

*General Guidelines of Grades 1-9
Curriculum for Elementary and Junior
High School Education*

Ministry of Education

Grade 1-9 Curriculum Guidelines¹

I Preface

In keeping with the 21st century and the global trends of educational reform, the government must engage in educational reform in order to foster national competitiveness and the overall quality of our citizens lives.

The Ministry of Education (hereafter referred to as the MOE), therefore, initiated curricular and instructional reforms in elementary and junior high school education. These reforms have been based on the *Action Plan for Educational Reform* (「教育改革行動方案」) approved by the Executive Yuan. As the curriculum is not only the core of schooling but also the foundation on which teachers plan learning activities, the MOE places top priority on the development and implementation of the Grade 1-9 Curriculum. The curriculum reforms are necessary and timely based on the following reasons:

(a) Meeting national development needs:

The world is now an international community in which all countries are closely connected and intensively competing with each other. We must, therefore, actively conduct educational reforms to enable individuals to maximize their potential, promote social progress, and enhance national competitiveness. The curriculum, as the major component of schooling, must be reviewed and revised continuously in order to render quality school culture and educational results, thus promoting our national development.

(b) Meeting public expectations:

In recent years, public expectations for school reforms have been growing stronger. In response to public opinion, the Commission on Educational Reform (教育改革審議委員會) set up by the Executive Yuan published *The Consultants' Concluding Report on Education Reform* (教育改革總諮議報告書) which included several recommendations on school education such as the de-regulation of elementary and junior high schools, curriculum reform, improving teacher instruction, introducing English to primary students, assisting students to develop the basic academic capacities, etc. In response to social expectations, we need to conduct curricular reform with an innovative perspective so as to improve elementary and junior high schools.

The current *Curriculum Frameworks for Elementary Schools and Junior High Schools* were revised and promulgated in 1993 and 1994 respectively. Although the current *Curriculum Frameworks* have been gradually and properly implemented, the MOE believes that innovative thinking and practice in education are the prerequisites for success in the new century. Therefore, the MOE launched plans for another curricular reform in order to build up consensus and integrate the efforts of education reform, in order to create a new and better environment for school education. The development of a new curriculum was divided into three stages. The

¹ 中英條文編號對照：壹 -- I；一 - A；(一) -- (a)；1 - 1；(1) - (1)

duration and major tasks of each stage are detailed as follows:

- (a) Stage One (from April 1997 to September 1998): Establishing the *Special Panel on the Development of Elementary and Junior High Schools' Curriculum*. (國民中小學課程發展專案小組)

The major tasks of this panel were to:

1. Research and formulate the guiding principles for developing and revising the curriculum of elementary and junior high schools;
2. Survey the shared components of the curriculum structure of elementary and junior high schools;
3. Research and formulate the curriculum structure of elementary and junior high schools, such as requisite learning areas and the proportion of each area for the total learning periods; and
4. Formulate the *General Guidelines of Grade 1-9 Curriculum of Elementary and Junior High School Education*. (「國民教育九年一貫課程總綱」)

- (b) Stage Two (from October 1998 to November 1999) : Establishing the *Panel on Researching and Formulating the Guidelines of Each Learning Area in Grade 1-9 Curriculum* (which covers the levels of elementary school and junior high school levels of education.) (「國民中小學各學習領域綱要研修小組」)

As soon as the *General Guidelines of Grade 1-9 Curriculum* was promulgated in September, 1998, the MOE began Stage Two and established the *Panel on Researching and Formulating the Guidelines of Each Learning Area in Grade 1-9 Curriculum* in October, 1998.

The major tasks of this panel were to:

1. Research and formulate the *Guidelines of Each Learning Area in Grade 1-9 Curriculum* (「國民教育各學習領域課程綱要」);
 2. Set up the instructional goals and competence indicators for each learning area; and
 3. Research and formulate the principles for implementing the curriculum of each learning area.
- (c) Stage Three (from December 1999 to August 2002): Establishing the *Review Committee on Revision and Formulation of Elementary and Junior High School Curriculum*. (「國民中小學課程修訂審議委員會」)

After completing the drafts for the curriculum guidelines for each learning area, the MOE immediately established the *Review Committee on Revision and Formulation of Elementary and Junior High School Curriculum*.

The major tasks of this committee were to:

1. Review and confirm the adequacy of the Curriculum Guidelines for each learning area;
2. Review and confirm the announcement format and the points of implementation for the guidelines of elementary and junior high school curriculum; and
3. Plan and confirm the coordinating projects concerning the implementation of the new curriculum.

II Core Rationale

The aim of education is to foster students' sound mind and character. Students should be taught democratic values, the Rule of Law, and humanitarian ideals; they should develop strong and healthy physiques, learn how to think for themselves and be creative. Every government hopes that the school system will produce outstanding citizens with a sense of patriotism and the ability to adopt a global perspective. In essence, education is a learning process to help students explore their potential as well as develop their capacity of adapting and making necessary efforts to improve their living environment. Given that, the following five basic aspects are emphasized and included in Grade 1-9 Curriculum designed for the new century: developing humanitarian attitudes, enhancing integration ability, cultivating democratic literacy, fostering both indigenous awareness and a global perspective, and building up the capacity for lifelong learning. The core components of each aspect are as follows:

- A. "Humanitarian attitudes" include self-understanding and respect for others and different cultures, etc.
 - B. "Integration ability" includes harmonizing sense with sensibility, a balance between theory and practice, and integrating human sciences with technology.
 - C. "Democratic literacy" includes self-expression, independent thinking, social communication, tolerance for different opinions, team work, social service, and a respect for the law.
 - D. "Native awareness and a global perspective" includes a love for one's homeland, patriotism, a global perspective (both culturally and ecologically).
 - E. "Capacity for lifelong learning" includes active exploration, problem solving, and the utilization of information and languages.
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III Curriculum Goals

The curriculum of elementary and junior high schools will adopt the following principles: (1) to involve all aspects of daily life that correspond to the students' mental and physical development; (2) to encourage the development of individuality and the exploration of one's potentials; (3) to foster democratic literacy and respect for different cultures; (4) to develop scientific understanding and competences, in order to meet the demands of modern life.

The aim of national education is to teach students to obtain basic knowledge and to develop the capacity for lifelong learning, in order to cultivate able citizens who are mentally and physically healthy, vigorous and optimistic, gregarious and helpful to the community, intellectually curious and reflective, tolerant and with vision creative and have a positive attitude, and a global perspective. Schools will achieve such ideals through the promotion of educational learning activities which emphasize humanity, practicality, individuality, comprehensiveness, and modernity. Such activities include interactions between oneself and others, individuals and the community, as well as humans and nature. Regarding this aspect of national education, we must guide our students to achieve the following curriculum goals:

1. To enhance self-understanding and explore individual potential;
2. To develop creativity and the ability to appreciate beauty and present one's own talents;

3. To promote abilities related to career planning and lifelong learning;
 4. To cultivate knowledge and skills related to expression, communication, and sharing.
 5. To learn to respect others, care for the community, and facilitate team work;
 6. To further cultural learning and international understanding;
 7. To strengthen knowledge and skills related to planning, organizing, and their implementation;
 8. To acquire the ability to utilize technology and information;
 9. To encourage the attitude of active learning and studying; and
 10. To develop abilities related to independent thinking and problem solving.
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IV Core Competence

In order to achieve the aforementioned goals, the curriculum design of elementary and junior high school education shall focus on the needs and experiences of students and aim at developing core competences which a modern citizen should possess. Such core competences may be categorized as follows:

- A. Self-understanding and exploration of potentials, which involves thorough understanding of one's physical conditions, capabilities, emotions, needs, and personalities, loving and caring for oneself, self-reflection on a regular basis, self-discipline, an optimistic attitude, and morality, showing one's individuality, exploring one's potentials, and establishing suitable values.
- B. Appreciation, representation, and creativity, which involves the capability of perceiving and appreciating the beauty of things as well as exerting imagination and creativity, developing an active and innovative attitude, and expressing oneself in order to promote the quality of living.
- C. Career planning and lifelong learning, which involves the utilization of social resources and individual abilities in order to bring one's talents into full play, plot one's course for the future, and develop the ability of lifelong learning in accordance with the transition of the social environment.
- D. Expression, communication, and sharing, which involves making effective use of all kinds of symbols (such as languages in both spoken and written forms, sounds, motions, pictures, and arts,) and tools (such as media and technology) in order to make clear one's thinking, concepts, and emotions as well as listening attentively to and communicating effectively with others, and sharing various perspectives and information with others.
- E. Respect, care and team work, which involves being democratically literate, tolerant of different opinions, and equitable to individuals and groups of different identities, having respect for life and caring for the community, the environment, and nature, obeying the rules of the law and the norms of the community, and holding an attitude which is beneficial to team work and cooperation.
- F. Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, understanding the history and culture of one's own country as well as others', recognizing the trend of the globalization in which countries all over the world are integrated into a global village, and developing a global perspective with mutual interdependence, trust and cooperation.
- G. Planning, organizing and putting plans into practice, which involves being able to make plans and put ideas into practice in daily life, adopting approaches by which thoughts and practice are incorporated and by which each member can contribute to the community as well as serve the public and one's country with enthusiasm.

- H. Utilization of technology and information, which involves the utilization of technology in a correct, safe and effective way so as to collect data, make judgments after thorough analyses of the data, integrate and sort out useful information, and make use of such information for the purpose of enhancing learning efficiency and living quality.
- I. Active exploration and study, which involves encouraging curiosity and observation, actively exploring and discovering questions, and applying one's learned knowledge and skills in daily life.
- J. Independent thinking and problem solving, which involves cultivating the ability and habit of thinking independently and reflectively, making thoughtful analyses and judgments about questions, and effectively solving problems and resolving conflicts.

V Learning Areas

For the purpose of fostering core competences in citizens, the curriculum of elementary and junior high school education shall emphasize on three dimensions, including individual development, community and culture, and natural environment. Thus, Grade 1-9 Curriculum encompasses seven major learning areas, which are: Language Arts, Health and Physical Education, Social Studies, Arts and Humanities, Mathematics, Science and Technology, and Integrative Activities.

- A. "Learning Area" refers to the content of learning, not the titles of subjects. Except for the required courses, optional courses relevant to specific learning areas may also be made available in consideration of students' references, needs of the communities, and the features of school development.
- B. Implementation of Learning Areas will follow the principle of integration and adopt Team teaching approaches if necessary. The structure of Learning Areas in Grade 1-9 Curriculum is listed as follows:
(see the next page)

| Grade/ Learning Area | One | Two | Three | Four | Five | Six | Seven | Eight | Nine |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Language Arts | Mandarin |
| | | | English |
| Health and Physical Education |
| Social Studies | Life Curriculum | | Social Studies |
| Arts and Humanities | | | Arts and Humanities |
| Science and Technology | | | Science and Technology |
| Mathematics |
| Integrative Activities |

C. Major Contents of Each Learning Area

1. Language Arts includes Mandarin, English, and focuses on listening, speaking, reading and writing of languages, developing basic communicating competences, understanding of culture and social customs.
2. Health and Physical Education focuses on the learning of mental and physical development and health management, sports and motor skills, healthful environments, fitness and lifestyle choices.
3. Social studies includes the learning of history and culture, geographical environment, social institutions, morals and norms, politics, economy, interpersonal interactions, civic responsibilities, indigenous education, environmental conservation, and the incorporation of the aforementioned learning into one's daily life.
4. Arts and Humanities includes music instruction, instruction in the visual and performing arts, in hopes to help students to cultivate an interest for arts and encourage them to enthusiastically participate in related activities, thus promoting abilities such as imagination, creativity, appreciation for the arts, and other abilities.
5. Science and Technology includes the learning of substances and energy, nature, the environment, ecological conservation, information technology. In addition, it will focus on knowledge and skills of science, research and developing such attitudes as respect for all forms of life, a love of the environment, and the ability to utilize information, as well as applying such knowledge and skills to their daily life.

6. Mathematics includes acquiring the basic concepts of figures, shapes, and quantity, the ability to calculate and organize, and the ability to apply such knowledge and skills in their daily life. It also includes comprehending of the principles of reasoning and problem solving, the ability to elaborate clearly on math-related concepts, and making the appropriate connections among materials and contents between this and other Learning Areas.

7. Integrative Activities refers to activities which may guide learners to practice, experience, and reflect upon the learning process as well as to testify and apply what has been learned to real situations. This Learning Area includes courses such as Scout Activities, Counseling Activities, Home Economics, and Group Activities, which have already been implemented in existing school systems as well as other separately-arranged learning activities, which resort to link outside educational resources to the school classroom.

D. Each Learning Area is divided into several learning stages according to the structure of knowledge concerned as well as the continuity principles of the psychological development of learning. Competence Indicators are set for each learning stage. The stages of each Learning Area are detailed as follows:

| Grade/ Learning Areas | One | Two | Three | Four | Five | Six | Seven | Eight | Nine |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Language Arts | Mandarin |
| | | | English |
| Health and Physical Education |
| Social Studies | Life Curriculum | | Social Studies |
| Arts and Humanities | | | Arts and Humanities |
| Science and Technology | | | Science and Technology |
| Mathematics |
| Integrative Activities |

(a) Language Arts

1. Mandarin is divided into three stages: Stage One begins at Grade 1 and ends at Grade 3; Stage Two begins at Grade 4 and ends at Grade 6; Stage 3 begins at Grade 7 and ends at Grade 9.
2. English is divided into two stages: **Stage One begins at Grade 3 and ends at Grade 6**; Stage Two begins at Grade 7 and ends at Grade 9.

(b) Health and Physical Education is divided into three stages: Stage One begins at Grade 1 and ends at Grade 3; Stage Two begins at Grade 4 and ends at Grade 6; Stage Three begins at Grade 7 and ends at Grade 9.

(c) Mathematics is divided into four stages: Stage One begins at Grade 1 and ends at Grade 3; **Stage Two begins at Grade 4 and ends at Grade 6**; **Stage Three begins at Grade 7 and ends at Grade 9**.

(d) Social Studies is divided into four stages: Stage One begins at Grade 1 and ends at Grade 2; Stage Two begins at Grade 3 and ends at Grade 4; Stage Three begins at Grade 5 and ends at Grade 6; Stage Four begins at Grade 7 and ends at Grade 9.

(e) Arts and Humanities is divided into four stages: Stage One begins at Grade 1 and ends at Grade 2; Stage Two begins at Grade 3 and ends at Grade 4; Stage Three begins at Grade 5 and ends at Grade 6; Stage Four begins at Grade 7 and ends at Grade 9.

(f) Science and Technology is divided into four stages: Stage One begins at Grade 1 and ends at Grade 2; Stage Two begins at Grade 3 and ends at Grade 4; Stage Three begins at Grade 5 and ends at Grade 6; Stage Four begins at Grade 7 and ends at Grade 9.

(g) Integrative Activities are divided into four stages: Stage One begins at Grade 1 and ends at Grade 2; Stage Two begins at Grade 3 and ends at Grade 4; Stage Three begins at Grade 5 and ends at Grade 6; Stage Four begins at Grade 7 and ends at Grade 9.

(h) Life Curriculum: Social Studies, Arts and Humanities, and Science and Technology are integrated as Life Curriculum at Grade 1 and Grade 2,

VI Implementation Guidelines

A. Implementation Schedule

Grades 1-9 Curriculum for Elementary and Junior High Schools **was implemented** at Grade 1 in the school year 2001. English **instruction** for Grade 5 and Grade 6 **was officially** implemented in the school year 2001, **with further lowering to Grade 3 and Grade 4 in the school year 2005**.

B. Learning Periods

(a) There will be 200 school days in one school year that Students are expected to attend school five days a week, twenty weeks per semester. This number does not include national holidays and weekends. However, in reality, school days may vary in conformity with relevant regulations concerning the office days of government administrative offices and units, issued by the Central Personnel Administration of the Executive Yuan.

(b) Total Learning Periods consist of Area Learning periods and Alternative Learning Periods. The number of these three Periods are listed as follows:

(節數 -- Length of learning periods; 年級 – Grade)

Length of learning
periods

| Grade | Total Learning Periods | Area Learning periods | Alternative Learning Periods |
|-------|------------------------|-----------------------|------------------------------|
| One | 22-24 | 20 | 2-4 |
| Two | 22-24 | 20 | 2-4 |
| Three | 28-31 | 25 | 3-6 |
| Four | 28-31 | 25 | 3-6 |
| Five | 30-33 | 27 | 3-6 |
| Six | 30-33 | 27 | 3-6 |
| Seven | 32-34 | 28 | 4-6 |
| Eight | 32-34 | 28 | 4-6 |
| Nine | 33-35 | 30 | 3-5 |

(c) By the beginning of each school year, the Committee of School Curriculum Development for each school, will determine the learning periods to be assigned for each learning area based on the following rules:

1. Learning periods of Language Arts will account for 20%-30% of the Area Learning Periods. However, in Grades 1 and 2, such periods may be counted together with the learning periods of Life Curriculum for the implementation of inter-disciplinary learning activities, if necessary.
2. Learning Periods of the following six Learning Areas will account for 10%-15% of the Area Learning Periods respectively: Health and Physical Education, Social Studies, Arts and Humanities, Mathematics, Integrative Activities.
3. Schools will calculate the total number of learning periods for each learning area for the whole school year or semester respectively and according to the aforementioned proportions. They will arrange weekly learning periods according to the real situations and needs of instruction.
4. Schools will arrange practical training periods for information technology and home economics in accordance with the curriculum guidelines of each Learning Area.

(d) The time for each period should be approximately 40 minutes for elementary schools and 45 minutes for junior high schools. However, schools may adjust the time for each period, the weeks of each semester, and the arrangements of grades and classes according to the specific circumstances regarding curriculum implementation and the needs of students.

(e) Schools are empowered to organize and conduct activities for Alternative Learning Periods (including activities for the entire school or all the Grades), carry out curriculum or activities designed to correspond to goals and objectives of the school, provide optional courses for learning areas, implement remedial teaching programs, conduct group counseling or self-learning activities.

- (f) Given that some learning activities may be related to two or more learning areas, learning periods for such activities may be separately and proportionately counted as part of the learning periods for related learning areas.
- (g) Under the condition that all the requirements for area learning periods are met, the Committee of School Curriculum Development for each school may determine and organize its learning periods for each learning area.
- (h) Total Learning Periods do not include the tutoring sessions of homeroom teachers, lunch/nap time, and cleaning time. Each school may organize a daily schedule for students, as well as activities, which do not fall under the category of learning periods, in conformity with the relevant regulations regarding school hours and activities (「國民中小學學生在校時間」) enforced by the local government.

C. Implementation

(a) Organization

1. Each school will establish a Committee of School Curriculum Development, which consists of curriculum panels for each Learning Area. The functions of this committee is to complete the school curriculum plan for the coming semester, by the beginning of this semester, determine the learning periods for each Learning Area for each grade, review textbooks compiled by the school staff, develop topics and activities for teaching, and be responsible for the curriculum and instruction evaluation. The organization of the Committee of School Curriculum Development shall be resolved during Staff Faculty Meetings.
2. Members of the Committee of School Curriculum Development will include the representatives of school administrators, teachers for each grade and each Learning Area, parents, and the community. Scholars and professionals may also be invited to join the committee for counseling, when necessary.
3. Schools may jointly establish an inter-school Committee of School Curriculum Development in consideration with the features of the community, the sizes of the schools, and continuity between elementary and junior high school education. Schools on a smaller scale may merge several curriculum panels in different Learning Areas and form one curriculum panel, which can covers two or more learning areas.

(b) Curriculum Plan

1. The Committee of School Curriculum Development for each school will consolidate the efforts of all school staff as well as resources provided by the community, to develop a school-based curriculum, and formulate a comprehensive School Curriculum Plan based on thorough consideration of relevant factors, such as school conditions, features of the community, parental expectations, students' needs.
2. The School Curriculum Plan will include curriculum plans of each Learning Area and alternative learning periods, in which relevant items such as "Educational Goals of the School Year/Semester," "Competence Indicators," "Units Corresponding to Competence Indicators," "Amounts of Learning Periods," "Modes of Assessments". will be specified.

3. The School Curriculum Plan will also contain specified descriptions on how to infuse the six major issues (including Gender Education, Environmental Education, Information Technology Education, Human Rights Education, Home Economics Education, Career Development Education) into the teaching of each Learning Area.
4. The School Curriculum Plan shall be submitted to the proper education administrative authority to be documented before the beginning of the School Year. **The Curriculum Plan can be modified in accordance with the specific needs of each school on condition that the modified Curriculum Plan be submitted for approval before the beginning of the second semester.** Parents will be notified of the teaching plans for their children's classes within two weeks after the new semester begins.

(c) Optional Courses

1. Elementary and junior high schools shall design and provide optional courses according to the different needs of students.
2. Students will take personal factors into account while taking courses, such as personal academic attainment, and the balance between different learning areas.
3. One of Taiwan's local dialects, i.e. Southern Fujianese, Hakka, or an aboriginal dialect, is required from Grade 1 through Grade 6, **whereas** in junior high school, such courses become optional. **The local government, however, has the option of providing instruction of a selected dialect, other than the aforementioned, based on its special needs/features as well as teaching resources, on condition that its Curriculum Plan has been approved by the by the central government.**
4. Schools may provide second foreign language courses in addition to English with consideration to the availability of teaching resources in and outside the school, as well as being able to determine the content and teaching materials of such courses.

- (d) **Schools are allowed to adjust the subject areas and teaching periods in accordance with the needs and available teaching resources, as long as the total teaching hours of each Learning Area remain unchanged and the general principles of comprehensive and integrative teaching are strictly followed.**

D. Compiling, Review, and Use of Teaching Materials

- (a) Textbooks for elementary and junior high school education will be compiled in accordance with the curriculum guidelines, and submitted to the authority/agency in charge for review and approval. Schools may select their own **textbooks from** all of the approved versions.
- (b) In consideration of regional features, as well as the characteristics and needs of students, schools may compile alternative textbooks and teaching materials or select teaching materials, other than the approved textbooks, if necessary. However, such teaching materials that are adopted for the whole grade or school for one whole semester or more will be presented to the school's Committee of School Curriculum Development for further review.

E. Curriculum Evaluation

- (a) Items of evaluation include teaching materials, instructional plans, achievements of implementation.

(b) Curriculum evaluations will be conducted in a balanced and cooperative way, by which the central and local governments are responsible for specific duties and will provide support for each other, if necessary.

1. The central government is responsible for

- (1) Establishing and carrying out the mechanism for curriculum evaluations in order to evaluate the effects of curriculum reform and the implementation of other measures, and to apply the evaluation results as reference for further reforms; and
- (2) Setting up the Academic Attainment Indicators of each Learning Area and evaluating the implementation of curriculum of local governments and individual schools.

2. The local government is responsible for

- (1) Visiting schools on a regular basis in order to understand the implementation of curriculum and providing remedies and solutions to predicaments which occur in the implementation process;
- (2) Arranging and conducting instruction evaluations to assure the effects and quality of teaching; and
- (3) Providing assistance and guidance for school to conduct students' academic achievement assessments for each Learning Area.

3. Schools are responsible for the curriculum and instruction evaluations as well as students' academic achievement assessments.

(c) Evaluations will be conducted through diversified methods, emphasizing both formative and summative evaluations.

(d) Schools will make the most of the evaluation results, and use them as the basis for reforming the curriculum, forming instruction plans, improving learning effects and conducting follow-up reflections and examinations.

F. Instruction Assessments

(a) **Assessment** of students' academic **performance** will comply with relevant regulations **promulgated by the Ministry of Education** concerning the evaluation and grading of students' performance.

(b) In response to the implementation of *Multi-route Promotion Program for Entering Senior High Schools and Vocational High Schools* (高中職多元入學制度) and for the purpose of examining student's academic performances, the MOE will hold the *Basic Achievement Test for Junior High Students* (「國民中學基本學力測驗」) in conformity with Grade 1-9 Curriculum Guidelines. Students' scores on such tests may be used as a reference for admission.

(c) In terms of the Basic Achievement Test for Junior High Students, relevant affairs such as the establishment of a database for examination questions, the standardization and implementation of the test. will be subject to the Competence Indicators specified in the Curriculum Guidelines and other relevant rules and regulations.

G. Training of Teachers

(a) The Institutes responsible for teachers' education will provide programs for the purpose of training eligible teachers for the Grade 1-9 Curriculum according to the Teacher Education Act.

- (b) Local governments and schools will offer preferential employment opportunities to teachers who have passed the *Examination for Certificate of Elementary School's English Teachers* (「國小英語教學師資檢核」) and possess the certificate for Elementary School Teachers who are, to be responsible for English courses in Grade 5 and Grade 6.
- (c) Accreditation of a Teacher's specialty for Learning Areas in Grade 1-9 Curriculum will also be subject to the *Regulations on Certification and Educational Practice of Teachers of High Schools, Elementary Schools, and Kindergartens*.(「高級中等以下學校及幼稚園教師資格檢定及教育實習辦法」)

H. Authorities and Responsibilities

(a) The Local Government

1. Local governments will draw up budgets for the following:
 - (1) Seminars for Grade 1-9 Curriculum for educational administrators, school principals, administrative staff, and teachers.
 - (2) Production and allotment of needed teaching aids and media, as well as the purchase of teaching equipment and reference books.
 - (3) Granting school subsidies needed for action research on curriculum and pedagogy.
 - (4) Establishing instructional consulting teams for each Learning Area and visiting schools regularly in order to provide support for teachers.
2. In terms of Indigenous education, local governments may develop teaching materials or authorize schools to compile teaching materials with regard to regional features and relevant resources.
3. In addition to requesting schools to submit curriculum plans for record, local governments will supervise schools to assure that such plans are adequately implemented.
4. Local governments will enforce regulations concerning school hours and activities (「國民中小學學生在校時間」相關規定) with consideration to regional features and the daily schedules of parents.

(b) The Central Government

The MOE will:

1. Draw up and actively carry out supporting measures for Grade 1-9 Curriculum in order to facilitate the implementation of the Grade 1-9 Curriculum;
2. Make the Curriculum Guidelines of each Learning Area available on the Internet for public reference;
3. Coordinate affairs concerning the training of teachers with relevant institutes, and be responsible for the training of seeded teachers for the new curriculum; and
4. Review and revise existing laws and regulations, as well as drawing up new and relevant ones, in accordance with the implementation of the new curriculum.

I. Additional Provisions

- (a) The implementation of curriculum for special education classes will be subject to the Act of Special Education and relevant regulations.
- (b) For detailed instructions concerning each learning area, please consult the implementation points specified in the guidelines of each Learning Area in the Grade 1-9 Curriculum.

(c) When implementing Art/Skill-based Education at Grade 9, schools are allowed the flexibility of adjusting Total Learning Periods in order to offer students hands-on skill-oriented courses.