

Curriculum Guidelines of 12-Year Basic Education

Elementary and Junior High Schools

Language Domain –

Native Languages of New Immigrants

March 2018

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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 aim to develop students' skills of verbal communication and rational reasoning, lay a foundation for adaptive development and lifelong learning, help students understand and inquire into different cultures and values, and promote ethnic understanding and interaction.

The Native Languages of New Immigrants curriculum complies with the spirit of holistic education. It helps students explore the diversity of languages and cultures of different countries spontaneously, enhance cultural understanding and interaction, strengthen the ability to respect and appreciate multiple cultures for the common good of society through language learning.

Taiwan is a multilingual, multi-ethnic, and multicultural society. With the internationalization trend around the globe, new residents from Southeast Asian countries and other countries have become important members of the Taiwanese society. Contents of the Native Languages of New Immigrants curriculum are designed based on the Curriculum Guidelines of 12-Year Basic Education – General Guidelines. Initially, the official languages of seven countries, including Vietnam, Indonesia, Thailand, Myanmar, Cambodia, Philippines, and Malaysia, are covered, from where most immigrants by marriage and their children come from currently. The Ministry of Education may announce adjustments for the curriculum and increase the number and type of language courses in the future if the numbers of new residents' children change. To put the 12-Year Basic Education vision of “self-actualization for every child” into practice, this curriculum not only offers an opportunity for immigrants' children to learn the languages of their countries of origin, but also set up a language learning environment for all ethnic groups in Taiwan to study the Native Languages of New Immigrants.

Native Languages of New Immigrants are also important resources for Taiwan to develop international cooperation. Learning the Native Languages of New Immigrants of Southeast Asia helps open the window for international understanding. It is particularly beneficial for the understanding of Southeast Asian countries neighboring Taiwan, and enhancing the ability and competency of intercultural communication and transnational actions.

II. Curriculum Goals

1. Inspire an interest in learning the Native Languages of New Immigrants and cultures.
2. Enhance the knowledge, understanding, respect, and appreciation of the new residents and their

cultures.

3. Develop the basic listening, speaking, reading, and writing skills of the Native Languages of New Immigrants, and the ability to use the languages in daily life communication.
4. Broaden international horizons, and be able to think and make judgments from a multicultural perspective.
5. Foster the ability and competency of intercultural communication and transnational actions.

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
Native Languages of New Immigrants	Domain-specific curriculum 1 period/week						Alternative curriculum			School-based curriculum		
Remarks	1. It is under the “domain-specific curriculum” in the elementary school; one 40-minute period per week is allocated. 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.						1. In the junior high stage, schools should survey students’ intention to take the course. Classes should be offered as an alternative learning course if students are interested. 2. In the junior high stage, schools may offer the course on holidays or during summer/winter vacations if they decide to offer a native language/new residents’ language course.			In the upper secondary stage, schools may plan for the second foreign language (including Native Languages of New Immigrants) curriculum in their school-based curriculum depending on students’ needs and the school’s development vision and characteristics.		

IV. Core Competency

Based on the content of core competency for various educational stages laid down in the Curriculum Guidelines of 12-Year Basic Education – General Guidelines, and taking into consideration the fundamental beliefs and curriculum goals of the “Native Languages of New Immigrants” subject, the following table depicts the subject’s specific learning content.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages of New Immigrants Content of Core Competency	
			Elementary School (E)	Junior High School (J)
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.	新-E-A1 Understand the Native Languages of New Immigrants and cultures, and be happy to learn the Native Languages of New Immigrants.	新-J-A1 Appreciate the Native Languages of New Immigrants and cultures, and persist in learning the Native Languages of New Immigrants.
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	新-E-A2 Be aware of the ways in which daily affairs are dealt with in the new residents' cultures.	新-J-A2 Contemplate and handle intercultural interaction issues from the perspective of cultural comparison.
	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.	新-E-A3 Develop the ability to use the Native Languages of New Immigrants in different situations, and thereby enrich cultural experience and improve one's flexibility and adaptability.	新-J-A3 Make good use of resources to devise learning plans for the Native Languages of New Immigrants; possess the ability to plan and execute activities; develop an understanding of the new residents' cultural connotation; foster innovative thinking.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages of New Immigrants	
			Content of Core Competency	
			Elementary School (E)	Junior High School (J)
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.	新-E-B1 Possess the basic listening, speaking, reading, and writing skills in the Native Languages of New Immigrants, and be able to perform simple communication in daily life.	新-J-B1 Possess the basic listening, speaking, reading, and writing skills in the Native Languages of New Immigrants, and be able to accomplish the goal of interpersonal communication in daily life.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	新-E-B2 Use all kinds of technology, information, and media for the learning of the Native Languages of New Immigrants and cultures.	新-J-B2 Make good use of various technology, information, and media for the learning of the Native Languages of New Immigrants and cultures, and be able to scrutinize the media information.
	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.	新-E-B3 Be willing to experience the new residents' art in living, appreciate the beauty of the new residents' cultures.	新-J-B3 Be affirmative of the new residents' art in living, and hence share the beauty of the new residents' cultures.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages of New Immigrants Content of Core Competency	
			Elementary School (E)	Junior High School (J)
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	新-E-C1 Understand the new residents' norms of life, and foster a concerned attitude towards issues about the new residents.	新-J-C1 Understand and respect the new residents' social norms, and inquire into issues about the new residents from diversified perspectives.
	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.	新-E-C2 Be happy to make friends with people of different cultural backgrounds.	新-J- C2 Be able to engage in intercultural communication and teamwork in a group.

General Guidelines: Core Competency Dimension	General Guidelines: Core Competency Item	General Guidelines: Core Competency Item Description	Language Domain – Native Languages of New Immigrants Content of Core Competency	
			Elementary School (E)	Junior High School (J)
	C3 Cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	新-E-C3 Be aware of the characteristics of the new residents' cultures; develop cultural diversity and an international perspective.	新-J- C3 Understand and respect the diversity of the new residents' cultures; possess the values of multiculturalism and an international perspective.

V. Learning Focus

“Learning focus” corresponds to the “core competency” of the Native Languages of New Immigrants, and comprises the “learning performance” and “learning content”. It provides a framework for the curriculum design, development of teaching material, 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. Regarding the learning focus, the “learning performance” and learning content” each has a few different dimensions, which demonstrate the following characteristics:

1. Association between language and culture

Learning the Native Languages of New Immigrants is essential for understanding their cultures; learning to use the Native Languages of New Immigrants must be coupled with the learning of their ethnic cultures. Therefore, the “learning focus” consists of two main parts – language and culture. The content of cultural learning should correspond to the progress of language learning to support language learning. Priority is given to the following five items: (1) the norms of interactive behaviors; (2) the cultural background for the norms of supportive interactions; (3) content related to students' life experiences; (4) content of relatively big cultural contrast and difference; and (5) things that are prone to causing intercultural

misunderstanding.

2.Superiority in language level / grade

Learning focuses of the Native Languages of New Immigrants are composed based on students' language levels/grades due to the following reasons: (1) Students may not have studied the language in lower grades; (2) students may have big difference in their starting point of learning a new resident's language depending on whether they use that language at home; (3) different languages have different progress requirements in terms of learning pronunciation, grammar, and alphabet recognition. Schools should find out students' language levels by appropriate means, plan suitable courses for different language levels/grades, and implement adaptive instructions before the course starts. Schools should also take the continuity of language learning into consideration. Courses may not only be offered according to students' language levels, but also be arranged based on the learning stages. Reference can be made to the learning focuses of various levels (Levels 1-4) to determine the learning focus of each learning stage, and their relationships are as described below:

No.	Language levels	Learning stages
I	Level 1	Stage I
II	Level 2	Stage II
III	Level 3	Stage III
IV	Level 4	Stage IV

3. Principles for the curriculum framework

Since the learning focus involves a number of Native Languages of New Immigrants, specific plans cannot be made for the differences between the languages. The “dimensions” presented below are suggested principles for the curriculum framework, providing curriculum designers with the basics of teaching material development and teaching implementation. Specific curriculum should be fine-tuned depending on actual needs.

“Illustration of Learning Focus of Native Languages of New Immigrants and the Corresponding Core Competency with Examples” (see Appendix 1) aims at ensuring 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.

“Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum” (see Appendix 2) seek to enrich learning of the subject, promote cultivation of the core competency to

appropriately match various issues with the learning focus of the Native Languages of New Immigrants.

Learning performance	Learning attitude	
	Language skills	Listening
		Speaking
		Reading
		Writing
	Intercultural action power	

Learning content	Language elements	Alphabets and phonics
		Vocabulary
		Sentences
	Cultural elements	Linguistic norms in interaction
		Non-linguistic norms in interaction
		General national condition
		Cultural difference

1. Learning Performance

Learning performance of the Native Languages of New Immigrants can be distinguished into three types – “learning attitude”, “language skills”, and “intercultural action power”. “Language skills” are further distinguished into the “listening”, “speaking”, “reading”, and “writing” levels.

“Intercultural action power” refers to ability to interact with people speaking different languages and from different cultural backgrounds. It contains three aspects of ability – interpersonal interaction, organizational interaction, and international interaction.

The coding principle is illustrated below:

- The first code is an Arabic number and represents “type”, with “1” meaning “learning attitude”, “2” meaning “language skills”, and “3” meaning “intercultural action power”. And “2 – language skills” include four sub-types, represented by small English letters “a” (listening), “b” (speaking), “c” (reading), and “d” (writing).
- The second code is a Roman number and represents the “language level”, with “I” referring to the first level, “II” the second level, “III” the third level, and “IV” the fourth level.
- The third code is a serial number.

Type	Language level	Learning performance	
1. Learning attitude	I	1-I-1	Be happy to participate in learning activities of the Native Languages of New Immigrants.
		1-I-2	Be happy to make friends with classmates of different language backgrounds.
	II	1-II-1	Take the initiative to talk with others about the problems of learning

Type		Language level	Learning performance	
			1-II-2	Native Languages of New Immigrants. Actively get in touch with the Native Languages of New Immigrants and cultures in life.
		III	1-III-1 1-III-2	Take the initiative to use various media for understanding the Native Languages of New Immigrants and cultures. Try to use the Native Languages of New Immigrants in daily life situations.
		IV	1-IV-1 1-IV-2	Take the initiative to share with others the outcomes of learning the Native Languages of New Immigrants. Show active concern for social issues about new residents, and their life challenges and solutions in their home countries.
2. Language skills	a. Listening	I	2a-I-1 2a-I-2	Be able to hear and identify alphabets in the Native Languages of New Immigrants. Be able to hear and understand simple vocabulary that one has learned in the Native Languages of New Immigrants.
		II	2a-II-1 2a-II-2	Be able to hear and understand simple sentences that one has learned in the Native Languages of New Immigrants. Be able to hear and understand main content of simple songs and verses in the Native Languages of New Immigrants.
		III	2a-III-1 2a-III-2	Be able to hear and understand daily life expressions in the Native Languages of New Immigrants. Be able to hear and understand a person's condition and feeling described using the Native Languages of New Immigrants.
		IV	2a-IV-1	Be able to hear and understand daily life conversations in the Native Languages of New Immigrants.
	b. Speaking	I	2b-I-1 2b-I-2	Be able to master the pronunciation of the Native Languages of New Immigrants. Be able to speak simple vocabulary

Type		Language level	Learning performance	
				that one has learned in the Native Languages of New Immigrants.
		II	2b-II-1 2b-II-2	Be able to speak simple sentences that one has learned in the Native Languages of New Immigrants. Be able to recite and sing simple verses and songs that one has learned in the Native Languages of New Immigrants.
		III	2b-III-1 2b-III-2	Be able to speak daily life expressions that one has learned in the Native Languages of New Immigrants. Be able to describe one's condition and feeling using the Native Languages of New Immigrants.
		IV	2b-IV-1	Be capable to speak daily life expressions appropriate to the situations in the Native Languages of New Immigrants.
	c. Reading	I	2c-I-1 2c-I-2 2c-I-3	Be able to read out alphabets of the Native Languages of New Immigrants. Be able to pronounce simple vocabulary in the Native Languages of New Immigrants. Be able to read and understand simple vocabulary that one has learned in the Native Languages of New Immigrants.
		II	2c-II-1	Be able to read the main content of songs and verses in the Native Languages of New Immigrants.
		III	2c-III-1	Be able to identify signs written in the Native Languages of New Immigrants in daily life.
		IV	2c-IV-1	Be able to read simple text in the Native Languages of New Immigrants in life.
	d. Writing	I	2d-I-1 2d-I-2	Be capable to write alphabets of the Native Languages of New Immigrants. Be able to write simple vocabulary that one has learned in the Native Languages of New Immigrants.
		II	2d-II-1	Be able to write simple sentences that one has learned in the Native Languages of New Immigrants.
		III	2d-III-1	Be able to write simple daily life expressions in the Native

Type		Language level	Learning performance	
				Languages of New Immigrants.
		IV	2d-IV-1	Be able to write simple text necessary in daily life in the Native Languages of New Immigrants.
3. Intercultural action power		I	3-I-1	Be able to get along harmoniously with people of different cultural backgrounds. Be happy to participate in multicultural activities.
			3-I-2	
		II	3-II-1	Be able to interact with people of different cultural backgrounds using proper etiquette. Be able to follow the behavioral norms in the new residents' language interaction, and to engage in everyday communication with new residents close to oneself. Be happy to invite people of different cultural backgrounds to join community activities.
			3-II-2	
			3-II-3	
		III	3-III-1	Be able to identify characteristics of behavioral norms in the new residents' daily language interaction. Be capable to follow the behavioral norms in the new residents' daily language interaction, and to communicate with strangers who are new residents. Appreciate the characteristics of the new residents' cultures. Be able to understand the gender norms in the Native Languages of New Immigrants and cultures.
			3-III-2	
			3-III-3	
			3-III-4	
		IV	3-IV-1	Be able to help others communicate with the new residents. Be able to contemplate interpersonal dealings from the perspective of the new residents' cultures. Be concerned about the new residents' gender equality and other human rights-related issues, and the legal protection they should receive. Understand and respect the cultural difference between Taiwan and the new residents' home countries. Be able to work with people of different cultural backgrounds to solve problems.
			3-IV-2	
			3-IV-3	
			3-IV-4	
			3-IV-5	

2. Learning Content

Learning content is distinguished into two major themes – “language elements” and “cultural elements”. The former includes “alphabets and phonics”, “vocabulary”, and “sentences”; the latter includes “linguistic norms in interaction”, “non-linguistic norms in interaction”, “general national condition”, and “cultural difference”.

Coding illustration below is given as follows:

1. The first code is a capital English letter and represents “theme”, with “A” meaning “language elements” and “B” meaning “cultural elements”. Under “A”, the language elements include three items, represented by small English letters “a” (alphabets and phonics), “b” (vocabulary), and “c” (sentences). Under “B”, the cultural elements cover four items, represented by small English letters “a” (linguistic norms in interaction), “b” (non-linguistic norms in interaction), “c” (general national conditions), and “d” (cultural differences).
 - (1) The design for the language element “b. vocabulary” complies with the natural process of language acquisition, extending gradually from oneself to the family, school, community, and society on a learner-centered basis.
 - (2) The cultural element “b. non-linguistic norms in interaction” refers to the norms of commonly seen body language, facial expression, gesture, sitting position, and clothing during interpersonal interaction. In particular, these norms usually apply to situations like greeting, expressing gratitude, apology, sending things, giving gifts, asking questions, and saying goodbye.
 - (3) The cultural element “d. cultural difference” is singled out to remind teachers and students of the need for better understanding of the cultural difference between Taiwan and the new residents’ home countries, so that a respectful and appreciative attitude for diversity and differences can be fostered, in order to accomplish the curriculum goal of developing students’ intercultural communication skill and transnational action competency.
2. The second code is a Roman number and represents the “language level”, with “I” referring to the first level, “II” the second level, “III” the third level, and “IV” the fourth level.
3. The third code is a serial number.
4. The bullseye mark (◎) means the same learning content appearing repeatedly in different levels (learning stages). Learning of the Native Languages of New Immigrants often involves an upward spiral progress of enriched knowledge, which is indicated with the bullseye mark (◎).

Theme	Item	Language level	Learning content	
A. Language Elements	a. Alphabets and phonics	I	◎ Aa-I-1 ◎ Aa-I-2 ◎ Aa-I-3	Pronunciation and intonation of the Native Languages of New Immigrants Tone markers of the Native Languages of New Immigrants Alphabets and phonic (pinyin) system of the Native Languages of New Immigrants
		II	◎ Aa-II-1 ◎ Aa-II-2 ◎ Aa-II-3	Pronunciation and intonation of the Native Languages of New Immigrants Tone markers of the Native Languages of New Immigrants Alphabets and phonic (pinyin) system of the Native Languages of New Immigrants
		III	◎ Aa-III-1 ◎ Aa-III-2	Pronunciation and intonation of the Native Languages of New Immigrants Tone markers of the Native Languages of New Immigrants
		IV	◎ Aa-IV-1 ◎ Aa-IV-2	Pronunciation and intonation of the Native Languages of New Immigrants Tone markers of the Native Languages of New Immigrants
	b. Vocabulary	I	Ab-I-1 Ab-I-2	Commonly used vocabulary in the Native Languages of New Immigrants for making simple self-introduction Basic vocabulary in family and school life in the Native Languages of New Immigrants (e.g., titles, numbers, etc.)
		II	Ab-II-1	Commonly used vocabulary in family and school life in the Native Languages of New Immigrants
		III	Ab-III-1	Commonly used vocabulary in community life in the Native Languages of New Immigrants
		IV	Ab-IV-1	Commonly used vocabulary in social life in the Native Languages of New Immigrants
	c. Sentences	I	Ac-I-1	Commonly used sentences in the Native Languages of New Immigrants for making simple self-introduction
			Ac-I-2	Basic sentences in family and school life in the Native Languages of New Immigrants (e.g., greeting and

Theme	Item	Language level	Learning content	
				gratitude words, etc.)
		II	Ac-II-1	Commonly used sentences in family and school life in the Native Languages of New Immigrants
		III	Ac-III-1	Commonly used sentences in community life in the Native Languages of New Immigrants
		IV	Ac-IV-1	Commonly used sentences in social life in the Native Languages of New Immigrants
B. Cultural Elements	a. Linguistic norms in interaction	I	Ba-I-1	Greeting norms when interacting with relatives (including the seniority and gender factors)
			Ba-I-2	Greeting norms when interacting with teachers and classmates
		II	Ba-II-1	Greeting norms when interacting with friends
			Ba-II-2	Greeting norms when dealing with family guests
		III	Ba-III-1	Linguistic norms when interacting with strangers
			Ba-III-2	Linguistic norms in public places such as places of religious worship and government offices, etc.
		IV	Ba-IV-1	Linguistic norms in formal occasions (e.g., wedding, banquet, meeting, etc.)
	b. Non-linguistic norms in interaction	I	Bb-I-1	Body language and facial expression when interacting with relatives, teachers, and classmates (including the seniority and gender factors)
			Bb-I-2	The proper gesture, sitting position, and clothing when the new residents interact with relatives, teachers, and classmates
		II	Bb-II-1	Body language and facial expression when interacting with friends
			Bb-II-2	The proper gesture, sitting position, and clothing when the new residents interact with friends
		III	Bb-III-1	Body language and facial expression when interacting with strangers
			Bb-III-2	The gesture, sitting position, and clothing when the new residents interact with strangers
			Bb-III-3	Body language, seating, and clothing in public places such as places of religious worship and government offices, etc.

Theme	Item	Language level	Learning content	
	c. General national condition	IV	Bb-IV-1	Body language, seating, and clothing in formal occasions (e.g., wedding, banquet, meeting, etc.)
		I	Bc-I-1	Family life environment in the new residents' home countries
			Bc-I-2	School life situations in the new residents' home countries
		II	Bc-II-1	Representative people, events, and matters of the new residents' home countries
			Bc-II-2	Urban and rural landscape and life in the new residents' home countries
		III	Bc-II-3	Major festivals, customs, and taboos of the new residents' home countries
			Bc-III-1	Geographical location and climate of the new residents' home countries
		IV	Bc-III-2	Major religions and beliefs in the new residents' home countries
			Bc-IV-1	Political characteristics of the new residents' home countries
		IV	Bc-IV-2	Artistic characteristics of the new residents' home countries
			Bc-IV-3	Relationship between Taiwan and the new residents' home countries, and the future development
	d. Cultural difference	I	Bd-I-1	Similarities and differences between Taiwan and the new residents' home countries in the way of interacting with relatives, teachers, and classmates (including language and non-language)
			Bd-I-2	Similarities and differences between Taiwan and the new residents' home countries in the family life environment
			Bd-I-3	Similarities and differences between Taiwan and the new residents' home countries in school life
		II	Bd-II-1	Similarities and differences between Taiwan and the new residents' home countries in the way of interacting with friends (including language and non-language)
			Bd-II-2	Similarities and differences between Taiwan and the new residents' home countries in the urban and rural landscape and lifestyle
		II	Bd-II-3	Similarities and differences between Taiwan and the new residents' home

Theme	Item	Language level	Learning content	
				countries in major festivals, customs, and taboos
		III	Bd-III-1 Bd-III-2 Bd-III-3	Similarities and differences between Taiwan and the new residents' home countries in the way of interacting with strangers (including language and non-language) Similarities and differences between Taiwan and the new residents' home countries in the gender norms concerning language and culture The relationship between the contemporary views on the new residents in society and the cultural difference
		IV	Bd-IV-1 Bd-IV-2 Bd-IV-3	Similarities and differences between Taiwan and the new residents' home countries in the way of interaction in formal occasions (including language and non-language) Similarities and differences between Taiwan and the new residents' home countries in major religions and beliefs Cultural bias in contemporary views on the new residents in society and the legal-related issues

VI. Implementation Directions

1. Curriculum Development

- (1) According to the 12-Year Basic Education – General Guidelines, the current new residents' language curriculum covers mainly the languages of new residents from Southeast Asia. Other than those from China, Hongkong, and Macau, a majority of immigrants by marriage to Taiwan and their children come from Vietnam, Indonesia, Myanmar, Cambodia, Philippines, and Malaysia. Therefore, languages offered under this curriculum include the official languages of the above seven countries. The Ministry of Education may announce adjustments to the type and number of languages covered in this curriculum if the condition and numbers of new residents' children change in the future. In addition, schools may also offer courses on languages of other

countries not covered in this Native Languages of New Immigrants curriculum under the school-based curriculum depending on their regional condition and students' needs.

- (2) Schools should offer new residents' language courses for students' elective study with reference to students' learning needs. In the stages of elementary and junior high education, schools may design an integrated thematic curriculum or extra-curricular activities on Native Languages of New Immigrants for students in different grades in the alternative curriculum. In upper secondary (including general, vocational, comprehensive, and specialized schools) educational stage, schools may plan for a second foreign language curriculum (covering the Native Languages of New Immigrants) under the school-based curriculum depending on students' needs and the school development vision and characteristics.
- (3) Schools may arrange one period per week for this curriculum, but flexible adjustments need to be made, such as two periods every other week or two periods per week every other semester, upon approval by the school's committee of curriculum development. Moreover, courses may also be offered after school, on holidays, or during summer or winter vacation for the stage of junior high education.
- (4) The "Guidelines for Appropriate Integration of Issues into Domain-Specific Curriculum" (Appendix 2) should be taken into consideration for the curriculum development, appropriately integrating various related issues to enrich and deepen the curriculum content.

2. Teaching Material Selection and Composition

- (1) The central competent authority should coordinate with relevant agencies for publication of new residents' language teaching material for elementary and junior high schools, or commission scholars and experts, private organizations for the editorial work thereof.
- (2) Separate research and development of new residents' language teaching material should be conducted for the different languages of Vietnam, Indonesia, Thailand, Myanmar, Cambodia, Philippines, and Malaysia.
- (3) New residents' language teaching material should be researched and developed based on students' learning progress and number of study periods, with emphasis placed on language usage and cultural understanding in life situations. Balanced integration of the "language elements" and "cultural elements" should be included in the learning content, so that learning is not skewed towards one or the other.
- (4) Apart from the teaching material composed by the central competent authority, teachers may also design their own teaching material by making reference to publications on the market or online

resources and taking the school's regional characteristics and other factors into consideration.

- (5) Languages of Southeast Asian new residents adopt alphabetic writing, and so students have to learn their phonic (pinyin) system first to be literate in the texts. When learning multiple languages at the same time, students would be able to distinguish them from one another and learn successfully through a period of practice.
- (6) Learning of the pronunciation, intonation, tone markers, alphabets, and phonic (pinyin) system of the Native Languages of New Immigrants starts from Level 1 (Stage I), but some of the more complicated pronunciation, intonation, tone markers, alphabets, and phonic (pinyin) system will need to be learned continually across different levels (learning stages).
- (7) When composing and selecting teaching material, traditional nursery rhymes and content about major festivals may be appropriately included to increase students' cultural understanding and interest in learning. Life situations may also be integrated, for examples, introducing traffic signs or shops' signboards. Verses relating to the natural environment (e.g., forests, oceans, etc.) may also be included for students' reading and learning.
- (8) To enrich the learning of the Native Languages of New Immigrants and broaden students' local care and international horizons, the teaching material may also include elements about such issues as gender equality, human rights, the environment, marine education, etc. In particular, related issues may be aptly integrated under the "cultural difference" item in the learning content.
- (9) In the selection of the themes of learning content, specific gender and racial stereotypes should be avoided, and the material should be reviewed for prejudice or discrimination embedded in the cultures and customs.

3. Teaching Implementation

- (1) Schools may implement mixed-age class arrangement based on students' learning levels, or when there are too few learners, and differentiated teaching should be offered.
- (2) Other than general classroom teaching, diversified teaching methods may be adopted such as conversational role play, simulation of life situations, and learning through audio-visual media, in order to increase students' interest in learning, oral communication skill, and cultural understanding.
- (3) Diverse activities or tasks may be designed in the curriculum (e.g., writing cards, festival experiences, interviewing new residents, planning for Southeast Asia travel, etc.) to guide students in learning the Native Languages of New Immigrants and cultures. Students may also be given opportunity to discuss with other new residents' children for solving learning problems together.

- (4) Students should be encouraged to use various technology, information, and media for learning the Native Languages of New Immigrants and cultures. They may be guided to interpret media information about the new residents, and develop the ability to identify the media's stance (e.g., prejudice or stereotypical views on a new resident's ethnic group, skin color, language, and gender, etc.)
- (5) To enrich the teaching content, the values and viewpoints of relevant issues should be introduced when making examples or guiding students' reflection in the process of teaching the Native Languages of New Immigrants.
- (6) Teachers should take into account the different requirements on the progress of learning different languages' pronunciation, grammar, and recognition of alphabets, and assess students' language levels to design appropriate teaching activities.
- (7) Teaching of the alphabets and phonic (pinyin) system of the Native Languages of New Immigrants is recommended to be implemented after completion of the "Bopomofo" course in elementary school Grade 1.

4. Teaching Resources

- (1) The competent education authority should provide relevant resources such as supplementary teaching material, digital websites, audio-visual material and books required for the learning of the Native Languages of New Immigrants for all levels of schools offering such courses.
- (2) Schools should set up a language classroom for Native Languages of New Immigrants, where new residents' cultural characteristics may be displayed, and classes of Native Languages of New Immigrants may be carried out in the classroom.
- (3) To improve learning outcome of the new residents' language courses, teachers may make good use of the Internet technology and the relevant resources published by different counties and cities.
- (4) Schools and teachers should use the human resources of new residents in the community wisely, who may give advice and assistance for understanding of the new residents' cultures and learning of their languages.

5. Learning Assessment

- (1) Diverse assessment methods should be flexibly adopted with reference to the teaching objectives and students' physical and mental development and ability; situational dialogue assessment, practical assessment (e.g., drama performance), observation and learning portfolio should be the main learning assessment methods, supplemented by written tests, to identify students' learning

status and serve as teachers' reference for making teaching adjustments.

- (2) Teachers should implement assessment before teaching to determine students' prior knowledge and skills, and provide a reference for the implementation and design of teaching activities.
- (3) Results of students' learning assessment in the original level (learning stage) should be used as a reference for grouping in the next level (learning stage).
- (4) Students' physical and mental development, individual differences, cultural differences, and the learning focus should be taken into account in the assessment content, and their learning attitude, language skills (listening, speaking, reading, writing), intercultural action power, as well as the contents of language elements and cultural elements should also be considered.

VII. Appendix

Appendix 1: Illustration of Learning Focus of Native Languages of New Immigrants and the Corresponding Core Competency with Examples

Learning Focus of the “Native Languages of New Immigrants” Subject		Core Competency of the “Native Languages of New Immigrants” Subject
Learning Performance	Learning Content	
1-I-1 Be happy to participate in learning activities of the Native Languages of New Immigrants. 1-II-2 Actively get in touch with the Native Languages of New Immigrants and cultures in life. 1-III-1 Take the initiative to use various media for understanding the Native Languages of New Immigrants and cultures.	Ac-I-1 Commonly used sentences in the Native Languages of New Immigrants for making simple self-introduction Bd-II-3 Similarities and differences between Taiwan and the new residents’ home countries in major festivals, customs, and taboos Bc-III-2 Major religions and beliefs in the new residents’ home countries	新-E-A1 Understand the Native Languages of New Immigrants and cultures, and be happy to learn the Native Languages of New Immigrants.
1-IV-1 Take the initiative to share with others the outcomes of learning the Native Languages of New Immigrants.	Ac-IV-1 Commonly used sentences in social life in the Native Languages of New Immigrants Bd-IV-2 Similarities and differences between Taiwan and the new residents’ home countries in major religions and beliefs	新-J-A1 Appreciate the Native Languages of New Immigrants and cultures, and persist in learning the Native Languages of New Immigrants.
3-II-1 Be able to interact with people of different cultural backgrounds using proper etiquette. 3-II-2 Be able to follow the behavioral norms in the new residents’ language interaction, and to engage in everyday communication with new residents close to oneself. 3-III-2 Be able to follow the behavioral norms in the new residents’ daily language interaction, and to communicate with strangers who are new residents.	Ba-II-1 Greeting norms when interacting with friends Bb-II-1 Body language and facial expression when interacting with friends Bb-III-2 The gesture, sitting position, and clothing when the new residents interact with strangers	新-E-A2 Be aware of the ways in which daily affairs are dealt with in the new residents’ cultures.
3-IV-2 Be able to contemplate interpersonal skills from	Ba-IV-1 Linguistic norms in formal occasions (e.g., wedding,	新-J-A2 Contemplate and

Learning Focus of the “Native Languages of New Immigrants” Subject		Core Competency of the “Native Languages of New Immigrants” Subject
Learning Performance	Learning Content	
<p>the perspective of the new residents’ cultures.</p> <p>3-IV-3 Be concerned about the new residents’ gender equality and other human rights-related issues, and the legal protection they should receive.</p>	<p>banquet, meeting, etc.)</p> <p>Bb-IV-1 Body language, seating, and clothing in formal occasions (e.g., wedding, banquet, meeting, etc.)</p> <p>Bd-IV-1 Similarities and differences between Taiwan and the new residents’ home countries in the type of interaction in formal occasions (including language and non-language)</p>	<p>handle intercultural interaction issues from the perspective of cultural comparison.</p>
<p>1-III-1 Take the initiative to use various media for understanding the Native Languages of New Immigrants and cultures.</p>	<p>Bc-II-3 Major festivals, customs, and taboos of the new residents’ home countries</p> <p>Bd-II-3 Similarities and differences between Taiwan and the new residents’ home countries in major festivals, customs, and taboos</p>	<p>新-E-A3</p> <p>Develop the ability to use the Native Languages of New Immigrants in different situations, and thereby enrich cultural experience and improve one’s flexibility and adaptability.</p>
<p>1-IV-1 Take the initiative to share with others the outcomes of learning the Native Languages of New Immigrants.</p> <p>3-IV-4 Understand and respect the cultural difference between Taiwan and the new residents’ home countries.</p>	<p>Bc-IV-3 Relationship between Taiwan and the new residents’ home countries, and the future development</p> <p>Bd-IV-2 Similarities and differences between Taiwan and the new residents’ home countries in major religions and beliefs</p>	<p>新-J-A3</p> <p>Make good use of resources to devise learning plans for the Native Languages of New Immigrants; possess the ability to plan and execute activities; develop an understanding of the new residents’ cultural connotation; foster innovative thinking.</p>
<p>3-II-2 Be able to follow the behavioral norms in the new residents’ language interaction, and to engage in everyday communication with new residents close to oneself.</p> <p>3-III-2 Be able to follow the behavioral norms in the new residents’ daily language interaction, and to communicate with</p>	<p>Ab-III-1 Commonly used vocabulary in community life in the Native Languages of New Immigrants</p> <p>Ac-III-1 Commonly used sentences in community life in the Native Languages of New Immigrants</p> <p>Bd-III-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interacting with</p>	<p>新-E-B1</p> <p>Possess the basic listening, speaking, reading, and writing skills in the Native Languages of New Immigrants, and be able to perform simple communication in daily life.</p>

Learning Focus of the “Native Languages of New Immigrants” Subject		Core Competency of the “Native Languages of New Immigrants” Subject
Learning Performance	Learning Content	
strangers who are new residents.	strangers (including language and non-language)	
2a-IV-1 Be able to hear and understand daily life conversations in the Native Languages of New Immigrants. 2b-IV-1 Be able to speak daily life expressions appropriate to the situations in the Native Languages of New Immigrants. 3-IV-1 Be able to help others communicate with the new residents.	Ab-IV-1 Commonly used vocabulary in social life in the Native Languages of New Immigrants Ac-IV-1 Commonly used sentences in social life in the Native Languages of New Immigrants	新-J-B1 Possess the basic listening, speaking, reading, and writing skills in the Native Languages of New Immigrants, and be able to accomplish the goal of interpersonal communication in daily life.
1-III-1 Take the initiative to use various media for understanding the Native Languages of New Immigrants and cultures.	Bd-III-3 The relations among the contemporary views on the new residents in society and the cultural difference	新-E-B2 Use all kinds of technology, information, and media for the learning of the Native Languages of New Immigrants and cultures.
1-IV-2 Show active concern for social issues about new residents, and their life challenges and solutions in their home countries.	Bd-IV-3 Cultural bias in contemporary views on the new residents in society and the legal-related issues	新-J-B2 Make good use of various technology, information, and media for the learning of the Native Languages of New Immigrants and cultures, and be able to scrutinize the media information.
3-III-3 Appreciate the characteristics of the new residents’ cultures.	Bc-II-1 Representative people, events, and matters of the new residents’ home countries Bc-II-3 Major festivals, customs, and taboos of the new residents’ home countries	新-E-B3 Be willing to experience the new residents’ art in living, and appreciate the beauty of the new

Learning Focus of the “Native Languages of New Immigrants” Subject		Core Competency of the “Native Languages of New Immigrants” Subject
Learning Performance	Learning Content	
		residents’ cultures.
1-IV-1 Take the initiative to share with others the outcomes of learning the Native Languages of New Immigrants.	Bc-IV-2 Artistic characteristics of the new residents’ home countries	新-J-B3 Be affirmative of the new residents’ art in living, and hence share the beauty of the new residents’ cultures.
3-II-1 Be able to interact with people of different cultural backgrounds using proper etiquette. 3-III-4 Be able to understand the gender norms in the Native Languages of New Immigrants and cultures.	Bd-III-3 The relations among the contemporary views on the new residents in society and the cultural difference	新-E-C1 Understand the new residents’ norms of life, and foster a concerned attitude towards issues about new residents.
3-IV-2 Be able to contemplate interpersonal dealings from the perspective of the new residents’ cultures. 3-IV-3 Be concerned about the new residents’ gender equality and other human rights-related issues, and the legal protection they should receive.	Bd-IV-3 Cultural bias in contemporary views on the new residents in society and the legal-related issues	新-J-C1 Understand and respect the new residents’ social norms, and inquire into issues about new residents from diversified perspectives.
1-I-2 Be happy to make friends with classmates of different language backgrounds. 3-I-1 Be able to get along harmoniously with people of different cultural backgrounds. 3-II-1 Be able to interact with people of different cultural backgrounds using proper etiquette.	Bd-I-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interacting with relatives, teachers, and classmates (including language and non-language) Bd-II-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interacting with friends (including language and non-language) Bd-III-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interacting with strangers (including	新-E-C2 Be happy to make friends with people of different cultural backgrounds.

Learning Focus of the “Native Languages of New Immigrants” Subject		Core Competency of the “Native Languages of New Immigrants” Subject
Learning Performance	Learning Content	
	language and non-language)	
3-IV-1 Be able to help others communicate with the new residents. 3-IV-2 Be able to contemplate interpersonal dealings from the perspective of the new residents’ cultures. 3-IV-5 Be able to work with people of different cultural backgrounds to solve problems.	Bd-IV-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interaction in formal occasions (including language and non-language)	新-J- C2 Be able to engage in intercultural communication and teamwork in a group.
3-III-3 Appreciate the characteristics of the new residents’ cultures. 3-III-4 Be able to understand the gender norms in the Native Languages of New Immigrants and cultures.	Bc-II-1 Representative people, events, and matters of the new residents’ home countries Bc-II-3 Major festivals, customs, and taboos of the new residents’ home countries	新-E-C3 Be aware of the characteristics of the new residents’ cultures; develop cultural diversity and an international perspective.
3-IV-2 Be able to contemplate interpersonal dealings from the perspective of the new residents’ cultures.	Bd-IV-1 Similarities and differences between Taiwan and the new residents’ home countries in the way of interaction in formal occasions (including language and non-language) Bd-IV-2 Similarities and differences between Taiwan and the new residents’ home countries in major religions and beliefs	新-J- C3 Understand and respect the diversity of the new residents’ cultures; possess the values of multiculturalism and an international perspective.

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

A. Foreword

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

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

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

Issue-based education can be implemented in both formal and informal curricula. Curriculum

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

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

B. Learning goals of the issues

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

Issues	Learning Goals
Gender equality education ¹	Understand the diversity of gender, discern the fact that gender inequality exists and the gender power relations in social culture; develop a value and belief in gender equality, put into practice respect and tolerance for gender diversity and differences; take action to eliminate gender bias and discrimination, protect human dignity for different genders and substantive equality of gender status.
Human rights education ²	Understand the fact that human rights exist and the basic concept and value thereof; develop a value and belief in human rights; augment the feeling for and appreciation of human rights; develop behaviors of respect for human rights and take action for human rights.
Environment education ³	Discern and understand the environmental crises and challenges in face of 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 of marine recreation and emphasis of water safety; 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 the skill of using products.
Energy education ⁶	Augment the basic concept of energy; develop the correct values of energy; foster the thought, habit, and attitude for 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 participation in family activities; inspire the awareness and duty for 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 interethnic mutual understanding and respect; cultivate the beliefs of coprosperity and equality of all ethnic groups.
Moral education	Improve the knowledge and skill 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 sentiment of critical value thinking; 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 value of human rights protection, justice and fairness.
Information education	Elevate the problem-solving and computational thinking skills with the use of information; equip oneself with life and career knowledge and skills; foster the necessary attitude and duty for the information society.
Safety education	Develop a sense of security; 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 practicability of prevention and rescue actions.

Career planning education	Understand personal characteristics, 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 intercultural literacy that respect differences and seek substantive equality; uphold the 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 for participating in international activities; inspire the competence of intercultural observation and reflection; develop an international awareness and sense of responsibility that upholds national subjectivity.
<p>Education-related laws and national policy guidelines that are involved in the 8 issues:</p> <p>Note 1: Education-related laws and national policy guidelines pertaining to gender equality education include: Gender Equity Education Act, Gender Equality Policy Guidelines, and Enforcement Act of Convention on the Elimination of All Forms of Discrimination against Women.</p> <p>Note 2: Education-related laws and national policy guidelines pertaining to human rights education include: Act to Implement the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights; Implementation Act of the Convention on the Rights of the Child; and Act to Implement the Convention on the Rights of Persons with Disabilities.</p> <p>Note 3: Education-related laws and national policy guidelines pertaining to environment education include: The Environmental Education Act and National Environmental Education Guidelines.</p> <p>Note 4: Education-related laws and policy guidelines pertaining to marine education include: National Oceans Policy Guidelines.</p> <p>Note 5: Education-related laws and policy guidelines pertaining to technology education include: Fundamental Science and Technology Act.</p> <p>Note 6: Education-related laws and policy guidelines pertaining to energy education include: Guidelines on Energy Development.</p> <p>Note 7: Education-related laws and policy guidelines pertaining to family education include: Family Education Act.</p> <p>Note 8: Education-related laws and policy guidelines pertaining to indigenous education include: The Indigenous Peoples Basic Law, Education Act for Indigenous Peoples, and Indigenous Languages Development Act.</p>	

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

1. Learning topics and substantive contents of the issues

As an extension of the Grade 1-9 integrated curriculum guidelines, a comprehensive content framework has been developed for the issues of gender equality, human rights, environment, and marine education. It helps the integration of issues when planning the extension of the

domain/subject curricula, and also enriches and realizes the contents of core competency. The gender equality, human rights, environment, and marine education issues are thus taken as examples, with their learning topics and substantive contents presented as follows, to provide a reference for curriculum design, composition of teaching materials, and teaching implementation.

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

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
Gender Equality Education	Biological sex, sexual orientation, respect for gender traits and diversity of gender identity	性E1 Understand biological sex, sexual orientation, gender traits, and the diversity of gender identity.	性J1 Accept one's own and others' sexual orientation, gender traits, and gender identity.	性U1 Affirm one's own and respect others' sexual orientation, gender traits, and gender identity; break through the gender restriction on personal development.
		性E2 Perceive the impact of body image on the body and mind.	性J2 Clarify the gender myths about the body image.	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,	性E5 Understand the concepts of sexual harassment,	性J5 Identify the forms of sexual harassment, sexual assault,	性U5 Probe into issues relating to sexual harassment,

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
	and sexual bullying	sexual assault, and sexual bullying, as well as the ways to seek help.	and sexual bullying, and make good use of resources to solve problems.	sexual assault, and sexual bullying, and be familiar in one's rights and the channels and procedures of remedies.
	Analysis of gender implications in language, text, and signs	性E6 Understand the gender implications of images, language, and text; use gender-equal language and text for communication.	性J6 Discuss the gender implications of various signs, and the gender problems in interpersonal communication.	性U6 Analyze the gender implications of signs, and use gender-equal language and signs.
	Gender literacy in technology, information, and media	性E7 Analyze the gender stereotypes conveyed by various media.	性J7 Analyze the gender myths, prejudice, and discrimination conveyed by various media. 性J8 Interpret the gender implications of technological products.	性U7 Be critical of the gender ideology presented in technology, information, and media, and seek strategies for improvement. 性U8 Develop technology and information competence without being subject to gender restriction.
	Gender rights and public participation	性E8 Understand the achievements and contributions of people of different sexes. 性E9 Review the gender discrepancy of space and resource distribution in campus, and give suggestions for improvement.	性J9 Understand the law relating to gender rights and acknowledge the models of gender equality movements; possess a caring attitude for gender minority. 性J10 Explore gender inequality in the	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

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
			use and distribution of resources in society, and propose solutions.	and offer opinions.
	Gender power relations and interaction	性E10 Identify gender-stereotypical emotional expression and interpersonal interaction. 性E11 Develop the ability of appropriate emotional expression between genders.	性J11 Remove emotional expression and communication that denotes gender stereotypes and gender bias; possess the ability to communicate with others on an equal footing. 性J12 Reflect on the gender power relation with others; promote equal and good interaction.	性U11 Analyze gender power issues in affective relationship; develop communication and negotiation skills; and enhance the ability to deal with sentimental frustration. 性U12 Reflect on the gender power relations in various interactions.
	Gender and multiculturalism	性E12 Understand and respect the diversity of family types. 性E13 Understand the difference in the gender cultures of different societies.	性J13 Understand the gender implications of the diversity of family types. 性J14 Understand the power structure and relations of genders, ethnic groups, and social classes in society.	性U13 Explore the gender and family issues in both local and international societies. 性U14 Make good use of resources to 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

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

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
			underprivileged.	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 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	人J8 Understand the rights to personal liberty, and possess the knowledge and ability to protect oneself. 人J9 Discern the relationship between the rights to education, rights to work and personal career development. 人J10 Understand the origin and	人U8 Explain the importance of freedom of speech and freedom of press for the operation of democratic society. 人U9 Understand how the law has provided all sorts of equality measures for the indigenous peoples and people with disabilities in

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
		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.	<p>history of human rights development and their meaning for human rights protection.</p> <p>人J11 Understand human rights-related organizations and activities through the use of information networks.</p> <p>人J12 Apprehend the interrelationship between poverty and class exploitation.</p> <p>人J13 Understand the impact of war and peace on human life.</p> <p>人J14 Understand the significance of Universal Declaration of Human Rights for maintaining and protecting human rights.</p>	<p>society, aiming at promoting their substantively equal social status.</p> <p>人U10 Understand the function of United Nations and other human rights-related organizations in the protection of human rights.</p> <p>人U11 Apprehend the causes of massacres in human history, contemplate the way to avoid recurrence thereof.</p> <p>人U12 Discern all the important international human rights covenants of the United Nations.</p>
Environment Education	Environmental ethics	<p>環E1 Participate in outdoor learning and nature experience; perceive the beauty, balance, and integrity of the natural environment.</p> <p>環E2 Perceive the beauty and value of biological life; care for the life of animals and plants.</p> <p>環E3 Understand the</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</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</p>

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
		harmonious co-existence of human and nature, and hence protect important habitats.	環J3 animals' welfare. Understand the ethical value of natural environment through environmental aesthetics and nature literature.	due to human damage of other species and habitats, and thus support the relevant environmental protection policies.
	Sustainable development	環E4 Perceive the impact of economic development and industrial development on the environment. 環E5 Perceive the impact of human lifestyle on other creatures and the ecological system. 環E6 Understand that excessive material demands of human beings will impact on future generations. 環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society.	環J4 Understand the meaning and principle of sustainable development (balanced development of the environment, society, and economy). 環J5 Understand the background and trend of United Nations' promotion of sustainable development. 環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.	環U3 Examine the contents of Taiwan's 21st century agenda and the related policies. 環U4 Contemplate the meaning of the quality of life and human development, and thereby reflect on their relationship with sustainable development. 環U5 Adopt a lifestyle of sustainable consumption and simple life; promote sustainable development.
	Climate change	環E8 Understand the temperature, rainfall factor, and recognize the climate trend and the extreme weather phenomena. 環E9 Perceive the impact caused by climate change	環J7 Understand the relationship between the fossil fuel and greenhouse gases, global warming, and climate change through the "carbon cycle". 環J8 Understand the	環U6 Examine the international and local coping measures against climate change; understand the spirit of international covenants in

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
		<p>on life, society, and the environment.</p> <p>環E10 Acknowledge that human behaviors are the cause of climate change.</p>	<p>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 climate change adaptation.</p>	<p>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>
	Disaster prevention and rescue	<p>環E11 Discern major disasters that have occurred in Taiwan.</p> <p>環E12 Develop an alertness and sensitivity to disasters; gain a basic understanding of disasters; and be able to avoid the occurrence of disasters.</p> <p>環E13 Perceive the increased frequency and expanded impact of natural disasters.</p>	<p>環J10 Understand the impact of natural disasters on human life, vitality, social development, the economy and industry.</p> <p>環J11 Understand the factor of human influence on natural disasters.</p> <p>環J12 Beware of the possible hazards that may come with different disaster types; learn about the suitable prevention and hideaway behaviors.</p> <p>環J13 Participate in disaster evacuation drills.</p>	<p>環U8 Understand Taiwan's policy formulation for disaster prevention from the perspective of the disaster prevention regulations.</p> <p>環U9 Analyze the actual monitoring data; examine the trend and prediction of natural disaster frequency.</p> <p>環U10 Execute the disaster prevention and rescue drills.</p> <p>環U11 Draw disaster prevention maps by using graphics technology and investigation of disaster data.</p>
	Sustainable use of energy and	環E14 Understand that energy and	環J14 Understand the relationship	環U12 Understand the meaning and

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
	resources	<p>resources have to be used for human survival and development; learn to use natural energy or materials in their natural forms in everyday life.</p> <p>環E15 Realize that over-consumption of energy and resources will 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>between energy flow, material cycle, and the operation of the eco-system.</p> <p>環J15 Discern the life cycle of products; explore their eco-footprint, water footprint, and carbon footprint.</p> <p>環J16 Understand the fundamental principles and development trends of various alternative energies.</p>	<p>executive strategy of a circular society; practice green consumption and environment-friendly lifestyle.</p> <p>環U13 Understand the environmental cost, polluter pays principle, 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</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</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,</p>

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
		recreational activities.	riverside environment and the residents' life and recreation.	culture and customs of fishing villages and seaside areas, and their relationship with eco-tourism.
	Marine society	海E4 Learn about the environment and industries in one's hometown or neighboring waters. 海E5 Explore the relationship between Taiwan's pioneering history and the ocean. 海E6 Understand that Taiwan is a maritime state; strengthen the awareness of Taiwan's maritime sovereignty.	海J4 Understand the structure and development of marine aquatic products, marine engineering, transportation, energy, tourism, and related industries. 海J5 Understand the characteristics and importance of Taiwan's territory and geographic location. 海J6 Understand the maritime law and regulations related to everyday life. 海J7 Explore the impact of the development of marine industries on Taiwan's economy.	海U4 Analyze the development of marine industries and technology, and assess their relationship with economic activities. 海U5 Learn about the maritime law; understand and care about the maritime policies. 海U6 Examine the evolution of the oceanic history of Taiwan and other countries, and analyze their similarities and differences. 海U7 Understand Taiwan's maritime interest and strategic position.
	Marine culture	海E7 Read, share, and create ocean-related stories. 海E8 Understand the relationship between maritime folklore, religion, and life. 海E9 Engage in artistic presentation with an oceanic theme	海J8 Read, share, and create literature with an oceanic background. 海J9 Understand the similarities and differences of the maritime cultures of Taiwan and	海U8 Create literature with an oceanic background in various genres and using different writing skills. 海U9 Identify the value, style, and cultural context of various

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
		by using the body, voice, images, and props.	<p>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>ocean arts.</p> <p>海U10 Compare the evolution, similarities and differences of the maritime folklore, religious beliefs and rituals of Taiwan and other countries.</p>
	Marine science and technology	<p>海E10 Understand the characteristics of water and ocean, and their applications in life.</p> <p>海E11 Understand the marine life and ecology.</p> <p>海E12 Understand the relationship between sea transportation tools and technology development.</p>	<p>海J12 Explore the characteristics, formation, and hazards of Taiwan's coastal landform and offshore areas.</p> <p>海J13 Examine the impact of the ocean on the terrestrial environment and life.</p> <p>海J14 Explore the association between the marine life and 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</p>

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
				change. 海U14 Understand the relationship among the global hydrosphere, ecological system, and biodiversity. 海U15 Be familiar with the ocean-related application technology such as seawater desalination, shipping, ocean energy, mineral exploration and mining, etc.
	Marine resources and sustainability	海E13 Discern the aquatic products commonly seen in daily life. 海E14 Understand that seawater contains salt and other contents, and identify the association between marine resources and life. 海E15 Learn about the commonly seen river and ocean resources in one's hometown, and cherish the natural resources. 海E16 Understand the environmental problems in the hometown's waters and seas, such as pollution and overfishing.	海J16 Learn about the types, usage, restoration, and conservation methods of living marine resources. 海J17 Understand the types and applications of non-living marine resources. 海J18 Explore the influence of human activities on the marine ecology. 海J19 Understand the limitation of marine resources, and protect the marine environment. 海J20 Understand the problems of Taiwan's	海U16 Explore the management strategies for and sustainable development of living marine resources. 海U17 Understand the marine minerals and energy resources, and their economic values. 海U18 Understand the cumulative consequences caused by marine environmental pollution on the marine life and environment, and propose coping strategies. 海U19 Understand the global marine environmental

Educational stages		Substantive contents of the issues		
Issues/ Learning topics		Elementary school	Junior high school	Upper secondary school
			marine environment, and actively participate in the marine protection action.	problems; familiarize oneself with and take part in the marine protection action.

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

Issue-based curriculum integration for the contents of the Native Languages of New Immigrants 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 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	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.	3-III-4 Be able to understand the gender norms in the Native Languages of New Immigrants and cultures.
	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.	Bd-III-3 The relationship between the contemporary views on the new residents in society and the cultural difference Bd-IV-3 Cultural bias in contemporary views on the new residents in society and the legal-related issues

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
	Gender rights and public participation	性J10Explore gender inequality in the use and distribution of resources in society, and propose solutions.	1-IV-2Show active concern for social issues about new residents, and their life challenges and solutions in their home countries. 3-IV-3Be concerned about the new residents' gender equality and other human rights-related issues, and the legal protection they should receive.
	Gender power relations and interaction	性E10Identify gender-stereotypical emotional expression and interpersonal interaction. 性E11Develop the ability of appropriate emotional expression between genders.	Ba-I-1Greeting norms when interacting with relatives (including the seniority and gender factors) Bb-I-2The proper gesture, sitting position, and clothing when the new residents interact with relatives, teachers, and classmates Bb-II-2The proper gesture, sitting position, and clothing when the new residents interact with friends Bb-III-2The gesture, sitting position, and clothing when the new residents interact with strangers
	Gender and multiculturalism	性E12Understand and respect the diversity of family types. 性E13Understand the difference in the gender cultures of different societies. 性J14Understand the power structure and relations of genders, ethnic groups, and social classes in society.	3-I-1Be able to get along harmoniously with people of different cultural backgrounds. 3-I-2Be happy to participate in multicultural activities. Bd-I-2Similarities and differences between Taiwan and the new residents' home countries in the family life environment 3-IV-4Understand and respect the cultural difference between Taiwan and the new residents'

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
			home countries.
Hunan Rights Education	Human rights and responsibility	人J2 Show concern for local human rights issues, propose a social blueprint that accords with justice, and engage in social improvement and action.	1-IV-2 Show active concern for social issues about new residents, and their life challenges and solutions in their home countries.
	Human rights, democracy, and rule of law	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.	3-IV-5 Be able to work with people of different cultural backgrounds to solve problems.
	Human rights and its practice in life	人E5 Appreciate and accept individual differences and respect one's own and others' rights. 人J5 Understand there are different groups and cultures in society; respect and appreciate the differences. 人J6 Look squarely at all forms of discrimination in society, and take action to care for and protect the underprivileged.	3-III-3 Appreciate the characteristics of the new residents' cultures. 3-IV-2 Be able to contemplate interpersonal dealings from the perspective of the new residents' cultures. 3-IV-4 Understand and respect the cultural difference between Taiwan and the new residents' home countries. Bd-III-3 The relationship between the contemporary views on the new residents in society and the cultural difference Bd-IV-2 Similarities and differences between Taiwan and the new residents' home countries in major religions and beliefs Bd-IV-3 Cultural bias in

Issues	Learning topics	Substantive contents	Examples of learning focus for issue-based curriculum integration
			contemporary views on the new residents in society and the legal-related issues
Environment Education	Environmental ethics	環E3 Understand the harmonious co-existence of human and nature, and hence protect important habitats.	Bc-II-2 Urban and rural landscape and life in the new residents' home countries Bc-III-1 Geographical location and climate of the new residents' home countries
	Sustainable development	環E7 Recognize there are problems of uneven food distribution and too great a wealth gap in human society. 環J6 Understand the sustainability issues concerning world population growth, food supply and nutrition.	Bd-III-3 The relationship between the contemporary views on the new residents in society and the cultural difference 1-IV-2 Show active concern for social issues about new residents, and their life challenges and solutions in their home countries. 3-IV-5 Be able to work with people of different cultural backgrounds to solve problems.
Marine Education	Marine culture	海E7 Read, share, and create ocean-related stories. 海J8 Read, share, and create literature with an oceanic background. 海J9 Understand the similarities and differences of the maritime cultures of Taiwan and other countries.	Bd-IV-2 Similarities and differences between Taiwan and the new residents' home countries in major religions and beliefs