

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

**The Domain of
All-Out Defense Education**

Ministry of Education
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I. Fundamental Beliefs

National defense is a critical element for the country's survival and development, consolidating people's national identity, national consciousness to ensure national security. It is the goal pursued by all countries in the world. Since the content of national defense affairs is so extensive, it is necessary to combine the expertise of military forces with civilian forces to ensure national security and sustainable development. Through various types of education, All-Out Defense Education is designed to enhance people's awareness of dangers and crisis development, integrate comprehensive national resources, strengthen and increase national defense construction, and national defense strength, and combine disaster prevention and response abilities to achieve the purpose of holistic national security. From the perspective of education, the value of All-Out Defense Education is to enable citizens to rationally evaluate the situation of the country and to realize that only under the premise of national security can individuals live and work in peace; people must therefore participate in national defense affairs to resist foreign aggression and seek national stability and development. Therefore, every citizen must obtain a unified concept of All-Out Defense.

According to the All-Out Defense Education Act, schools should work with other All-Out Defense Education measures to enhance "people's national defense knowledge and awareness, improve national defense development, and ensure national security." The All-Out Defense Education Course aims to cultivate students' sense of responsibility towards the society and the country, develop the ability to act, to practice recognition and support for the country, and establish concepts related to the pursuit of national security and development. In the long run, it also focuses on cultivating future defense talents and to lay the foundations for national defense construction and national security.

In order to develop the core literacy of spontaneity, communication and interaction and social participation, this guideline is designed to foster students' cognitive development and integrate five main axes of national defense, namely international situational awareness, national defense policy, defense mobilization and national defense technology; and in so doing strive to integrate life experience and understanding of social affairs and domestic and foreign issues to arouse students' learning motivation and interest. The focal aim of this subject is to connect individuals through the angle of security, society and country to make them better understand and

appreciate state-related activities and expand their international outlook. The teaching method focuses on guiding students to actively discover that national defense affairs are inseparable from civilian life and thereby through an interactive pedagogical process enable students to think about and understand the development and impact of individual and group participation vis-à-vis the country; in addition, through various disaster prevention and response drills and practical activities, to strengthen a spirit of teamwork and cultivate skills of empathizing, caring, communication and interaction.

Moreover, in order to implement the concept of “taking initiative, engaging in interaction, and seeking the common good”, these guidelines will motivate students to actively study national defense knowledge within the aegis of a curriculum that combines learning with real life experience, promotes interaction between students and the community, and pursues a fair, just, stable, and peaceful social environment towards fostering the goal of national sustainable development.

II. Curriculum Goals

1. To construct national defense awareness and knowledge, and to promote active care for society and national security.
2. To understand the world affairs and the country’s unique position and to increase awareness of national security issues.
3. To understand the definition of national defense and to develop awareness and action for total defense and disaster prevention and response.
4. To build national identity and self-confidence and also to cultivate the will to participate in national defense affairs so as to promote the country's sustainable development.

III. Time Allocation

Comprising two compulsory credits of upper secondary schools together with a choice of subject curriculum tailored to students' interests, the course will integrate and link up relevant courses with the elementary and junior high schools to achieve the coherent and unified spirit of the twelve-year basic education.

IV. Core Competency

The following table is based on individual connotations of the core competencies at each stage of education in the General Guidelines. It combines the fundamental beliefs and curriculum goals of the All-Out Defense Education discipline, and illustrates the specific competencies of All-Out Defense Education domain.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of All-Out Defense Education
			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.	全-U-A1 Possess the qualities of a complete physical and mental development, and to develop personal potential, affirm self-worth, and actively participate in national defense affairs through self-improvement.
	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.	全-U-A2 Possess critical thinking ability for discussing international situation and national development. recognize the relationship between national security and individual, and effectively solve life-related problems with positive attitude.

	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.	全-U-A2 Possess the ability to plan contingency and respond measures applicable to local situations and respond to natural and man-made disasters with appropriate attitudes and multiple knowledge.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various type 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.	全-U-B1 Possess the ability to understand basic national defense knowledge, disaster prevention, other commonly used symbols and body language to communicate and interact.
	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' relationship with technology, information and media.	全-U-B2 Through the understanding and analysis of the current development of national defense, the literacy of collecting information and media will be cultivated, so as to discuss the international situation and the development of defense technology.
	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 experience, and develop the ability to appreciate, create, and share arts.	

C Social Participation	C1 Moral Praxis 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.	全-U-C1 Create the ability to practice and safeguard national security, cultivate a civic awareness to care national development, take the initiative to participate in public discussions and dialogues on national security issues, and care about the country's sustainable development.
	C2 Interpersonal Relationships and Teamwork	Possess 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.	全-U-C2 Develop interpersonal interaction skills by defense mobilization or the practice of disaster prevention. Being able to exercise mutual tolerance in teamwork and to coordinate and cooperate with others.
	C3 Multi-cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	全-U-C3 Have the belief in appreciating and caring about multiculturalism, understand global and regional changes, follow the pulse of the international community, and develop a mindset of caring about international situation, multiculturalism and world peace.

V. Learning Focus

The "Reference Example of the Correspondence Table for All-Out Defense Education Subject Learning Focus and Core Literacy" (see Appendix I) is designed to provide a learning focus and core literacy to students and to implement this subject through the Learning Focus so as to guide the interdisciplinary curriculum designed to enhance the rigor of academic development.

The "Topics to be appropriately integrated into the field Syllabus" (see Appendix II) is conceived to enrich study and promote the cultivation of core literacy so that various topics can be appropriately combined with the learning focus of All-Out Defense Education.

The learning focus of this subject includes learning performance and substantive content. The learning performance is divided into three themes, and the learning content is divided into 11 themes. The encoding method is described as follows:

Learning Focus	Learning Themes (Code 1)	Learning Stage (Code 2)	Serial Number (Code 3)
Learning Performance	1. Knowledge of National Defense 2. Positive attitude towards National Defense 3. Defense skills	V	1.2.3...
Learning Content	A. The Importance of National Security B. The meaning of All-Out Defense Education C. Practical experience of the ideas of All-Out Defense Education D. Global and Indo-Pacific security situation E. National security situation and our opportunities F. National Defense and Military Strategy Policy G. Armaments and Defense Technology H. The meaning of National Defense Mobilization I. Disaster prevention and response J. Preview and practical skill of shooting K. Taiwan's important battles and influence	V	1.2.3...

1. Learning Performance

Theme	Learning Performance
Knowledge of National Defense	<p>1-V-1 Understand the importance of National Defense to National security, and the actions and ideas of other countries' National Defense</p> <p>1-V-2 To be able to give examples of the global and Indo-Pacific regional security situation issues, and comment on the impact on our country's National security</p> <p>1-V-3 To be able to understand and analyze the impact of the cross-strait situation on our national security</p> <p>1-V-4 To understand the concepts of our National Defense and military policy, missions and tasks</p> <p>1-V-5 To be able to outline our military service system and explain its importance to National security</p> <p>1-V-6 To be able to compare the suitability of our security environment and the deployment of weapons and equipment</p> <p>1-V-7 To give examples of our country's National Defense technology research and development achievements and the current situation of Military-civilian Dual-use Technology, and explore future possibility</p> <p>1-V-8 To outline the meaning of National Defense Mobilization, and identify the timing and implementation of its preparation</p> <p>1-V-9 To explain the meaning of Youth Service mobilization and school safeguarding Team, and understand related exercises</p> <p>1-V-10 To point out the types of disasters that Taiwan often faces, and understand our country's disaster prevention strategies and respond mechanisms</p> <p>1-V-11 To explain campus accident prevention and respond mechanism and related tasks</p> <p>1-V-12 To understand the basic structure and functions of rifles</p> <p>1-V-13 To discuss the impact of Taiwan's important battles on Taiwan's development and comment on the importance of National defense</p>
Positive attitude towards National Defense	<p>2-V-1 To be able to recognize the importance of national defense and have the willingness to participate in defense-related affairs</p> <p>2-V-2 To be able to show team spirit when participating in youth service mobilization related activities</p> <p>2-V-3 To be able to show empathy, teamwork, communication, and coordination attitude in disaster prevention practice</p> <p>2-V-4 To recognize the importance of defending the country, and from the important battles in Taiwan</p>
Defense skills	<p>3-V-1 To correctly operate actions and procedures of the disaster prevention and respond</p> <p>3-V-2 To be able to operate shooting preparation and work</p> <p>3-V-3 To be proficient in the correct shooting posture</p>

2. Learning Contents

Learning Direction	Theme	Learning Content
I. Theory of National Defense	A. The importance of National security	A-V-1 The definition and importance of National security
	B. The meaning of National defense	B-V-1 The meaning of National defense
	C. The idea of practical experience of National Defense	C-V-1 How other countries embodying the concept of National defense
II. International Situation and National Security	D. Security Situation of Global and Indo-Pacific Region	D-V-1 Introduction of traditional and non-traditional security threats D-V-2 Security Situation and Development in the Global and Indo-Pacific Region D-V-3 Security Situation and Development of Cross-Strait Relations
	E. National Security Situation and Opportunities of Our Country	E-V-1 Taiwan's Maritime Interests and Military Geopolitical Value E-V-2 Seeking Strategies for Our Country's National security
III. Current Situation and Development of Our Country's National Defense	F. Policy of National Defense and Military	F-V-1 The Concept of Our Country's National Defense Policy F-V-2 The mission, tasks, current situation, and the Military service system
	G. Armaments and National Defense Technology	G-V-1 Current Situation and development of our major weapons and equipment G-V-2 The development and trend of military-civilian technology
IV. Defense Mobilization and Disaster Prevention and Respond	H. The meaning of National Defense Mobilization	H-V-1 The meaning of preparation and implementation of the National Defense Mobilization H-V-2 The meaning and actions of Youth Service Mobilization

	I. Disaster Prevention and Response	I-V-1 Introduction of our country's Disaster Prevention and Respond I-V-2 Introduction of Campus Disaster Prevention and Respond I-V-3 The knowledge and skills of Disaster response
	J. Preparation and practice of Shooting	J-V-1 Introduction to rifles and safety regulations J-V-2 Essentials and posture of Shooting J-V-3 Training Aims
V. War Enlightenment and National Defense	K. Taiwan's important battles and influence	K-V-1 Brief introduction of Taiwan's important battles K-V-2 War Enlightenment on National Defense

Remark: For learning content, please refer to "Appendix III: Explanation of Compulsory Learning Content for All-Out Defense Education "

VI. Implementation Directions

1. Curriculum Development

- (1) All-Out Defense Education focuses on National Defense, international situations, National Defense Policies, Defense Mobilization and Defense Technology. It develops the main content of the curriculum and focuses on building a security concept for training students to have the basic knowledge of All-Out Defense.
- (2) In terms of the practice, the syllabus strengthens students' concepts and skills in Defense Mobilization, Disaster Prevention and Response. The content of Campus Disaster Prevention and Response courses should be combined with knowledge of local conditions, the differences in disaster risks in various regions to develop textbooks and teaching contents tailored to local conditions to cultivate students' ability to prevent and respond to disasters.
- (3) In selecting courses, schools should be encouraged to use multiple methods to cooperate with other fields'/subjects' teaching activities and conduct school-

based courses; schools can also cooperate with camp openings or related exercises to design their own practical courses and outdoor teaching activities related to All-Out Defense Education to expand the effectiveness of All-Out Defense Education.

- (4) The Curriculum designs should appropriately integrate gender equality, human rights, environment, marine education, and other related issues.

2. Teaching Material Selection and Composition

- (1) The compilation of textbooks should aim to foster students' understanding, avoid complex materials, and strive to be simple, clear, easy to learn and understand. Ideally, they should use examples of our daily life to enhance the effectiveness of students' independent learning.
- (2) Textbook selection should focus on locality, timeliness, and variability to reduce the phenomenon of "decontextualization" or the use of "outdated teaching materials". For knowledge content (such as: international situation, cross-strait relations, national defense policy, national defense technology, etc.), they can be combined with current affairs materials to lead students to think.
- (3) When the content involves other subjects (such as History, Geography, Civic and Social Studies) and other related subjects, it should pay attention to preserving the integrity of a holistic and professional concept of All-Out Defense Education which is clearly positioned.
- (4) The quality and number of the pictures are key to the preparation of effective teaching materials along with descriptions to deepen students' learning impression and increase their interest in learning. The acquisition and use of various teaching media and related resources should respect intellectual property rights.
- (5) When referring to cross-strait issues, we should maintain an objective standpoint to develop and edit textbooks and should abide by laws and regulations.
- (6) A variety of effective teaching methods across a range of textbooks, multimedia, and other materials can be used. Also, supplementary materials and related documents for related events, characters, and National Defense terms for teaching reference should be frequently utilized.

- (7) The translated names of foreign people, places, and objects that appear for the first time in the textbooks should be appended to the original text, and the translated names shall be conformance to the authority's. If is not unified, it should use the most appropriate or common translation of similar books.
- (8) When teachers (instructors) are editing textbooks for All-Out Defense Education, relevant teaching resources such as pictures, teaching briefs, films, or music should be used to enhance teaching effectiveness.

3. Teaching Implementation

- (1) Teaching should be student-centered, avoid one-way knowledge transmission, teachers need to guide students to use various media to collect materials and discuss in class to encourage students to understand and know why and how.
- (2) Teaching methods can be based on the content of the textbooks to adopt multiple teaching methods such as narration, demonstration, practice, discussion, inquiry, debate, quiz, and make good use of supplementary teaching materials; for instance, diagrams, slides, and models to enhance teaching performance.
- (3) Teaching process should adapt the latest information at any time, associated with the local people, things, places, etc, to enrich the teaching content, and focus on the cultivation of logical thinking, independent judgment and creativity, to establish correct cognition, and to train students' concept of teamwork, the spirit of democracy and the rule of law and a sense of civic responsibility.
- (4) Teaching process should focus on practical experience and field exercises and pay attention to the safety of students; in addition to the implementation of teaching according to the time set in the course, teachers can also use school-related activities to conduct guided exercises to receive the benefits of educational entertainment. Teachers (instructors) can record the teaching situation, establish teaching files, and make self-evaluations at any time after each lecture for future improvements.
- (5) For course preparations, the school must adopt a collaborative teaching method to teach with actual conditions and teacher (instructors) expertise to improve teaching effectiveness. Teaching activities should be adapted to the differences in the quality of students, teaching environment, equipment, and other

conditions of school, to make appropriate arrangement of teaching materials and progress.

4. Teaching Resources

- (1) To apply the content of the syllabus, schools should keep enriching teaching equipment and resources to actively achieve the goal of effective learning.
- (2) School has to cooperate with relevant units to carry out rifle shooting experience activities in accordance with the curriculum arrangement.
- (3) The teachers and on-the-job teachers training of All-Out Defense Education courses should apply with the " Teacher Education Act " and " Implementation Regulations Regarding All-Out Defense Education for All Schools" and other relevant regulations.

5. Learning Assessment

- (1) Learning evaluation should consider the achievement of learning performance and content to match core literacy and follow the requirements of learning assessment.
- (2) Learning evaluation has multiple methods, such as topic reports, performance evaluation, written assessments, and tests among others, together with other adjustable approaches. The purpose of evaluation is not to score, but to evaluate students' learning effectiveness and teaching results, and to provide teachers (instructors) with a reference basis for remedial and course adjustments.
- (3) The content of the evaluation is based on the principles of cultivating students' thinking, expression, independent learning and strengthening their operational abilities.
- (4) In addition to teachers' (instructors') evaluation, the evaluation can also be graded by students' self-evaluation or their mutual evaluation.
- (5) Practical evaluation can be implemented in the course of Defense Mobilization and Disaster Prevention and Respond. The purpose for students to record their own learning process is to achieve the concept of authentic assessment.