and imagination, extend and apply what they have learned, and elicit a sense of accomplishment through feedback.

⑤ Teachers/coaches should establish class rules that are conducive to learning, strive to create a positive learning atmosphere and class culture, and strengthen teacher–student communication and collaboration to improve students' learning outcomes.

⑥ Teachers should plan experiential learning activities such as outdoor education, industry practicums, and service learning for students to acquire practical experiences, act on ethical values, reflect on

their performance, and broaden their horizons.

- ⑦ To improve students' learning outcomes and develop their ability to engage in self-directed and lifelong learning, teachers should guide students in using a range of learning strategies. These include motivational strategies; general learning strategies; domain-, cluster-, program-, and subject-specific learning strategies; thinking strategies; and metacognitive strategies.

(3) Precautions

- ① Teaching/training should be based on the nature of the subject, the content of the teaching materials, and the competence of the students, taking into consideration creativity and suitability, and appropriately supplemented with the latest knowledge.
- ② Teaching implementation should focus on the students and strengthen their ability to study independently, critically, and creatively; they should be guided in learning how to learn, analyze, and think, and the ability to engage in lifelong learning should be cultivated.
- ③ The design of teaching/training activities should take into consideration the diverse academic needs of students to achieve the goal of adaptive development.
- ④ The implementation of teaching should interact moderately with the local community and civil society, and should effectively use diverse teaching media and community resources to enhance students' civic awareness and social participation, and to improve teaching effectiveness.
- ⑤ Teachers should draw up a teaching plan for one semester before the start of the semester, send it to the Academic Affairs Office for review, submit it to the official website to be published, and prepare the materials required for teaching and related activities.
- ⑥ Coaches should formulate a one-year training plan before the start of the school year, send it to the Academic Affairs Office of the intramural sports organization management unit, and prepare the materials required for training and related activities.
- ⑦ The implementation of each subject should be based on individual student differences, flexible ability-based grouping, intergrade grouping, or other appropriate grouping, and should involve appropriate collaborative teaching.
- ⑧ All teachers responsible for each subject should pay attention to students' emotional status and should always care about students' lives, training, and competitiveness to help them develop physically and mentally
- ⑨ Teachers of various subjects should fully understand the physical and mental development of students in sports talent classes as the basis for effective teaching and tutoring.
- ⑩ Each school should establish a database of students with excellent athletic abilities as a basis for individual and follow-up tutoring.
- ⑪ For the comprehensive sports training implemented during the summer and winter vacations, a carefully considered training curriculum plan should be proposed in advance and submitted to the sports talent class development committee for consideration.
- ⑫ The implementation of individualized courses for special outstanding athletes may occur through remedial courses, self-study tutoring, distance teaching, or other flexible methods, and is not limited by semester credits.
- ⑬ When necessary, each school may hire professionals to implement sport-specific academic courses and sport-specific performance courses.

- ⑭ Students in sports talent classes may study courses in each general class depending on their individual learning level in each subject.
- ⑮ When teachers/coaches are engaged in teaching/training, they should pay attention to the appropriateness of their verbal guidance of and physical contact with students, as well as the relevant regulations governing counseling, discipline, and gender equality.
- (4) Student-learning tutoring measures
- ① The school shall formulate the conditions for students to compete in accordance with relevant laws and regulations, including the benchmark for academic performance and a competition and training plan for each academic year.
- ② Schools should actively plan and implement learning tutoring measures for students in sports talent classes who do not meet the benchmarks for academic performance in exams to ensure that the student achieves the core competencies and acquires basic academic skills.
- ③ Tutoring for studies should include the following provisions:
- A course that has not been completed during the semester due to an external sports competition.
 - Remedial learning courses for disadvantaged students who need assistance to improve their learning outcomes.
 - Students are required to participate in remedial teaching courses after assessment or testing.
 - A supplementary examination is required for a subject if the semester results are not up to standard.
- ④ Implementation time for learning tutoring:
- After consultation with the relevant instructors, the school should submit to the sports talent class development committee an arrangement for an appropriate time to implement tutoring for the relevant courses.
 - The additional courses may be implemented during non-learning period times, at night, during regular holidays, or during summer and winter vacations, according to the relevant authorities.
 - Nighttime classes: Limited to three days a week, and the latest time shall not exceed 21:00.
 - Regular holidays: Every Monday and in the morning (four classes), as an upper limit.
 - Summer and winter vacations: Carried out in accordance with the applicable regulations of the relevant authorities concerning academic activities and schoolwork tutoring.
- ⑤ Each relevant authority shall establish academic tests for the students' general subjects and sport-specific program, and will strengthen the integration of skills and academic learning tutoring measures to assist students in completing the entire course content and improving their learning outcomes.
- ⑥ Each relevant authority and school shall provide the necessary and appropriate assistance to disadvantaged students.
- ⑦ Each relevant authority shall allocate project funds to support the expenses (including teachers' hourly fees) incurred in implementing these learning courses or activities.
- ⑧ Regarding the promotion of student-learning tutoring measures, the central relevant authority shall make additional relevant regulations.
- ⑨ In addition to complying with the abovementioned norms, schools and the relevant authorities must also follow the relevant regulations issued by the central relevant authority.

3. Students are the main body of learning.

The teaching/training conducted by teachers/coaches should pay attention to the effectiveness of students' learning and whether the students actually learn, rather than just aiming at completing the mandated process. To understand the students' learning process and effectiveness, multiple learning-assessment methods should be used, and learning tutoring for students with different needs should be provided based on the results of the learning assessment.

(1) Implementation of learning assessments

- ① Learning assessments are conducted in accordance with the learning-assessment criteria and supplementary regulations formulated by the relevant competent authorities.
- ② Learning assessments should consider formative and summative assessments and should involve the use of diagnostic assessments, placement assessments, or student-transition assessments, based on the students' needs.
- ③ Teachers should design their own learning-assessment tools when necessary. Assessment content should take into account students' physical and mental development, individual and cultural differences, and the essentials of the core competencies as well as learning performance in specific aspects such as cognition, skills, and affect.
- ④ In response to the individual needs of students in sports talent classes, schools and teachers should adopt appropriate and diverse assessment methods based on learning goals, the nature of teaching materials, and the individual differences among students.
- ⑤ Learning assessments should be based on the nature of the subjects and activities in question, and should take various forms such as written tests, hands-on assessments, and portfolio assessments; overemphasis of written tests should be avoided.
- ⑥ Assessment reports should provide quantitative data and qualitative descriptions to help students and parents understand the students' learning outcomes. Qualitative descriptions should include the students' achievement of learning goals, learning strengths, participation in curricular and extracurricular activities, and learning motivation and attitude.
- ⑦ The study assessment and academic performance benchmarks for sport-specific program courses should be specified in the supplementary study-assessment regulations of each school.
- ⑧ The results of participating in off-campus sports competitions can be used as part of the assessment of sport-specific programs.
- ⑨ During the assessment process, counseling strategies should be proposed to address students' learning plateaus in sport-specific programs, to assist them in progressing with their learning.
- ⑩ The assessment of individualized courses for special outstanding athletes may be implemented via verification, reporting, or other flexible methods.

(2) Application of assessment results

- ① Learning assessments are collections of evidence-based data should be used appropriately. The assessment results can serve as a reference for teachers to improve their teaching methods and students' learning outcomes, and for schools to improve their curricula.
- ② Teachers/coaches should analyze students' learning based on their assessment results, adjust their teaching methods and materials accordingly, and provide tutoring.

4. Teaching resources

Teaching resources include various forms of teaching materials and graphic equipment, relevant resources developed by research institutions, communities, industries, and private organizations, as well as human resources from various sectors. Governments should provide budgets for teachers to develop diverse and appropriate teaching resources, and funds for implementing school curriculum plans should be allocated by the central and local governments.

(1) Textbook selection

- ① Textbooks should be developed and edited according to curriculum guidelines and revised and approved according to regulations. School textbooks are selected by schools following discussion and approval in accordance with the relevant regulations.
- ② Curriculum and teaching materials for schools of various levels and types should be employed from a multicultural perspective and should consider gender equality, the rights and interests of persons with physical and mental disabilities, and the history, culture, and values of each ethnic group to promote understanding and respect among students of different backgrounds.
- ③ In addition to the approved textbooks, special municipal or county (city) competent authorities or schools may select and edit appropriate teaching materials according to local characteristics, students' traits and needs, and the nature of the respective domains, clusters, curricula, and subjects.

(2) Teaching material development

- ① Teaching materials include textbooks, reference books, digital materials, remedial materials, diagnostic tools, and various learning resources. In addition, teaching materials should consider articulation between upper and lower grades and between domains, clusters, curricula, and subjects.
- ② To coordinate the implementation of curriculum guidelines, the MOE should establish collaboration mechanisms for developing teaching and assessment materials, encouraging the participation of personnel from research institutions, universities, schools of all levels, communities, private organizations, and industries. Municipality and county (city) competent authorities may develop resources with local features or encourage schools to create their own school-based textbooks and learning resources.
- ③ The relevant competent authorities and schools can integrate human resources inside and outside the school and collaborate to improve curricula and develop remedial teaching materials and diagnostic tools to improve students' learning outcomes.
- ④ The central competent authorities should establish and integrate a sports talent class curriculum and teaching-resource platform, based on the principles of single input, compartmentalized management, quality screening, joint creation and sharing, and respect for intellectual property rights. These platforms should link various teaching resources and provide references to students, teachers, and parents.
- ⑤ For national languages (Native Languages/Taiwan sign languages) threatened with extinction, the MOE and relevant ministries should improve teaching resources, including providing complete teaching materials, books, online learning resources, and other related resources.

(3) Content of teaching materials

- ① The content of teaching materials in various subjects (including sport-specific programs) should emphasize interrelationships and applicability so that students can acquire practical, integrated intellectual skills and excellent psychological qualities.

- ② The content of teaching materials should be linked to the students' life experiences to some extent, and should make good use of online resources to improve learning interest and the applicability of the knowledge, and to expand international horizons.
- ③ The implementation of sport-specific programs should be based on factors such as the characteristics of the relevant sports, the physical and mental characteristics of students who excel in sports performance, and the sports competition cycle, and should formulate individualized and flexible training plans. In addition to specifying long-, medium-, and short-range goals and the process and method of achieving them, the training plan should include the course content of the daily, weekly, semester, and annual training plans.
- ④ The content of sport-specific program materials should include the following: g:
 - a. The theory of kinesiology, including topics such as exercise physiology, mechanics, psychology, and training; the development history and educational value of exercise; social issues concerning exercise; athletic training; and physical and mental literacy of exercise.
 - b. The aspects that the specialized physical training will focus on, such as athletic fitness muscle strength, speed, instantaneous force, muscle endurance, agility, and coordination.
 - c. The content of specialized skills teaching materials should include accurate and substantial basic movements, various offensive and defensive techniques, and innovative techniques.
 - d. The content of specialized sport techniques and application teaching materials should include a range of basic and innovative techniques, and courses should be arranged to teach sports application and proficiency.
- (4) Selection of teaching materials
 - ① The compilation and selection of teaching materials should emphasize the acquisition of basic concepts and principles, provide learning materials for different levels of cognitive thinking skills, and avoid using fragmentary knowledge materials, so that students can acquire the ability to use knowledge to solve problems.
 - ② Each school may select, integrate, or edit appropriate textbooks and teaching materials based on regional characteristics and student characteristics and needs, and compile and select curriculum materials required for flexible learning hours. However, self-edited textbooks used throughout the semester and academic year should be sent to the school curriculum development committee of each school for review.
 - ③ The teaching materials and teaching of general basic courses should be integrated into sports-related topics to some extent, to improve students' interest and learning outcomes.
 - ④ For the teaching materials of sport-specific programs, a selection team should be formed by the school's physical education and curriculum professionals to select the teaching materials suitable for students' learning. The content of the teaching materials should be linked to the students' life experiences to some extent, and make good use of online resources, to improve the applicability of the knowledge.

5. Teacher/coach professional development

Teachers/coaches are professionals who must continue their professional development to support students' learning and training. Teacher/coach professional development involves cultivating disciplinary and content (technical) knowledge, improving pedagogical and training skills, and cultivating an appropriate attitude toward the education profession. Teachers/coaches should form

professional learning communities to jointly explore and share teaching experiences and training practices. They should also actively participate in further on- and off-campus learning and training to receive the latest information on educational developments, and make full use of social resources to improve their curriculum designs, teaching and training strategies, and learning assessments in order to improve students' learning outcomes.

(1) Implementation content for teacher professional development

- ① Teachers/coaches can engage in diverse professional development activities through teaching and research communities of various domains, clusters, programs, and subjects (including special needs domain courses); teaching and research meetings; (cross-)grade conferences; or self-initiated on-campus, cross-school, or cross-curricular professional learning communities. Such activities include joint lesson preparation, teaching observations and feedback, research and development of courses and teaching materials, workshop participation, seminar planning, onsite visits, online learning, action research, lesson study, and open sharing and exchange. The purpose of these activities is to continue teachers' professional development and enhance students' learning outcomes.
- ② Teachers/coaches should supplement their basic knowledge of multiculturalism, gender equality, and special education; uphold respect for diversity and differences; break down gender stereotypes; avoid gender bias and gender discrimination; and enhance their teaching and counseling capabilities for students with diverse cultural backgrounds and special types of education.
- ③ To improve teaching quality and learning outcomes, a teaching culture of peer learning should be fostered, with the principal and each teacher/coach giving at least one public lesson per year, welcoming the participation of other faculty members and the public to view the in-class teaching activities and discuss how students' learning outcomes can be improved. Accordingly, the principal and teachers can receive professional feedback.
- ④ Teachers of indigenous education should enroll in courses on indigenous cultural education courses to enhance their professionalism.
- ⑤ Teachers of general basic courses should supplement their relevant professional physical education knowledge, build a learning bridge between teachers and students, and improve their teaching effectiveness.
- ⑥ In response to the need for teaching Native Languages/Taiwan Sign Language/Native Languages of New Immigrants, teacher development should strengthen the use of diversified teaching strategies, such as differentiated teaching.

(2) Support system for teacher/coach professional development

- ① Schools should provide adequate assistance and incentives to teachers who strive to develop (and have shown achievements in) curriculum design, teaching materials, teaching strategies, learning assessments, and tutoring approaches.
- ② The relevant competent authorities and schools should support and provide teachers/coaches with resources for professional development, such as organizing teaching and research committees, arranging schedules for teachers/coaches to participate in professional learning communities, supporting the professional development of new teachers/coaches and teachers/coaches with specific needs, and providing assistance with obtaining resources such as equipment and funds.
- ③ To support students' diverse and adaptive learning, the relevant competent authorities and schools should encourage and support teachers/coaches in integrating courses from cross-curricular clusters, programs, and subjects, engaging in collaborative teaching with other teachers/coaches and

professionals, and integrating and using off-campus resources, such as those from communities, private organizations, industries, colleges and universities, and research institutes.

- ④ For teachers/coaches to master the content of the curriculum guidelines and develop professionalism in teaching cross-curricular courses, the relevant competent authorities should provide teachers/coaches with training or refresher courses and assist them in acquiring or renewing teaching certifications.
- ⑤ The relevant competent authorities should exercise leniency when allocating budgets to assist and support teachers/coaches in their professional development and continuing education.

6. Administrative support

Administrative support from the relevant competent authorities and schools can facilitate the implementation of school curricula and teaching methods. This supports teaching activities and student learning to attain the visions and goals of the curriculum guidelines. Administrative support includes funding, professional support, revisions of related measures.

(1) Funding and professional support

- ① To protect students' right to education, improve educational development, and enhance the effectiveness of fund allocation, the relevant competent authorities should exercise leniency when providing budgets for sports talent classes to support schools' needs for curriculum development and implementation.
- ② The relevant competent authorities should review amendments of relevant laws and regulations (e.g., the Teacher Education Act and basic standards for school facilities), ensure these regulations are in line with the curriculum guidelines, and implement corresponding measures.
- ③ Prior to implementing the curriculum guidelines, the relevant competent authorities should organize seminars for local governmental administrators, inspectors, school administrators, teachers, coaches, parents, teacher education institutions, and coach certification bodies to fully understand the visions, goals, content, and implementation of the guidelines. After the implementation of the curriculum guidelines, schools should uphold school-based principles and arrange professional development activities for teachers/coaches.
- ④ The relevant competent authorities should conduct comprehensive or sample-based surveys of each school's curriculum design, teaching material selection, and teaching practice to evaluate the implementation of curricula and teaching methods and provide each school with the resources needed for improvement. Schools and teachers should make improvements based on their evaluation results.
- ⑤ The relevant competent authorities should integrate existing educator communities and groups, subject and cluster centers, teacher training universities, and teacher education strategic alliances; stipulate relevant laws and regulations to improve the guidance mechanism for the 12-Year Basic Education curriculum; increase participation in curriculum guideline training; facilitate the promotion and dissemination of the curriculum guidelines; and organize seminars and workshops.
- ⑥ The relevant competent authorities should assist schools in overcoming difficulties associated with school operations, curriculum selection, and teacher allocation. In addition, they should allocate human resource and operation budgets according to the actual needs of schools, and improve libraries, specialized and practicum classrooms in accordance with the equipment standards stipulated in the guidelines for various domains, clusters, programs, and subjects, as well as those announced by the MOE. On the basis of teaching needs, schools should establish a mechanism for students and teachers

of different domains, clusters, programs and subjects to share equipment and venues, maximizing the utilization of available resources.

- ⑦ The relevant competent authorities should design training programs for education administrators and school principals to strengthen their professional knowledge and skills.
- ⑧ The relevant competent authorities should establish a student learning outcome database to provide a long-term understanding of students' learning outcomes in each subject and facilitate international comparisons to discuss effective strategies or remedies for students' learning outcomes.

(2) Amendments to supporting measures

- ① Teacher education institutions and full-time sports-coach management units should, in accordance with the present curriculum guidelines, train teachers and coaches based on the requirements of different domains, clusters, programs, and subjects. These institutions should also consider adjusting curricula and teaching methods based on relevant regulations in the Teacher Education Act and the measures for establishing sports talent classes in schools below the senior high school level, in addition to actively establishing partnerships with research institutions and elementary and secondary schools for joint development of teaching materials and sports training methods.
- ② Institutes in charge of entrance examinations and learning-achievement assessments at each educational stage should comply with the curriculum guidelines to conduct relevant adjustments.
- ③ The central competent authorities should establish a communication mechanism between curriculum implementation unit and revision units and the recruitment departments of colleges and universities (including vocational and technical colleges and universities) to jointly discuss measures related to student admission and the curriculum guidelines.

(3) Schools and other institutions

- ① Teachers or coaches who actively employ creativity in their curriculum design, teaching material selection, and teaching methods should receive appropriate assistance and incentives.
- ② Teachers/coaches at each school should arrange communal professional-development time to enable them to share experiences, observe teaching periods, and discuss teaching methods.
- ③ Teacher education institutions should collaborate with the MOE to appropriately allocate the number of such institutions for the various disciplines and actively cooperate with curriculum revisions to adjust the structure and implications of the curriculum appropriately.

7. Participation of parents and nongovernmental organizations

- (1) Curriculum implementation requires support and participation from parents. Schools should encourage parent associations to establish parent-learning communities or parent-teacher co-learning communities to improve educational knowledge among parents, strengthen collaboration between parents and teachers, and support students' effective learning and adaptability development.
- (2) Schools should regularly invite parents to attend various courses or teaching activities, or ask them to participate in teaching lessons in which the participation of other faculty members and the public is welcomed, to enable discussion of how the lessons can be improved. This encourages parents to care more about their children's classes and the implementation of curricula and teaching practices. Accordingly, a positive communication channel between parents and the school culture can be established to promote co-learning between teachers, parents, and students.
- (3) Individualized education programs for students with special needs should be formulated with the

participation of the students' parents.

- (4) Schools can integrate social resources from nongovernmental organizations and industries and establish partnerships to enrich teaching activities. Vocational **senior** high schools, specialized senior high schools, and cooperative education programs can jointly organize apprenticeship programs with professional industries, enhancing students' ability to apply their knowledge to real-life scenarios.
- (5) In addition to the MOE-mandated curriculum for each learning stage, schools should encourage parents to form learning communities and support students in learning and practicing Native Languages/Taiwan Sign Language after class.

8. Supplementary provisions

- (1) The number of school days and weeks per academic year for all school levels are determined based on the Regulations for Student Holidays by Semester and Academic Year for All School Levels. However, the number of school days per week should be determined in compliance with the relevant provisions governing the number of office days for administrative agencies of the Directorate-General of Personnel Administration, Executive Yuan.
- (2) Students' school activities and extracurricular classes are arranged by each school according to relevant regulations stipulated by the relevant competent authorities for upper secondary school, junior high school, and elementary school students.
- (3) In accordance with the Indigenous Peoples Basic Law and the Education Act for Indigenous Peoples, the following rights and responsibilities are granted to indigenous regions and schools with a special indigenous focus:
 - ① The study curriculum in indigenous areas and at key indigenous schools can be flexibly adjusted according to the learning needs of indigenous students and differences in the ethnic language and culture, and indigenous education can be implemented, giving priority to indigenous language courses.
 - ② Indigenous regions and schools with a special indigenous focus should incorporate indigenous knowledge courses and cultural learning activities in the revised curriculum, which can be combined with other domains to implement cross-domain theme-integrated curriculum teaching.
 - ③ Schools with a special indigenous focus at the senior high school level shall offer a total of six credits of Indigenous Language courses among the MOE-mandated subjects and school curriculum. If necessary, due to factors such as delayed teacher recruitment, scheduling of classes, or the provision of students with diversified learning methods, the school may flexibly adjust the teaching time and course implementation methods of the revised course, and the relevant norms shall be determined separately by the relevant competent authorities.
- (4) To respect the will of the nation and protect the right of indigenous students to learn the ethnic languages, schools at all levels shall, in each academic year, publish and explain the indigenous language courses offered in accordance with the curriculum, and make a public announcement on the school information website on matters such as their willingness to commence classes and the actual commencement status; this shall be actively supervised by the relevant competent authorities.
- (5) According to the relevant laws and regulations stipulated in the National Sports Act, the ministry-mandated and school-developed courses for sports talent class students can be flexibly adjusted

(including the number of periods, number of credits, and learning content). Courses for students with special needs (sport-specific programs) can be established as school-developed courses, but the total number of periods should not be reduced.

- (6) According to relevant regulations such as the National Sports Act, schools of each learning stage should arrange sports activities during flexible learning, group activity, or other learning periods.
- (7) Curriculum development and teaching should comply with the guidelines of each domain, cluster, program, and subject, where the curriculum content can be adjusted according to the latest knowledge in related fields.

VIII. Appendix

Appendix I: Planning of the common core curriculum for upper secondary school

1. Objectives, positioning, and functions

Upper secondary school incorporates of four types of schools: general senior high schools, vocational senior high schools, comprehensive senior high schools, and specialized senior high schools. To implement holistic education, strengthen general education, and ensure the promotion of common core competencies, the common core curriculum for upper secondary schools is formulated to determine the domains and subjects and the minimum number of credits needed by students in each school type.

2. Domains, subjects, and credits of the common core curriculum

The domains, subjects, and credits for the common core curriculum for upper secondary school are based on the aforementioned goals, positioning, and functions, as shown in Table 11.

Table 11. Domains, subjects, and credits of the common core curriculum for upper secondary schools

| Common core curriculum of upper secondary schools | | | Remarks |
|---|--|----------------|---|
| Domain name | Subject (recommended) | No. of credits | |
| Languages Arts | Chinese | 4 | |
| | Native Language/Taiwan Sign Language | 2 | |
| | English | 4 | |
| Mathematics | Mathematics | 4 | |
| Social Studies | History | 4 | Any two subjects that total 4 credits |
| | Geography | | |
| | Civics and Society | | |
| Natural Sciences | Physics | 4 | Any two subjects that total 4 credits |
| | Chemistry | | |
| | Biology | | |
| | Earth Sciences | | |
| Arts | Music | 4 | Any two subjects that total 4 credits |
| | Fine Art | | |
| | Arts and Life | | |
| Integrative Activities | Life Education | 4 | At least two subjects from these two domains that total 4 credits |
| | Career Planning | | |
| | Home Economics | | |
| | ◎Law and life | | |
| | ◎Introduction to Environmental Science | | |
| Technology | Living Technology | | |
| | Information Technology | | |
| Health and Physical Education | Health and Nursing | 4 | 2 credits for each subject. |
| | Physical Education | | |
| Total no. of required credits | | 34 | |

Note 1: ◎ represents subjects that can be offered as integrative activities in vocational and comprehensive senior high schools.

Note 2: The curriculum outline for special types of education or the implementation of the planning of common core areas, subjects, and credits may be reduced to one credit for Native Languages/Taiwanese Sign Language, and the total number of required credits may be adjusted to 33 credits.

3. Implementation principles for the common core curriculum

- (1) Implementation time: The curriculum is implemented in the tenth grade, but may also be implemented in other grades.
- (2) For the Native Languages/Taiwanese Sign Language courses, students choose one language to take, and the school reviews the actual needs and wishes of the students before commencing the courses. Local languages include Minnan, Hakka, indigenous languages, Mindong, and other national languages threatened with extinction. Local ethnic languages (e.g., the languages of the Taiwanese Plains Indigenous Peoples) will be evaluated by the school, which will then review the actual needs and wishes of students and offer elective courses in local languages for students to choose.
- (3) Flexible combination of courses in the common core curriculum: For domains such as Social Studies, Natural Sciences, Arts, Integrative Activities, and Technology, schools can offer flexible combinations of related courses according to the characteristics of each school and credit requirements.
- (4) Formulation of common core curriculum content: Junior high school students should be attended to when they enter upper secondary schools, and their development of core competencies should be emphasized.
- (5) For students in special education courses, the credit and subject requirements for the common core curriculum are implemented in accordance with the relevant regulations and the General Guidelines.
- (6) Schools should strengthen their adaptive guidance for students and develop relevant supporting measures to help students learn and adapt as they transition from one educational stage to the next.

Appendix II: Explanation and planning of group activity periods in upper secondary school

1. Two to three group activity periods are held weekly, with one homeroom activity period being listed as the teachers' basic period. Schools can arrange homeroom activities, club activities, student council activities, service learning, and weekly assemblies or lectures when necessary. However, club activities must account for at least 24 periods per academic year.
2. Each school should formulate an overall plan as well as annual plans for each academic year. The total number of periods in an academic year or semester should be planned in accordance with actual teaching needs. All activities can be arranged in a flexible manner and are not subject to the restriction of one group activity period per week or the restriction of one homeroom activity period and one club activity period per week.
3. Regarding the formulation of the overall plan for group activity periods, school administrators, full-time teachers, homeroom teachers, and student representatives should be invited to establish a curriculum development mechanism. The opinions of teachers, parents, and students are referenced and integrated into the planning of various courses and each school's curriculum plan. Factors such as school characteristics, instructors, equipment, venues, activity duration, and community resources are referenced for flexible course design and implementation.
4. All teachers are responsible for the supervision, guidance, and student participation of group activity periods. Homeroom activities are overseen by homeroom teachers, whereas club activities are managed by designated teachers. When necessary, school staff members, parents, alumni, university students, and social dignitaries can be invited as the supervisor of group activities. Student council activities are arranged by student affairs staff, and service-learning activities and school-based activities are managed by related school administrative offices. Activities should be arranged with a focus on cultivating team spirit and providing students with opportunities for joint participation and interpersonal interaction. Group activity periods must not be misappropriated for other uses, including tests or teaching held for a specific subject or domain.
5. Homeroom activities: Class meetings or class-based activities are supervised by homeroom teachers to facilitate the practice of democratic proceedings and promote class autonomy, social activities, group counseling, and life education activities.
6. Club activities: Clubs are established based on students' interests, aptitudes, and needs, as well as teacher availability, equipment, and community conditions. Clubs often involve learning activities under teachers' supervision.
7. Student council activities: Such activities are held for the establishment of student council organizations for matters such as providing student services and voicing students' opinions. Examples include class councils, graduating class councils, and other student autonomy events.
8. Service-learning activities: Such activities are held according to the needs of schools and communities. Examples include campus volunteering, community services, public services, leisure services, and environmental protection services.
9. Regarding weekly assemblies or lectures, routine or specially arranged activities are held based on students' interests, physical and mental development stages, school history and status quo, parents' expectations, and community resources. Examples include weekly assemblies and general education lectures.

10. Appropriate activities should be arranged together with special tutoring for students with special needs. Implementation plans for all activities should be comprehensive to consider students' physical and mental development and safety measures.
11. Multifaceted student assessments should be employed based on activity objectives and learning content. The assessments should involve collaboration between different staff members as well as the division and delegation of responsibilities, with club supervisors assessing club activities and staff members in relevant administrative offices assessing student council activities and service-learning activities. Assessment results are compiled by homeroom teachers, and are based on students' self-assessments, peer assessments, assessments by parents, and assessments by relevant staff members to yield a final, summative grade. The assessment results are shown mainly as qualitative descriptions but may also appear as letter grades when necessary.