

Curriculum Guidelines for the 12-Year Basic Education
Elementary School

The Domain of Life Curriculum

Ministry of Education

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I. Fundamental Beliefs

Children learn from life. They acquaint themselves with the world through playing, exploring, observing, and experiencing in life. Children interact with people in life to learn social regulations; they develop smoothly both physically and mentally under the care and guidance of adults. In Life Curriculum children take a major role in learning and children's life experience is not divided on the basis of the subject knowledge system. Life Curriculum inspires children's positive emotions and attitudes and lays the foundation of learning in the future.

Since children take the major role in learning, the development and the design of Life Curriculum will base on the characteristics of children. Integrated curriculum, ranging from "Natural Science," "Social Studies," "Art" to "Integrative Activities," serve to cultivate students' core competency of Life Curriculum and to expand the multi-faceted meaning of students to people, things and environments. Teachers of Life Curriculum serve as a guide or a facilitator during students' learning. They are expected to become professional teachers who are self-motivated constant learners and fully enjoy observing students, creating teaching activities, and experiencing teaching-is-learning at the same time.

1. Life Curriculum is built on the characteristics of children

Children are naturally curious and love to explore, and through exploration they encounter problems, solve problems, and obtain pleasure. The most natural learning starts from spontaneous activities. In an atmosphere where students want to learn and are willing to learn, and through the guidance of teachers, they continue to nurture their inclination and ability in autonomous and lifelong learning.

The characteristics of children in Stage I follow:

- (1) They explore and learn in life.
- (2) They discover and think about problems in life.

- (3) Through the process of experience, exploration, and inquiry, they obtain pleasure, encounter problems, and solve problems.
- (4) They learn from interactions with society, natural environments, and other people, and they are self-reflective.
- (5) They adapt to life and develop their own abilities.

2. Course Attributes

Life Curriculum is an integrated curriculum that goes beyond subject disciplines and “life” is seen as a core. On the one hand, Life Curriculum connects the integrated learning experience in kindergartens to help students adapt to the more structured academic learning life in elementary schools; on the other, it expands students’ horizons and deepens their significance to people, things, and environments in life. Thirdly, it also helps students get prepared for the subject learning in Stage II. Life courses, based on the core competency and the learning performance of Life Curriculum, inspire and cultivate the learning methods and thinking skills students need for “Natural Science,” “Social Studies,” “Art,” and “Integrated Activities” in Stage II, and connect and lay the foundation of the four subject disciplines in Stage II by using the most frequently-encountered materials in life as the content of learning. The courses in Life Curriculum, based on integrated themes, allow students to construct and develop relevant knowledge and competence while they are learning from life. Life Curriculum also cultivates its core competency containing truth, kindness, and beauty.

Life Curriculum, therefore,

- (1) helps students expand their horizons and abilities,
- (2) lays the ground for students to live a life of truth, kindness, and beauty, and
- (3) lays a good foundation for continuing learning.

3. Teacher Image

Teachers of Life Curriculum regard children as a major role in learning. In the real-life context, they open up students' curiosity about people, things, and environments, arouse their motivation and interest in learning, move children's hearts from time to time, and enable them to discover the beauty and goodness of the people and things around them and hence love learning.

Therefore, the image of a Life Curriculum teacher is

- (1) a teacher who plans and implements courses on the basis of students' learning,
- (2) a teacher who develops innovative, integrated theme-based teaching activities,
- (3) a teacher who pays attention to the students' learning and development and is able to patiently accompany students to grow up,
- (4) a teacher who leads students to discover and explore problems and maintain their curiosity and joy of exploration,
- (5) a teacher who helps students overcome their learning difficulties and tries to solve problems using constructive methods,
- (6) a teacher who allows students to feel the experience of success and then elevates their thoughts and self-confidence,
- (7) a teacher who has courage to innovate in teaching and feel the joy of students' learning, and
- (8) a teacher who is happy and swells with energy and is able to cooperate with others and improve together.

II. Curriculum Goals

The purpose of establishing Life Curriculum is to guide students, through experience and exploration, comprehension and appreciation, communication and cooperation, and performance and practice in their lives, to enhance their awareness and interactive ability among people, things, and environments around them, and to strengthen their knowledge and abilities in adapting to life and improving life attitude.

The curriculum goals are to help students

1. explore the characteristics and changes of people, things, and environments in life, so as to enhance the abilities in inquiring how and why things work, have the joy of learning, and show confidence;
2. discover and try to solve problems, express feelings and thoughts through various media and symbolic representations, and apply what has been learned to life in person;
3. perceive the richness of culture, art, and natural phenomena in life, respect and appreciate that diversity exists, construct important concepts, and develop life skills and methods;
4. realize the significance of establishing a norm of life, interact and cooperate with people using appropriate vocabulary or methods, foster good habits in life, and be able to show concern for the environment and respect life; and
5. reflect on what the interaction among people, things, and environments in life means to themselves, discover the beauty of life and apply it in real life.

III. Time Allocation

There are six periods of Life Curriculum per week in the first stage of learning (the first and the second graders of the elementary school).

IV. Core Competency

The following table is based on the content of the core competency at each stage of education in the General Guidelines and is combined with the fundamental beliefs and curriculum goals of Life Curriculum and with specific descriptions of how Life Curriculum is to be implemented.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Life Curriculum Elementary School (E) Stage I
<p style="text-align: center;">A Autonomous Action</p>	<p style="text-align: center;">A1 Physical and Mental Wellness and Self-advancement</p>	<p>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.</p>	<p>生活-E-A1 Generate self-perception and have a positive self-image through the connection between self and the outside world, so as to cherish oneself. At the same time, experience and perceive the pleasure of learning, and take the initiative to discover and solve problems and continue learning through exploration and inquiry of things in daily life.</p>
	<p style="text-align: center;">A2 Logical Thinking and Problem Solving</p>	<p>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</p>	<p>生活-E-A2 Learn various methods of exploring people, things, and environments and acquire knowledge and learn how to make reasonable judgement from exploration, and</p>

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Life Curriculum Elementary School (E) Stage I
		actions, to effectively tackle and solve problems in daily life.	improve the ability of systematic thinking and problem-solving.
	<p style="text-align: center;">A3 Planning, Execution, Innovation, and Adaptation</p>	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.	<p>生活-E-A3</p> <p>Explore the characteristics of and relationships among people, things, and environments through various media and learn various methods of exploring people, things, and environments to understand how and why things work, and be able to create, share and practice.</p>
<p style="text-align: center;">B Communication and Interaction</p>	<p style="text-align: center;">B1 Semiotics and Expression</p>	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.	<p>生活-E-B1</p> <p>Use appropriate and multiple symbolic representations to express personal ideas, communicate with others, and be able to empathize and respect the opinions of others.</p>
	<p style="text-align: center;">B2 Information and Technology Literacy and Media Literacy</p>	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,	<p>生活-E-B2</p> <p>Use the media and tools that are readily available in life to deal with information appropriately through various exploration methods and skills.</p>

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Life Curriculum Elementary School (E) Stage I
		and criticize humans' relationships with technology, information, and media.	
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	生活-E-B3 Perceive and experience the true, the good, and the beautiful of people, things and environments in life, appreciate the diverse forms and expressions of beauty in life, and perceive the elements of beauty during creation and gradually develop a sensitivity to beauty.
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.	生活-E-C1 Be aware of the relationship between self, others and environments, experience and realize the meaning of life etiquette and group norms, and learn to respect others, cherish the environment and care for life, and put all these into practice in daily life. At the same time, reflect on the role one should play in a group and try to improve, or take moves to improve, things to the best of one's ability or through cooperating with others.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Life Curriculum Elementary School (E) Stage I
	<p style="text-align: center;">C2 Interpersonal Relationships and Teamwork</p>	<p>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.</p>	<p>生活-E-C2 Be aware that one's emotions and behaviors may affect others and the environment, so as to interact with others in appropriate and friendly ways, be willing to complete work tasks together, and demonstrate skills in respect, communication and cooperation.</p>
	<p style="text-align: center;">C3 Multi-Cultural and Global Understanding</p>	<p>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.</p>	<p>生活-E-C3 Appreciate the similarities and differences among various ethnic groups and cultural connotations, and experience and perceive the phenomena of global connection in life.</p>

V. Learning Focus

Life Curriculum focuses on the development of the core competency of students on the basis of the three core concepts and the three dimensions of the core competency in the *Curriculum Guidelines of 12 -Year Basic Education: General Guidelines*. The three core concepts are “taking initiative,” “engaging in interaction,” and “seeking the common good.” and the three dimensions of core competency are “autonomous action,” “communication and Interaction,” and “social participation.” The learning focus of Life Curriculum is structured on seven theme axes to cultivate children’s core competency. The constituents of the seven thematic axes are listed below:

1. **Accept oneself with delight:** Generate a self-perception, have a positive view of oneself, and learn ways to take care and protect oneself through the connection with the outside world.
2. **Explore how things work:** Explore the characteristics and relationships of people, things, and environments through various means and media; learn various ways to explore people, things and environments and understand the principles obtained from the exploration.
3. **Enjoy learning:** Be curious about things in life, be fond of exploration, experience and feel the pleasure of learning, and be active to discover and solve problems and continue learning.
4. **Express opinions and practice innovatively:** Express one’s ideas using different symbolic representations and take the initiative to create, share, and practice in life.
5. **Perceive and appreciate beauty:** Perceive and feel the beauty of people, things and environments in life, appreciate the multiple forms and expressions of beauty, and experience a good and happy life.
6. **Demonstrate appropriate behavior and attitude:** Be aware of the relationship between self, other people, and the environments and reflect on how one should play one’s role, perceive the meaning of life etiquette and group norms, learn to respect others, cherish the environments and care for life.
7. **Cooperate with people:** Be able to interact with people friendly, be willing to complete a task with others, and demonstrate skills in respect, communication and cooperation.

Based on the contents of the seven thematic axes, the learning focus of Life Curriculum comprises the “learning performance” and “learning content” for students to accomplish. “The Table of Correspondence between the Learning Focus and the Core Competency for Life Curriculum” (See Appendix I for details) is to enable the learning focus and the core competency to correspond with each other. Through mastering the learning focus, teachers can truly fulfill the cultivation of students’ core competency, so as to enhance the rigor of curriculum development.

“Issues to Be Integrated into the Domain-subject Curriculum Guidelines” (See Appendix II for details) helps teachers appropriately integrate various issues with the learning focus of Life Curriculum, to enrich students’ learning of Life Curriculum, and to promote the cultivation of the core competency.

1. Learning Performance

In Life Curriculum, “Learning Performance” refers to the performance developed by students through actions in specific life situations. “Learning Performance Description” entails students’ learning performance items that teachers can grasp and observe while implementing theme-based teaching, and teachers are required to conduct course instruction and learning assessment accordingly. Below is the code system of Learning Performance. The first code refers to “Thematic Axis.” The second code refers to “Learning Stage,” where “I” refers to Stage I. The third code refers to the serial number of the items of “Learning Performance Description.”

Theme	Learning Performance	Learning Performance Description
1. Accept oneself with delight: Generate a self-perception, have a positive view of oneself, and learn ways to take care	1-I-1 Explore and share feelings and thoughts about oneself and related people, things and environments.	1. Explore and share one’s own external characteristics, interests, and likes. 2. Explore and share that one’s growth is to be influenced by the culture of one’s family, school, and community. 3. Explore and share that one’s life is to be affected by changes in the natural and social environments.

Theme	Learning Performance	Learning Performance Description
and protect oneself through the connection with the outside world.	1-I-2 Be aware that everyone has one's own uniqueness and strengths, and appreciate one's merits and like oneself.	<ol style="list-style-type: none"> 1. Through activities in class, school, family, and community, discover that everyone is unique and has similarities and differences due to gender, ethnic group, religion, culture, etc. 2. Become aware that either self or others have different characteristics and strengths and appreciate one's own uniqueness and strengths. 3. Explore and exert one's strengths appropriately while participating in various activities.
	1-I-3 Reflect on the journey of one's self-growth, perceive its meaning and realize one's progress and direction of effort.	<ol style="list-style-type: none"> 1. Perceive and share one's changes and progress in various aspects and experience how life grows through observing, comparing, and reflecting on the phenomenon of one's growth. 2. Be willing to learn from teachers and peers for what is not done well enough and try hard to do it oneself. 3. Be aware that one may influence one's own life and learning.
	1-I-4 Cherish oneself and learn ways to take care of oneself, and can act appropriately and safely.	<ol style="list-style-type: none"> 1. Realize the value of life and cherish life through the exploration of the growth of people and other creatures. 2. Be aware of the dangers caused by the environment and its changes, and use appropriate contingency methods to protect oneself. 3. Perceive the changes in life and their possible impact on people and learn to adapt. 4. Perceive the environmental problems or possible dangers while using tools and devices in work and in play, and learn how to protect oneself.
2. Explore how things work: Explore the characteristics and	2-I-1 Explore people, things and environments in life using sensory organs and perception	<ol style="list-style-type: none"> 1. Use sensory organs to observe and identify the characteristics of objects and creatures, and the environmental characteristics of the home, the campus, and the vicinity of school (e.g., communities, tribes).

Theme	Learning Performance	Learning Performance Description
relationships of people, things, and environments through various means and media; learn various ways to explore people, things and environments and understand the principles obtained from the exploration.	and perceive the characteristics of things and environments.	<ol style="list-style-type: none"> 2. Contact and distinguish the characteristics of various natural objects, man-made objects, and artistic works in life, and establish a preliminary experience in exploring materials. 3. Compare the characteristics of people, things and environments; identify and express their similarities and differences. 4. Classify things based on the characteristics and attributes of things, creatures and environments.
	<p>2-I-2 Observe the changes in people, things, and environments and be aware of the possible factors that cause the changes.</p>	<ol style="list-style-type: none"> 1. Explore the phenomena of changes in people, things, and environments through observation and operation. 2. Be aware that, from one changing event or state, people, things, and environments will change under the influence of such factors as time, space, and other external forces. 3. Understand the process of life growth and the changes of things through observing and recording life phenomena.
	<p>2-I-3 Explore people, things and environments in life and perceive that they will influence one another.</p>	<ol style="list-style-type: none"> 1. Observe biological phenomena and realize that, for survival reasons, living creatures will have mutual influences on one another. 2. Contact people, things and environments in life and realize that they are connected. 3. Realize that people, things, and environments around one's life will form a mutual relationship.
	<p>2-I-4 During the process of discovering and solving the problem, learn the methods to explore and inquire into people, things, and environments.</p>	<ol style="list-style-type: none"> 1. Realize the importance of sensory organs and perceptions in understanding people, things and environments from exploration activities. 2. Learn how to find and ask questions. 3. By understanding the problem, consider its possible causes, propose solutions, and take actions.

Theme	Learning Performance	Learning Performance Description
	2-I-5 Use various kinds of methods and skills to explore things, deal with information appropriately, and build up the habit of doing things by hand.	<ol style="list-style-type: none"> 1. Do hands-on trials or practice by hand and apply the acquired methods and skills in exploration to daily life and studying. 2. Collect and organize information so as to make predictions and judgements on things.
	2-I-6 Realize the reasons for things through exploring and inquiring into people, things and environments.	<ol style="list-style-type: none"> 1. Obtain relevant knowledge and concepts through exploring the characteristics, relationships, changes, and process of growth of people, things and environments in life.
3. Enjoy learning: Be curious about things in life, be fond of exploration, experience and feel the pleasure of learning, and be active to discover and solve problems and continue learning.	3-I-1 Be willing to participate in various kinds of learning activities and show curiosity and eagerness for knowledge and exploration.	<ol style="list-style-type: none"> 1. Participate in learning activities, work, and play earnestly and show positive attitude to get involved. 2. Show curiosity about the environment and things around life and like to share opinions and ask questions.
	3-I-2 Realize that there are a variety of methods for exploring how and why things work and be willing to apply them.	<ol style="list-style-type: none"> 1. Be aware that one's thoughts on things and ways of doing things can help oneself and others solve problems, and be willing to think and take action.

Theme	Learning Performance	Learning Performance Description
	3-I-3 Experience the pleasure of learning and the sense of achievement and take the initiative to learn new things.	<ol style="list-style-type: none"> 1. Be willing to try new rules in game/play or find new discoveries, and be aware that one's own ideas and practices also work well sometimes. 2. Experience the joy of having work accomplished and problem solved, and be willing to face challenges and continue learning.
4. Express opinions and practice innovatively: Express one's ideas using different symbolic representations and take the initiative to create, share, and practice in life.	4-I-1 Use various kinds of means, media, and materials in life for performance and creation and evoke rich imagination.	<ol style="list-style-type: none"> 1. Try to use various materials in life to play and to engage activities and express one's feelings and thoughts. 2. Engage in creative activities related to art, literature, science, and society to evoke rich imagination.
	4-I-2 Use different symbolic representations for performance and sharing and perceive the pleasure of creation.	<ol style="list-style-type: none"> 1. Try to express one's feelings and thoughts in some creative forms. 2. Use symbolic representations such as languages, numbers, sounds, colors, images, facial expressions and body movements to express one's thoughts and perceive the pleasure and satisfaction of creation.
	4-I-3 Use various methods and forms of performance and creation to better one's life and to increase the pleasure of life.	<ol style="list-style-type: none"> 1. Be aware that there are many opportunities for performance and creation in life. 2. Use the methods of exploring people, things and environments to garnish or improve the living environment. 3. Use artistic creation forms and works to better one's life and enjoy the pleasure of life.
5. Perceive and appreciate beauty: Perceive and feel the beauty of people, things and	5-I-1 Be aware of the richness of people, things and environments in life and build a preliminary aesthetic experience.	<ol style="list-style-type: none"> 1. Recognize the characteristics of people, things, and environments in life, and feel their richness. 2. Experience and discover the visual, auditory, kinesthetic and other aesthetic elements around life.

Theme	Learning Performance	Learning Performance Description
environments in life, appreciate the multiple forms and expressions of beauty, and experience a good and happy life.	5-I-2 Be aware that beauty exists everywhere in the living environment.	<ol style="list-style-type: none"> 1. Be aware of the beauty of the natural environment in life. 2. Feel the beauty of the humanistic environment in life.
	5-I-3 Understand and appreciate the diverse forms, similarities and differences of beauty.	<ol style="list-style-type: none"> 1. Understand and accept that everyone has different views on beauty. 2. Understand that the expression of beauty can be in diverse forms. 3. Appreciate that different ethnic groups, cultures, and nations around our life have different representations of beauty. 4. Be aware of the characteristics of art through experiential activities.
	5-I-4 Be moved by the beauty of people, things, and environments around life and be willing to take the initiative to care and get close.	<ol style="list-style-type: none"> 1. Be able to discover the beauty of people, things and environments around life and share the moving moments with others. 2. Take the initiative to care about and get close to the wonderful people, things and environments in life.
6. Demonstrate appropriate behavior and attitude: Be aware of the relationship between self, other people, and	6-I-1 Perceive and be aware and that one might have influences on people, things and environments in life and learn to adjust one's emotions and behaviors.	<ol style="list-style-type: none"> 1. Be aware and perceive that one's emotional expressions and behaviors may influence people, things and environments in life and learn to adjust one's emotion. 2. Understand that one's behavior may have impacts on other people and the environment, and be able to interact with them in appropriate ways.

Theme	Learning Performance	Learning Performance Description
<p>the environments and reflect on how one should play one's role, perceive the meaning of life etiquette and group norms, learn to respect others, cherish the environments and care for life.</p>	<p>6-I-2 Realize what one should do and play one's role well, and do it in person.</p>	<ol style="list-style-type: none"> 1. Explore one's role in class and in family and behave appropriately. 2. Be willing to do what one should do in class and in family and take responsibility.
	<p>6-I-3 Perceive the norms and etiquette in life, explore the significance, and be willing to abide by them.</p>	<ol style="list-style-type: none"> 1. Perceive the regularity of daily life and activities, understand the reasons for establishing norms of life and rules for activities, and adjust one's behavior. 2. Explore the etiquette expected for different situations and occasions and show appropriate behavior.
	<p>6-I-4 Care for people, things and environments in life and be willing to offer assistance and service.</p>	<ol style="list-style-type: none"> 1. Be aware that one has abilities to help others through the experience of providing service. 2. Show concern for people, things, and environments in need of assistance. 3. Understand the feelings and needs of those who need assistance and provide appropriate care and assistance.
	<p>6-I-5 Be aware of the interdependent relationship between people and the environment and then cherish resources, protect the environment, and respect life.</p>	<ol style="list-style-type: none"> 1. Investigate environmental issues in the vicinity of home, campus, school (communities, tribes) and their impact on people's life, and realize the importance of environmental protection. 2. Stay close to nature, treasure life and cherish resources and be willing to take part in environmental conservation activities.

Theme	Learning Performance	Learning Performance Description
<p>7.</p> <p>Cooperate with people: Be able to interact with people friendly, be willing to complete a task with others, and demonstrate skills in respect, communication and cooperation.</p>	<p>7-I-1</p> <p>Express one's observations and opinions on people, things and environments in comprehensible words or other ways of expression.</p>	<ol style="list-style-type: none"> 1. Try to make others understand one's observations and thoughts on people, things, and environments using forms such as languages, words, graphics, and body language.
	<p>7-I-2</p> <p>Listen to the ideas of others and try in various ways to understand the opinions expressed by others.</p>	<ol style="list-style-type: none"> 1. Be willing to listen patiently to the opinions expressed by the others. 2. Be aware and pay attention to the messages conveyed by others. 3. Be able to ask questions in appropriate ways when information is not clear.
	<p>7-I-3</p> <p>Be aware of the feelings of others, realize the positions of others and learn to be considerate, and respect the opinions that differ from one's own.</p>	<ol style="list-style-type: none"> 1. Be able to know the mood, thoughts, difficulties, or needs of others through communication, and demonstrate respectful words and actions with empathy. 2. Express your views in a respectful way when disagreeing with others.
	<p>7-I-4</p> <p>Be able to establish rules or methods for common goals, work and complete a mission together.</p>	<ol style="list-style-type: none"> 1. Know the goal of a mission, communicate and discuss on the methods and rules of doing things. 2. Abide by the agreed norms, adjust one's actions, and cooperate with others in activities and in division of labor. 3. Be willing to help others or ask for help while working. 4. Be able to find appropriate solutions through communication when facing difficulties and conflicts.

Theme	Learning Performance	Learning Performance Description
	7-I-5 Be aware of the importance of cooperation through the process of working together.	1. Feel the pleasure and achievement of working together. 2. Be aware of the strength of unity.

2. Learning Content

The learning performance and its description of Life Curriculum contain the learning process, the learning performance, and the learning content. The learning content in Life Curriculum is not organized and categorized by subject knowledge, but involves the people, things, and environments and life phenomena that are most accessible to students in their life. According to this and based on the people, things, environments and life phenomena listed in the 30 descriptions of learning performance developed from the seven thematic axes, Life Curriculum is summarized to the following six content themes: “observation and reflection on phenomena related to the change of things and the growth of life,” “exploration and cherishment for the beauty of the environment,” “exploration and innovative application of the characteristics of things in life,” “establishment of interpersonal relationship and communication for cooperation,” “practice of and reflection on life norms,” and “practice and awareness of strategies in autonomous learning.”

- (1) “Observation and reflection on phenomena related to the change of things and the growth of life” refers that students, after observing and reflecting on the change of things in their living environment and perceiving the growth of themselves, will reflect on themselves or adjust their behaviors.
- (2) “Exploration and cherishment for the beauty of the environment” refers that students, who experience and perceive various good and beautiful things in the surrounding physical

environment, natural and ecological environment, and social and cultural environments, will strive to learn about them, adapt to them, and cherish them.

- (3) “Exploration and innovative application of the characteristics of things in life” refers that students learn about the properties and functions of various things, tools, and devices in life by exploring them, think about how these things are related to their own life, and pay attention to how the acquired knowledge and methods can be applied to life and studying.
- (4) “Establishment of interpersonal relationship and communication for cooperation” refers that students learn about themselves and others by interacting with others in their lives, learn communication skills, establish good relationship with others, and help each other and grow together in cooperation.
- (5) “Practice of and reflection on life norms” refers that students understand the meaning and importance of obeying etiquette through exploring the norms or rules of life, and develop good life habits and character.
- (6) “Practice and awareness of strategies in autonomous learning” refers that students are aware that there are methods and strategies in doing things because they practice the learning methods and strategies taught by teachers or reflect on their own learning methods in the process of learning. They also realize that using or improving methods and strategies brings a sense of accomplishment and hence show a positive and joyful learning attitude in life and in studying. They are brave to face challenges and willing to take the responsibility for their own study and gradually have the ability to learn autonomously.

There are several items of the learning content under each of the six content themes. Below is how each item is coded. The first code of the coding system refers to “theme of the learning content” and is labelled in English letters; the second code refers to the learning stage, where “I” refers to Stage I; and the third code using serial numbers refers to different items of “learning content.”

Theme	Learning Content
A. Observation and reflection on phenomena related to changes of things and the growth of life	A-I-1 Understanding the phenomenon of life growth A-I-2 Observing the changes of things A-I-3 Self-reflection
B. Exploration and care of the beauty of the environment	B-I-1 Perceiving the beauty of the natural environment B-I-2 Recognizing the beauty or benefits of the social environment B-I-3 Exploring and cherishing the environment
C. Exploration and innovative application of the characteristics of things in life	C-I-1 Exploring the characteristics and phenomena of things C-I-2 Making use of media characteristics and symbolic representations C-I-3 Methods and skills for exploring things in life C-I-4 Application and practice of how and why things work. C-I-5 Application, combination, and innovation of knowledge and methods
D. Establishment of interpersonal relationship and communication for cooperation	D-I-1 Recognizing the relationship between self and others D-I-2 Learning how to adjust emotions D-I-3 Performance in listening and responding D-I-4 Working together and assisting each other
E. Practice of and reflection on life norms	E-I-1 Developing life habits E-I-2 Put the norms of life into practice. E-I-3 Reviewing and adjusting self-behavior E-I-4 Expressing gratitude and practicing service work
F. Practice and awareness of strategies in autonomous learning	F-I-1 Exercises for understanding a mission and setting a task goal F-I-2 Proposition and trial of various methods or strategies in solving problems F-I-3 Planning exercises for time allocation and working procedures F-I-4 Reflection on and improvement of one's own methods and strategies in doing things.

VI. Implementation Directions

1. Curriculum Development

- (1) Life Curriculum is an integrated curriculum that transcends academic subjects. Teachers should consider the life experience of the students and develop the curriculum based on the students' real-life situations or experiences and avoid designing and implementing curricular activities by transferring knowledge directly.
- (2) The major mode of curriculum development and design in Life Curriculum is theme-based instruction. The curriculum development should grasp the following three core principles: "children being treated as active learners and the major role in learning," "cultivating the core competency of Life Curriculum for students," and "expanding students' multiple significant views on people, things, and environments."
- (3) Curriculum planning and activity designing are requested to be diversified, lively, vivid and innovative, so that students will have fun while participating in learning and cumulate and deepen their core competency in Life Curriculum. Teachers should avoid designing activity for activity's sake.

2. Teaching Material Selection and Composition

- (1) Compilation of teaching materials should be based on the content of the Rationale, the Curriculum Goals, and the Learning Focus in the guidelines of Life Curriculum.
- (2) Compilation of teaching materials should be based on the principles of theme-based instruction and consider the physical and mental development and characteristics of students in Stage I.
- (3) Teachers should consider students' life experience and local resources when developing thematic teaching plans. If teachers need to select textbooks, in addition to ensuring that the contents are appropriate for integrated theme-based instruction, they should transform the contents of textbooks based on students' life experience and local resources to meet students' learning needs. Thematic teaching should be based on the principle of integration and include relevant issues or materials if necessary.

(4) Teachers can refer to “Reference materials for thematic teaching design” (See Appendix III for details) and create or design teaching activities for integrated themes,

3. Teaching Implementation

(1) There are six periods per week for Life Curriculum. Teachers should take the subjectivity and contextuality of Life Curriculum into consideration, regard students’ life and learning as a whole, and then be integrated with the content of other disciplines/subjects, important education policies, and relevant issues, so as to avoid separating Life Curriculum to an independent field or teaching the pieced materials separately.

(2) Life Curriculum may have various appearances due to the teachers’ different teaching methods or backgrounds of expertise. As long as the descriptions of Learning Performance can be achieved, teachers can teach according to their own superior abilities and styles, and can coteach with other teachers depending on actual needs, but still need to maintain the theme-based teaching mode during coteaching.

(3) Themes of teaching can be triggered by things students encounter or care about in their lives, so as to arouse their awareness of problem exploration and then take actions (such as exploring, experiencing, inquiring, creating, problem solving, communicating, and cooperating) in specific situations (such as homes, classrooms, campuses, or the vicinity of schools). Teachers should provide a wide range of methods and opportunities for various expressions and performances, and through the sense of accomplishment from solving problems or completing tasks, students will have the motivation for autonomous exploration and continuous learning.

(4) It is suggested that teaching be linked with real life situations and cultivate the core competency of Life Curriculum through exploration and experience, but avoid using a single teaching method or relying on audio-visual media excessively.

(5) In the process of teaching, the teacher should respect the differences of students (such as their cognitive development, learning styles, family backgrounds, etc.) and provide opportunities for them to exert their superior abilities.

4. Teaching Resources

- (1) Schools should design and install necessary teaching resources vigorously so that students can explore their life, do observation, play, and do activities to support teachers' instruction.
- (2) Schools should provide necessary administrative support for curriculum implementation and encourage teachers to carry out teaching activities based on field experience and observation.
- (3) Schools should provide resources to support workshops, activities for further studies or training, and teacher professional learning communities, to develop teaching materials and aids, and to promote students' learning outcomes.

5. Learning Assessment

- (1) Life Curriculum uses multiple forms of assessment. Teachers assess students according to their performance in different learning processes or results, using behavior or skill checklists, affection or attitude rating scales, classroom observation records, visiting and sharing, graphic diaries and various activities of presentation and performance, or using learning portfolios, but teachers should avoid using the uniform paper-and-pen test throughout the whole grade as the only regular evaluation form (e.g., midterm or final exams in school).
- (2) The instruction and assessment activities in Life Curriculum are continuous processes so that assessment and teaching activities should be designed and carried out simultaneously.
- (3) The main purpose of assessment in Life Curriculum is to provide a direction of learning, stimulate learning interest, and cultivate students' self-confidence. Forms of assessment are divided into formative assessment and summative assessment. The purpose of formative assessment is to understand the progress of students' learning, so that teachers can take care of the students and help them overcome difficulties or to trigger them to study further. Summative assessment is to understand how well students have achieved the Learning Performance and by doing continuous formative assessment teachers can see how students' abilities improve and judge their learning outcomes.

(4) Teachers should see the learning status of students in the assessment activities, provide appropriate feedback, positive encouragement, and reflect on their teaching and help students learn more effectively.