

Curriculum Guidelines of 12-Year Basic Education

Language Domain – Native Language (Southern Min Language)

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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 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 students have the opportunity for continuing their study of native languages/Taiwanese sign language.

The Southern Min language curriculum guidelines are based on the Development of National Languages Act and with reference to the spirit of UNESCO Universal Declaration on Cultural Diversity to build the self-identifying values upon the tenets of respecting linguistic human rights, protecting cultural diversity, and implementing the revival, inheritance, and innovation of the Southern Min language.

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

The nine core competency items on three dimensions of the Southern Min language

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

II. Curriculum Goals

1. To inspire an interest in learning Southern Min language, and foster an inquisitive, passionate, and active attitude and habit of learning Southern Min language.
2. To develop the listening, speaking, reading, and writing skills in Southern Min language, so that the language can be flexibly used for thinking, expressing emotions, solving problems, appreciating and creative work.
3. To learn about life knowledge and skills and extend life experience through Southern Min language, apply what is learnt to career development, and hence care for local multiculturalism and develop an awareness for language revival.
4. To interact with others, care for others, respect the languages and cultures of various groups through Southern Min language, in order to build mutual trust, cooperative spirit, and common good.
5. To engage in multicultural thinking through Southern Min language to broaden international horizons.

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>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. It is under the “alternative curriculum” for Grade 9. Schools should survey students for their intention to take the course. Class should be offered as an alternative learning course if students are interested. It is recommended the course should reinforce integration of the Southern Min language knowledge and real-life application upon the foundation of the domain-specific curriculum.</p> <p>3. Schools may also implement interdisciplinary curriculum by integrating it with other domains, and may offer it as an alternative learning course.</p> <p>III. Upper secondary education</p> <p>1. The 2-credit native languages/Taiwanese sign language course is under the MOE-mandated curriculum, to be offered basically in the first year, but may also be given in other academic years.</p> <p>2. The 4-credit enriched elective courses for general upper secondary schools should comply with the following curriculum plan:</p> <table><tr><th>Name of course</th><th>Credit</th></tr><tr><td>Verbal communication and expression in Southern Min language</td><td>2</td></tr><tr><td>Special topics in Southern Min language</td><td>2</td></tr></table> <p>3. Vocational, comprehensive, and specialized upper secondary schools may offer elective Southern Min 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 Southern Min language	2	Special topics in Southern Min language	2
Name of course	Credit																	
Verbal communication and expression in Southern Min language	2																	
Special topics in Southern Min 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 “Southern Min language” subject after assimilating the fundamental beliefs and course objectives of the subject. However, for students who have changed the language they studied or who have suspended the study of this language, teachers may flexibly adjust the requirement by referring to the core competency for different educational stages depending on the students’ actual language ability and development status.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Southern Min Language)		
			Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	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.	閩-E-A1 Understand the importance of Southern Min language in one’s own life, and be able to take the initiative to learn and develop the ability of learning Southern Min language.	閩-J-A1 Extend the learning content of Southern Min language, and be able to perceive the spirit and cultural characteristics of the language through selection, analysis, and usage, in order to improve self-understanding.	閩-U-A1 Understand the mentality, characteristics, and status of Southern Min language, and hence build one’s self confidence and effectively plan for one’s personal career.
	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	閩-E-A2 Possess the ability to think in Southern Min language, and use it in daily life to deal with relevant problems.	閩-J-A2 Possess the abilities of reading comprehension, independent thinking and analysis in Southern Min language, and hence develop the ability of solving life problems.	閩-U-A2 Possess the ability to perform reasoning, critique, and comprehensive induction using Southern Min language, and be able to reflect on the relationship between language and life in order to solve relevant problems and adapt to

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		conduct actions, to effectively tackle and solve problems in daily life.			the future society.
	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.	閩- E -A3 Possess the ability to devise, discuss, execute, and share one's life plans in Southern Min language, in order to enrich one's life experience and improve one's social adaptability.	閩-J-A3 Possess the competence of exploring Southern Min language and developing diverse intelligence, and hence strengthen one's planning and executive power, and inspire the potential of innovation and adaptation.	閩-U-A3 Possess the ability to do planning, execution and review, and reflection using Southern Min language, so that one can use Southern Min language effectively in different social and cultural situations/professions.
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.	閩- E -B1 Possess the basic ability to comprehend and use Southern Min language, and be able to express oneself, communicate, and apply the language at home, in schools and community.	閩-J- B1 Possess the ability to express thoughts and emotions in Southern Min language, and be able to communicate and interact with others with empathy, and apply the language at home, in schools and community.	閩-U- B1 Understand the structure, variation, and meaning of Southern Min language; possess the ability to think and do creative work in Southern Min language, and be able to express and communicate in various social activities.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all	閩- E -B2 Collect Southern Min language-related data through technology,	閩-J- B2 Collect and organize Southern Min language data by using information and	閩-U- B2 Use Southern Min language for the analysis and critique of media information, in order to contemplate

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		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.	information and various media, and be able to identify its accuracy, and organize and use it for learning Southern Min language.	search tools, and be able to analyze and identify the information accuracy; take information ethics seriously to enhance media literacy.	the relationship between human and technology, information, media ethics.
	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.	閩- E -B3 Possess the aesthetic literacy of perceiving and appreciating the art of Southern Min language, and be able to integrate it into daily life.	閩-J- B3 Engage in art appreciation through Southern Min language; perceive the beauty of its phonology; understand its embedded meaning and be able to appreciate its artistic characteristics; possess the writing ability.	閩-U- B3 Develop the ability to appreciate and analyze the Southern Min language, and be able to apprehend its relationship with the society, history, and culture, so as to appreciate the artistic beauty of the language, and hence engage in creative work and sharing.
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	閩- E -C1 Possess the ability to improve friendly dealing with others through the learning of Southern Min language, and be able to participate in various family, school, and community activities, develop a sense of responsibility and practice the virtues of life and civic	閩-J- C1 Possess the awareness and sense of responsibility of being a social citizen through the learning of Southern Min language; be able to show concern for social issues, nature and ecology, and take part in community activities on one's own initiative.	閩-U- C1 Be used and happy to use Southern Min language and show concern for public issues, and take the initiative to participate in social activities; care about the language revival, nature and ecology, and sustainable development of human beings; practice the virtues of knowing what is good, desiring what is good, and doing good.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages (Southern Min Language)		
			Content of Core Competency		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		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.	consciousness.		
	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.	閩-E -C2 Possess the communication skill in Southern Min language; love oneself, respect others, and exert the spirit of teamwork.	閩-J- C2 Make the most of Southern Min language to improve communication and coordination skills as well as the ability of group participation; develop good interpersonal relationship, and foster the ability of cooperation and harmonious interaction with others.	閩-U- C2 Possess the ability to build good interpersonal relationship, and develop communication and coordination, teamwork, social participation skills using Southern Min language.
	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	閩-E -C3 Develop a respectful and tolerant attitude for the diversity of multiple languages and cultures through the learning of Southern Min language.	閩-J- C3 Develop an identity with one's own culture through the learning of Southern Min language; possess the competence of adapting to social development, respecting multiculturalism, and caring for international	閩-U- C3 Develop one's cultural identity and a multicultural perspective using Southern Min language, and be able to reflect on the correlation of localization and internationalization, in order to analyze international trends and understand global issues.

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		world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.		affairs.	

V. Learning Focus

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

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

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

“Illustration of Learning Focus of Southern Min Language and the Corresponding Core Competency with Examples” (see Appendix 1) is laid down to make sure that the learning focus corresponds with the core competency, and that the core competency of the subject can be accomplished through the learning focus. Thus, it guides the interdisciplinary curriculum design and ensures rigorous curriculum development. Learning focus is composed according to the

learning stages, but schools and teachers should provide adaptive instruction based on students' language learning levels and needs. "Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum" (see Appendix 2) are drawn up to enrich learning of the subject, promote cultivation of the core competency to appropriately match various issues with the learning focus of the Southern Min language.

1. Learning Performance

"Learning performance" of the Southern Min language is categorized into four types – listening, speaking, reading, and writing, to be demonstrated based on the learning stages and the subject's characteristics.

The following learning performances are presented according to the sequence of learning stages. The coding principle is illustrated below:

1. The first code, Arabic numbers in sequence, 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 (G7-8 in junior high school), and "V" the fifth learning stage (2-credit MOE-mandated course in upper secondary school).
3. The third code is a serial number.
4. The "#" mark indicates a recommendation for schools' reference for offering alternative learning courses at G9 based on the foundation of the domain-specific curriculum, in order to reinforce the integration of the language skills and the ability to apply them in daily life.

Type	Learning stage	Learning performance	
1. Listening	I	1-I-1	Be able to hear and identify pronunciation differences of commonly used words in Southern Min language.
		1-I-2	Be able to hear and understand Southern Min sentences in daily life and grasp the key point.
		1-I-3	Be able to hear and understand the theme, content, and key point of the Southern Min text learnt.
		1-I-4	Be able to develop an interest and habit of actively learning Southern Min language from listening.
	II	1-II-1	Be able to use the Southern Min phonetic symbols, Roman alphabets, and Chinese characters to help listening and understanding.
		1-II-2	Be able to listen to and appreciate Southern Min language-related artistic/cultural activities.
		1-II-3	Be able to listen to and understand the Southern Min language spoken by another person.
	III	1-III-1	Be able to correctly hear, identify, and respect the dialectal and phrasal differences of Southern Min language.

Type	Learning stage	Learning performance	
		1-III-2	Be able to take the initiative to follow and understand Southern Min messages on various technology and information media.
	IV	1-IV-1	Be able to listen to and understand the theme of Southern Min conversations and think critically about the content.
		1-IV-2	Be able to hear and identify important issues expressed in Southern Min language, and thereby improve communication and coordination.
		#1-IV-3	Be able to collect and organize phonetic data of Southern Min language, analyze accuracy of the data, and take information ethics seriously.
		#1-IV-4	Be able to listen to and perceive the connotation expressed in Southern Min language-related artistic/cultural activities.
		1-IV-5	Be able to hear and identify of the dialectal and phrasal differences of Southern Min language, and foster the multicultural spirit.
	V	1-V-1	Be able to listen to and understand the meaning of Southern Min language in usage.
		1-V-2	Be able to hear and understand Southern Min expressions, and correctly analyze the messages in the words.
		1-V-3	Be able to hear and identify the implication of important issues in life expressed in Southern Min language, and be able to make inquiry.
		1-V-4	Be able to listen to Southern Min messages in the media, and analyze, criticize, and apply them.
		1-V-5	Be able to appreciate Southern Min language-related artistic/cultural activities, and perceive their relationship with society, history, and culture.
		1-V-6	Be able to hear and identify the connotation of Southern Min words and phrases, and thereby improve teamwork and social participation.
		1-V-7	Be able to hear and identify differences in Southern Min dialectal accents and phrases, and develop an understanding of and respect for other languages.
		1-V-8	Be able to listen to and conclude the key point of Southern Min messages relating to one's own area of study.
		1-V-9	Be able to listen to Southern Min language, analyze and apply what is learnt to one's area of study/profession.
2. Speaking	I	2-I-1	Be able to use Southern Min language to express care and courtesy to others in simple way.
		2-I-2	Be able to express feelings, emotions, and needs in basic Southern Min language.
		2-I-3	Be able to correctly read aloud the Southern Min text learnt.
		2-I-4	Be able to take the initiative to interact with others in Southern Min language.
	II	2-II-1	Be able to use the Southern Min phonetic symbols, Roman alphabets, and Chinese characters to help verbal expression.
		2-II-2	Be able to tell one's daily life plans in Southern Min language.
	III	2-III-1	Be able to use technology media to improve one's oral Southern Min language skill.
		2-III-2	Be able to engage in conversation, sharing, and discussion in Southern Min language.
		2-III-3	Be able to make well-structured oral description about things in life using Southern Min language.

Type	Learning stage	Learning performance	
		2-III-4	Be able to chant or sing Southern Min literary works, and develop aesthetic literacy.
		2-III-5	Be able to express initial understanding of multiculturalism in oral Southern Min language.
		2-III-6	Be able to ask and answer questions about familiar themes in daily life using Southern Min language, and able to tell the local cultural characteristics and concerns.
	IV	2-IV-1	Be able to use Southern Min language properly to express and solve problems.
		2-IV-2	Be able to use Southern Min language to properly express ideas and feelings, as well as to share social participation and teamwork experiences.
		#2-IV-3	Be able to collect resources via technology media for making oral expression in Southern Min language.
		#2-IV-4	Be able to appreciate art through Southern Min language, and tell the artistic features.
		#2-IV-5	Be able to express an understanding of and respect for other countries, languages, and cultures in oral Southern Min language.
	V	2-V-1	Be able to accurately express oneself, communicate and interact with others in fluent oral Southern Min language.
		2-V-2	Be able to make systematic oral description in Southern Min language.
		2-V-3	Be able to fluently express, criticize, and reflect in Southern Min language.
		2-V-4	Be able to engage in group discussion about one's area of study/profession using fluent Southern Min language.
		2-V-5	Be able to collect resources via technology media for conducting oral communication and creation in Southern Min language.
		2-V-6	Be able to express the experience of participating in artistic creation and performance using Southern Min language.
		2-V-7	Be able to engage in communication and coordination in Southern Min language to improve teamwork.
		2-V-8	Be able to tell the characteristics of other countries, languages, and cultures in Southern Min language.
		2-V-9	Be able to systematically analyze public issues and the importance of language revival in oral Southern Min language.
3. Reading	I	3-I-1	Be able to develop an interest in reading Southern Min sentences and short essays.
	II	3-II-1	Be able to read commonly seen Southern Min language in daily life, and understand its meaning.
		3-II-2	Be able to use the phonetic symbols, Roman alphabets, and Chinese characters for identifying and reading simple and commonly seen Southern Min language in daily life.
		3-II-3	Be able to understand how to deal with people and things through the reading of Southern Min language.
	III	3-III-1	Be able to use dictionaries and other reference books to assist reading in Southern Min language.
		3-III-2	Be able to understand the theme and connotation of Southern Min literature through reading.

Type	Learning stage	Learning performance	
		3-III-3	Be able to understand the local cultural characteristics in the process of reading Southern Min language.
		3-III-4	Be able to take the initiative to use information technology and media for reading Southern Min language.
	IV	3-IV-1	Be able to use the phonetic symbols, Roman alphabets, and Chinese characters to read different genres of Southern Min literary works, and thereby improve self-understanding.
		3-IV-2	Be able to perform independent and critical analysis and solve life problems through reading in Southern Min language.
		#3-IV-3	Be able to collect, organize, and read Southern Min information through information search tools, in order to develop knowledge and skills across multiple areas of study/profession.
		#3-IV-4	Be able to perceive the scenario and beauty of Southern Min literary works through reading the works and related information.
		#3-IV-5	Be able to understand and respect different languages and cultural characteristics through reading Southern Min literary works, and develop a sense of citizenship.
	V	3-V-1	Be able to read Southern Min literary works and understand their characteristics.
		3-V-2	Be able to develop the ability of critical, inductive and deductive reasoning through reading Southern Min literary works.
		3-V-3	Be able to read Southern Min text and reports about contemporary topics to understand the ecology of the language.
		3-V-4	Be able to understand the structure and connotation of Southern Min literary works, and able to accurately express oneself and effectively communicate and interact with others.
		3-V-5	Be able to use dictionaries of Southern Min language to assist reading of material related to one's area of study/profession.
		3-V-6	Be able to appreciate and analyze Southern Min literary works and the related information, and perceive their relationship with the society, history, and culture.
		3-V-7	Be able to reflect on the Southern Min literary works to develop critical civic literacy.
		3-V-8	Be able to engage in shared reading of Southern Min literary works, and develop the abilities of communication and coordination, teamwork, and social participation.
		3-V-9	Be able to read different genres of Southern Min literary works, and contemplate the correlation of localization and internationalization.
4. Writing	I	4-I-1	Be able to discern writing of Southern Min text.
	II	4-II-1	Be able to write one's feelings and needs in simple ways using Southern Min language.
		4-II-2	Be able to write one's gratitude, care, and assistance for others in Southern Min language.
	III	4-III-1	Be able to write short essays related to daily life in simple Southern Min language.
		4-III-2	Be able to use Southern Min language media, reference books, or online dictionary search systems to assist writing.
	IV	4-IV-1	Be able to write simple short essays in Southern Min language for expression and communication.

Type	Learning stage	Learning performance
		#4-IV-2 Be able to use technology and information media to enrich the types of one's creative works in Southern Min language.
		#4-IV-3 Be able to write one's feelings and thoughts about audio-visual works or artistic/cultural activities using Southern Min language.
		#4-IV-4 Be able to do imitative writing of Southern Min literary works.
		4-IV-5 Be able to write out one's thoughts about social issues in Southern Min language to serve as the basis for cooperation.
	V	4-V-1 Be able to understand the grammar of Southern Min language and write specific opinions.
		4-V-2 Be able to write complete diary records or plans in Southern Min language, and reflect on the relationship between the language and life.
		4-V-3 Be able to compose well-organized writing in Southern Min language.
		4-V-4 Be able to write on topics or issues about an area of study/profession using Southern Min language.
		4-V-5 Be able to use information technology for writing and communication in Southern Min language.

2. Learning Content

“Learning content” stresses the knowledge content of the subject. Learning content of the Southern Min language subject is distinguished into the two main themes of “language and literature” and “society and life”, covering topics from proximity to distance, that is, from oneself, family, school to community, and even extending to society and the globe. Learners’ physical and mental development is also taken into consideration. Hence, important contents are stated according to the learning stages and characteristics of the domain/subject. Teacher, schools, local governments, and publishers may make appropriate pedagogical transformation with reference to the “learning performance” based on their professional needs and attributes to develop teaching material for effective teaching and adaptive learning.

The following learning contents are presented according to various learning stages. 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 the elementary school), “II” the second learning stage (G3-4 in the elementary school), “III” the third learning stage (G5-6 in the elementary school), “IV” the fourth learning stage (G7-8 in the junior high school), and “V” the fifth learning stage (2-credit MOE-mandated course in the upper secondary school).
3. The third code is a serial number.
4. The bullseye mark (◎) means the same learning content appearing repeatedly in different

learning stages. Learning of Southern Min language often involves an upward spiral progress of enriched knowledge, which is indicated with the bullseye mark (◎).

Theme	Item	Learning stage	Learning content	
A. Language and Literature	a. Phonetic and writing system	I	Aa-I-1	Recognition and reading of words
		II	◎Aa-II-1	Romanization
			◎Aa-II-2	Writing of Chinese characters
		III	◎Aa-III-1	Romanization
			◎Aa-III-2	Writing of Chinese characters
		IV	◎Aa-IV-1	Romanization
			◎Aa-IV-2	Writing of Chinese characters
		V	◎Aa-V-1	Romanization
			◎Aa-V-2	Writing of Chinese characters
	b. Grammar and pragmatics	I	◎Ab-I-1	Usage of words and phrases
			◎Ab-I-2	Usage of sentence patterns
		II	◎Ab-II-1	Usage of words and phrases
			◎Ab-II-2	Usage of sentence patterns
			◎Ab-II-3	Differences in dialectal accents
		III	◎Ab-III-1	Usage of words and phrases
			◎Ab-III-2	Usage of sentence patterns
			◎Ab-III-3	Differences in dialectal accents
			◎Ab-III-4	Distinction of literary and colloquial readings
		IV	◎Ab-IV-1	Usage of words and phrases
			◎Ab-IV-2	Usage of sentence patterns
			◎Ab-IV-3	Differences in dialectal accents
			◎Ab-IV-4	Distinction of literary and colloquial readings
		V	◎Ab-V-1	Usage of words and phrases
			◎Ab-V-2	Usage of sentence patterns
	c. Literary text	I	Ac-I-1	Rhymes and nursery rhymes
			◎Ac-I-2	Life stories
		II	◎Ac-II-1	Life stories
			◎Ac-II-2	Poetry and short essays
		III	◎Ac-III-1	Life stories

Theme	Item	Learning stage	Learning content
		IV	°Ac-III-2 Poetry and short essays
			°Ac-IV-1 Selected poems
			°Ac-IV-2 Selected prose
			°Ac-IV-3 Practical writings
		V	°Ac-V-1 Selected poems
			°Ac-V-2 Selected prose
			Ac-V-3 Selected novels
			°Ac-V-4 Practical writings
B. Society and life	a. Self-understanding	I	Ba-I-1 Understanding the body
			Ba-I-2 Kinship titles
		II	°Ba-II-1 Social appellations
			°Ba-III-1 Social appellations
		III	Ba-III-2 Understanding genders
			°Ba-III-3 Expression of emotions
			°Ba-III-4 Respect for the genders
			°Ba-IV-1 Respect for the genders
		IV	Ba-IV-2 Personality traits
			Ba-IV-3 Exploration of sexual orientation
			Ba-IV-4 Self-awareness
		V	Ba-V-1 Career planning
			Ba-V-2 Gender issues
	b. Daily life	I	Bb-I-1 Family life
			Bb-I-2 School life
			°Bb-I-3 Usage of numbers
		II	°Bb-II-1 Usage of numbers
			°Bb-II-2 Transportation
		III	°Bb-III-1 Usage of numbers
			°Bb-III-2 Transportation
			Bb-III-3 Sports and recreation
		IV	Bb-IV-1 Proverbs and idioms
			Bb-IV-2 Leisure and tourism
		V	Bb-V-1 Common legal knowledge
			Bb-V-2 Public affairs
	c. Community understanding	II	°Bc-II-1 Community life
		III	°Bc-III-1 Community life
		IV	Bc-IV-1 Community activities
			Bc-IV-2 Civic literacy
		V	Bc-V-1 Public issues

Theme	Item	Learning stage	Learning content	
	d. Environment education	II	®Bd-II-1	Environmental protection
			®Bd-II-2	Ecological conservation
			®Bd-II-3	Marine conservation
		III	®Bd-III-1	Environmental protection
			®Bd-III-2	Ecological conservation
			®Bd-III-3	Marine conservation
		IV	®Bd-IV-1	Environmental protection
			®Bd-IV-2	Ecological conservation
			®Bd-IV-3	Marine conservation
		V	Bd-V-1	Environmental ethics
			Bd-V-2	Climate change
			Bd-V-3	Marine resources
	e. Use of technology	II	®Be-II-1	Digital resources
			®Be-II-2	Audio-visual media materials
		III	®Be-III-1	Digital resources
			®Be-III-2	Audio-visual media materials
		IV	®Be-IV-1	Digital resources
			®Be-IV-2	Audio-visual media materials
		V	Be-V-1	Digital technology
			Be-V-2	Audio-visual creation
	f. Arts and humanities	I	®Bf-I-1	Performing arts
			®Bf-I-2	Art appreciation
		II	®Bf-II-1	Performing arts
			®Bf-II-2	Art appreciation
		III	®Bf-III-1	Performing arts
			®Bf-III-2	Art appreciation
		IV	®Bf-IV-1	Creation of performing arts
			Bf-IV-2	Artistic participation
		V	®Bf-V-1	Performing art creation
			Bf-V-2	Art appreciation
	g. Interpersonal communication	I	®Bg-I-1	Life dealings
			®Bg-I-2	Oral expression
		II	®Bg-II-1	Life dealings
			®Bg-II-2	Oral expression
		III	®Bg-III-1	Life dealings

Theme	Item	Learning stage	Learning content
			®Bg-III-2 Oral expression
			®Bg-III-3 Human rights concepts
		IV	®Bg-IV-1 Oral expression
			®Bg-IV-2 Written expression
			®Bg-IV-3 Human rights concept
		V	®Bg-V-1 Oral expression
			®Bg-V-2 Written expression
			Bg-V-3 Human rights issues
	h. Local characteristics	II	®Bh-II-1 Products and landscape
			®Bh-II-2 Regional humanities
		III	®Bh-III-1 Products and landscape
			®Bh-III-2 Regional humanities
		IV	®Bh-IV-1 Products and landscape
			®Bh-IV-2 Regional humanities
			®Bh-IV-3 Marine culture
		V	Bh-V-1 Customs and habits
			Bh-V-2 Cultural characteristics
			®Bh-V-3 Marine culture
	i. International understanding	IV	Bi-IV-1 International understanding
		V	Bi-V-1 Global issues
			Bi-V-2 Civic consciousness

3. Elective Course Guide for Upper Secondary School Education

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

(1) Course objectives of “Oral Communication and Expression in Southern Min Language”:

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

domestic and foreign cultures in Southern Min language.

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

Learning focus Type of learning performance	Learning performance	Learning content
Listening	1-V-4 Be able to listen to Southern Min messages in the media, and analyze, criticize, and apply them. 1-V-5 Be able to appreciate Southern Min language-related artistic/cultural activities, and perceive their relationship with the society, history, and culture. 1-V-6 Be able to hear and identify the connotation of Southern Min words and phrases, and thereby improve teamwork and social participation. 1-V-7 Be able to hear and identify differences in Southern Min dialectal accents and phrases, and develop an understanding of and respect for other languages. 1-V-8 Be able to listen to and conclude the key point of Southern Min messages relating to one's own area of study. 1-V-9 Be able to listen to Southern Min language, analyze and apply what is learnt to one's area of study/profession.	A. Language and Literature °Ab-V-1 Usage of words and phrases °Ab-V-2 Usage of sentence patterns B. Society and Life Be-V-1 Digital technology °Bf-V-1 Performing art creation °Bg-V-1 Oral expression Bi-V-1 Global issues
Speaking	2-V-4 Be able to engage in group discussion about one's area of study/profession using fluent Southern Min language. 2-V-5 Be able to collect resources via technology media for conducting oral communication and creation in Southern Min language. 2-V-6 Be able to express the experience of participating in	A. Language and Literature °Ab-V-1 Usage of words and phrases °Ab-V-2 Usage of sentence patterns B. Society and Life Be-V-1 Digital technology °Bf-V-1 Performing art creation °Bg-V-1 Oral expression

Learning focus		
Type of learning performance	Learning performance	Learning content
	artistic creation and performance using Southern Min language. 2-V-7 Be able to engage in communication and coordination in Southern Min language to improve teamwork ability. 2-V-8 Be able to tell the characteristics of other countries, languages, and cultures in Southern Min language. 2-V-9 Be able to systematically analyze public issues and the importance of language revival in oral Southern Min language.	Bi-V-1 Global issues

(2) Course objectives of “Special Topics in Southern Min Language”:

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

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

Learning focus		
Type of learning performance	Learning performance	Learning content
Reading	3-V-4 Be able to understand the structure and connotation of Southern Min literary works, and able to accurately express oneself and effectively communicate and interact with others. 3-V-5 Be able to use dictionaries of	A. Language and Literature °Ac-V-1 Selected poems °Ac-V-2 Selected prose Ac-V-3 Selected novels °Ac-V-4 Practical writings B. Society and Life

Learning focus Type of learning performance	Learning performance	Learning content
	<p>Southern Min language to assist reading of material related to one's area of study/profession.</p> <p>3-V-6 Be able to appreciate and analyze Southern Min literary works and the related information, and perceive their relationship with the society, history, and culture.</p> <p>3-V-7 Be able to reflect on the Southern Min literary works to develop critical civic literacy.</p> <p>3-V-8 Be able to engage in shared reading of Southern Min literary works, and develop the abilities of communication and coordination, teamwork, and social participation.</p> <p>3-V-9 Be able to read different genres of Southern Min literary works, and contemplate the correlation of localization and internationalization.</p>	<p>Bb-V-1 Common legal knowledge</p> <p>Bb-V-2 Public affairs</p> <p>Bi-V-1 Global issues</p>
<p>Writing</p>	<p>4-V-3 Be able to compose well-organized writing in Southern Min language.</p> <p>4-V-4 Be able to write on topics or issues about an area of study/profession using Southern Min language.</p> <p>4-V-5 Be able to use information technology for writing and communication in Southern Min language.</p>	<p>A. Language and Literature</p> <p>°Aa-V-1 Romanization</p> <p>°Aa-V-2 Writing of Chinese characters</p> <p>°Ab-V-1 Usage of words and phrases</p> <p>B. Society and Life</p> <p>Bb-V-1 Common legal knowledge</p> <p>Bb-V-2 Public affairs</p> <p>Bi-V-1 Global issues</p>

VI. Implementation Directions

1. Curriculum Development

- (1) Schools should develop the curriculum based on the principles of spontaneity, interaction, and common good. Curriculum design and implementation should shift gradually from teacher-centered (including related teaching staff) instructions to student-centered self-learning.
- (2) In terms of the learning content, curriculum development should cover the two main themes of “language and literature” and “society and life”. In terms of learning performance, it should include the learning of “listening”, “speaking”, “reading”, and “writing” skills.
- (3) Curriculum development should adopt an eccentric concept, and adhere to the principles of from proximity to distance, from close to distant relations, and from domestic to international concerns for overall planning.
- (4) Continuity should be taken into account when developing the curriculum, and the percentages of reading and writing content should increase gradually in the course contents for various learning stages.
- (5) Schools should place emphasis on the horizontal integration of different domains/subjects and issues for curriculum development, together with the vertical articulation of various learning stages and different grades.
- (6) Curriculum development should be student-centered, putting emphasis on their physical/mental and learning development, and teaching should incorporate local characteristics, be relevant to daily life and practical.
- (7) Curriculum design and teaching should be linked to students’ life experience, and the school and family functions should be aligned to construct a good language learning environment.

2. Teaching Material Selection and Composition

(1) General composition principles

1. Teaching material should be composed in a way that corresponds with the core competency, and should cover cognition, affection, and skills, so that students can enhance individual and whole-person development and develop lifelong learning ability through the learning process.
2. Teaching material should be composed on the basis of “continuity and integration”, “literacy orientation”, “flexibility and energy”, “diversity and adaptation”, and “support and consolidation”. Vertical continuity across various learning stages and grades and horizontal integration between different domains/subjects should be reviewed, together with topical

inquiries and special research projects to improve students' abilities of thinking, research and analysis. Also, an overall curriculum plan should be provided, and thereby teaching content for various grades can be arranged accordingly.

3. For composition of the teaching material, "learning content" should include the two main themes of "language and literature" and "society and life", with different content for each learning stage. It may also be flexibly combined with other MOE-mandated or school-based curriculum to form different learning units.
4. For composition of the teaching material, "learning performance" should include the four types of performance in "listening", "speaking", "reading", and "writing", with different content for each learning stage.
5. When selecting and composing teaching material, material with local cultural characteristics should be included, mainly in modern language to avoid repetition of content with the Chinese language teaching material. If classic literature is to be used, Taiwanese Chinese poetry and prose should be selected to highlight local characteristics.
6. When selecting and composing teaching material, attention should be paid to the gender and ethnic implications of various media images, language, and text. Positive and equal language and text should be used when writing, and the design should conform to the contemporary trend, for example, the use of technology, media production, design of copywriting, international understanding, etc.
7. When selecting and composing teaching material, the choice of topics of the learning content should avoid transmission of specific gender and ethnic stereotypes. For example, when using folk material such as local verses, nursery rhymes, praise songs (*po-kua*), and proverbs, sexist or racist material should be avoided.
8. When selecting and composing teaching material, stories, poetry, songs relating to marine culture should be included as possible choices, so that students may read, share, and create them.
9. Proper names and name transliteration in the teaching material should conform to the names announced by the Ministry of Education. If no such standard has been defined, reference should be made to the currently available Southern Min language-related academic publications and conventional expressions, with proper translator's notes added. Also, consistency across different volumes should be maintained.
10. Textbooks should be designed with supplementary material to provide for teachers' reference before teaching. The content should not only include the objectives of the teaching unit and the number of teaching period required, but also provide necessary supplementary

information and reference list required for teaching, analysis of suggested answers for assignments, and detailed explanation of the teaching activities.

11. Content of the textbooks should be rich and diversified, able to arouse students' learning interest and promote diverse thinking, and able to take the relevant issues into consideration, in order to develop the abilities of communication and coordination, teamwork, and social participation.

(2) Principles of composing learning content

1. "Language and literature" are the main content for teaching material composition, and should be composed according to the learning content set down for various learning stages. Language knowledge, such as phonics and vocabulary, grammar and pragmatics, literary text, practical writings, should be included, and the content should extend to the appreciation of audio-visual media and literary works.
2. "Society and life" are elements for teaching material composition, and should be composed according to the learning content set down for various learning stages. Also, individual differences in students' cultural background, age, language ability, and cognitive development in various learning stages should be taken into consideration.
3. The selected material should also be relevant to life, practical, interesting, literary, and adopt an international perspective.
4. In principle, phonics should be taught in Grade 3 in elementary school, but teachers may teach it earlier depending on actual needs and students' ability.
5. Selection of Chinese characters for the teaching material should make reference to the Dictionary of Frequently-Used Taiwan Southern Min published by the Ministry of Education. Frequently used Chinese characters should be introduced first, with new vocabulary added each year, and writing exercise should be reinforced.
6. Grammar and pragmatics covered in the teaching material should have a good grasp of the wording characteristics of Southern Min language, and show respect for differences in dialectal accents and the distinction of literary and colloquial readings.
7. Composition of teaching material should be in compliance with students' experience, adopting appropriate amount of literary text and classic works on relevant issues
8. Composition of the teaching material should adopt diversified writing styles, which should include different genres such as nursery rhyme, rhyme, short essay, fairy tale, poetry, prose, novel, and drama. Plans should be made for different learning stages, with increasing length of passages and from easier to more difficulty content. Appendix 2 "Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum" is attached for

reference, for appropriate integration with various issues such as gender equality, human rights, environment and marine education.

9. Composition of the teaching material should make good use of audio-visual media to augment learning interest, develop the art of oral speech, and hence foster the ability of literature and art appreciation.

3. Teaching Implementation

- (1) Recommendations for the implementation of Southern Min language curriculum:

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

- (2) Teaching of Southern Min language should be implemented according to students' physical and mental development and the environmental context in which they are situated. Moreover, teaching implementation should accord with the specific contents of core competency, reviewed with the educational profession. Resources, opportunities, and an appropriate environment should be provided to urge students to become spontaneous and active learners, and allow them to assimilate into the environment, use resources, and interact with others in Southern Min language for promoting a friendly, prosperous society.

- (3) Instructional design should aim at educating students to appreciate and tolerate individual differences, and respect others' rights.

- (4) Design of Southern Min language teaching activities should adopt the educational objectives of equipping students with cognitive ability, affective ability, and skills.

- (5) Teaching should be implemented with a good grasp of students' learning experience, as well as relevant factors including people, event, time, location, and matter. The principles and methods of language teaching should be used wisely to offer flexible instructions.

- (6) Southern Min language teachers should take into account the following teaching principles:

1. Listening instruction: Guide students to grasp the key points when listening, and enable them

- to recapitulate the main points after listening.
2. Speaking instruction: Master the basic knowledge about pronunciation, vocabulary, tones, and sentence patterns, in conjunction with various scenarios. Diversified instructions should be offered together with reading material, audio-visual material, etc.
 3. Reading instruction: Start from simple and interesting sentences and short essays to increase fun of reading, and boost students' reading ability using appropriate reading comprehension strategies.
 4. Writing instruction: Make appropriate use of phonetic symbols, Roman alphabets, and Chinese characters, and reinforce writing of vocabulary, sentence patterns, and paragraphs to facilitate expression of emotions and enrich writing content.
 5. Integrated usage: Teaching implementation should give balanced attention to the demonstration of integrated listening, speaking, reading, and writing skills.
- (7) Scenarios should be designed when teaching, so that students may engage in spontaneous conversation. Operational and experimental learning activities such as role play and theatrical performance may be added when necessary to enhance students' interest in learning.
- (8) Based on students' learning levels and needs, teachers may flexibly adjust the sequence of the learning units and activities in textbooks, or add other relevant material to adapt to the seasons, festivals, customs and habits, local characteristics of different regions. These correspond to the two main themes of "language and literature" and "society and life" in the learning content.
- (9) Teaching implementation should integrate reference books and the information network to extend the dimensions of learning, and develop students' self-learning skills.
- (10) Teachers should draft lesson plans before teaching and reflect after teaching, in order to improve teaching effectiveness and quality, help students integrate what they have learnt and try to present their learning outcome.
- (11) Teachers may work their plans in with the school's overall curriculum plan to perform off-campus teaching or community fieldtrips, so as to deepen students' connection with the local culture, putting Southern Min language into practice in daily life. Moreover, students may learn to make creative works and participate in public affairs through such activities as broadcasting, news, drama, rapping art, language competition, policy marketing, thematic discourse, and debate.
- (12) Considering the regional characteristics, the scale of schools, and continuity of different educational stages, schools may establish a professional teachers' community for Southern

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

4. Teaching Resources

- (1) Teachers should stick to the principles of innovation and diversity for the development and design of teaching material, so as to enhance students' interest in learning.
- (2) Teachers should develop teaching aids or make their own media material to support teaching.
- (3) Teachers should make good use of community resources to increase students' opportunities for learning and performance.
- (4) Teachers should make good use of current affairs and local cultural activities to encourage and guide students to discuss the relationship between individuals and community, in order to enrich the learning content.
- (5) When selecting textbooks, preference should be given to those that facilitate innovative teaching methods or contents and that inspire students' thinking.
- (6) Supplementary teaching material should provide information and index for teaching reference, and the content should be in compliance with the teaching activities in the textbook, with appropriate level of difficulty and amount.
- (7) Schools may link up with the digital Southern Min language learning platform and integrate the relevant online open courses to provide students with opportunities and environment for spontaneous self-learning and multi-pronged language learning. Digital learning courses should be distinguished into different levels according to students' Southern Min language ability.
- (8) Schools may set up a specialized classroom or teaching resource center if space allows, in order to reinforce scenario creation and expand the collections of relevant books, audio-visual information, e-books, digital resources, and the hardware and software for all kinds of teaching media to facilitate teaching.
- (9) Schools may collect all sorts of Southern Min language information such as speech, read-aloud material, and creative literary works to serve as analysis, discussion, and teaching material.
- (10) Schools may arrange students' visits to relevant venues from time to time, drawing on the community resources, social organizations, and in collaboration with industries and social resources to expand students' experience and horizons, and provide opportunities for

observation and learning.

- (11) Schools may invite relevant scholars, experts, practitioners, or local elders to hold talks and sharing sessions in Southern Min language to broaden students' horizons.
- (12) Schools should encourage parents to form learning community, in order to strengthen teacher-parent collaboration and cooperation in support of students' afterschool learning and usage of Southern Min language.
- (13) The central competent authority should provide the language proficiency assessment tool for schools.

5. Learning Assessment

(1) Purpose of assessment

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

(2) Scope and content of assessment

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

(3) Assessment methods

- 1. Teachers should adopt diverse assessment methods with reference to the purpose, scope, and content of assessment, for examples, situational dialogue assessment, practical assessment, observation and learning portfolio, and written test.
- 2. Teachers should take into account students' physical and mental development, individual differences, and the language use status at home to adopt appropriate assessment methods.

(4) Results presentation

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

(5) Feedback and application

- 1. Teachers should give instant and specific feedback to students based on the assessment result to support their learning and help them achieve the learning objectives.
- 2. Teachers should conduct self-reflection based on the assessment results, identify students'

learning needs, improve teaching, and provide more adaptive teaching content and assessment method.

3. Students should be able to discern how the learning content can be applied in real life through participation in the assessment process, and hence take the initiative to construct knowledge and develop self-learning ability.

VII. Appendix

Appendix 1: Illustration of Learning Focus of Southern Min Language and the Corresponding Core Competency with Examples

Learning Focus of the Southern Min Language Subject		Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content	
1-I-1 Be able to hear and identify pronunciation differences of commonly used words in Southern Min language. 2-I-4 Be able to take the initiative to interact with others in Southern Min language.	°Ab-I-1 Usage of words and phrases °Ac-I-2 Life stories Ba-I-2 Kinship titles	閩-E-A1 Understand the importance of Southern Min language in one's own life, and be able to take the initiative to learn and develop the ability of learning Southern Min language.
1-IV-1 Be able to listen to and understand the theme of Southern Min conversations and think critically about the content. 2-IV-1 Be able to use Southern Min language properly to express and solve problems.	°Ab-IV-2 Usage of sentence patterns Ba-IV-2 Personality traits Bc-IV-1 Community activities	閩-J-A1 Extend the learning content of Southern Min language, and be able to perceive the spirit and cultural characteristics of the language through selection, analysis, and usage, in order to improve self-understanding.
1-V-2 Be able to hear and understand Southern Min expressions, and correctly analyze the messages in the words.	°Aa-V-1 Romanization °Ab-V-1 Usage of words and phrases °Ab-V-2 Usage of sentence patterns °Ac-V-4 Practical writings Ba-V-1 Career planning	閩-U-A1 Understand the mentality, characteristics, and status of Southern Min language, and hence build one's self confidence and effectively plan for one's personal career.
3-III-4 Be able to take the initiative to use information technology and media for reading Southern Min language.	°Aa-III-1 Romanization °Ab-III-1 Usage of words and phrases °Ab-III-2 Usage of sentence patterns	閩-E-A2 Possess the ability to think in Southern Min language, and use it in daily life to deal with relevant problems.
3-IV-2 Be able to perform independent and critical analysis and solve life problems through reading in Southern Min language.	°Ac-IV-3 Practical writings °Ba-IV-1 Respect for the genders	閩-J-A2 Possess the abilities of reading comprehension, independent thinking and analysis in Southern Min language, and hence develop the ability of solving life problems.
2-V-9 Be able to systematically analyze public issues	°Aa-V-1 Romanization Usage of words	閩-U-A2 Possess the ability to perform

Learning Focus of the Southern Min Language Subject			Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content		
and the importance of language revival in oral Southern Min language.	°Ab-V-1 °Ab-V-2 Bc-V-1	and phrases Usage of sentence patterns Public issues	reasoning, critique, and comprehensive induction using Southern Min language, and be able to reflect on the relationship between language and life in order to solve relevant problems and adapt to the future society.
2-III-6 Be able to ask and answer questions about familiar themes in daily life using Southern Min language, and able to tell the local cultural characteristics and concerns.	°Ab-III-3 °Ac-III-2	Differences in dialectal accents Poetry and short essays	閩-E-A3 Possess the ability to devise, discuss, execute, and share one’s life plans in Southern Min language, in order to enrich one’s life experience and improve one’s social adaptability.
#3-IV-3 Be able to collect, organize, and read Southern Min information through information search tools, in order to develop knowledge and skills across multiple areas of study/profession. 4-IV-5 Be able to write out one’s thoughts about social issues in Southern Min language to serve as the basis for cooperation.	°Aa-IV-2 °Ac-IV-3 Ba-IV-3	Writing of Chinese characters Practical writings Exploration of sexual orientation	閩-J-A3 Possess the competence of exploring Southern Min language and developing diverse intelligence, and hence strengthen one’s planning and executive power, and inspire the potential of innovation and adaptation.
3-V-3 Be able to read Southern Min text and reports about contemporary topics to understand the ecology of the language.	°Ab-V-1 °Ab-V-2 Bb-V-2 Be-V-1	Usage of words and phrases Usage of sentence patterns Public affairs Digital technology	閩-U-A3 Possess the ability to do planning, execution and review, and reflection using Southern Min language, so that one can use Southern Min language effectively in different social and cultural situations/professions.
1-II-1 Be able to use the Southern Min phonetic symbols, Roman alphabets, and Chinese characters to help listening and understanding. 2-II-1 Be able to use the Southern Min phonetic symbols, Roman	°Aa-II-1 °Aa-II-2 °Bg-II-1	Romanization Writing of Chinese characters Life dealings	閩-E-B1 Possess the basic ability to comprehend and use Southern Min language, and be able to express oneself, communicate, and apply the language at home, in school and community life.

Learning Focus of the Southern Min Language Subject		Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content	
alphabets, and Chinese characters to help verbal expression.		
2-IV-2 Be able to use Southern Min language to properly express ideas and feelings, as well as to share social participation and teamwork experiences.	°Ab-IV-1 Usage of words and phrases Bc-IV-1 Community activities	閩-J-B1 Possess the ability to express thoughts and emotions in Southern Min language, and be able to communicate and interact with others with empathy, and apply the language at home, in school and community.
4-V-4 Be able to write on topics or issues about an area of study/profession using Southern Min language.	°Ab-V-1 Usage of words and phrases °Ab-V-2 Usage of sentence patterns	閩-U-B1 Understand the structure, variation, and meaning of Southern Min language; possess the ability to think and do creative work in Southern Min language, and be able to express and communicate in various social activities.
4-III-2 Be able to use Southern Min language media, reference books, or online dictionary search systems to assist writing.	°Aa-III-1 Romanization °Ab-III-1 Usage of words and phrases °Bh-III-2 Regional humanities	閩-E-B2 Collect Southern Min language-related data through technology, information and various media, and be able to identify its accuracy, and organize and use it for learning Southern Min language.
#1-IV-3 Be able to collect and organize phonetic data of Southern Min language, analyze accuracy of the data, and take information ethics seriously.	°Aa-IV-1 Romanization °Aa-IV-2 Writing of Chinese characters °Ac-IV-3 Practical writings	閩-J-B2 Collect and organize Southern Min language data by using information and search tools, and be able to analyze and identify the information accuracy; take information ethics seriously to enhance media literacy.
3-V-5 Be able to use dictionaries of Southern Min language to assist reading of material related to one's area of study/profession.	°Aa-V-1 Romanization °Aa-V-2 Writing of Chinese characters °Ab-V-2 Usage of sentence patterns	閩-U-B2 Use Southern Min language for the analysis and critique of media information, in order to contemplate the relationship between human and technology, information, media ethics.
2-III-4 Be able to chant or sing Southern Min literary works, and develop aesthetic literacy.	°Aa-III-1 Romanization °Ab-III-1 Usage of words and phrases °Bf-III-1 Performing arts	閩-E-B3 Possess the aesthetic literacy of perceiving and appreciating the art of Southern Min language,

Learning Focus of the Southern Min Language Subject			Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content		
	°Bh-III-2	Regional humanities	and be able to integrate it into daily life.
#1-IV-4 Be able to listen to and perceive the connotation expressed in Southern Min language-related artistic/cultural activities.	°Ac-IV-1 °Bf-IV-1 Bf-IV-2	Selected poems Creation of performing arts Artistic participation	閩-J-B3 Engage in art appreciation through Southern Min language; perceive the beauty of its phonology; understand its embedded meaning and be able to appreciate its artistic characteristics; possess the writing ability.
3-V-6 Be able to appreciate and analyze Southern Min literary works and the related information, and perceive their relationship with the society, history, and culture. 4-V-4 Be able to write on topics or issues about an area of study/profession using Southern Min language.	°Ab-V-1 Bf-V-2 Bh-V-2	Usage of words and phrases Art appreciation Cultural characteristics	閩-U-B3 Develop the ability to appreciate and analyze the Southern Min language, and be able to apprehend its relationship with the society, history, and culture, so as to appreciate the artistic beauty of the language, and hence engage in creative work and sharing.
2-III-6 Be able to ask and answer questions about familiar themes in daily life using Southern Min language, and able to tell the local cultural characteristics and concerns.	°Ab-III-3 °Ba-III-1 °Bg-III-1 °Bg-III-3	Differences in dialectal accents Social appellations Life dealings Human rights concepts	閩-E-C1 Possess the ability to improve friendly dealing with others through the learning of Southern Min language, and be able to participate in various family, school, and community activities, develop a sense of responsibility and practice the virtues of life and civic consciousness.
1-IV-2 Be able to hear and identify important issues expressed in Southern Min language, and thereby improve communication and coordination.	°Ab-IV-2 Bc-IV-1 Bc-IV-2	Usage of sentence patterns Community activities Civic literacy	閩-J-C1 Possess the awareness and sense of responsibility of being a social citizen through the learning of Southern Min language; be able to show concern for social issues, nature and ecology, and take part in community activities on one’s own initiative.
3-V-7 Be able to reflect on the Southern Min literary works to develop critical civic literacy.	°Ab-V-1 °Ab-V-2 Bc-V-1	Usage of words and phrases Usage of sentence patterns Public issues	閩-U-C1 Be used and happy to use Southern Min language and show concern for public issues, and take the initiative to participate in

Learning Focus of the Southern Min Language Subject		Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content	
		social activities; care about the language revival, nature and ecology, and sustainable development of human beings; practice the virtues of knowing what is good, desiring what is good, and doing good.
3-III-1 Be able to use dictionaries and other reference books to assist reading in Southern Min language. 3-III-2 Be able to understand the theme and connotation of Southern Min literature through reading.	°Aa-III-1 Romanization °Ac-III-2 Poetry and short essays °Bh-III-1 Products and landscape	閩-E-C2 Possess the communication skill in Southern Min language; love oneself, respect others, and exert the spirit of teamwork.
2-IV-2 Be able to use Southern Min language to properly express ideas and feelings, as well as to share social participation and teamwork experiences. 4-IV-5 Be able to write out one's thoughts about social issues in Southern Min language to serve as the basis for cooperation.	°Ab-IV-2 Usage of sentence patterns °Ac-IV-3 Practical writings °Bg-IV-2 Written expression	閩-J-C2 Make the most of Southern Min language to improve communication and coordination skills as well as the ability of group participation; develop good interpersonal relationship, and foster the ability of cooperation and harmonious interaction with others.
1-V-7 Be able to hear and identify differences in Southern Min dialectal accents and phrases, and develop an understanding of and respect for other languages. 2-V-7 Be able to engage in communication and coordination in Southern Min language to improve teamwork.	°Aa-V-1 Romanization °Ab-V-1 Usage of words and phrases °Ab-V-2 Usage of sentence patterns Bb-V-2 Public affairs	閩-U-C2 Possess the ability to build good interpersonal relationship, and develop communication and coordination, teamwork, social participation skills using Southern Min language.
2-III-5 Be able to express initial understanding of multiculturalism in oral Southern Min language. 3-III-3 Be able to understand	°Ab-III-1 Usage of words and phrases °Ab-III-2 Usage of sentence patterns °Ab-III-4 Distinction of	閩-E-C3 Develop a respectful and tolerant attitude for the diversity of multiple languages and cultures through the learning of Southern

Learning Focus of the Southern Min Language Subject		Core Competency of the Southern Min Language Subject
Learning Performance	Learning Content	
the local cultural characteristics in the process of reading Southern Min language.	literary and colloquial readings	Min language.
#2-IV-5 Be able to express an understanding of and respect for other countries, languages, and cultures in oral Southern Min language.	°Ab-IV-2 Usage of sentence patterns °Ac-IV-3 Practical writings Bc-IV-2 Civic literacy	閩-J-C3 Develop an identity with one's own culture through the learning of Southern Min language; possess the competence of adapting to social development, respecting multiculturalism, and caring for international affairs.
3-V-9 Be able to read different genres of Southern Min literary works, and contemplate the correlation of localization and internationalization.	°Ac-V-2 Selected prose °Ac-V-4 Practical writings Bi-V-1 Global issues	閩-U-C3 Develop one's cultural identity and a multicultural perspective using Southern Min language, and be able to reflect on the correlation of localization and internationalization, in order to analyze international trends and understand global issues.

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

A. Foreword

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

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

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

Issue-based education can be implemented in both formal and informal curricula. Curriculum development and teaching material selection and composition should be centered on students' experiences, and materials from 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 materials and editing of teacher's manuals. When teaching, teachers should not only cover contents of the domain/subject's teaching materials, but also include the issues through connection, extension, integration, and transformation of the domain/subject's contents. They may also add characters, exemplary models, customs, and festivals into the teaching materials, or adopt incidental teaching. Besides, the issues may also be integrated in assignments, works, performances, visits, society or group activities in diversified ways. The classroom can be made a learning community for knowledge building and development through discussion, conversation, critique, and reflection, so that the quality of issue-based learning can be improved.

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

B. Learning goals of the issues

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

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

Issues	Learning Goals
education ²	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 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

Issues	Learning Goals
	value of multiculturalism.
Reading literacy education	Develop the text-based thinking, problem solving, and knowledge construction 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 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 or illustration of the selection of issues, practices, and examples in this domain, please refer to the “Language Domain – Native Language (Southern Min language) Curriculum Guide”.

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

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
	gender implications in language, text, and signs	gender implications of images, language, and text; use gender-equal language and text for communication.	gender implications of various signs, and the gender problems in interpersonal communication.	gender implications of signs, and use gender-equal language and signs.
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	性J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media. 性J8 Interpret the gender implications of technological products.	性U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement. 性U8 Develop technology and information 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.
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and interpersonal	性J11 Remove emotional expression and communication that denotes	性U11 Analyze gender power issues in affective relationship; develop

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
		interaction. 性E11 Develop the ability of appropriate emotional expression between genders.	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.	communication and negotiation skills; and enhance the ability to deal with sentimental frustration. 性U12 Reflect on the gender power relations in various interactions.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of different societies.	性J13 Understand the gender implications of the diversity of family types. 性J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	性U13 Explore the gender and family issues in both local and international societies. 性U14 Make good use of resources to broaden the local and international horizons of gender equality.
Human Rights Education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	人U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.
	Human rights and responsibility	人E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	人J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	人U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.

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

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

Educational stages Issues/Learning topics		Substantive contents of the issues		
		Elementary school	Junior high school	Upper secondary school
			<p>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>human rights.</p> <p>人U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.</p> <p>人U12 Discern all the important international human rights covenants of the United Nations.</p>
Environment Education	Environmental ethics	<p>環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p> <p>環E2 Perceive the beauty and value of biological life; care for the life of animals and plants.</p> <p>環E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.</p>	<p>環J1 Understand the importance of biodiversity and environmental carrying capacity.</p> <p>環J2 Understand the interactive relationship between human beings and animals in the surrounding; understand animals' needs; and care for animals' welfare.</p> <p>環J3 Understand the ethical value of natural environment through environmental aesthetics and nature literature.</p>	<p>環U1 Care for the place of residence; understand the importance of compensatory justice due to the developmental restriction and harmed interest brought by protection of the place.</p> <p>環U2 Understand the eco-injustice due to human damage of other species and habitats, and thus support the relevant environmental protection policies.</p>
	Sustainable development	環E4 Perceive the impact of economic development and industrial	環J4 Understand the meaning and principle of sustainable development	環U3 Examine the contents of Taiwan's 21st century agenda and the related

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>development on the environment.</p> <p>環E5 Perceive the impact of human lifestyle on other creatures and the ecological system.</p> <p>環E6 Understand that excessive material demands of human beings will impact on future generations.</p> <p>環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society.</p>	<p>(balanced development of the environment, society, and economy).</p> <p>環J5 Understand the background and trend of United Nations' promotion of sustainable development.</p> <p>環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.</p>	<p>policies.</p> <p>環U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development.</p> <p>環U5 Adopt a lifestyle of sustainable consumption and simple life; promote sustainable development.</p>
	Climate change	<p>環E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena.</p> <p>環E9 Perceive the impact caused by climate change on life, society, and the environment.</p> <p>環E10 Acknowledge that human behaviors are the cause of climate change.</p>	<p>環J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change through the "carbon cycle".</p> <p>環J8 Understand the fragility and resilience of Taiwan's ecological environment and social development in face of climate change.</p> <p>環J9 Understand the meaning of climate change mitigation and adaptation, and Taiwan's policies in response to</p>	<p>環U6 Examine the international and local coping measures against climate change; understand the spirit of international covenants in response to climate change.</p> <p>環U7 Collect and analyze the local trend of energy consumption and carbon emission; speculate on solutions that suit the local conditions; participate in collective action.</p>

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
			climate change adaptation.	
	Disaster prevention and rescue	環E11 Discern major disasters that have occurred in Taiwan. 環E12 Develop an alertness and sensitivity to disasters; gain a basic understanding of disasters; and be able to avoid the occurrence of disasters. 環E13 Perceive the increased frequency and expanded impact of natural disasters.	環J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry. 環J11 Understand the factor of human influence on natural disasters. 環J12 Beware of the possible hazards that may come with different disaster types; learn about the suitable prevention and hideaway behaviors. 環J13 Participate in disaster evacuation drills.	環U8 Understand Taiwan's policy formulation for disaster prevention from the perspective of the disaster prevention regulations. 環U9 Analyze the actual monitoring data; examine the trend and prediction of natural disaster frequency. 環U10 Execute the disaster prevention and rescue drills. 環U11 Draw disaster prevention maps by using graphics technology and investigation of disaster data.
	Sustainable use of energy and resources	環E14 Understand that energy and resources have to be used for human survival and development; learn to use natural energy or materials in their natural forms in everyday life. 環E15 Realize that over-consumption of energy and resources will	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,

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>cause pollution to the environment and resource depletion.</p> <p>環E16 Understand the principles of material cycle as well as resource recycling and reuse.</p> <p>環E17 Develop behaviors of water, electricity, and material conservation in everyday life, and reduce resource consumption.</p>	<p>環J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>green design, and clean production mechanism.</p> <p>環U14 Understand the local and international legislation and administrative measures relating to the utilization of energy.</p> <p>環U15 Understand the green construction principles of adaptation to local conditions and environmental friendliness.</p>
Marine Education	Marine recreation	<p>海E1 Like water activities, and take water safety seriously.</p> <p>海E2 Learn the skill of swimming, and be familiar with the self-help knowledge and skills.</p> <p>海E3 Possess the knowledge and skills to engage in various water recreational activities.</p>	<p>海J1 Participate in diverse marine recreations and water activities, and be familiar with various water survival skills.</p> <p>海J2 Learn about and take part in safe marine eco-tourism.</p> <p>海J3 Understand the coastal and riverside environment and the residents' life and recreation.</p>	<p>海U1 Be well-versed in various water sports; possess the safety knowledge and skills.</p> <p>海U2 Plan and participate in various water recreations and tourist activities.</p> <p>海U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.</p>
	Marine society	<p>海E4 Learn about the environment and industries in one's hometown or neighboring</p>	<p>海J4 Understand the structure and development of marine aquatic products, marine</p>	<p>海U4 Analyze the development of marine industries and technology, and</p>

Educational stages		Substantive contents of the issues		
Issues/Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>waters.</p> <p>海E5 Explore the relationship between Taiwan's pioneering history and the ocean.</p> <p>海E6 Understand that Taiwan is a maritime state; strengthen the awareness of Taiwan's maritime sovereignty.</p>	<p>engineering, transportation, energy, tourism, and related industries.</p> <p>海J5 Understand the characteristics and importance of Taiwan's territory and geographic location.</p> <p>海J6 Understand the maritime law and regulations related to everyday life.</p> <p>海J7 Explore the impact of the development of marine industries on Taiwan's economy.</p>	<p>assess their relationship with economic activities.</p> <p>海U5 Learn about the maritime law; understand and care about the maritime policies.</p> <p>海U6 Examine the evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences.</p> <p>海U7 Understand Taiwan's maritime interest and strategic position.</p>
	Marine culture	<p>海E7 Read, share, and create ocean-related stories.</p> <p>海E8 Understand the relationship between maritime folklore, religion, and life.</p> <p>海E9 Engage in artistic presentation with an oceanic theme by using the body, voice, images, and props.</p>	<p>海J8 Read, share, and create literature with an oceanic background.</p> <p>海J9 Understand the similarities and differences of the maritime cultures of Taiwan and other countries.</p> <p>海J10 Engage in artistic presentation with an oceanic theme using various media and in different forms.</p> <p>海J11 Understand the meaning of maritime folklore, religious beliefs</p>	<p>海U8 Create literature with an oceanic background in various genres and using different writing skills.</p> <p>海U9 Identify the value, style, and cultural context of various ocean arts.</p> <p>海U10 Compare the evolution, similarities and differences of the maritime folklore, religious beliefs and rituals of Taiwan and other countries.</p>

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

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

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

Issue-based curriculum integration for the contents of the Eastern Min language covers the knowledge, attitude, and action. Emphasis is put on elevating the perception of and sensitivity to the issues, development of the values and a sense of responsibility, and the practice thereof in daily

life. When conducting issue-based education, students' ability to explore, think critically, and take action about the issues can be developed by connecting the learning focus of the domain with the substantive contents of the issues, and the extension, integration, and transformation thereof. The following table lists the learning topics and substantive contents of the four issues (gender equality education, human rights education, environment education, and marine education), with examples of "learning focus" from the curriculum guidelines, to provide a reference for teaching material selection and composition and for teaching implementation.

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
Gender Equality Education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity.	Ba-I-1 Understanding the body Ba-III-2 Understanding genders
		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.	◎Ba-IV-1 Respect for the genders Ba-IV-2 Personality traits
	Breakthrough of gender roles and elimination of sexism	性U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development.	Ba-V-2 Gender issues
		性E3 Perceive the gender stereotypes, understand that division of labor in family, school, and occupation should not be subject to gender restriction.	◎Ab-I-1 Usage of words and phrases
		性J3 Review the prejudice and discrimination in family, school, and workplace based on gender stereotype.	4-IV-5 Be able to write out one's thoughts about social issues in Southern Min language to serve as the basis for cooperation. ◎Ba-IV-1 Respect for the genders Ba-IV-3 Exploration of sexual orientation
		性U3 Analyze gender inequality phenomena in family, school, workplace, and media,	2-V-9 Be able to systematically analyze public issues and the importance of language revival in oral Southern Min language.

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		and propose strategies for improvement.	3-V-7 Ba-V-1 Bc-V-1	Be able to reflect on the Southern Min literary works to develop critical civic literacy. Career planning Public issues
	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.	2-I-1 Ba-III-2	Be able to use Southern Min language to express care and courtesy to others in simple way. Understanding genders
		性J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	1-IV-1 ◎Bg-IV-1 ◎Bg-IV-2	Be able to listen to and understand the theme of Southern Min conversations and think critically about the content. Oral expression Written expression
		性U6 Analyze the gender implications of signs, and use gender-equal language and signs.	2-V-9 3-V-7 4-V-4 ◎Bg-V-1 ◎Bg-V-2	Be able to systematically analyze public issues and the importance of language revival in oral Southern Min language. Be able to reflect on the Southern Min literary works to develop critical civic literacy. Be able to write on topics or issues about an area of study/profession using Southern Min language. Oral expression Written expression
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	1-III-2 ◎Be-II-1 ◎Be-II-2	Be able to take the initiative to follow and understand Southern Min messages on various technology and information media. Digital resources Audio-visual media materials
		性J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media.	#2-IV-3 ◎Be-IV-1	Be able to collect resources via technology media for making oral expression in Southern Min language. Digital resources

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
	Gender rights and public participation	性 U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement.	2-V-5 Be-V-1 Be-V-2	Be able to collect resources via technology media for conducting oral communication and creation in Southern Min language. Digital technology Audio-visual creation
		性J10 Explore gender inequality in the use and distribution of resources in society, and propose solutions.	1-IV-2 Bc-IV-2 Bi-IV-1	Be able to hear and identify important issues expressed in Southern Min language, and thereby improve communication and coordination. Civic literacy International understanding
		性 U10 Review gender-related policies and offer opinions.	1-V-3 Bb-V-1 Bb-V-2 Bc-V-1 Bi-V-1 Bi-V-2	Be able to hear and identify the implication of important issues in life expressed in Southern Min language, and be able to make inquiry. Common legal knowledge Public affairs Public issues Global issues Civic consciousness
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and interpersonal interaction.	2-III-2 Bb-I-1 Bb-I-2	Be able to engage in conversation, sharing, and discussion in Southern Min language. Family life School life
		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.	2-IV-2 Ba-IV-1	Be able to use Southern Min language to properly express ideas and feelings, as well as to share social participation and teamwork experiences. Respect for the genders

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
	Gender and multiculturalism	性 U12 Reflect on the gender power relations in various interactions.	2-V-7	Be able to engage in communication and coordination in Southern Min language to improve teamwork ability.
			Ba-V-2 Bb-V-2 Bh-V-1 Bh-V-2	Gender issues Public affairs Customs and habits Cultural characteristics
		性 J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	◎Bh-IV-2 Bi-IV-1	Regional humanities International understanding
		性 U14 Make good use of resources to broaden the local and international horizons of gender equality.	Bh-V-1 Bh-V-2 Bi-V-1	Customs and habits Cultural characteristics Global issues
Human Rights Education	Basic concept of human rights	人E1 Understand that human rights are inherent, universal, and inalienable.	◎Bg-III-3	Human rights concepts
		人J1 Discern the meaning of basic human rights, and understand the meaning of the Constitution for the protection of human rights.	4-IV-5 Bc-IV-2 ◎Bg-IV-3	Be able to write out one's thoughts about social issues in Southern Min language to serve as the basis for cooperation. Civic literacy Human rights concept
		人 U1 Apprehend the contemporary meaning of universal human rights, and the meaning of the UN Human Rights Convention for human rights protection.	4-V-4 Bc-V-1 Bg-V-3	Be able to write on topics or issues about an area of study/profession using Southern Min language. Public issues Human rights issues
	Human rights and responsibility	人E2 Show concern for unfair incidents in our surrounding, and share ideas for improvement.	2-III-6	Be able to ask and answer questions about familiar themes in daily life using Southern Min language, and able to tell the local cultural characteristics and concerns.
		人J2 Show concern for local human rights issues,	#3-IV-5	Be able to understand and respect different languages and cultural characteristics

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		propose a social blueprint that accords with justice, and engage in social improvement and action.	Bc-IV-2 Bi-IV-1	through reading Southern Min literary works, and develop a sense of citizenship. Civic literacy International understanding
		人 U2 Explore international human rights issues, and take responsibility for peaceful and sustainable development as a global citizen.	2-V-9 Bb-V-1 Bc-V-1 Bg-V-3 Bi-V-1 Bi-V-2	Be able to systematically analyze public issues and the importance of language revival in oral Southern Min language. Common legal knowledge Public issues Human rights issues Global issues Civic consciousness
	Human rights and its practice in life	人 E5 Appreciate and accept individual differences and respect one's own and others' rights.	2-III-5	Be able to express initial understanding of multiculturalism in oral Southern Min language.
		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.	#3-IV-5 4-IV-5	Be able to understand and respect different languages and cultural characteristics through reading Southern Min literary works, and develop a sense of citizenship. Be able to write out one's thoughts about social issues in Southern Min language to serve as the basis for cooperation.
		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.	3-V-7 4-V-4 Bh-V-1 Bh-V-2 Bi-V-2	Be able to reflect on the Southern Min literary works to develop critical civic literacy. Be able to write on topics or issues about an area of study/profession using Southern Min language. Customs and habits Cultural characteristics Civic consciousness
	Important topics of human rights	人 J14 Understand the significance of Universal Declaration of Human Rights for maintaining and	Bi-IV-1	International understanding

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		protecting human rights.		
		<p>人 U10 Understand the function of United Nations and other human rights-related organizations in the protection of human rights.</p> <p>人 U12 Discern all the important international human rights covenants of the United Nations.</p>	<p>Bb-V-1 Bg-V-3 Bi-V-1</p>	<p>Common legal knowledge Human rights issues Global issues</p>
Environment Education	Environmental ethics	環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.	<p>◎Bd-II-1 ◎Bd-II-2 ◎Bd-II-3</p>	<p>Environmental protection Ecological conservation Marine conservation</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>Bd-V-1 Bd-V-2 Bh-V-1 Bi-V-2</p>	<p>Environmental ethics Climate change Customs and habits Civic consciousness</p>
	Sustainable development	環J5 Understand the background and trend of United Nations' promotion of sustainable development.	<p>◎Bh-IV-1 ◎Bh-IV-2 Bi-IV-1</p>	<p>Products and landscape Regional humanities International understanding</p>
		環 U3 Examine the contents of Taiwan's 21st century agenda and the related policies.	<p>Bh-V-1 Bh-V-2 Bi-V-1 Bi-V-2</p>	<p>Customs and habits Cultural characteristics Global issues Civic consciousness</p>
Marine Education	Marine recreation	<p>海 J1 Participate in diverse marine recreations and water activities, and be familiar with various water survival skills.</p> <p>海 J2 Learn about and take part in safe marine eco-tourism.</p>	<p>1-IV-2 #2-IV-3</p>	<p>Be able to hear and identify important issues expressed in Southern Min language, and thereby improve communication and coordination. Be able to collect resources via technology media for making oral expression in</p>

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration	
		海 J3 Understand the coastal and riverside environment and the residents' life and recreation.	◎Bh-IV-1 ◎Bh-IV-2 ◎Bh-IV-3	Southern Min language. Products and landscape Regional humanities Marine culture
		海 U1 Be well-versed in various water sports; possess the safety knowledge and skills.	1-V-6	Be able to hear and identify the connotation of Southern Min words and phrases, and thereby improve teamwork and social participation.
		海 U2 Plan and participate in various water recreations and tourist activities.	2-V-7	Be able to engage in communication and coordination in Southern Min language to improve teamwork.
		海 U3 Understand the landscape, culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.	3-V-3	Be able to read Southern Min text and reports about contemporary topics to understand the ecology of the language.
			3-V-6	Be able to appreciate and analyze Southern Min literary works and the related information, and perceive their relationship with the society, history, and culture.
			3-V-8	Be able to engage in shared reading of Southern Min literary works, and develop the abilities of communication and coordination, teamwork, and social participation.
	Marine culture	海E7 Read, share, and create ocean-related stories.	3-III-2	Be able to understand the theme and connotation of Southern Min literature through reading.
			3-III-3	Be able to understand the local cultural characteristics in the process of reading Southern Min language.
		海 J8 Read, share, and create literature with an oceanic	◎Bd-IV-3 Bi-IV-1	Marine conservation International understanding

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
		<p>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>海 U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities.</p> <p>海 U5 Learn about the maritime law; understand and care about the maritime policies.</p> <p>海 U6 Examine the evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences.</p> <p>海 U7 Understand Taiwan's maritime interest and strategic position.</p>	<p>3-V-6 Be able to appreciate and analyze Southern Min literary works and the related information, and perceive their relationship with the society, history, and culture.</p> <p>Bb-V-1 Common legal knowledge</p> <p>Bd-V-1 Environmental ethics</p> <p>Bd-V-2 Climate change</p> <p>Bd-V-3 Marine resources</p> <p>Bi-V-1 Global issues</p> <p>Bi-V-2 Civic consciousness</p>