

Curriculum Guidelines of 12-Year Basic Education

Language Domain – Native Language (Indigenous Languages)

November 2021

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I. Fundamental Beliefs

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

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

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

Taiwan is a multilingual, multi-ethnic, and multicultural society; the implementation and outcome of indigenous education are important indicators of social progress. Indigenous language education is implemented based on Article 10 of the Additional Articles of the Constitution, stating that "The State affirms cultural pluralism and shall actively preserve and foster the development of aboriginal languages and cultures," and for exemplification of the fundamental ideas of "respecting, tolerating, and caring for multicultural difference" and "promoting inheritance, revival, and development of national languages" stated in the Education Act for Indigenous Peoples, The Indigenous Peoples Basic Law, Indigenous Languages Development Act, and Development of National Languages Act, in order to promote mutual understanding and social harmony.

Indigenous peoples constitute about two percent of Taiwan's population, but they have the

longest history, most ancient culture, and the closest relation with Taiwan. Nonetheless, the 2009 UNESCO's report listed indigenous languages and cultures of Taiwan as endangered languages. Thus, for the continuation of Taiwan's history and culture as well as protection of language diversity, indigenous languages and cultures should be actively revived and developed to promote mutual understanding and social harmony, and accomplish the inheritance and innovation of indigenous languages.

Indigenous peoples of Taiwan are Austronesian people; Taiwanese indigenous languages are commonly believed by international linguists to be the origin of the Austronesian languages. Promoting indigenous language education not only protects the basic human rights of the indigenous peoples, but also ensures the implementation of the multicultural education. It is also an important way of maintaining Taiwan's connection with the world; it helps preserve the multilingual and multicultural assets, and boosts Taiwan's contribution to diversity of the world's cultures.

Based on the spirit of "diversity, equality, autonomy, and respect", the peoples' self-identity and national identity are strengthened through the learning of indigenous languages. Also, cultural subjectivity is shaped, and the habit of using indigenous languages is developed. The peoples actively pass on their cultures and face the world's trends, becoming new-generation nationals who embrace both traditional and modern literacy.

Language is the soul of the indigenous culture; culture is the lifeline of the indigenous peoples' development; education is the driving force of the indigenous peoples' progress. In compliance with the tenets of "spontaneity", "interaction", and "common good" stated in the Curriculum Guidelines of 12-Year Basic Education – General Guidelines, the nine core competency items on three dimensions of the indigenous languages are developed. These curriculum guidelines have constructed a curriculum framework with learning contents and the corresponding learning performance, and demonstrated the indigenous languages' connection with life and culture. Schools are encouraged to integrate in-school and out-of-school resources for curriculum development and planning in pursuit of practical and diversified curriculum design, and for promoting adaptive learning and development.

II. Curriculum Goals

1. Inspire an interest in learning indigenous languages.
2. Acquire the capability of understanding, expression, and communication in indigenous languages.
3. Strengthen literacy of indigenous languages and ethnic identity, as well as an awareness of language revival.
4. Inherit the wisdom of indigenous peoples and the literacy of cultural innovation.
5. Foster multilingual skills and a multicultural perspective.

III. Time Allocation

Educational stages Learning stages Grades Categories	Elementary school						Junior high school			Upper secondary school		
	Stage I		Stage II		Stage III		Stage IV			Stage V		
	1	2	3	4	5	6	7	8	9	10	11	12
MOE-mandated curriculum	1 period/week						1 period/week			2 credits		
Enriched elective courses										4 credits		
Remarks	<p>With regard to the implementation of the indigenous language curriculum, students are given the preferential rights to learn the indigenous language of their own ethnic/tribal group or the locale-specific ethnic language (e.g., language of the Pingpu tribes). Schools should hire teachers with the relevant qualifications depending on students’ needs. Class time and class delivery method can be flexibly adapted due to factors such as teacher’s appointment, class scheduling issue, or offering of diverse learning methods, and the relevant regulations are to be enacted by the competent authorities. In accordance with the Curriculum Guidelines of 12-Year Basic Education – General Guidelines, domain-specific curricula of schools in indigenous areas and indigenous key schools can be flexibly adapted to the learning needs of indigenous students and the language and cultural differences of their ethnic groups, in order to put indigenous education into practice. Indigenous language curriculum, among others, should be given particular priority. Special notes for each educational stage are listed below:</p> <p>I. Elementary education</p> <p>1. It is under the “domain-specific curriculum” in the elementary school; one 40-minute period per week is allocated.</p> <p>2. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week. Furthermore, combination with other domains is allowed for implementation of interdisciplinary curriculum. The course may also be given during the alternative learning period.</p> <p>II. Junior high education</p> <p>1. It is under the “domain-specific curriculum” in Grades 7 and 8; one 45-minute period per week is allocated. Upon approval by the school’s committee of curriculum development, it can be flexibly adjusted to two periods every other week.</p> <p>2. To protect indigenous students’ rights to indigenous education, at least one period of indigenous language class per week should be offered for Grade 9 students. It is recommended the course should reinforce integration of indigenous language</p>											

	<p>knowledge and real-life application upon the foundation of the domain-specific curriculum.</p> <p>3. Schools may also deliver interdisciplinary curriculum by integrating it with other domains, and may offer it as an alternative learning course.</p> <p>III. Upper secondary education</p> <p>1. The 2-credit native languages/Taiwanese sign language course is under the MOE-mandated curriculum, to be offered basically in the first year, but may also be given in other academic years.</p> <p>2. Indigenous key schools/indigenous classes in upper secondary schools should offer an aggregate of 6 credits of indigenous language courses under the MOE-mandated curriculum and school-based curriculum.</p> <p>3. The 4-credit enriched elective courses for general upper secondary schools should comply with the following curriculum plan:</p> <table border="1"> <thead> <tr> <th>Name of course</th><th>Credit</th></tr> </thead> <tbody> <tr> <td>Verbal communication and expression in the indigenous language</td><td>2</td></tr> <tr> <td>Special topics in the indigenous language</td><td>2</td></tr> </tbody> </table> <p>4. Vocational, comprehensive, and specialized upper secondary schools may offer elective indigenous language courses according to students' needs and the school development vision and characteristics upon completion of the MOE-mandated curriculum by making reference to the general upper secondary schools' enriched elective courses in native languages/Taiwanese sign language.</p>	Name of course	Credit	Verbal communication and expression in the indigenous language	2	Special topics in the indigenous language	2
Name of course	Credit						
Verbal communication and expression in the indigenous language	2						
Special topics in the indigenous language	2						

IV. Core Competency

According to the content of core competency for various educational stages laid down in the Curriculum Guidelines of 12-Year Basic Education – General Guidelines, the following table depicts the specific learning content of the “Indigenous Languages” subject together with the fundamental beliefs and course objectives of the subject. Teachers may flexibly adjust the requirement by referring to the core competency for different educational stages depending on the students' actual language ability and development status.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Indigenous Languages) Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	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.	原-E-A1 Possess the basic skill and habit of speaking the indigenous language; nurture the consciousness and confidence of indigenous cultural subjectivity; inspire an interest in the indigenous language and culture.	原-J-A1 Possess the ability and interest in actively learning the indigenous language; show the indigenous cultural subjectivity and take the initiative to immerse oneself in the indigenous language community; understand the connotation of the indigenous language and culture; develop an aspiration of inheriting the familial and ethnic culture.	原-U-A1 Be able to actively develop the fields of learning and using indigenous language based on the perspective of indigenous cultural subjectivity; improve and advance communication skill in the indigenous language on one's own initiative; possess the ability and passion of realizing the value of life, and hence be willing to pass on the ethnic culture.

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	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	原-E-A2 Be able to consider one's own and others' problems encountered in daily life from the perspective of the indigenous cultural subjectivity, and develop a proactive attitude and ability to solve problems in everyday life.	原-J-A2 Possess the ability to understand simple messages in the indigenous language; be able to enhance learning effectiveness by using basic logical thinking strategy; be able to adopt the perspective of the indigenous cultural subjectivity for a basic understanding of the cultural difference of the tribe and the current development of the indigenous peoples.	原-U-A2 Be able to engage in systematic thinking and metathinking for the solution of predicaments facing the indigenous peoples' development based on the indigenous cultural subjectivity and worldview; gain a profound understanding of the textual messages and indigenous cultures by using a variety of strategies; clarify the nature and authenticity of messages and solve problems with the knowledge learned.

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	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.	原-E-A3 Develop the ability to use the indigenous language based on the perspective of indigenous cultural subjectivity, and thereby enrich one's cultural experience; understand the spirit and implication of the ethnic culture; develop creative thinking.	原-J-A3 Possess basic literacy in the indigenous language and be able to learn new cultural knowledge from the perspective of indigenous cultural subjectivity; participate in the cultural experience of the tribe/community and be able to integrate its meaning in various learning domains, in order to promote learning, inspire innovative potential, and practice executive skills.	原-U-A3 Possess the ability to participate in cultural activities using the indigenous language and enrich cultural life experience based on the perspective of indigenous cultural subjectivity; be able to plan, practice, reflect, and innovate on new situations and problems so as to enhance the capability of planning and partaking in public affairs of the tribe.

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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.	原-E-B1 Develop basic indigenous language ability of “listening, speaking, reading, writing, and integrated usage” according to the physical and mental development at various learning stages and under natural interpersonal interaction; be able to communicate in the indigenous language and pass on the language and culture.	原-J-B1 Be able to convey one’s feelings and ideas in the indigenous language; be able to discern others’ feelings and give appropriate responses; accomplish the objectives of communication and cultural inheritance in the indigenous language.	原-U-B1 Develop the habit of learning new knowledge and expressing ideas in the indigenous language; be able to communicate one’s own experience, thoughts, and values in life and at work; promote the language and culture.
	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.	原-E-B2 Be able to engage in self-learning by using various information technology and media for improvement of the indigenous language skills of “listening, speaking, reading, writing, and integrated usage”.	原-J-B2 Be able to collect and organize data of indigenous languages by using various information search tools to boost learning effectiveness, and thereby extend the scope of indigenous language learning and transform it to capability and competence of everyday application in life.	原-U-B2 Be able to integrate information based on material provided by information technology and various media; inspire reflection and critical literacy and ability; develop the motivation and channels of learning indigenous languages; deepen the learning of indigenous languages.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Indigenous Languages) Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	原-E-B3 Be able to perceive and feel traditional arts through the learning of indigenous languages; promote the development of multiple senses; experience the beauty of indigenous arts and culture in the living environment; explore the fun of life and practice it in everyday life.	原-J-B3 Appreciate the transmission of aesthetics in culture through the learning of indigenous languages; promote the ability of cultural self-reflection, and hence actively participate in cultural activities; augment the aesthetic experience and enhance aesthetic literacy.	原-U-B3 Be able to appreciate the indigenous language and literature and to write play script that integrates body gestures and expressive sounds for short plays or musicals in purely indigenous language; pass on the aesthetic literacy of indigenous peoples through practice in life.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Indigenous Languages)		
			Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
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.	原-E-C1 Be able to understand the traditional moral standard of indigenous peoples through learning the indigenous language; take the initiative to participate in various school, family, and tribe/community activities; develop a sense of responsibility and care for the ecological environment.	原-J-C1 Possess an interest in learning the indigenous language; improve the ability to maintain friendly interpersonal relationship; actively participate in social activities; increase the sense of social responsibility; develop a consciousness of modern citizenship and tribe/community unity; be willing to learn about the wisdom of natural ecology in the indigenous culture; show active concern over issues about the ecological environment and sustainable development.	原-U-C1 Possess the positive attitude towards using the indigenous language; develop civic literacy of seeking consensus with others through conversation; take the initiative to participate in the discussion of public issues about indigenous peoples and eco-friendly activities; reflect and take action on issues about sustainable development of human beings.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Indigenous Languages) Content of Core Competency		
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	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	原-E-C2 Be able to develop multicultural and inter-ethnic interpersonal communication ability through the use of the indigenous language for communication and understanding of the language's cultural connotation; contribute to the indigenous wisdom; show the spirit of teamwork.	原-J-C2 Possess the ability to improve communication and coordination using the indigenous language and be able to understand and tolerate different opinions; actively participate in school and community activities; ³ cooperate and interact harmoniously with others.	原-U-C2 Be able to communicate with others using the indigenous language; be aware of the importance of social and group life; convey a friendly sentiment; develop the abilities of communication and coordination, teamwork, and social participation.
	C3 Cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	原-E-C3 Possess the cultural perspective of the tribe/community; be able to proactively introduce the indigenous sacrificial ceremonies and customs, festivals, and cultural events in the indigenous language or another language; respect and accept multiculturalism.	原-J-C3 Be able to read the indigenous language and another language in comparative terms; explore the connotations of different cultures; learn and appreciate cultural differences; identify with one's own culture; respect and appreciate other cultures; understand the value and meaning of multiculturalism.	原-U-C3 Possess an international perspective and the global village concept; engage in profound discussion of social issues such as different ethnic groups and sexes, etc., and hence show concern over the international situation; respect life and the global sustainable development to enhance one's ability to respond to the future social change and development.

V. Learning Focus

The “learning focus” is laid down based on the “core competency” of the indigenous languages, with corresponding “learning performance” and “learning content” developed. Principles for the drawing up of the learning focus include:

1. Based on the cultural subjectivity of the indigenous peoples, with learning focus placed on developing students’ writing ability in the language of their own tribe.
2. Learning focus is composed with reference to the learning stages according to students’ cognitive development and life experience, but schools and teachers may offer adaptive instruction depending on students’ language learning levels and needs. Schools and teachers should find out students’ language proficiency level using a language proficiency assessment tool, and offer courses of different language levels, but not all levels of courses should be offered. Indigenous languages are taught at five levels from introductory to advanced courses. Learning focus of each level corresponds to the learning focus of the respective learning stage. Courses of different language levels may be offered for each single learning stage, and the relationships are shown below:

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

3. The learning focus should take into consideration students’ development in the cognitive, skill, and emotional aspects. “Learning performance” is categorized into five types, i.e., listening, speaking, reading, writing, and integrated usage. “Learning content” covers language and cultural themes; students are expected to apply what they have learnt to daily communication through the indigenous language learning, and also learn about the abundant connotation of the indigenous cultures at the same time.
4. For corresponding words and phrases in different indigenous languages and variant languages, please refer to the comparison table of interlingual glossary.
5. “Illustration of Learning Focus of Indigenous Languages and the Corresponding Core Competency with Examples” (see Appendix 1) is laid down to make sure that the learning focus corresponds with the core competency, and that core competency of the subject can be accomplished through the learning focus. Thus, it guides the interdisciplinary curriculum design and ensures rigorous curriculum development.
6. “Guidelines for Issue-based Domain Curriculum Integration” (see Appendix 2) are drawn up to

enrich learning of the subject, promote cultivation of the core competency to appropriately match various issues with the learning focus of indigenous languages.

1. Learning Performance

Learning performance of indigenous languages is categorized into five types: “listening”, “speaking”, “reading”, “writing”, and “integrated usage”.

The learning performances listed below are presented in the sequence of learning stages.

The coding principle is illustrated as follows:

1. The first code, in Arabic number, represents “Type”.
2. The second code indicates the “learning stage”, with Roman number “I” referring to the first learning stage (G1-2 in elementary school), “II” the second learning stage (G3-4 in elementary school), “III” the third learning stage (G5-6 in elementary school), “IV” the fourth learning stage (G7-9 in junior high school), and “V” the fifth learning stage (2-credit MOE-mandated course in upper secondary school).
3. The third code is a serial number.

Type	Learning stage	Learning performance	
1. Listening	I	1-I-1	Be able to hear and identify vowels and consonants.
		1-I-2	Be able to hear and identify monosyllables, disyllables, and accents.
		1-I-3	Be able to listen to speakers attentively.
		1-I-4	Be able to hear and understand the meaning of words and phrases learned.
		1-I-5	Be able to hear and understand greetings.
		1-I-6	Be able to hear and understand simple expressions in daily life.
		1-I-7	Be able to hear and understand simple self-introduction.
		1-I-8	Be able to hear and understand nursery rhymes.
		1-I-9	Be able to hear and understand numbers learned.
	II	1-II-1	Be able to hear and identify polysyllabic words and know where the accent is.
		1-II-2	Be able to hear and understand the meaning of daily life expressions.
		1-II-3	Be able to hear and understand simple classroom expressions.
		1-II-4	Be able to hear and identify the meaning and emotion expressed in the tone of a sentence learned.
		1-II-5	Be able to hear and understand simple conversations.
	III	1-III-1	Be able to hear and identify the meaning of words and phrases correctly.
		1-III-2	Be able to feel the speaker’s emotion in the process of listening, and to contemplate the problems he/she has encountered.
		1-III-3	Be able to hear and understand simple sentences.
		1-III-4	Be able to hear and identify the meaning and emotion expressed in the tone of everyday conversations.
		1-III-5	Be able to hear and understand conversations in daily life.

Type	Learning stage	Learning performance
	IV	1-IV-1 Be able to hear and understand complex-compound sentences.
		1-IV-2 Be able to hear and identify the meaning and emotion expressed in the tone of different sentences.
		1-IV-3 Be able to hear and understand the different tribal pronunciations of the variant languages in one's ethnic group.
		1-IV-4 Be able to hear and understand descriptions about things inside and outside of the classroom and of the tribe/community environment.
	V	1-V-1 Be able to hear and understand complicated sentences.
		1-V-2 Be able to hear and identify the different tribal expressions and tones in the variant languages of one's ethnic group.
		1-V-3 Be able to hear and identify the different commonly used tribal expressions in the variant languages of one's ethnic group.
		1-V-4 Be able to hear and identify the different tribal daily life expressions of the language variations in one's ethnic group.
		1-V-5 Be able to hear and understand conversations.
2. Speaking	I	2-I-1 Be able to pronounce vowels and consonants correctly.
		2-I-2 Be able to pronounce monosyllables, disyllables, and accents.
		2-I-3 Be able to speak the words and phrases learned.
		2-I-4 Be able to speak welcoming/greeting words.
		2-I-5 Be able to speak simple daily life expressions.
		2-I-6 Be able to introduce oneself in simple terms.
		2-I-7 Be able to sing nursery rhymes.
		2-I-8 Be able to speak numbers learned.
	II	2-II-1 Be able to pronounce polysyllabic words and the accent position correctly.
		2-II-2 Be able to say the meaning of words and phrases learned.
		2-II-3 Be able to emulate the tone of a sentence correctly and the meaning and emotion expressed.
		2-II-4 Be able to speak simple classroom expressions.
		2-II-5 Be able to read out the rhythm of sentences learned.
		2-II-6 Be able to introduce oneself.
	III	2-III-1 Be able to speak reduplication of the words learned.
		2-III-2 Be able to speak simple sentences.
		2-III-3 Be able to articulate the tone of a sentence correctly and the meaning and emotion expressed.
		2-III-4 Be able to speak daily life expressions and engage in simple conversations.
		2-III-5 Be able to speak out the conversations learned in class correctly.
		2-III-6 Be able to talk about pictures.
	IV	2-IV-1 Be able to speak the derivatives of words learned.
		2-IV-2 Be able to speak complex-compound sentences.
		2-IV-3 Be able to speak out one's feelings and thoughts.
		2-IV-4 Be able to introduce one's tribe/community
		2-IV-5 Be able to speak greetings and blessings correctly.
	V	2-V-1 Be able to discern and emulate the sounds and tones of the variant languages in one's ethnic group.
		2-V-2 Be able to use different ways of speaking the same word in

Type	Learning stage	Learning performance	
3. Reading		2-V-3	different variant languages of one's ethnic group. Be able to speak the conventional expressions of different tribes in the variant languages of one's ethnic group.
		2-V-4	Be able to speak complicated sentences.
		2-V-5	Be able to engage in conversation using the appropriate tone suitable for the situation at hand.
		2-V-6	Be able to give an oral account of an event from beginning till end.
	I	3-I-1	Be able to read vowels and consonants.
		3-I-2	Be able to read monosyllables, disyllables, and accents.
		3-I-3	Be able to read out the words and phrases learned.
		3-I-4	Be able to read out simple daily life expressions.
		3-I-5	Be able to read aloud the text learned.
		3-I-6	Be able to read and understand simple greetings.
		3-I-7	Be able to read and understand numbers learned.
	II	3-II-1	Be able to read polysyllabic words and the accent position correctly.
		3-II-2	Be able to read and understand the words and phrases learned.
		3-II-3	Be able to read out the tones of the sentences learned and the meaning and emotion expressed.
		3-II-4	Be able to read aloud the text learned correctly.
		3-II-5	Be able to read and understand the content of the text learned.
	III	3-III-1	Be able to read and understand reduplications and their meaning.
		3-III-2	Be able to read and understand simple sentences.
		3-III-3	Be able to read out the tones of daily life conversations and the meaning and emotion expressed.
		3-III-4	Be able to fluently read aloud the text and short essays learned.
		3-III-5	Be able to correctly understand the key points of the text content learned.
		3-III-6	Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of picture books.
	IV	3-IV-1	Be able to read and understand derivatives and their meaning.
		3-IV-2	Be able to read and understand the meaning of roots and affixes.
		3-IV-3	Be able to read and understand complex-compound sentences.
		3-IV-4	Be able to read out the tone of different sentences correctly and the meaning and emotion expressed.
		3-IV-5	Be able to read and understand short essays of daily life conversations.
		3-IV-6	Be able to master the basic skills of reading short essays.
		3-IV-7	Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of short essays.
		3-IV-8	Be able to correctly pronounce and read aloud or sing simple songs and legendary stories in appropriate speed.
	V	3-V-1	Be able to read and understand the different ways of expressing the same word in variant languages of one's ethnic group.
		3-V-2	Be able to read and understand the conventional expressions of different tribes in the variant languages of one's ethnic group.
		3-V-3	Be able to read and understand complicated sentences.
		3-V-4	Be able to read and understand writings of different genres.
		3-V-5	Be able to understand key points of the essays read.

Type	Learning stage	Learning performance	
		3-V-6	Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of various genres.
		3-V-7	Be able to fluently read aloud short essays and stories with correct pronunciation, pauses, appropriate rhythm, tone, mood, and speed.
4. Writing	I	4-I-1	Be able to write the writing symbols correctly.
		4-I-2	Be able to write monosyllables and disyllables.
		4-I-3	Be able to write one's own indigenous name correctly.
		4-I-4	Be able to write numbers learned.
	II	4-II-1	Be able to spell monosyllabic and disyllabic words correctly.
		4-II-2	Be able to write the teacher's words of instructions.
		4-II-3	Be able to write basic sentences and simple greetings.
		4-II-4	Be able to write the sentences learned.
		4-II-5	Be able to write simple greetings.
		4-II-6	Be able to transcribe the text.
	III	4-III-1	Be able to write polysyllabic words correctly.
		4-III-2	Be able to write the daily life words and phrases learned.
		4-III-3	Be able to write the sentences learned.
		4-III-4	Be able to write sentences of simple self-introduction (at least 3 sentences).
		4-III-5	Be able to make and write sentences based on the text.
		4-III-6	Be able to use punctuation marks correctly.
	IV	4-IV-1	Be able to write polysyllabic words proficiently.
		4-IV-2	Be able to distinguish roots and affixes, and write words and phrases.
		4-IV-3	Be able to write complex-compound sentences.
		4-IV-4	Be able to write simple sentences in the indigenous language and translate them to another language and vice versa.
		4-IV-5	Be able to write a short essay of self-introduction (50-60 words).
		4-IV-6	Be able to write a short essay from pictures (50-60 words).
		4-IV-7	Be able to write simple introduction of the culture of one's tribe/community (50-60 words).
	V	4-V-1	Be able to express one's thoughts in writing in the indigenous language.
		4-V-2	Be able to distinguish the difference and relationship between particles and affixes, and write the words and phrases.
		4-V-3	Be able to write function words (including auxiliary words and case markers) correctly.
		4-V-4	Be able to write complicated sentences.
		4-V-5	Be able to write sentences in the indigenous language correctly and translate them to another language and vice versa.
		4-V-6	Be able to write an essay with paragraphs (50-120 words).
		4-V-7	Be able to write a short essay of one's thoughts (50-120 words).
		4-V-8	Be able to write a short essay about general life (50-120 words).
		4-V-9	Be able to describe an event from beginning till end in a short essay (50-120 words).

Type	Learning stage	Learning performance	
5. Integrated usage	I	5-I-1	Be able to apply numbers 1-10 correctly.
		5-I-2	Be willing to participate in the indigenous language learning activities.
	II	5-II-1	Be willing and take the initiative to get in touch with the indigenous language and culture in life.
		5-II-2	Be able to understand and speak out the spatial orientation and time words.
		5-II-3	Love to write and understand the cultural context of “who am I”, “my gender”, “my family/clan”, “my tribe/community”, “my mountains, rivers, lakes, and seas”, etc.
	III	5-III-1	Be able to concentrate on operation and apply counting.
		5-III-2	Be able to write and speak out the spatial orientation and time words correctly.
		5-III-3	Be willing to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture.
		5-III-4	Be able to introduce one’s family members, family, clan, age, and date of birth correctly.
		5-III-5	Be able to use reference books and teaching materials on digital media to help solve problems with learning the indigenous language.
		5-III-6	By conducting tribe surveys, be happy to understand and hence identify with the cultural context of “my family/clan”, “my tribe/community”, and “my mountains, rivers, lakes, and seas”, etc.
	IV	5-IV-1	Be able to talk and communicate with others.
		5-IV-2	Be able to understand the meaning of spatial orientation, time words, and the annual sacrificial ceremonies, and apply them in daily oral and written communication.
		5-IV-3	Be able to read and understand simple stories and short essays, and tell or write their content summary with simple sentences.
		5-IV-4	Be willing to understand and respect others’ life experience, promote sharing, social ownership, co-prosperity, and common good.
		5-IV-5	Be able to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture, and cultural context.
		5-IV-6	Be able to understand and roughly tell the fishing/hunting experience, farming experience, and the annual ceremonial activities.
		5-IV-7	Be able to understand and describe the main points of traditional songs and traditional stories.
		5-IV-8	Be able to hear and understand the subject of broadcast announcements in public places, and able to summarize their key points with simple sentences.
	V	5-V-1	Be able to listen attentively to others’ questions and give proper responses.
		5-V-2	Be able to understand and respect conversations, similarities and differences between different tribes using the variant languages of

Type	Learning stage	Learning performance
		<p>one's ethnic group.</p> <p>5-V-3 Be able to judge meaning of words and emotions based on the tones of sentences, and give proper responses.</p> <p>5-V-4 Be able to read and understand various types of essays, and answer related questions orally or in writing.</p> <p>5-V-5 Be able to tell the annual ceremonial activities and the legendary stories.</p> <p>5-V-6 Be willing to share the experience of participating in fishing/hunting, farming, and the annual ceremonial activities.</p> <p>5-V-7 Be able to read and understand words of blessing and greeting in letters, messages, cards, and invitation cards, and respond in written or spoken language.</p> <p>5-V-8 Love to sing traditional songs and understand their meaning.</p> <p>5-V-9 Love to share the scenarios and meaning of traditional songs.</p> <p>5-V-10 Be able to hear and understand stories about fishing/hunting, farming, legendary stories, and able to share, discuss their scenarios and morals.</p> <p>5-V-11 Be able to appreciate indigenous literature, and be happy to create and present indigenous literature.</p> <p>5-V-12 Love to read aloud, give speech, debate, and perform short plays or musicals in the indigenous language.</p> <p>5-V-13 Be able to take part in, share, and identify with the tribe's sacrificial ceremonies, artistic and aesthetic events through indigenous language-related cultural activities.</p> <p>5-V-14 Be able to understand the endangered situation and the diversity of indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.</p> <p>5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.</p> <p>5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples.</p>

2. Learning Content

Learning content of indigenous languages falls into two main themes – “language” and “culture”. The language theme covers four items – phonics, vocabulary, sentence pattern, and paragraph/passage. Under the culture theme, there are eight items including life expressions, physical geography and traditional territories, rites of passage, ancestors' words, traditional songs, fishing/hunting culture, farming and weaving culture, and climate. Coding illustration is given below:

1. The first code represents “theme and item”. “Theme” is coded with capital English letters and “item” small English letters.
2. The second code indicates the “learning stage” using Roman numbers, with “I” representing the

first learning stage (G1-2 in elementary school), “II” the second learning stage (G3-4 in elementary school), “III” the third learning stage (G5-6 in elementary school), “IV” the fourth learning stage (G7-9 in junior high school), and “V” the fifth learning stage (2-credit MOE-mandated course in upper secondary school).

3. The third code is a serial number.

Theme	Item	Learning stage	Learning content
A. Language	a. Phonics	I	Aa-I-1 Vowels and consonants Aa-I-2 Writing system Aa-I-3 Monosyllables and disyllables Aa-I-4 Accents
		II	Aa-II-1 Polysyllables Aa-II-2 Regular and mobile accent positions
		III	Aa-III-1 Meaning and emotion expressed in the tone of daily life conversations.
		IV	Aa-IV-1 Meaning and emotion expressed in the tone of a sentence.
		V	Aa-V-1 Meaning and emotion expressed in the tone of the variant languages of one's ethnic group.
	b. Vocabulary	I	Ab-I-1 Meaning of words and phrases Ab-I-2 Numbers for size
		II	Ab-II-1 Daily life vocabulary Ab-II-2 Numbers for quantity Ab-II-3 Classroom vocabulary
		III	Ab-III-1 Reduplications Ab-III-2 Meaning of similar words and phrases Ab-III-3 Loanwords
		IV	Ab-IV-1 Derivatives Ab-IV-2 Function words (including auxiliary words, conjunctions, and case markers, etc.)
		V	Ab-V-1 Different ways of saying the same words in the variant languages of one's ethnic group (variant words) Ab-V-2 New words
	c. Sentence pattern	I	Ac-I-1 Simple life expressions Ac-I-2 Greetings
		II	Ac-II-1 Stress in a sentence
		III	Ac-III-1 Simple sentence (An independent complete sentence includes subject, verb, and object.)
		IV	Ac-IV-1 Complex-compound sentence (compound sentence, complex sentence, or conjunction of two independent sentences)
		V	Ac-V-1 Complicated sentence (subordinate and serial constructions) Ac-V-2 Conventional expressions of different tribes in the variant languages of one's ethnic group.
	d. Paragraph/	I	Ad-I-1 Simple self-introduction (including name, family, name of tribe, etc.)

Theme	Item	Learning stage	Learning content
	passage	II	Ad-II-1 Sentence tempo (including stress, pause, and speed) Ad-II-2 Self-introduction (including name, family, name of tribe, name of neighboring tribes, personal information, etc.)
		III	Ad-III-1 Family members, age, date of birth Ad-III-2 Punctuation Ad-III-3 Legendary stories
		IV	Ad-IV-1 Short essay that describes pictures. Ad-IV-2 Short essay of daily life conversation. Ad-IV-3 Short essay that introduces the culture of one's tribe/community.
		V	Ad-V-1 One's own thoughts and wishes Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group. Ad-V-3 All genres of writing and information media (Teacher may adjust the level of difficulty depending on the students' language ability.)
B. Culture	a. Life expressions	I	Ba-I-1 Names of external parts of the body (e.g., belly button)
		II	Ba-II-1 Names of internal organs of the body (e.g., intestines, stomach)
		III	Ba-III-1 Meaning of numbers and counting Ba-III-2 Orientation and space Ba-III-3 Time Ba-III-4 Daily routine Ba-III-5 Occupation Ba-III-6 Traditional indigenous naming system
		IV	Ba-IV-1 Names of the annual sacrificial ceremonies and festivals (in one's own indigenous language) Ba-IV-2 Meaning of the annual ceremonial activities Ba-IV-3 Learning experience Ba-IV-4 Content of work duty
		V	Ba-V-1 Social function and cultural value of the annual sacrificial ceremonies Ba-V-2 Personal perspective of the annual sacrificial ceremonies Ba-V-3 Food culture and meaning of the architecture Ba-V-4 Career development and an understanding of career Ba-V-5 Tribal public affairs (e.g., sacrificial ceremonies and festivals, tribal meetings, management of the traditional territories and natural resources of the indigenous peoples, eco-tourism of the tribe, consultation and consent, etc.) Ba-V-6 Tribal affairs and international connection

Theme	Item	Learning stage	Learning content
	b. Physical geography and traditional territory	I	Bb-I-1 Name of the local tribe/community Bb-I-2 Story of the tribe/community
		II	Bb-II-1 Tribal name of the ancestral place or hometown Bb-II-2 Story of the ancestral place or tribe
		III	Bb-III-1 Name of the tribe and its place of origin Bb-III-2 Names of places/traditional territories such as mountains, rivers, lakes, ponds, seas, etc. Bb-III-3 Legendary stories about the ancestors and the tribe's place of origin Bb-III-4 Meaning and origin of the indigenous group's name
		IV	Bb-IV-1 Story about the migration of the people/tribe Bb-IV-2 Understanding the traditional territories and changes of the tribe
		V	Bb-V-1 Root-seeking activity of the tribe Bb-V-2 Meaning and value of the traditional territories to the people of the tribe Bb-V-3 Understanding the traditional territories of other indigenous peoples and interaction of indigenous groups
	c. Rites of passage	I	Bc-I-1 Titles of major family members
		II	Bc-II-1 Thematic names of the annual ceremonial activities
		III	Bc-III-1 Expressions for the annual ceremonial activities
		IV	Bc-IV-1 Introduction to and expressions for the rites of passage, annual sacrificial ceremonies, and cultural activities Bc-IV-2 Expressions for and introduction to the social organization and system of the tribe
		V	Bc-V-1 Modern meaning and value of the rites of passage, annual sacrificial ceremonies, and cultural activities Bc-V-2 Modern meaning and value of the tribal social organization, tribal culture and system Bc-V-3 The genealogy book, witchcraft, and medical culture
	d. Ancestors' words	II	Bd-II-1 Words of blessing
		III	Bd-III-1 Words of encouragement and family ethics
		IV	Bd-IV-1 Prayers in the annual sacrificial ceremonies and the tribal/ethnic ethics
		V	Bd-V-1 Songs for the annual sacrificial ceremonies
	e. Traditional songs	I	Be-I-1 Rhymes and nursery rhymes
		II	Be-II-1 Rhymes and traditional songs
		III	Be-III-1 Traditional songs and traditional instrumental music
		IV	Be-IV-1 Appreciation and analysis of traditional songs
		V	Be-V-1 Appreciation and analysis of the traditional songs of other indigenous groups
	f. Fishing/	I	Bf-I-1 Life stories of fishing/hunting

Theme	Item	Learning stage	Learning content
	hunting culture	II	Bf-II-1 Usage of the fishing/hunting tools
		III	Bf-III-1 Expressions for fishing/hunting
			Bf-III-2 Taboo stories of fishing/hunting
		IV	Bf-IV-1 Taboo expressions for fishing/hunting
			Bf-IV-2 Sharing of experience of cultural participation in fishing/hunting
			Bf-IV-3 Fishing/hunting harvest and introduction to the sharing and communal concept of the tribe
		V	Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management
			Bf-V-2 Function, experience sharing, and value of the fishing/hunting taboos
			Bf-V-3 Fishing/hunting harvest and the social meaning and value of the sharing and communal concept of the tribe
	g. Farming and crafting culture	I	Bg-I-1 Names of common crops
		II	Bg-II-1 Stories about trapped animals of prey
			Bg-II-2 Stories about tribal farming
			Bg-II-3 Farming tools
		III	Bg-III-1 Farming expressions
			Bg-III-2 Story of farming
			Bh-III-3 Names of seasons
		IV	Bg-IV-1 Farming and crafting methods such as weaving
			Bg-IV-2 Introducing and practicing knowledge and skills of slash-and-burn farming and rotational farming
		V	Bg-V-1 Ecological knowledge of farming (e.g., withering calendar, phenology), crafting knowledge and skills of weaving and carving, participation in and sharing of farming and weaving
			Bg-V-2 Traditional indigenous crafts and modern crafts
			Bg-V-3 Annual agricultural ceremonies
			Bg-V-4 Ecological connection between tribal agriculture, slash-and-burn farming, rotational farming and environmental conservation
	h. Climate	I	Bh-I-1 Perceived climate change
		II	Bh-II-1 Weather expressions (e.g., sunny, rainy, cloudy, etc.)
		III	Bh-III-1 Expressions for natural disasters (e.g., typhoon, landslide, etc.)
		IV	Bh-IV-1 Pray to heaven rituals (e.g., pray for rain, pray for sun)
			Bh-IV-2 Description of the climate and its meaning in traditional tribal stories
		V	Bh-V-1 Traditional knowledge and skills of other indigenous groups in response to the weather and natural disasters
			Bh-V-2 Tribal knowledge and skills to cope with extreme

Theme	Item	Learning stage	Learning content
			weather

3. Course Selection Guide for Upper Secondary School Education

Indigenous key schools/indigenous classes in upper secondary schools should offer an aggregate of 6 credits of indigenous language courses under the MOE-mandated curriculum and school-based curriculum. School-based curriculum may be implemented during holidays, summer or winter vacations.

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

(1) Course objectives of "Oral Communication and Expression in the Indigenous Language":

1. Develop the habit of listening to the indigenous language.
2. Possess the ability to perform daily conversation using the indigenous language.
3. Develop the ability to express opinions, describe familiar people, events, time, places, things, and engage in discussion in the indigenous language; foster the consciousness of indigenous language revival.
4. Understand the etiquette and ethical standard of communication in the indigenous language, and be able to give appropriate responses in different situations and scenarios.
5. Understand and respect the multi-ethnic culture, and possess the ability to introduce the local and international cultures in the indigenous language.

To achieve the course objectives, teachers may determine the number of learning periods at discretion and choose the appropriate learning performance and learning content from the following course-related learning focus:

Learning focus Type of learning performance	Learning performance	Learning content
Listening	1-V-5 Be able to hear and understand conversations.	Ad-V-1 One's own thoughts and wishes Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group. Ad-V-3 All genres of writing and

Learning focus Type of learning performance	Learning performance	Learning content
		information media (Teacher may adjust the level of difficulty depending on the students' language ability.)
Speaking	<p>2-V-5 Be able to engage in conversation using the appropriate tone suitable for the situation at hand.</p> <p>2-V-6 Be able to give an oral account of an event from beginning till end.</p>	<p>Ba-V-3 Food culture and meaning of the architecture</p> <p>Ba-V-4 Career development and an understanding of career</p> <p>Bd-V-1 Songs for the annual sacrificial ceremonies</p> <p>Bg-V-1 Ecological knowledge of farming (e.g., withering calendar, phenology), crafting knowledge and skills of weaving and carving, participation in and sharing of farming and weaving</p>
Integrated usage	<p>5-V-8 Love to sing traditional songs and understand their meaning.</p> <p>5-V-9 Love to share the scenarios and meaning of traditional songs.</p> <p>5-V-10 Be able to hear and understand stories about fishing/hunting, farming, legendary stories, and able to share, discuss their scenarios and morals.</p> <p>5-V-12 Love to read aloud, give speech, debate, and perform short plays or musicals in the indigenous language.</p> <p>5-V-13 Be able to take part in, share, and identify with the tribe's sacrificial ceremonies, artistic and aesthetic events through indigenous language-related cultural activities.</p> <p>5-V-14 Be able to understand the endangered situation and the diversity of indigenous languages, be willing to take</p>	<p>Bb-V-3 Understanding the traditional territories of other indigenous peoples and interaction of indigenous groups</p> <p>Bc-V-1 Modern meaning and value of the rites of passage, annual sacrificial ceremonies, and cultural activities</p> <p>Bc-V-2 Modern meaning and value of the tribal social organization, tribal culture and system</p> <p>Bd-V-1 Songs for the annual sacrificial ceremonies</p> <p>Be-V-1 Appreciation and analysis of the traditional songs of other indigenous groups</p> <p>Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management</p> <p>Bf-V-2 Function, experience sharing, and value of the fishing/hunting taboos</p> <p>Bf-V-3 Fishing/hunting harvest and the social meaning and value of the sharing and communal concept of the tribe</p> <p>Bg-V-1 Ecological knowledge of farming (e.g., withering</p>

Learning focus Type of learning performance	Learning performance	Learning content
	the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.	<p>calendar, phenology), crafting knowledge and skills of weaving and carving, participation in and sharing of farming and weaving</p> <p>Bg-V-2 Traditional indigenous crafts and modern crafts</p> <p>Bg-V-4 Ecological connection between tribal agriculture, slash-and-burn farming, rotational farming and environmental conservation</p> <p>Bh-V-1 Traditional knowledge and skills of other indigenous groups in response to the weather and natural disasters</p> <p>Bh-V-2 Tribal knowledge and skills to cope with extreme weather</p> <p>Ba-V-2 Personal perspective of the annual sacrificial ceremonies</p> <p>Ba-V-4 Career development and an understanding of career</p> <p>Ba-V-5 Tribal public affairs (e.g., sacrificial ceremonies and festivals, tribal meetings, management of the traditional territories and natural resources of the indigenous peoples, eco-tourism of the tribe, consultation and consent, etc.)</p> <p>Ba-V-6 Tribal affairs and international connection</p>

(2) Course objectives of “Special Topics in Indigenous Languages”:

1. Develop good reading and writing skills in the indigenous language and a proactive attitude of inquiry.
2. Understand the endangered situation of the indigenous languages, and hence inspire an interest in studying topics related to the indigenous languages, and improve creative thinking and problem-solving skills.
3. Cultivate the professional competence of indigenous languages in different situations (everyday life scenarios, multi-ethnic cultural scenarios, academic or workplace scenarios, etc.)

To achieve the course objectives, teachers may determine the number of learning periods at discretion and choose the appropriate learning performance and learning content from the following course-related learning focus:

Learning focus Type of learning performance	Learning performance	Learning content
Reading	<p>3-V-4 Be able to read and understand writings of different genres.</p> <p>3-V-5 Be able to understand key points of the essays read.</p> <p>3-V-6 Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of various genres.</p> <p>3-V-7 Be able to fluently read aloud short essays and stories with correct pronunciation, pauses, appropriate rhythm, tone, mood, and speed.</p>	<p>Ad-V-1 One's own thoughts and wishes</p> <p>Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group.</p> <p>Ad-V-3 All genres of writing and information media (Teacher may adjust the level of difficulty depending on the students' language ability.)</p>
Writing	<p>4-V-6 Be able to write an essay with paragraphs (50-120 words).</p> <p>4-V-7 Be able to write a short essay of one's thoughts (50-120 words).</p> <p>4-V-8 Be able to write a short essay about general life (50-120 words).</p> <p>4-V-9 Be able to describe an event from beginning till end in a short essay (50-120 words).</p>	<p>Ac-V-1 Complicated sentence (subordinate and serial constructions)</p> <p>Ac-V-2 Conventional expressions of different tribes in the variant languages of one's ethnic group.</p> <p>Ad-V-1 One's own thoughts and wishes</p> <p>Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group.</p> <p>Ad-V-3 All genres of writing and information media (Teacher may adjust the level of difficulty depending on the students' language ability.)</p>

Learning focus Type of learning performance	Learning performance	Learning content
Integrated usage	5-V-4 Be able to read and understand various types of essays, and answer related questions orally or in writing.	Bb-V-3 Understanding the traditional territories of other indigenous peoples and interaction of indigenous groups
	5-V-7 Be able to read and understand words of blessing and greeting in letters, messages, cards, and invitation cards, and respond in written or spoken language.	Bc-V-1 Modern meaning and value of the rites of passage, annual sacrificial ceremonies, and cultural activities
	5-V-8 Love to sing traditional songs and understand their meaning.	Bc-V-2 Modern meaning and value of the tribal social organization, tribal culture and system
	5-V-9 Love to share the scenarios and meaning of traditional songs.	Bd-V-1 Songs for the annual sacrificial ceremonies
	5-V-11 Be able to appreciate indigenous literature, and be happy to create and present indigenous literature.	Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management
	5-V-12 Love to read aloud, give speech, debate, and perform short plays or musicals in the indigenous language.	Bf-V-2 Function, experience sharing, and value of the fishing/hunting taboos
	5-V-13 Be able to take part in, share, and identify with the tribe's sacrificial ceremonies, artistic and aesthetic events through indigenous language-related cultural activities.	Bf-V-3 Fishing/hunting harvest and the social meaning and value of the sharing and communal concept of the tribe
	5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.	Bg-V-1 Ecological knowledge of farming (e.g., withering calendar, phenology), crafting knowledge and skills of weaving and carving, participation in and sharing of farming and weaving
	5-V-15 Show concern for messages about indigenous peoples in and outside the country,	Bg-V-2 Traditional indigenous crafts and modern crafts
		Bg-V-4 Ecological connection between tribal agriculture, slash-and-burn farming,

Learning focus Type of learning performance	Learning performance	Learning content
	<p>possess a global perspective, respect the value of life and ecological conservation.</p> <p>5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples.</p>	<p>rotational farming and environmental conservation</p> <p>Bh-V-1 Traditional knowledge and skills of other indigenous groups in response to the weather and natural disasters</p> <p>Bh-V-2 Tribal knowledge and skills to cope with extreme weather</p> <p>Ba-V-5 Tribal public affairs (e.g., sacrificial ceremonies and festivals, tribal meetings, management of the traditional territory and natural resources of the indigenous people, eco-tourism of the tribe, consultation and consent, etc.)</p> <p>Ba-V-6 Tribal affairs and international connection</p> <p>Bb-V-1 Root-seeking activity of the tribe</p> <p>Bb-V-3 Understanding the traditional territories of other indigenous peoples and interaction of indigenous groups</p>

VI. Implementation Directions

The “indigenous languages” curriculum is a language teaching curriculum centered on ethnic culture. Indigenous languages are not just a tool of communication, but also carry a unique worldview exclusive to the people of an ethnic group, encompassing their culture, history, traditional social knowledge and wisdom. For the “indigenous languages” curriculum, flexible teaching approaches should be planned depending on conditions such as the attributes of the indigenous culture, ethnic differences, and the area of residence. Also, adaptive teaching should be provided according to students’ ability and needs, and a learning environment immersed in ethnic culture should be created, so that students can learn the indigenous language in a natural way. Therefore, focus of the “indigenous languages” curriculum should not only enable students to engage in daily life conversation, but also facilitate the inheritance of ethnic culture and knowledge. Guidelines for the implementation are listed below:

1. Curriculum Development

- (1) The “indigenous languages” curriculum should be developed based on the 42 languages of the 16 indigenous groups, with possible additions of new groups and languages in the future based on the announcement of the Council of Indigenous Peoples. Moreover, relevant factors such as students’ needs, parents’ expectations, characteristics of the tribes, schools’ conditions should be thoroughly taken into consideration, with resources of all teachers and the tribe/community integrated and a tribe engagement mechanism created to develop a school-centered curriculum, which should be posted on the school’s website and put under active supervision of the competent authorities.
- (2) Considering the ethnic differences, regional characteristics, scale of the schools, and continuity across different educational stages, schools may set up a professional teachers’ community for indigenous language curriculum development, and may establish an inter-school professional community with other schools for joint lesson preparation, teaching observation and feedback, research and development of curriculum and teaching materials, in order to enhance professional indigenous language knowledge and skills as well as learning effectiveness of students.
- (3) Schools of all levels should implement integrated learning programs/activities on the indigenous language theme by combining them with other domains/subjects, alternative curriculum, and school-based curriculum.
- (4) The “indigenous languages” curriculum should be combined with other domains for implementing an interdisciplinary thematic integrated curriculum.
- (5) To strengthen teachers’ (including full-time indigenous language teachers, professional indigenous language teachers, teaching assistants, elders, and related teaching staff) ability to

use the writing system for indigenous language teaching and compilation of teaching materials, schools should encourage indigenous language teachers to enroll in systematic professional development workshops (e.g., grammar competence, usage of the writing symbols, compilation of indigenous language teaching materials, effective teaching methods, and multiple assessment), and develop indigenous language teachers' community to improve effective teaching/learning of indigenous languages in the 12-year basic education.

- (6) Development of the "indigenous languages" curriculum should correspond to the core competency and learning focus of the various learning stages/language levels. Before the start of the courses, schools and teachers should understand students' indigenous language ability by using appropriate methods (e.g., administering pre-course indigenous language ability test), choose appropriate teaching materials, and adopt adaptive teaching (e.g., ability grouping or individual teaching).
- (7) To assist the enactment of the language policy, schools should regularly review the situation of indigenous language teaching and implementation effectiveness.
- (8) Schools in indigenous areas and indigenous key schools should plan for indigenous knowledge courses and cultural learning activities under the alternative curriculum.
- (9) Domain-specific curriculum of schools in indigenous areas and indigenous key schools may be flexibly adjusted according to the needs of indigenous students and schools, as well as the language and cultural difference of the ethnic groups, for the implementation of indigenous education.
- (10) For schools that have difficulty in offering courses, schools in the educational stages of elementary school, junior high school, and upper secondary school may implement the curriculum (except domain-specific curriculum) during holidays, summer or winter vacations in collaboration with neighboring/regional/cross-regional schools, or offer related courses together with Indigenous key schools, indigenous tribes, universities.
- (11) When planning the school curriculum, schools may consider incorporating relevant contents that correspond to the Accreditation Test of Aboriginal Language Proficiency.

2. Teaching Material Selection and Composition

- (1) Schools should develop more indigenous language teaching materials integrated with the indigenous cultural elements by connecting with local resources on the foundation of the teaching materials published by the Ministry of Education and the Council of Indigenous Peoples, including print materials and other teaching resources integrated with technology media.

- (2) Selection and composition of the indigenous language teaching materials should promote the knowledge and wisdom of the indigenous peoples, and the contents may include myths, legendary stories, literature, rhymes and songs, the art and expression skill of speaking according to the context, social system and organization, and gender division of labor (e.g., some indigenous peoples have matrilineal society, and attention should be paid to the unique social system and gender division of labor of the peoples to distinguish their difference from other commonly seen gender division of labor in the world. Gender roles in the cultural practices of various ethnic groups should be understood and respected), arts, music and dance, environmental and ecological conservation (including natural environment such as ocean, rivers, lakes, forest), traditional life skills, traditional religions and annual sacrificial ceremonies, important ethnic days (e.g., the Indigenous People's Day on August 1 commemorating the inclusion of "indigenous peoples" in the Constitution, the International Day of the Indigenous Peoples on August 9, the International Mother Language Day on February 21, and other annual sacrificial ceremonies of the indigenous peoples as announced by the Council of Indigenous Peoples), nationally designated tangible and intangible cultural assets of the indigenous peoples, ethnic relations and tribal histories, tribal ethics and taboos, etc.
- (3) Teaching materials should be compiled according to the students' interest, needs, and ability, which should go from simple to complicated and from easy to difficult contents, with intertwining new and learned materials, and should progress step by step to facilitate learning.
- (4) Scope of the teaching materials should include students' handbook and teachers' handbook, teaching aids, and assistive media, etc. Content of the teachers' handbook should include two parts – "teaching materials and teaching methods" and "language structure". "Teaching materials and teaching methods" are divided into six items including the basic editorial philosophy, teaching of language elements, language ability, publishing design, teacher's guide, and exercise book; "language structure" is divided into three items including the writing system, language elements, and assistive media.
- (5) Composition of the teaching materials should aim at developing students' communication skill in the indigenous languages and preserving the languages and cultures of the indigenous peoples.
- (6) Arrangement of the teaching materials and design of teaching activities should give consideration to the balanced development of the abilities of listening, speaking, reading, writing, and integrated usage.
- (7) Teaching materials should be composed in a way that conforms to the principle of thematic teaching method that is "communication and function oriented".

- (8) Composition of the teaching materials should stress multiplicity and uphold diversity; for example, each lesson should include pronunciation practice, tone practice, oral conversation, sentence pattern exercise, short essay, culture and customs, supplementary teaching materials, etc. in order to help teachers design different types of thematic teaching activities.
- (9) Material selection for the teaching materials of the enriched courses should integrate thematic inquiries and special research topics to enhance understanding and contemplation of the use of the indigenous languages, oral expression, usage in communication, research and analysis ability.
- (10) Illustrations in the teaching materials should be as vivid and lively as possible, and should correspond to the content of the text and the ethnic characteristics of the indigenous peoples. Text and images should be typeset in a well-structured way and avoid overlapping of text and pictures.
- (11) The table of contents of each book should list the topic of each unit. An index of glossary in that book and a comparison table for all indigenous languages and corresponding words of the variant languages should be listed in the appendix. Each book should come with exercise book and audio media, so that students and their parents may practice and review after class to help strengthen indigenous language ability.
- (12) Each book should come with a teacher's edition (or teaching audio data) for teachers' reference.
- (13) Schools should have a regular mechanism to review the indigenous language teaching materials. Having finished editing and trial use, the teaching materials should be evaluated for revision. Self-composed indigenous language teaching materials of a school should be reviewed and approved by the school's curriculum development committee to ensure the quality of the indigenous language teaching contents.

3. Teaching Implementation

- (1) Suggestions for the implementation of the "indigenous languages" curriculum:
 - 1. Before the start of the indigenous language course, schools and teachers should understand students' foundation of learning, choose appropriate teaching materials, and adopt adaptive and differentiated teaching.
 - 2. If a school offers a few indigenous language courses for different levels at the same learning stage, teachers should give comprehensive consideration to students' cultural background, age, language ability, and cognitive factors that affect learning, and perform pedagogical transformation according to the contents of core competency appropriate to their educational stages, so that the instruction corresponds with the students' language acquisition progress.

3. Implementation of the curriculum and related supporting measures should be determined by the central competent authority.
- (2) Content of the curriculum should include skills of listening, speaking, reading, writing, and integrated usage.
 - (3) Teaching should be carried out according to the principle of going from simple to complicated, easy to difficult contents on a step-by-step basis, with repeated exercises.
 - (4) Skills of listening, speaking, reading, writing, and integrated usage should be cultivated through the design of diverse or different types of teaching activities. Content of the activities should be based on daily life, interesting, and integrative.
 - (5) Students should be able to learn and get opportunities of bilateral interaction through situational activities. Outdoor learning activities should also be conducted to allow recognition of the relationship between the natural environment and the life of indigenous peoples.
 - (6) In support of the teaching objectives, students are encouraged to go on tribe surveys, participate in the annual sacrificial ceremonies and cultural activities, so that they can go into the tribe/community and naturally immerse themselves in the cultural environment for learning together, learning by doing, and promoting total growth.
 - (7) Audio-visual media should be appropriately used for teaching, and students should be guided to use digital resources related to indigenous languages.
 - (8) Indigenous culture-oriented contents should be adequately used, and suitable teaching methods should be selected to develop specific language ability (e.g., using the total physical response approach to train listening skill).
 - (9) Teachers should adopt a student-centered teaching model as much as possible and turn away from the unilateral teaching method in the past when students only passively listened to lectures.
 - (10) Schools should engage in co-teaching together with elders in the tribe depending on needs, in order to pass on the traditional ethnic knowledge and values. The ecological wisdom of the indigenous peoples should also be carried forward, and hence governance of indigenous peoples' traditional territories can be sustained.
 - (11) Teachers and students should try their best to engage in teaching/learning interaction using the indigenous language, and create a total or partial indigenous language learning atmosphere. Teachers' indigenous language literacy in using the symbols of the indigenous language writing system should also be strengthened, and students' vocabulary should be gradually increased to implement literacy education of the indigenous language.
 - (12) Teachers should draw up lesson plan before teaching, and engage in reflection and revision after teaching, thereby enhancing teaching effectiveness and quality, and help students integrate

what they have learned in an attempt to present their learning results.

- (13) Teachers, students, parents, and elders in the tribe should jointly decorate the classroom or learning environment to create an indigenous language co-learning context.
- (14) Students should first of all learn the alphabets of the indigenous writing system in the first learning stage, and then learning of indigenous words should be offered step by step according to students' level of acceptance. It is recommended that vowels should be taught as a priority when teaching pinyin, preferably to be administered in elementary Grade 1 after finishing the first volume of the national language textbook.
- (15) Teachers may conduct teaching at a different location or carry out tribe/community surveys in the context of the school's overall curricular design, in order to deepen students' connection with the local culture and allow them to practice using the indigenous language in daily life. Moreover, students should learn about creative literary writing and presentation in the indigenous language, and participate in tribal/social life through broadcasting, news, indigenous language competition, oral literature, debate and study of the tribal issues, marketing of the indigenous language and the tribe, advertising copywriting, etc.
- (16) Based on the value of gender division of labor based on the indigenous subjectivity of various indigenous peoples, interpret the ethnic and gender stereotypes conveyed by various media, understand the differences in the gender cultures between local and international societies, appreciate and tolerate individual differences, and engage in communication using gender-equal language.

4. Teaching Resources

Teaching resources are essential factors for effective instruction at the teaching site, which include three aspects – teaching environment, teaching equipment, and teaching support system.

(1) Teaching environment

Schools should provide indoor teaching space or language classroom with the ethnic cultural characteristics and choose appropriate outdoor teaching fields, and also plan for sound teaching facilities.

(2) Teaching equipment

Schools should keep a solid collection of teaching resources such as relevant indigenous language teaching materials, teaching aids, books, videos and audios, specialized counters, digital media, and audio-visual equipment, to be used by teachers and students for teaching/learning.

(3) Support system

Schools should establish connection with the following stakeholders: families/the tribe/community; indigenous language promotion officers, education advisory groups, indigenous education resource centers of various cities/counties; relevant social resources such as various indigenous language promotion organizations, Indigenous Languages Research and Development Foundation, Indigenous Languages Learning Centers, teacher training units, etc. Also, teacher professional development communities should be formed to enhance teachers' professional knowledge.

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

5. Learning Assessment

(1) Purpose of assessment

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

(2) Scope of assessment

1. Scope of assessment should correspond closely to the learning objectives, and should be categorized into knowledge, thinking, perception and understanding, skills and feelings. When teachers plan for learning assessment, it should be student-centered and should review learning results according to the learning objectives. Students should be informed of the assessment content and method before learning.
2. Learning assessment should be considered a part of the curriculum development, and appropriately integrate with the accreditation of indigenous language ability. Assessment planning should not only emphasize the process and result of learning, but also enable students to integrate what they have learned and apply it to specific situations.

(3) Assessment content

1. For the content of assessment, students' physical and mental development, individual differences, cultural differences, core competency and learning focus, including the language, literature, and social life aspects, should be taken into consideration, and emphasis should be placed on language skills (listening, speaking, reading, writing, and integrated usage), as well as relevance to life and practicability. Levels of difficulty should also accord with students' learning levels, and be composed according to the adaptive principle. Selection of materials should avoid unfamiliar and tricky materials, and appropriate assessment adaptation should be provided for individual students with special needs.

2. Content of assessment may include learning objectives such as role play, matching exercise, small group interaction, everyday classroom performance, learning attitude, participation in class, completion and submission of assignments.

(4) Assessment methods

1. Teachers should adopt diverse assessment methods with reference to the purpose, scope and content of assessment (e.g., written test, oral assessment, portfolio assessment, practical assessment, self-assessment, peer assessment, indigenous language-related competition/performance, etc.) Assessment should be made mainly on oral expression, daily life application and conversation, and practical performance, assisted with written test.
2. Comprehensiveness, objectivity, and diversity of assessment methods should also be taken into account, which should also include the assessment of augmented communication and cooperative learning skills (e.g., oral expression, game assessment, etc.)
3. Listening test should focus on understanding the content summary and key points of the text; oral test should emphasize completion of communication tasks using the appropriate indigenous language. For example, inviting elders in the tribe/community or parents to join when performing a tribe survey or participating in a sacrificial ceremony. Students' understanding of and identification with the indigenous language and culture should be examined in multiple ways.

(5) Results presentation

Assessment results can be presented by means of centesimal grade system or letter grade system, with qualitative description added. The qualitative description may include the status of students' achievement of learning objectives, strengths in learning, participation in in-class and out-of-class curricular activities, learning motivation and attitude, understanding of cross-cultural domain, etc. Assessment rubrics can be established according to the learning objectives and process.

(6) Feedback and application

1. In regard to feedback and application of the learning assessment, teachers are advised to create a personal profile for each student and perform simple analysis after each assessment, in order to evaluate quality of the exam questions and the student's learning result. Hence, students' learning status can be diagnosed and adaptive learning guidance, such as enriched or extended program or learning assistance, can be offered.
2. For the learning assessment for Stage V indigenous language curriculum (including MOE-mandated compulsory courses, school-based compulsory and elective courses), provisions pertaining to the consideration of ethnic cultural learning portfolio and results of diverse

performances for indigenous students in the Regulations Concerning Guaranteed College Admission for Indigenous Students and Government-Funded Overseas Study for Indigenous Peoples should be considered, so as to encourage students to build up their indigenous language and culture learning portfolio.

VII. Appendix

Appendix 1: Illustration of Learning Focus of Indigenous Languages and the Corresponding Core Competency with Examples

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
<p>5-III-3 Be willing to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture.</p> <p>5-III-6 By conducting tribe surveys, be happy to understand and hence identify with the cultural context of “my family/clan”, “my tribe/community”, and “my mountains, rivers, lakes, and seas”, etc.</p>	<p>Culture:</p> <p>Bb-III-1 Name of the tribe and its place of origin</p> <p>Be-III-1 Traditional songs and traditional instrumental music</p>	<p>原-E-A1</p> <p>Possess the basic skill and habit of speaking the indigenous language; nurture the consciousness and confidence of indigenous cultural subjectivity; inspire an interest in the indigenous language and culture.</p>
<p>5-IV-1 Be able to talk and communicate with others.</p> <p>5-IV-2 Be able to understand the meaning of spatial orientation, time words, and the annual sacrificial ceremonies, and apply them in daily oral and written communication.</p> <p>5-IV-4 Be willing to understand and respect others’ life experience, promote sharing, social ownership, co-prosperity, and common good.</p>	<p>Culture:</p> <p>Ba-IV-1 Names of the annual sacrificial ceremonies and festivals (in one’s own indigenous language)</p> <p>Ba-IV-2 Meaning of the annual ceremonial activities</p>	<p>原-J-A1</p> <p>Possess the ability and interest in actively learning the indigenous language; show the indigenous cultural subjectivity and take the initiative to immerse oneself in the indigenous language community; understand the connotation of the indigenous language and culture; develop an aspiration of inheriting the familial and ethnic culture.</p>
<p>5-V-5 Be able to tell the annual ceremonial activities and the legendary stories.</p> <p>5-V-6 Be willing to share the experience of participating in fishing/hunting, farming, and the annual ceremonial activities.</p>	<p>Culture:</p> <p>Bb-V-1 Root-seeking activity of the tribe</p> <p>Bg-V-1 Ecological knowledge of farming (e.g., withering calendar, phenology), crafting knowledge and skills of weaving and carving,</p>	<p>原-U-A1</p> <p>Be able to actively develop the fields of learning and using indigenous language based on the perspective of indigenous cultural subjectivity; improve and advance communication skill in the indigenous language on one’s own initiative; possess the ability and passion of realizing the value of life, and hence be willing to pass on the ethnic culture.</p>

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
	<p>participation in and sharing of farming and weaving</p> <p>Bg-V-2 Traditional indigenous crafts and modern crafts</p> <p>Bg-V-3 Annual agricultural ceremonies</p>	
<p>1-III-2 Be able to feel the speaker's emotion in the process of listening, and to contemplate the problem he/she has encountered.</p> <p>5-III-5 Be able to use reference books and teaching materials on digital media to help solve problems with learning the indigenous language.</p>	<p>Culture:</p> <p>Ba-III-6 Traditional indigenous naming system</p>	<p>原-E-A2</p> <p>Be able to consider one's own and others' problems encountered in daily life from the perspective of the indigenous cultural subjectivity, and develop a proactive attitude and ability to solve problems in everyday life.</p>
<p>5-IV-5 Be able to understand and tell the subject of traditional songs and traditional stories, as well as the beauty and cultural context of their language and culture.</p> <p>5-IV-6 Be able to understand and roughly tell the fishing/hunting experience, farming experience, and the annual ceremonial activities.</p>	<p>Culture:</p> <p>Bb-IV-1 Story about the migration of the people/tribe</p>	<p>原-J-A2</p> <p>Possess the ability to understand simple messages in the indigenous language; be able to enhance learning effectiveness by using basic logical thinking strategy; be able to adopt the perspective of the indigenous cultural subjectivity for a basic understanding of the cultural difference of the tribe and the current development of the indigenous peoples.</p>
<p>4-V-8 Be able to write a short essay about general life (50-120 words).</p> <p>5-V-2 Be able to understand and respect conversations, similarities and differences between different tribes using the variant languages of one's ethnic group.</p> <p>5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples.</p>	<p>Language:</p> <p>Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group.</p>	<p>原-U-A2</p> <p>Be able to engage in systematic thinking and metathinking for the solution of predicaments facing the indigenous peoples' development based on the indigenous cultural subjectivity and worldview; gain a profound understanding of the textual messages and indigenous cultures by using a variety of strategies; clarify the nature and authenticity of messages and solve problems with the knowledge learned.</p>

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
	Culture: Bb-V-1 Root-seeking activity of the tribe	
2-III-4 Be able to speak daily life expressions and engage in simple conversations. 5-III-1 Be able to concentrate on operation and apply counting.	Language: Bc-III-1 Expressions for the annual ceremonial activities Bd-III-1 Words of encouragement and family ethics	原-E-A3 Develop the ability to use the indigenous language based on the perspective of indigenous cultural subjectivity, and thereby enrich one's cultural experience; understand the spirit and implication of the ethnic culture; develop creative thinking.
5-IV-4 Be willing to understand and respect others' life experience, promote sharing, social ownership, co-prosperity, and common good.	Culture: Bf-IV-2 Sharing of experience of cultural participation in fishing/hunting	原-J-A3 Possess basic literacy in the indigenous language and be able to learn new cultural knowledge from the perspective of indigenous cultural subjectivity; participate in the cultural experience of the tribe/community and be able to integrate its meaning in various learning domains, in order to promote learning, inspire innovative potential, and practice executive skills.
5-V-4 Be able to read and understand various types of essays, and answer related questions orally or in writing. 5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses. 5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples.	Culture: Ba-V-4 Career development and an understanding of career Ba-V-5 Tribal public affairs (e.g., sacrificial ceremonies and festivals, tribal meetings, management of the traditional territories and natural resources of the indigenous people, eco-tourism of the tribe, consultation and consent, etc.)	原-U-A3 Possess the ability to participate in cultural activities using the indigenous language and enrich cultural life experience based on the perspective of indigenous cultural subjectivity; be able to plan, practice, reflect, and innovate on new situations and problems so as to enhance the capability of planning and partaking in public affairs of the tribe.

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
	Ba-V-6 Tribal affairs and international connection	
1-I-1 Be able to hear and identify vowels and consonants. 3-I-1 Be able to read vowels and consonants. 3-I-2 Be able to read monosyllables, disyllables, and accents.	Language: Aa-I-1 Vowels and consonants Aa-I-2 Writing system Aa-I-3 Monosyllables and disyllables Aa-I-4 Accents	原-E-B1 Develop basic indigenous language ability of “listening, speaking, reading, writing, and integrated usage” according to the physical and mental development at various learning stages and under natural interpersonal interaction; be able to communicate in the indigenous language and pass on the language and culture.
1-IV-1 Be able to hear and understand complex-compound sentences. 1-IV-2 Be able to hear and identify the meaning and emotion expressed in the tone of different sentences. 3-IV-3 Be able to read and understand complex-compound sentences. 3-IV-4 Be able to read out the tone of different sentences correctly and the meaning and emotion expressed.	Language: Aa-IV-1 Meaning and emotion expressed in the tone of a sentence. Ac-IV-1 Complex-compound sentence (compound sentence, complex sentence or conjunction of two independent sentences)	原-J-B1 Be able to convey one’s feelings and ideas in the indigenous language; be able to discern others’ feelings and give appropriate responses; accomplish the objectives of communication and cultural inheritance in the indigenous language.
1-V-1 Be able to hear and understand complicated sentences. 1-V-2 Be able to hear and identify the different tribal expressions and tones in the variant languages of one’s ethnic group. 1-V-3 Be able to hear and identify the different commonly used tribal expressions in the variant languages of one’s ethnic group.	Language: Ac-V-1 Complicated sentence (subordinate and serial construction) Aa-V-1 Meaning and emotion expressed in the tone of the variant languages of one’s ethnic group. Ab-V-1 Different ways of saying the same words in the variant languages of one’s ethnic group (variant	原-U-B1 Develop the habit of learning new knowledge and expressing ideas in the indigenous language; be able to communicate one’s own experience, thoughts, and values in life and at work; promote the language and culture.

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
	words)	
3-III-6 Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of picture books.		原-E-B2 Be able to engage in self-learning by using various information technology and media for improvement of the indigenous language skills of “listening, speaking, reading, writing, and integrated usage”.
3-IV-7 Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of short essays.		原-J-B2 Be able to collect and organize data of indigenous languages by using various information search tools to boost learning effectiveness, and thereby extend the scope of indigenous language learning and transform it to capability and competence of everyday application in life.
3-V-6 Be able to use reference books such as dictionary and teaching materials on digital media to facilitate reading of various genres. 5-V-13 Be able to take part in, share, and identify with the tribe’s sacrificial ceremonies, artistic and aesthetic events through indigenous language-related cultural activities.	Language: Ad-V-3 All genres of writing and information media (Teacher may adjust the level of difficulty depending on the students’ language ability.)	原-U-B2 Be able to integrate information based on material provided by information technology and various media; inspire reflection and critical literacy and ability; develop the motivation and channels of learning indigenous languages; deepen the learning of indigenous languages.
5-III-3 Be willing to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture.	Culture: Bb-III-3 Legendary stories about the ancestors and the tribe’s place of origin Be-III-1 Traditional songs and traditional instrumental music	原-E-B3 Be able to perceive and feel traditional arts through the learning of indigenous languages; promote the development of multiple senses; experience the beauty of indigenous arts and culture in the living environment; explore the fun of life and practice it in everyday life.

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
5-IV-5 Be able to understand and tell the subject of traditional songs and traditional stories, as well as the beauty and cultural context of their language and culture.	Culture: Be-IV-1 Appreciation and analysis of traditional songs	原-J-B3 Appreciate the transmission of aesthetics in culture through the learning of indigenous languages; promote the ability of cultural self-reflection, and hence actively participate in cultural activities; augment the aesthetic experience and enhance aesthetic literacy.
5-V-11 Be able to appreciate indigenous literature, and be happy to create and present indigenous literature. 5-V-13 Be able to take part in, share, and identify with the tribe's sacrificial ceremonies, artistic and aesthetic events through indigenous language-related cultural activities.	Culture: Bd-V-1 Songs for the annual sacrificial ceremonies	原-U-B3 Be able to appreciate the indigenous language and literature and to write play script that integrates body gestures and expressive sounds for short plays or musicals in purely indigenous language; pass on the aesthetic literacy of indigenous peoples through practice in life.
5-III-3 Be willing to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture. 5-III-4 Be able to introduce one's family members, family, clan, age, and date of birth correctly.	Language: Ad-III-1 Family members, age, date of birth Ad-III-3 Legendary stories	原-E-C1 Be able to understand the traditional moral standard of indigenous peoples through learning the indigenous language; take the initiative to participate in various school, family, and tribe/community activities; develop a sense of responsibility and care for the ecological environment.
4-IV-6 Be able to write a short essay from pictures (50-60 words). 5-IV-6 Be able to understand and roughly tell the fishing/hunting experience, farming experience, and the annual ceremonial activities.	Culture: Bf-IV-2 Sharing of experience of cultural participation in fishing/hunting Bg-IV-1 Farming and crafting methods such as weaving Bh-III-1 Expressions for natural disasters (e.g., typhoon, landslide, etc.)	原-J-C1 Possess an interest in learning the indigenous language; improve the ability to maintain friendly interpersonal relationship; actively participate in social activities; increase the sense of social responsibility; develop a consciousness of modern citizenship and tribe/community unity; be willing to learn about the wisdom of natural ecology in the indigenous culture; show active

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
		concern over issues about the ecological environment and sustainable development.
5-V-6 Be willing to share the experience of participating in fishing/hunting, farming, and the annual ceremonial activities.	Culture: Bb-V-1 Root-seeking activity of the tribe Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management Bg-V-1 Ecological knowledge of farming (e.g., withering calendar, phenology), crafting knowledge and skills of weaving and carving, participation in and sharing of farming and weaving Bg-V-2 Traditional indigenous crafts and modern crafts Bg-V-3 Annual agricultural ceremonies	原-U-C1 Possess the positive attitude towards using the indigenous language; develop civic literacy of seeking consensus with others through conversation; take the initiative to participate in the discussion of public issues about indigenous peoples and eco-friendly activities; reflect and take action on issues about sustainable development of human beings.
5-III-4 Be able to introduce one's family members, family, clan, age, and date of birth correctly. 5-III-6 By conducting tribe surveys, be happy to understand and hence identify with the cultural context of "my family/clan", "my tribe/community", and "my mountains, rivers, lakes, and seas", etc.	Culture: Ba-III-6 Traditional indigenous naming system	原-E-C2 Be able to develop multicultural and inter-ethnic interpersonal communication ability through the use of the indigenous language for communication and understanding of the language's cultural connotation; contribute to the indigenous wisdom; show the spirit of teamwork.

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
<p>1-IV-3 Be able to hear and understand the different tribal pronunciations of the variant languages in one's ethnic group.</p> <p>4-IV-7 Be able to write simple introduction of the culture of one's tribe/community (50-60 words).</p> <p>5-IV-4 Be willing to understand and respect others' life experience, promote sharing, social ownership, co-prosperity, and common good.</p>	<p>Culture:</p> <p>Ad-IV-3 Short essay that introduces the culture of one's tribe/community.</p>	<p>原-J-C2</p> <p>Possess the ability to improve communication and coordination using the indigenous language and be able to understand and tolerate different opinions; actively participate in school and community activities;3 cooperate and interact harmoniously with others.</p>
<p>5-V-2 Be able to understand and respect conversations, similarities and differences between different tribes using the variant languages of one's ethnic group.</p> <p>5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.</p> <p>5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples.</p>	<p>Language:</p> <p>Ab-V-1 Different ways of saying the same words in the variant languages of one's ethnic group (variant words)</p> <p>Ac-V-2 Conventional expressions of different tribes in the variant languages of one's ethnic group.</p>	<p>原-U-C2</p> <p>Be able to communicate with others using the indigenous language; be aware of the importance of social and group life; convey a friendly sentiment; develop the abilities of communication and coordination, teamwork, and social participation.</p>
<p>5-II-1 Be willing and take the initiative to get in touch with the indigenous language and culture in life.</p>	<p>Culture:</p> <p>Bb-II-1 Tribal name of the ancestral place or hometown</p> <p>Bb-II-2 Story of the ancestral place or tribe</p> <p>Be-II-1 Rhymes and traditional songs</p>	<p>原-E-C3</p> <p>Possess the cultural perspective of the tribe/community; be able to proactively introduce the indigenous sacrificial ceremonies and customs, festivals, and cultural events in the indigenous language or another language; respect and accept multiculturalism.</p>

Learning Focus of the Indigenous Languages Subject		Core Competency of the Indigenous Languages Subject
Learning Performance	Learning Content	
<p>5-IV-1 Be able to talk and communicate with others.</p> <p>5-IV-4 Be willing to understand and respect others' life experience, promote sharing, social ownership, co-prosperity, and common good.</p>	<p>Culture:</p> <p>Ba-IV-1 Names of the annual sacrificial ceremonies and festivals (in one's own indigenous language)</p> <p>Bf-IV-2 Sharing of experience of cultural participation in fishing/hunting</p> <p>Language:</p> <p>Ad-IV-3 Short essay that introduces the culture of one's tribe/community.</p>	<p>原-J-C3</p> <p>Be able to read the indigenous language and another language in comparative terms; explore the connotations of different cultures; learn and appreciate cultural differences; identify with one's own culture; respect and appreciate other cultures; understand the value and meaning of multiculturalism.</p>
<p>5-V-2 Be able to understand and respect conversations, similarities and differences between different tribes using the variant languages of one's ethnic group.</p> <p>5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.</p> <p>5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.</p>	<p>Language:</p> <p>Ab-V-1 Different ways of saying the same words in the variant languages of one's ethnic group (variant words)</p> <p>Ac-V-2 Conventional expressions of different tribes in the variant languages of one's ethnic group.</p>	<p>原-U-C3</p> <p>Possess an international perspective and the global village concept; engage in profound discussion of social issues such as different ethnic groups and sexes, etc., and hence show concern over the international situation; respect life and the global sustainable development to enhance one's ability to respond to the future social change and development.</p>

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

A. Foreword

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

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

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

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

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

B. Learning goals of the issues

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

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

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

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

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

1. Learning topics and substantive contents of the issues

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

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

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

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	Analysis of gender implications in language, text, and signs	性E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	性J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication .	性U6 Analyze the gender implications of signs, and use gender-equal language and signs.
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	性J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media. 性J8 Interpret the gender implications of technological products.	性U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement. 性U8 Develop technology and information competence without being subject to gender restriction.
	Gender rights and public participation	性E8 Understand the achievements and contributions of people of different sexes. 性E9 Review the gender discrepancy of space and resource distribution in campus, and give suggestions for improvement.	性J9 Understand the law relating to gender rights and acknowledge the models of gender equality movements; possess a caring attitude for gender minority. 性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	性U9 Understand the history of gender equality movement, take the initiative to participate in social and public affairs that promote gender equality; actively protect gender rights. 性U10 Review gender-related policies and offer opinions.

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and interpersonal interaction. 性E11 Develop the ability of appropriate emotional expression between genders.	性J11 Remove emotional expression and communication that denotes gender stereotypes and gender bias; possess the ability to communicate with others on an equal footing. 性J12 Reflect on the gender power relation with others; promote equal and good interaction.	性U11 Analyze gender power issues in affective relationship; develop communication and negotiation skills; and enhance the ability to deal with sentimental frustration. 性U12 Reflect on the gender power relations in various interactions.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of different societies.	性J13 Understand the gender implications of the diversity of family types. 性J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	性U13 Explore the gender and family issues in both local and international societies. 性U14 Make good use of resources to widen the local and international horizons of gender equality.
Human rights education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	人U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.
	Human rights and responsibility	人E2 Show concern for unfair incidents in	人J2 Show concern for local	人U2 Explore international

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		our surrounding, and share ideas for improvement.	human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.
	Human rights, democracy, and rule of law	人E3 Understand that each individual has different needs, and discuss and comply with the group's rules.	人J3 Explore all possible conflicts of interest, and understand how to form public rules by means of democratic deliberation and proper procedures in order to protect freedom and equality.	人U3 Discern the important human rights legislation in Taiwan and its meaning; understand the constitutional philosophy and principle of protecting human rights.
	Human rights and its practice in life	人E4 Express one's own idea of a wonderful world, and listen to others' opinions. 人E5 Appreciate and accept individual differences and respect one's own and others' rights. 人E6 Recognize personal bias, and avoid emergence of discriminatory behaviors.	人J4 Understand the principles of equality and justice, and practice them in life. 人J5 Understand there are different groups and cultures in society; respect and appreciate the differences. 人J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the	人U4 Understand the relationship between human rights and world peace, and put it into practice in society. 人U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights. 人U6 Explore such phenomena as discrimination against minorities,

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			underprivileged.	exclusion of dissidents, and stigmatization, etc.; understand the fact that they are usually reciprocal causes and effects of political and economic inequality, racism, etc.; and propose related citizen action plans.
	Violations of human rights and remedies	人E7 Discern such life experiences as injustice, unreasonableness, violation of regulations, and health being harmed, and know the channels to seek remedies.	人J7 Explore the impact of human rights violation on individuals, community/tribe, and society, and propose strategies or action plans for improvement.	人U7 Realize the human rights and legal implications of civil disobedience, and advocate contemporary human rights-related issues in Taiwan and around the world.
	Important topics of human rights	人E8 Understand children's needs for the rights to play. 人E9 Understand the relationship between deprivation of survival rights, identity rights and personal dignity. 人E10 Understand the relationship between privacy and everyday life. 人E11 Understand the connotation of the Declaration of the Rights of the	人J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself. 人J9 Discern the relationship between the rights to education, rights to work and personal career development. 人J10 Understand the origin and	人U8 Explain the importance of freedom of speech and freedom of press for the operation of democratic society. 人U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people with disabilities in society, aiming at promoting

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		Child and the significance of The Convention on the Rights of Children for the protection and support of children's basic needs.	<p>history of human rights development and their meaning for human rights protection.</p> <p>人J11 Understand human rights-related organizations and activities through the use of information networks.</p> <p>人J12 Apprehend the interrelationship between poverty and class exploitation.</p> <p>人J13 Understand the impact of war and peace on human life.</p> <p>人J14 Understand the significance of Universal Declaration of Human Rights for maintaining and protecting human rights.</p>	<p>their substantively equal social status.</p> <p>人U10 Understand the function of United Nations and other human rights-related organizations in the protection of human rights.</p> <p>人U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.</p> <p>人U12 Discern all the important international human rights covenants of the United Nations.</p>
Environment education	Environmental ethics	<p>環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p> <p>環E2 Perceive the beauty and value of biological life; care for the life of animals and plants.</p>	<p>環J1 Understand the importance of biodiversity and environmental carrying capacity.</p> <p>環J2 Understand the interactive relationship between human beings and animals in the surrounding;</p>	<p>環U1 Care for the place of residence; understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p> <p>環U2 Understand the</p>

Educational stages Issues/Learning topics		Suggested substantive contents		
		Elementary school	Junior high school	Upper secondary school
		環E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.	understand animals' needs; and care for animals' welfare. 環J3 Understand the ethical value of natural environment through environmental aesthetics and nature literature.	eco-injustice due to human damage of other species and habitats, and thus support the relevant environmental protection policies.
	Sustainable development	環E4 Perceive the impact of economic development and industrial development on the environment. 環E5 Perceive the impact of human lifestyle on other creatures and the ecological system. 環E6 Understand that excessive material demands of human beings will impact on future generations. 環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society.	環J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy). 環J5 Understand the background and trend of United Nations' promotion of sustainable development. 環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.	環U3 Examine the contents of Taiwan's 21st century agenda and the related policies. 環U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development. 環U5 Adopt a lifestyle of sustainable consumption and simple life; promote sustainable development.
	Climate change	環E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme	環J7 Understand the relationship between the fossil fuel and greenhouse gases, global	環U6 Examine the international and local coping measures against climate change;

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		weather phenomena. 環E9 Perceive the impact caused by climate change on life, society, and the environment. 環E10 Acknowledge that human behaviors are the cause of climate change.	warming, and climate change through the “carbon cycle”. 環J8 Understand the fragility and resilience of Taiwan’s ecological environment and social development in face of climate change. 環J9 Understand the meaning of climate change mitigation and adaptation, and Taiwan’s policies in response to climate change adaptation.	understand the spirit of international covenants in response to climate change. 環U7 Collect and analyze the local trend of energy consumption and carbon emission; speculate on solutions that suit the local conditions; participate in collective action.
	Disaster prevention and rescue	環E11 Discern major disasters that have occurred in Taiwan. 環E12 Develop an alertness and sensitivity to disasters; gain a basic understanding of disasters; and be able to avoid the occurrence of disasters. 環E13 Perceive the increased frequency and expanded impact of natural disasters.	環J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry. 環J11 Understand the factor of human influence on natural disasters. 環J12 Beware of the possible hazards that may come with different disaster types; learn about the suitable prevention and	環U8 Understand Taiwan’s policy formulation for disaster prevention from the perspective of the disaster prevention regulations. 環U9 Analyze the actual monitoring data; examine the trend and prediction of natural disaster frequency. 環U10 Execute the disaster prevention and rescue drills. 環U11 Draw disaster prevention maps by using

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			hideaway behaviors. 環J13 Participate in disaster evacuation drills.	graphics technology and investigation of disaster data.
	Sustainable use of energy and resources	環E14 Understand that energy and resources have to be used for human survival and development; learn to use natural energy or materials in their natural forms in everyday life. 環E15 Realize that over-consumption of energy and resources will cause pollution to the environment and resource depletion. 環E16 Understand the principles of material cycle as well as resource recycling and reuse. 環E17 Develop behaviors of water, electricity, and material conservation in everyday life, and reduce resource consumption.	環J14 Understand the relationship between energy flow, material cycle, and the operation of the eco-system. 環J15 Discern the life cycle of products; explore their eco-footprint, water footprint, and carbon footprint. 環J16 Understand the fundamental principles and development trends of various alternative energies.	環U12 Understand the meaning and executive strategy of a circular society; practice green consumption and environment-friendly lifestyle. 環U13 Understand the environmental cost, polluter pays principle, green design, and clean production mechanism. 環U14 Understand the local and international legislation and administrative measures relating to the utilization of energy. 環U15 Understand the green construction principles of adaptation to local conditions and environmental friendliness.
Marine	Marine recreation	海E1 Like water activities, and take water safety seriously. 海E2 Learn the skill of	海J1 Participate in diverse marine recreations and water activities, and	海U1 Be well-versed in various water sports; possess the safety knowledge and

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		swimming, and be familiar with the self-help knowledge and skills. 海E3 Possess the knowledge and skills to engage in various water recreational activities.	be familiar with various water survival skills. 海J2 Learn about and take part in safe marine eco-tourism. 海J3 Understand the coastal and riverside environment and the residents' life and recreation.	skills. 海U2 Plan and participate in various water recreations and tourist activities. 海U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.
	Marine society	海E4 Learn about the environment and industries in one's hometown or neighboring waters. 海E5 Explore the relationship between Taiwan's pioneering history and the ocean. 海E6 Understand that Taiwan is a maritime state; strengthen the awareness of Taiwan's maritime sovereignty.	海J4 Understand the structure and development of marine aquatic products, marine engineering, transportation, energy, tourism, and related industries. 海J5 Understand the characteristics and importance of Taiwan's territory and geographic location. 海J6 Understand the maritime law and regulations related to everyday life. 海J7 Explore the impact of the development of marine industries on Taiwan's economy.	海U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities. 海U5 Learn about the maritime law; understand and care about the maritime policies. 海U6 Examine the evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences. 海U7 Understand Taiwan's maritime interest and strategic position.
	Marine culture	海E7 Read, share, and	海J8 Read, share,	海U8 Create literature

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>create ocean-related stories.</p> <p>海E8 Understand the relationship between maritime folklore, religion, and life.</p> <p>海E9 Engage in artistic presentation with an oceanic theme by using the body, voice, images, and props.</p>	<p>and create literature with an oceanic background.</p> <p>海J9 Understand the similarities and differences of the maritime cultures of Taiwan and other countries.</p> <p>海J10 Engage in artistic presentation with an oceanic theme using various media and in different forms.</p> <p>海J11 Understand the meaning of maritime folklore, religious beliefs and rituals, and their relationship with social development.</p>	<p>with an oceanic background in various genres and using different writing skills.</p> <p>海U9 Identify the value, style, and cultural context of various ocean arts.</p> <p>海U10 Compare the evolution, similarities and differences of the maritime folklore, religious beliefs and rituals of Taiwan and other countries.</p>
	Marine science and technology	<p>海E10 Understand the characteristics of water and ocean, and their applications in life.</p> <p>海E11 Understand the marine life and ecology.</p> <p>海E12 Understand the relationship between sea transportation tools and technology development.</p>	<p>海J12 Explore the characteristics, formation, and hazards of Taiwan's coastal landform and offshore areas.</p> <p>海J13 Examine the impact of the ocean on the terrestrial environment and life.</p> <p>海J14 Explore the association between the marine life and</p>	<p>海U11 Understand the physical characteristics of waves, tsunami, and Kuroshio current, etc., as well as the chemical composition of ocean, such as salinity, minerals, etc.</p> <p>海U12 Understand the influence of seawater structure, submarine</p>

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			ecological environment. 海J15 Examine the types, structures, and mechanisms of ships.	geomorphology, and ocean current on the marine environment. 海U13 Explore the correlation between changes in the marine environment and the climate change. 海U14 Understand the relationship among the global hydrosphere, ecological system, and biodiversity. 海U15 Be familiar with the ocean-related application technology such as seawater desalination, shipping, ocean energy, mineral exploration and mining, etc.
	Marine resources and sustainability	海E13 Discern the aquatic products commonly seen in daily life. 海E14 Understand that seawater contains salt and other contents, and identify the association between marine resources and life. 海E15 Learn about the commonly seen river and ocean resources in one's	海J16 Learn about the types, usage, restoration, and conservation methods of living marine resources. 海J17 Understand the types and applications of non-living marine resources. 海J18 Explore the influence of human	海U16 Explore the management strategies for and sustainable development of living marine resources. 海U17 Understand the marine minerals and energy resources, and their economic values. 海U18 Understand the cumulative consequences

Educational stages		Suggested substantive contents		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		hometown, and cherish the natural resources. 海E16 Understand the environmental problems in the hometown's waters and seas, such as pollution and overfishing	activities on the marine ecology. 海J19 Understand the limitation of marine resources, and protect the marine environment. 海J20 Understand the problems of Taiwan's marine environment, and actively participate in the marine protection action.	caused by marine environmental pollution on the marine life and environment, and propose coping strategies. 海U19 Understand the global marine environmental problems; familiarize oneself with and take part in the marine protection action.

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

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

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
Gender equality education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the	5-II-3 Love to write and understand the cultural context of “who am I”,

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
		diversity of gender identity. 性J1 Accept one's own and others' sexual orientation, gender traits, and gender identity. 性U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development.	“my gender”, “my family/clan”, “my tribe/community”, “my mountains, rivers, lakes, and seas”, etc. 2-IV-3 Be able to speak out one's feelings and thoughts. 5-IV-4 Be willing to understand and respect others' life experience, promote sharing, social ownership, co-prosperity, and common good. Ba-V-4 Career development and an understanding of career
	Breakthrough of gender roles and elimination of sexism	性J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype. 性U3 Analyze gender inequality phenomena in family, school, workplace, and media, and propose strategies for improvement.	Ba-IV-3 Learning experience Ba-IV-4 Content of work duty Bc-IV-2 Expressions for and introduction to the social organization and system of the tribe Ba-V-4 Career development and an understanding of career Bc-V-2 Modern meaning and value of the tribal social organization, tribal culture and system
	Analysis of gender implications in language, text, and signs	性E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication. 性J6 Discuss the gender implications of various	5-III-3 Be willing to understand and tell the subject of traditional songs and traditional stories, as well as the beauty of their language and culture. 5-IV-5 Be able to understand and tell the subject of

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		signs, and the gender problems in interpersonal communication.	traditional songs and traditional stories, as well as the beauty and cultural context of their language and culture.
		性U6 Analyze the gender implications of signs, and use gender-equal language and signs.	5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.
	Gender rights and public participation	性U9 Understand the history of gender equality movement, take the initiative to participate in social and public affairs that promote gender equality; actively protect gender rights.	5-V-16 Love and take the initiative to participate in discussion of public issues pertaining to the indigenous peoples. Ba-V-5 Tribal public affairs (e.g., sacrificial ceremonies and festivals, tribal meetings, management of the traditional territory and natural resources of the indigenous people, eco-tourism of the tribe, consultation and consent, etc.)
		性U10 Review gender-related policies and offer opinions.	5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types.	Bc-I-1 Titles of major family members 5-II-3 Love to write and

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		<p>性E13 Understand the difference in the gender cultures of different societies.</p> <p>性J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.</p> <p>性U13 Explore the gender and family issues in both local and international societies.</p>	<p>understand the cultural context of “who am I”, “my gender”, “my family/clan”, “my tribe/community”, “my mountains, rivers, lakes, and seas”, etc.</p> <p>5-III-6 By conducting tribe surveys, be happy to understand and hence identify with the cultural context of “my family/clan”, “my tribe/community”, and “my mountains, rivers, lakes, and seas”, etc.</p> <p>Bc-IV-1 Introduction to and expressions for the rites of passage, annual sacrificial ceremonies, and cultural activities</p> <p>Bc-IV-2 Expressions for and introduction to the social organization and system of the tribe</p> <p>5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses.</p> <p>Bc-V-1 Modern meaning and value of the rites of passage, annual sacrificial ceremonies, and cultural activities</p> <p>Bc-V-2 Modern meaning and value of the tribal social organization, tribal culture and system</p>

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Human rights education	Human rights and responsibility	人U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.	5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.
	Human rights and its practice in life	人E5 Appreciate and accept individual differences and respect one's own and others' rights. 人J5 Understand there are different groups and cultures in society; respect and appreciate the differences.	5-III-6 By conducting tribe surveys, be happy to understand and hence identify with the cultural context of "my family/clan", "my tribe/community", and "my mountains, rivers, lakes, and seas", etc. 5-IV-4 Be willing to understand and respect others' life experience, promote sharing, social ownership, co-prosperity, and common good.
		人U5 Understand there are different countries, ethnic groups, and cultures in the world, and respect their cultural rights.	Ad-IV-3 Short essay that introduces the culture of one's tribe/community. 5-V-14 Be able to understand the endangered situation and the diversity of the indigenous languages, be willing to take the initiative to understand and respect the cultures and customs of the indigenous peoples in different countries, and give appropriate responses. Ad-V-2 Describing the thoughts about an event from beginning till end, the current status of the endangered indigenous languages, and expression of emotions in the variant languages of one's ethnic group.
	Important topics of human rights	人U9 Understand how the law has provided all	5-V-16 Love and take the initiative to participate in

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		sorts of equality measures for the indigenous peoples and people with disabilities in society, aiming at promoting their substantively equal social status.	discussion of public issues pertaining to the indigenous peoples.
Environment education	Environmental ethics	<p>環 J1 Understand the importance of biodiversity and environmental carrying capacity.</p> <p>環 U1 Care for the place of residence; understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p>	<p>Bg-IV-2 Introducing and practicing knowledge and skills of slash-and-burn farming and rotational farming</p> <p>Bg-V-4 Ecological connection between tribal agriculture, slash-and-burn farming, rotational farming and environmental conservation</p> <p>5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.</p>
	Sustainable development	<p>環 J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy).</p> <p>環 U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development.</p>	<p>Bf-IV-3 Fishing/hunting harvest and introduction to the sharing and communal concept of the tribe</p> <p>Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management</p> <p>5-V-15 Show concern for messages about indigenous peoples in and outside the country, possess a global perspective, respect the value of life and ecological conservation.</p>
Marine education	Marine culture	海 E7 Read, share, and create	<p>Bf-I-1 Life stories of fishing/hunting</p> <p>Bf-II-1 Usage of the fishing/hunting tools</p>

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		<p>ocean-related stories.</p> <p>海J8 Read, share, and create literature with an oceanic background.</p> <p>海 J11 Understand the meaning of maritime folklore, religious beliefs and rituals, and their relationship with social development.</p>	<p>Bf-III-1 Expressions for fishing/hunting</p> <p>Bf-III-2 Taboo stories of fishing/hunting</p> <p>5-IV-6 Be able to understand and roughly tell the fishing/hunting experience, farming experience, and the annual ceremonial activities.</p> <p>5-V-5 Be able to tell the annual ceremonial activities and the legendary stories.</p> <p>5-V-6 Be willing to share the experience of participating in fishing/hunting, farming, and the annual ceremonial activities.</p> <p>Bf-IV-3 Fishing/hunting harvest and introduction to the sharing and communal concept of the tribe</p> <p>Bf-V-1 Knowledge and skills about the fishing/hunting ecology, environmental conservation, and sustainable management</p> <p>Bf-V-2 Function, experience sharing, and value of the fishing/hunting taboos</p> <p>Bf-V-3 Fishing/hunting harvest and the social meaning and value of the sharing and communal concept of the tribe.</p>
		<p>海U8 Create literature with an oceanic background in various genres and using different writing skills.</p>	