

Curriculum Guidelines for the 12-Year Basic Education
Vocational Senior High School

The Domain of Social Studies

Ministry of Education

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I. Fundamental Beliefs

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

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

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

horizontal connection between the characteristics and functions of different types of senior high schools.

II. Curriculum Goals

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

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

III. Time Allocation and Subject Combinations

Domain/Subject		Credits	Description
Topic			
Social Studies	History	6-10	<ol style="list-style-type: none"> 1. The “Social Studies Domain” includes three subjects: history, geography and civics and society. Schools may flexibly teach these subjects according to factors such as cluster and department, integration with certain issues, students’ career development, school development characteristics and teaching staff allocation (including collaborative instruction). Each subject should be worth 2-4 credits, and students must study at least two of the subjects. 2. Schools may also teach cross-subject integrated, inquisitive or practical social inquiry and practice courses, which are worth 2 credits. 3. It is recommended that schools teach 2-4 credits per semester in the first academic year, and 2 credits in the second academic year, with 6-10 credits being taught in total.
	Geography		
	Civics and Society		

IV. Core Competency

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

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

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		problems in daily life.			strategies to solve various problems.
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	社-E-A3 Explore issues related to human life. Create learning plans, and continue to be innovative and respond to change during the implementation process.	社-J-A3 Actively learn and research issues related to human life. Leverage resources to create corresponding action plans and find possibilities for innovative breakthrough.	社-U-A3 Possess competencies of reflection, planning, and practice regarding issues related to human life, while being able to keep pace with the times, and innovate in response to change.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the work-place.	社-E-B1 Understand the richness of human life through language, words, images, and other representative symbols. Be able to achieve the purpose of communication using a variety of representative symbols to explain relevant information and promote mutual understanding.	社-J-B1 Use words, language, tables, images, and other representative symbols to express the richness of human life and promote communication and mutual understanding.	社-U-B1 Use language, words, diagrams, images, gestures, and other representative symbols to express experiences, thoughts, values, and feelings, and be able to empathize with the meaning expressed by others to enhance communication.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze,	社-E-B2 Understand and use technology, information, and media, as well as explore their relevance to the values, beliefs, and attitudes of human society.	社-J-B2 Understand the development and application of technology and media in different times and spaces. Use improved media literacy to think about conflicts	社-U-B2 Leverage various technologies, information, and media to participate in public affairs or solve social issues, and critically reflect on ethical issues

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		speculate about, and criticize humans' relationships with technology, information, and media.		and impact they create in real life.	regarding technology, information, and media.
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	社-E-B3 Experience the beauty of nature, ethnicity, and culture in life, and appreciate diverse and rich environmental and cultural meaning.	社-J-B3 Appreciate the beauty of nature, ethnicity, and culture in different times, spaces, and environments to enrich one's life.	社-U-B3 Understand the interactions among geography, history, and various norms of human life, and further appreciate the aesthetic context behind these interactions.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral	社-E-C1 Nurture good daily habits as well as understand and abide by social norms. Participate in public affairs and develop a sense of social responsibility so as to respect and safeguard human rights for everyone, as well as care about sustainable development of nature and human society.	社-J-C1 Cultivate moral thinking and the ability to put it into practice, as well as the attitude of respecting human rights. Possess democratic literacy, rule of law, environmental ethics, and local and global awareness, and participate in charity events.	社-U-C1 Possess competencies of thinking about and discuss ethics, human rights, the environment, and public issues. Develop good morals, enhance civic awareness, and actively participate in environmental conservation and social public affairs.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Social Studies		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		character to recognize, appreciate, and practice good deeds.			
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	社-E-C2 Establish good interpersonal relationships, and nurture the ability to respect differences, care for others, and work in a team.	社-J-C2 Possess competency and attitude for empathetic and rational communication, as well as develop cooperative relationships with others.	社-U-C2 Develop appropriate interpersonal relationships and demonstrate the spirit and action of teamwork, such as mutual understanding, communication and coordination, and social participation and service.
	C3 Multi-cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	社-E-C3 Understand one's own culture, respect and appreciate cultural diversity, as well as care about local and global issues.	社-J-C3 Respect and appreciate the cultural diversity of various ethnic groups, understand the connections among cultures, as well as relations between Taiwan and the international community.	社-U-C3 Cherish values in one's culture, respect and recognize cultural diversity, as well as care about global issues, with a view to expand worldview and enhance international mobility.

V. Learning Focus

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

1. Learning Performance

“Learning performance” in the social studies domain includes cognitive process, affective attitude and skilled action, with “understanding and reflective thinking”, “attitudes and values” and “implementation and participation” serving as the common domain framework. These are then demonstrated according to the characteristics of each subject. Due to the cross-subject nature of “Social inquiry and practice”, its learning performances are included in those of the history, geography and civics and society subjects, and therefore are not written separately. The common framework for the aspects and sub-aspects of the social studies domain learning focus are as follows:

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

The following learning performances include aspects, sub-aspects and items. The coding scheme is as follows:

1. The first part of the codes represent the “dimensions and aspects”; the dimensions are

numbered in Arabic numerals, while the aspects are numbered in lower-case letters of the English alphabet. The codes are preceded by “H”, “G”, or “C” to indicate which subject they belong to.

2.The second part of the codes represent “learning stage”, and uses the Roman numeral “V” to indicate the fifth learning stage.

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

Dimensions	Aspects	Items	
1.Understanding and Reflective Thinking	a.Awareness and Description	H1a-V-1	Comparing the present with the past, and describe the relevance between them.
		G1a-V-1	Distinguish the meaning of fundamental beliefs, principles and theories of geography.
		G1a-V-2	Clarify the meaning of fundamental beliefs, principles and theories of geography.
		G1a-V-3	Explain how to observe surface phenomena and issues in a geographic perspective.
		C1a-V-1	Explaining social and real-life phenomena and their causes.
		C1a-V-2	Clarifying the core concepts of civic knowledge.
	b.Analysis and Interpretation	H1b-V-1	Connecting historical knowledge with current life, and using historical knowledge to analyze social phenomena or changes.
		H1b-V-2	Identifying the causes of historical phenomena, inferring its causal relationship, and analyzing the impact of historical events.
		G1b-V-1	Use the fundamental beliefs and principles of geography to explain the relevant surface phenomena.
		G1b-V-2	Link geographic systems, geographic perspectives, and geographic skills to analyze the meaning of surface phenomena.
		G1b-V-3	Link geographic systems, geographic perspectives, and geographic skills to analyze the characteristics of surface phenomena.
		C1b-V-1	Applying civic knowledge to explain relevant social phenomena.
		C1b-V-2	Distinguishing between different perspectives for explaining social phenomena.
	c.Judgment and Production	H1c-V-1	Combining historical knowledge and data evidence, to propose personal analyses and

Dimensions	Aspects	Items
		interpretations. H1c-V-2 Critically analyzing historical issues and proposing methods of problem solving.
		G1c-V-1 Discuss issues in terms of geographic systems and geographic perspectives.
		G1c-V-2 Think about various social and environmental issues and conduct integrated evaluations.
		G1c-V-3 Integrate interdisciplinary/subject relevant knowledge, think reflectively on various social and environmental issues, and provide opinions or solutions.
		C1c-V-1 Reflecting and commenting on relevant civic knowledge.
		C1c-V-2 Integrating civic knowledge, discussing individual arguments and providing reasonable supporting evidence.
2.Attitudes and Values	a.Sensitivity and Caring	H2a-V-1 Using historical knowledge to understand the causes of environmental issues, and developing consciousness of Taiwan's history and caring of local communities.
		H2a-V-2 Connecting Taiwan's historical experience with other countries' development, and deepening understanding of the context of historical events and developing global vision; caring about historical development of different cultures around the world and issues of culture transmission; caring about historical development of different cultures around the world and issues of culture transmission.
		G2a-V-1 Instilling awareness of the meaning of social and environmental changes.
		G2a-V-2 Link the concepts of geographic perspectives and geographic systems to experience the global connection behind the various phenomena in life.
	b.Empathy and Respect	C2a-V-1 Paying attention to issues related to social life, as well as the impact of these issues.
		H2b-V-1 Understanding the influences of temporal and spatial background on historical events' development or historical figures.
		H2b-V-2 Understanding and respecting the uniqueness and subjectivity of different cultures, ethnicities, races and genders.
		G2b-V-1 Gain sense of place and topophilia, and care for social and environmental issues in other regions.
		G2b-V-2 Respect the diversity of culture and appreciate the landscape created by the

Dimensions	Aspects	Items
		G2b-V-3 human-environmental interaction. Understand the system operation of the geographical environment and recognize the meaning of environmental ethics.
		C2b-V-1 Empathizing with the experiences and emotions of individuals or different groups in social situations.
		C2b-V-2 Respecting or recognizing varying arguments and differences in society.
	c.Introspection and Prizing	H2c-V-1 Thinking reflectively about the multiple dimensions of historical development and prizing social systems which integrates multiple ethnic groups and cultures, as well as the value of human rights.
		G2c-V-1 Think about the meaning of everyday life and value the wisdom of everyday life.
		G2c-V-2 Cherish the environmental sustainability of different spatial scales and be willing to take action for protection.
		C2c-V-1 Recognizing the subjectivity of the self and of different groups.
		C2c-V-2 Prizing and being willing to protect important civic values.
3.Implementation and Participation	a.Problem-finding	H3a-V-1 Perceiving the relationship between contemporary events and history, as well as thinking about and clarifying problems.
		G3a-V-1 Use geographic skills to explore a variety of social and environmental issues based on geographic systems and geographic perspectives.
		G3a-V-2 Analyze the background and meaning of the problem and propose possible strategies to solve the problem.
		C3a-V-1 Defining the problems of modern societal life.
	b.Data Collection and Application	H3b-V-1 Gathering, organizing and categorizing historical data according to the theme.
		H3b-V-2 Studying or investigating historical data, and analyzing the relationship between the background of its formation and its content.
		G3b-V-1 Collect data relevant to solving problems from various maps, aerial photos, satellite imagery, the Internet, literature, experiments, and field observations, etc.
		G3b-V-2 Select appropriate methods such as statistical methods and geographic information systems for data analysis and induction.
		G3b-V-3 Identify the patterns, correlations and

Dimensions	Aspects	Items
		trends of phenomena from various types of data. Interpret the meaning of the data
		C3b-V-1 Utilizing multiple strategies to gather information related to civil and societal life.
		C3b-V-2 Analyzing and applying information related to civil and societal life.
	c.Communication and Cooperation	H3c-V-1 Listening to others and stating personal perspectives, reviewing personal blind spots and prejudices, and then forming new perspectives.
		G3c-V-1 Participate in group discussions, think about the meaning of the data and judge the reliability of the data.
		G3c-V-2 Participate in group discussions and discuss effective ways to solve problems with others.
		G3c-V-3 Work together as a team to solve the problem.
		C3c-V-1 Listening to others' opinions and clarifying each other's perspectives.
		C3c-V-2 Reaching a consensus through discussion.
		C3c-V-3 Incorporating the characteristics of each group member and demonstrating the results of teamwork.
	d.Planning and Practice	H3d-V-1 Planning and executing history-related creations or performances.
		H3d-V-2 Analyzing and discussing public issues related to values and stances from a historical viewpoint, and taking action based on the discussions.
		G3d-V-1 Through teamwork, explore various social or environmental issues and plan strategies for solving problems.
		G3d-V-2 The team work together to implement a strategy for problem solving and present implementation results.
		G3d-V-3 Review the effectiveness of the implementation strategy and propose improvements.
		C3d-V-1 Executing public-oriented or altruistic action plans and evaluating the impact.
		C3d-V-2 Carrying out public-oriented or altruistic actions, and then reflecting on as well as amending them.

2. Learning Content

The learning content for the social studies domain/subject at the vocational senior high

school level is based on the rationales and curriculum goals in the *General Guidelines* and the *Social Studies Guidelines*. It describes the basic knowledge content of the social studies domain/subjects according to their characteristics.

In accordance with the *General Guidelines*, subject-specific teaching is principally implemented at the upper secondary school level. The learning contents for each subject at the vocational senior high school level have three main aspects: 1. Focusing on developing core competencies, while maintaining the connections between subject knowledge, skills and affective attitudes; 2. Placing equal weight on theory and practice, and taking students' career planning and development needs into consideration; 3. Valuing space for students to conduct self-directed inquiry.

The following sections list the learning contents of the “history”, “geography”, “civics and society”, and “social inquiry and practice” subjects. There are separate notes for the learning content of each subject; please refer to Appendix III. Teachers, schools, local governments or publishers may combine and adequately transform “learning content” with “learning performance” according to their professional needs and characteristics, in order to develop materials for effective teaching and aptitude-based learning. The learning contents include themes, sub-aspects and items. The coding scheme is as follows:

1. The first part of the codes represent the “themes and aspects”; the themes are numbered in Arabic numerals, while the aspects are numbered in lower-case letters of the English alphabet. The codes are preceded by “H”, “G”, or “C” to indicate which subject the corresponding learning content belongs to.
2. The second part of the codes represent “learning stage”, and uses the Roman numeral “V” to indicate the fifth learning stage.
3. The third part of the codes are serial numbers.

(1) History

The learning content of history consists of six major topics. In addition to the required common topic A “How do we learn history?”, the remaining five topics are designed from with a focus on life experiences and relate to the changes of food culture, clothing, architecture, transportation, and technology. Topics B to F are arranged with a focus on integration and professionalism, in order to integrate the historical knowledge about Taiwan, China and the world students acquired in junior high school, and to enhance their

understanding of the depth of humanities and cultural background of their professional field.

Teachers should take issues raised in the General Guidelines, the characters of different clusters students belong to, learning and career development needs of students, and the needs for coordinative teaching of different domains or subjects into account, and flexibly organize their teaching materials.

Themes	Aspects	Items	
A.How Do We Learn History?		HA-V-1	Whose history? Who left historical materials? Who wrote the history?
B.The World of Food Culture	a.Reciprocal interactions and impacts among food, crops and the environment	HBa-V-1	General history of the development of food in human society
		HBa-V-2	Environment, cultures and food
		HBa-V-3	Interactions between cuisines and the spread of crops
	b.Development of food and cuisine in Taiwan and modern global food trends	HBb-V-1	Development and changes of food and cuisine in Taiwan
		HBb-V-2	Modern trend of food and cuisine
C.History of Clothing	a.Origins and functions of clothing	HCa-V-1	Development of clothing
		HCa-V-2	Substantial and symbolic meanings of clothing
	b.Development of clothing and fashioning in Taiwan	HCb-V-1	Diverse development of clothing in Taiwan
		HCb-V-2	Fashion and Retro
D.History of Architecture	a.Architecture, environment and their cultural implications	HDa-V-1	The natural environment and technology that determined the development of architecture
		HDa-V-2	Functions of architecture and temporal cultural implications they reflect
	b.Development of architecture in Taiwan	HDb-V-1	Diverse features of architecture in Taiwan
E.History of Transportation	a.Evolution of transportation routes and vehicles	HEa-V-1	Development of transportation and origin of vehicles
		HEa-V-2	Improvement and innovation of transportation
	b.Development of transportation in Taiwan	HEb-V-1	Changes and influences of transportation in Taiwan
F.History of Technology	a.Traditional crafts and	HFa-V-1	Origins of crafts and technology
		HFa-V-2	Changes and innovation of technology

Themes	Aspects	Items	
	modern technology		
	b.The technology industry in Taiwan and the development of globalization	HFb-V-1	Development of modern technology industry in Taiwan
		HFb-V-2	Technology and social life in Taiwan

(2) Geography

The learning content of Geography focuses on three major themes: geographic skills, geographic systems, and geographic perspectives. Overall there are ten major topics including maps, geographic information, field survey, environmental systems, ecological landscapes, industrial activities, cultural assets, life worlds, international exploration, globalization and localization. Students are guided to explore daily life issues from a holistic perspective.

Teachers can flexibly select topics based on the issues suggested in the *General Guidelines* and also consider the following conditions such as the attributes of the cluster and department, student learning needs and career development, as well as cross-disciplinary/subject collaborative teaching needs.

Themes	Aspects	Items	
A.Geographic Skills	a.Maps	GAa-V-1	The nature, elements, and uses of maps.
		GAa-V-2	Ancient maps and modern maps.
		GAa-V-3	Maps commonly used in daily life.
		GAa-V-4	Problem-based Inquiry: Draw a thematic map of daily life and discuss the spatial distribution characteristics and causes of a topic.
	b.Geographic Information	GAb-V-1	Query and production of geographic information.
		GAb-V-2	Analysis and interpretation of geographic information.
		GAb-V-3	Problem-based inquiry: Practice the life application of geographic information systems.
	c.Field Survey	GAc-V-1	Where is the field?
		GAc-V-2	What is the target?
		GAc-V-3	Where do you start?
		GAc-V-4	Problem-based inquiry: Use the campus or community as a field to conduct field surveys.

Themes	Aspects	Items
		Identify problems and propose possible improvements.
B.Geographic Systems	a.Environmental Systems	<p>GBa-V-1 The organic relationship between the atmosphere, the lithosphere (surface), the hydrosphere and the biosphere.</p> <p>GBa-V-2 Environmental carrying capacity and environmental issues.</p> <p>GBa-V-3 Problem-based inquiry: Using ancient and modern maps or geographic information platforms to explore the interaction between the environmental system around the school and daily life.</p>
	b.Ecological Landscapes	<p>GBb-V-1 Natural and human ecological landscape.</p> <p>GBb-V-2 Operation and management of ecological landscapes (case studies).</p> <p>GBb-V-3 Problem-based inquiry: Plan and complete an activity that is consistent with the “ecological experience”.</p>
	c.Industrial Activities	<p>GBc-V-1 Industrial systems and categories.</p> <p>GBc-V-2 The multinational production and sales structure of the industry.</p> <p>GBc-V-3 Global deployment and local operations.</p> <p>GBc-V-4 Problem-based inquiry: Visit the operators of an industry near your school to understand the development opportunities and challenges of the industry.</p>
	d.Cultural Assets	<p>GBd-V-1 Tangible and intangible cultural assets.</p> <p>GBd-V-2 The preservation and activation of cultural assets.</p> <p>GBd-V-3 Problem-based inquiry: Investigate the cultural assets around your school and discuss the action plan for activation and utilization.</p>
	e. Life Worlds	<p>GBe-V-1 Changes in daily life systems such as food, clothing, housing, and travel.</p> <p>GBe-V-2 Geographical imagination of art, literature, drama, songs and games.</p> <p>GBe-V-3 Problem-based inquiry: According to the characteristics of the local environment and the needs of various clusters and departments, collaboratively design a relevant activity with geographical imagination.</p>
C.Geographic Perspectives	a.International Exploration	<p>GCa-V-1 World cultural heritage</p> <p>GCa-V-2 Competition, cooperation, and regional development of world powers.</p> <p>GCa-V-3 The rise of the world city.</p> <p>GCa-V-4 Problem-based inquiry: Explore the phenomenon of transnational population movement and property flow since the Age of Discovery.</p>
	b.Globalization	GCb-V-1 Transportation innovation and globalization.

Themes	Aspects	Items	
	and Localization	GCB-V-2	Globalization of the local and Localization of the global
		GCB-V-3	Problem-based inquiry: Use media to present the phenomenon of globalization of the local and localization of the global in life, and explain its implications.

(3) Civics and society

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

The learning contents are written as questions, in order to guide high-level thinking and problem-solving capabilities. Teaching should cover the four main themes, but teachers may flexibly choose which sub-aspects and items of the learning contents to teach, and modify the number of teaching sessions, depending on students’ learning needs and career development, as well as the nature of the school’s clusters and departments, or taking into account the issues outlined in the *General Guidelines* and the needs for cross-domain/subject collaborative teaching.

Themes	Aspects	Items	
A.Identity of Citizenship and Community	a.Identity of Citizenship	CAa-V-1	How does citizenship change with time? How are civil rights developed and realized in our country?
	b.State and Identity	CAb-V-1	What is the relationship between the sovereignty of the state and the people’s daily life? What is the relationship between the state and multiple identities?
B.The Organization and	a.Intimate Relationships	CBa-V-1	What is the boundary line between building intimate relationships and maintaining individual autonomy?

Themes	Aspects	Items	
Institution of Societal Life	and Gender Structure	CBa-V-2	How are interactions in intimate relationships influenced by gender stereotypes and gender division of labor?
	b. Protection by the Constitution and Administrative Remedy	CBb-V-1	As “the book that protects the rights of the people”, what connection does the Constitution have with public authority?
		CBb-V-2	How can the protections of basic rights afforded by the Constitution be realized through administrative law?
		CBb-V-3	When people’s rights are violated by public authority, how can people seek administrative remedy?
	c. The Protection and Restriction of Civil Rights	CBc-V-1	Why is it that producers or employers cannot enjoy full freedom of contract? How do we determine if restricting their freedom of contract is reasonable?
		CBc-V-2	Why must intellectual property rights be protected? How can the protection of intellectual property rights be balanced with public interest?
		CBc-V-3	How does the current inheritance system in our Civil Code protect people’s property rights?
	d. Crime and Penalty	CBd-V-1	What are the general elements that constitute a crime? Why does the state punish people through penalties?
		CBd-V-2	Why is procedural justice important? How can the state ensure procedural justice during the process of prosecuting and penalizing crimes?
		CBd-V-3	Why does life with information technology in modern society need regulation? What relevant rules are there in the Criminal Code?
		CBd-V-4	Why is the criminal judicial process for youths different from the process for adults?
	e. Limited Resources and Its Distribution	CBe-V-1	How do individuals, firms and governments distribute resources when resources are limited?
	f. Incentives	CBf-V-1	How do government policies influence incentives and in turn change people’s behavior?
	g. Trading and Professional Division of Labor	CBg-V-1	The impact of professional division of labor.
		CBg-V-2	The main deciding factors for a country to import/export a product.
C. The Operation, Governance and Participatory	a. Public Opinion	CCa-V-1	How does the ownership or the production process of media and social networks affect the formation of public opinions?
		CCa-V-2	What are the inequalities of media access and representation (including the representation

Themes	Aspects	Items
Practice of a Society		of ethnic, gender, sexual orientation and disabled groups) that could exist in the formation of public opinions?
	b.Political Participation	CCb-V-1 How do citizens participate in national and local politics via elections in our country? CCb-V-2 What other important forms and ways of political participation does our country have apart from elections?
	c.Labor Force Participation	CCc-V-1 What preparations do individuals need when entering professional life? How can the state protect equal labor market participation through laws and policies? CCc-V-2 Why is the development of autonomous labor relations important? How can we develop autonomous labor relations and realize industrial democracy?
	d.Wages and the Labor Market	CCd-V-1 How are wages in the labor market decided? CCd-V-2 How do factories moving overseas and increasing migrant worker numbers impact wages and employment rates in the domestic labor market? CCd-V-3 How do automated production and the digitalization of the service industry impact wages and employment rates in the domestic labor market? CCd-V-4 What impact could the establishment of a minimum wage by the government have on the labor market?
D.The Ideals and Realities of a Democratic Society	a.Social Security	CDa-V-1 In order to advance social security, why do states need to plan for programs such as social assistance, social welfare and social insurance?
	b.Multiculturalism	CDb-V-1 What policies does our country currently have to promote equality between different cultures?
	c.Global Connection	CDc-V-1 In the face of globalization, why do we need to cherish our country's indigenous culture? How can our country's indigenous culture industry adapt and innovate? CDc-V-2 What is our country's status and situation in global competition and collaboration? What impact do cross-strait relations have on our country's status and situation on the international stage?
	d.Technological Development	CDd-V-1 What influence does technological development have on social values and systems? What moral or legal issues does it cause?

Themes	Aspects	Items	
	e.The Protection of Human Rights	CDe-V-1	What major controversies confront the protection of human rights in contemporary times?
	f.Fairness and Justice	CDf-V-1	Why will different social groups' understanding and pursuit of "fairness and justice" conflict with each other?
	g.Trade Liberalization	CDg-V-1 CDg-V-2	Who benefits from restricted and open trade, respectively? Who is disadvantaged? What roles do the World Trade Organization and other important international trade organizations play on the international stage?

(4) Social Studies Inquiry and Practice

"Social Inquiry and Practice" is an inquiry-based practical course that integrates the content knowledge of each subject in the social studies domain, and is worth 2 credits. The purpose of this course is to cultivate in students the civic competencies of discovering, understanding and solving problems or issues in societal life through practical inquiry.

"Social Inquiry and Practice" should be implemented through collaboration between teachers of each subject in the domain, or with teachers of other relevant domains. Issues chosen for practice should be public or altruistic, and should emphasize students' learning needs, correspond with the characteristics of the school's clusters and departments. The issues should also integrate conditions such as local cultural, historical, ecological and environmental characteristics. Teachers may flexibly use the suggested examples given in Appendix III.

Themes	Aspects	Items	
A.Social Inquiry and Its Process	a.Discovering and Defining the Problem	Aa-V-1	How can we become aware of meaningful public problems or issues through personal experiences and social phenomena?
		Aa-V-2	Confirming the public problem or issue for inquiry by observation and collecting and organizing data.
	b.Planning and Inquiry	Ab-V-1	What data is needed to answer the question? How do we collect the data?
		Ab-V-2	How can we confirm the validity and authenticity of the collected data?
		Ab-V-3	How can we analyze the collected data? How can we make reasonable explanations or inferences based on the collected data?
	c.Summarization, Action and Reflection	Ac-V-1	What are the results of the inquiry? How do we present these results?
		Ac-V-2	Reflecting on the inquiry experience: what awareness, feeling or associated ideas have been gained? What is the impact? What needs to be changed? What actions need to be taken?

VI. Implementation Directions

1. Curriculum Development

- (1) For students to identify with their country and culture, as well as fulfill their role as global citizens, the curriculum development of the domain of social studies should be linked to trends in life and technology, caring for local community, fostering international thinking, and place importance on critical global issues.
- (2) Under a domain-specific framework, social studies employs subject-specific teaching as principle. In addition, cross domain/subject projects, inquiry, and practical courses are offered to strengthen the integration and application of courses.
- (3) To enhance richness in social studies and to cultivate students' local concern and international perspectives, school curriculum development should appropriately incorporate various issues (refer to Appendix II: Appropriate Integration of Issues into Curriculum Guidelines for Domains).
- (4) In developing social studies domain-specific curriculum, schools should focus on school-based, learner-centered, problem-oriented, and teamwork spirit. In addition, students' interests, teachers' expertise, living environment, current events and issues are integrated to cultivate students' ability to observe, interview, investigate, collect data, draw charts

and thematic maps, report on projects and other inquiries, and practice to implement the concept of social studies domain-specific curriculum. Schools should provide students with opportunities to present their work by holding an annual presentation of social studies learning outcomes and encouraging students to participate in various off-campus exhibitions or competitions.

- (5) Social studies may be integrated into other MOE-mandated domain-specific curriculum or school-developed curriculum by combining the learning of this domain with the overall school-based curriculum development.
- (6) The development of social studies domain-specific curriculum in schools with special indigenous focuses should incorporate history, culture, geography, and public issues of the indigenous peoples as much as possible and plan the curriculum from the perspective of ethnic development.

2. Teaching Material Selection and Composition

- (1) The selection and composition of teaching materials or textbooks in social studies should comply with the learning focus, integrate the content of core competencies, and carry out appropriate vertical articulation and horizontal integration among subjects to avoid unnecessary overlap.
- (2) The themes, items, and entries in the learning content do not represent the names and sequences of each volume and chapter of textbooks. When selecting and composing teaching material and textbooks, teachers may consider students' learning needs, career development, and attributes of each group/subject, flexibly select the items and entries of learning content to form a distinctive teaching material framework, provided that the following guidelines are met:
 - A. Among the 6 main themes of the history learning content, theme A must be selected while the rest of the 5 themes may be flexibly selected.
 - B. The 3 main themes of the geography learning content should be included.
 - C. The 4 main themes of the civic and society learning content should be included.
- (3) To implement “learning performance”, teachers should integrate learning performance with

relevant learning content while selecting and composing teaching materials and textbooks. For students to develop the core competencies of social studies, they should also design learning materials that are coherent, contextualized, strategic, and practical.

- (4) The selection and composition of teaching materials or textbooks should be contemporary and forward-looking. It should take into account students' life experiences, group/subject characteristics, local industry development, and social trends, integrate relevant issues, consider multiple perspectives, and respond to the characteristics of different ethnic groups and cultures. The materials should avoid stereotypes, prejudice, discrimination, and authoritarian content, and should not be written from the perspective of a single ethnic group or gender. At the same time, teachers should examine and reflect upon the potential prejudice and discrimination underlying certain cultural customs.
- (5) The selection and composition of teaching materials or textbooks should be able to reflect the latest important research findings in academia and avoid too many difficult definitions, or typification, superficial, fragmented, and dogmatic learning materials.
- (6) The selection and composition of teaching materials or textbooks should consider both theoretical foundations and real-life examples. It may also include self-study content or issues, discussion questions, extended learning resources, and bibliographies to meet students' self-learning needs.
- (7) The selection and composition of teaching materials or textbooks should consider actual teaching sessions and course credits of social studies and refer to the recommended sessions in Appendix III. The amount of the overall learning content should be appropriate.
- (8) Schools may select or compose their teaching materials according to regional, group/subject, and student characteristics and needs. However, the self-composed and self-selected teaching materials used throughout the year or the school semester should be submitted to the Committee of School Curriculum Development for review.
- (9) Social inquiry and practice is an inquiry-based practical course that emphasizes integration of content and knowledge of social studies. Teachers may refer to examples or other topics provided in Appendix III, select appropriate teaching materials, and guide students in their inquiry. The process includes the selection of issues, data collection, analysis, research, presentation, and other practical assignments. The selection or composition of relevant teaching materials should be diversified and flexible, and in line with the concepts and objectives of the domain. It should also consider the characteristics of students, schools,

or places, as well as other conditions like the environment and resources. The teaching materials do not need to be submitted to the textbook review authority for approval to meet the need of inquiry and practices required by curriculum.

3. Teaching Implementation

- (1) Teachers should design effective teaching activities with the spirit of inquiry and emphasis on questioning to guide students to learn according to fundamental beliefs, curriculum goals, core competencies, and learning focus of social studies. It should be combined with regional natural, ethnic, or cultural characteristics and the attributes of each cluster.
- (2) Teachers should consider students' learning needs and career development, and take into account group/subject attributes and teaching situation of integrated activities. Otherwise, they may refer to the issues outlined in the "General Guidelines" and consider instructional need for cross domain/subject collaborative teaching. Based on the actual teaching sessions and course credits, teachers may adjust learning content and amount flexibly.
- (3) Teaching implementation should be open and diverse, emphasizing importance of rational communication and respect for differences in a democratic society.
- (4) Teaching implementation should be flexible in using various strategies. In addition to imparting knowledge, teachers should also provide students with opportunities for fieldwork, participation and interaction, and practice to develop students' ability to inquire, create, and reflect, as well as an active learning attitude.
- (5) To enhance the effectiveness of teaching, teachers should strengthen the curriculum linkage between social studies seminars and relevant domains through teaching and research committees or professional learning communities. Teachers may offer cross domain/subject projects, practice, or expeditionary courses and adopt collaborative teaching according to curriculum needs to enhance the effectiveness of teaching.
- (6) Fieldwork or other forms of inquiry learning and social inquiry and practice courses may be designed together across subjects. The depth and breadth of topics may be adjusted according to the teaching environment and student characteristics. When implementing and instructing inquiry learning courses, teachers should guide students to conduct with integrity, empathy, or objectivity, as well as respect and protect rights and interests of the inquired subjects.
- (7) Teachers may use alternative learning hours or spare time to guide students in conducting

practical inquiries on issues related to social life to enhance their ability to make critical judgments, analyze and integrate, and participate in practice.

4. Teaching Resources

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

5. Learning Assessment

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