

Malaysian Independent Chinese Secondary Schools

**Senior Middle Level
Physical and Health Education Curriculum
Standards**

Unified Curriculum Committee of
Malaysian Independent Chinese Secondary School
Working Committee
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1. Preface

In 2018, the motto “Enjoy teaching, love learning—empower children to attain achievement” was raised as the education reform vision in the *MICSS Education Blueprint*; it literally translates independent Chinese secondary schools are paradises where teachers enjoy teaching and students love learning. Each and every student who steps into any independent Chinese secondary school will grow healthily and learn actively. The MICSS education prepares students to find a foothold domestically and brave the world lying ahead as it helps them to achieve success in the future. Within this vision, the main objectives of the MICSS education reform are as follows: Every student is given the leeway to develop holistically and individually under the umbrella of moral education, intellectual education, physical education, social education and aesthetics education. They will eventually realise the importance of lifelong learning, constant self-improvement, risk-taking, innovation, ever-readiness, self-confidence and teamwork in life. In this way, they are able to attain personal happiness and are willing to strive for harmony, prosperity, development, freedom and equality for their family, ethnic group, community and country and contribute themselves successively. Aiming to implement and put the vision and objectives raised in the *MICSS Education Blueprint* in place, the Unified Curriculum Committee forwarded the *MICSS Main Curriculum Standards* (simply put as the *Main Standards*) to concretely push the reform and development of the MICSS Curriculum forward.

The ultimate goal of the MICSS curricular reform is the production of “lifelong learners” and thus it endeavours to improve subject curriculums to provide cross-subject and interdisciplinary learning opportunities. These are to nurture self-activated learning, collaborative learning and the ability to participate in society naturally. The curriculum standards of each subject are designed amenable to the principles and direction set forth in the *Main Standards* to pursue the command of basic notions, objectives, competencies, curricular planning and contents of the subjects, let alone pedagogical approaches and assessment recommendations. In terms of curricular practice, there will be allowances for flexibility and options targeting to encourage group learning, task-based learning, inquiry-based learning, etc.; while in the matter of the assessment for learning effectiveness, multiple assessments for the development of multiple intelligences are adapted. As such, the design and formulation of each and every subject must correspond to both the vision of the *MICSS Education Blueprint* and the recommendations of the *Main Standards* to break new ground for subject advancement.

2. Aims

MICSS education is a sustainable education industry; other than the dissemination of Chinese culture, it also ensures every student in Malaysian independent Chinese secondary schools develops holistically in terms of morality, intelligence, physical health, teamwork and aesthetics. Students are expected to sustain lifelong learning and to strive unrelentingly for self-improvement as well as being inquiry-oriented, innovative, daring in response to unpredictable change, confident, and willing to work as a team. In this way, the students are capable of achieving their personal happiness and willing to strive relentlessly for the harmony, prosperity, development, freedom and equality of their family, ethnic group, community and country to contribute successively.¹

2.1. Junior Middle Level Curriculum Objectives

- a. To build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics and to develop their capabilities complying with their own personality in the balance based on these basics;
- b. To nurture and train students on the capabilities and habits of learning how to learn, read and think to prepare for self-directed learning/active learning;
- c. To ensure students reach the basic level in knowledge, capability and attitude so as to further unleash their potential for distinctive achievements;
- d. To build up students' proactiveness and positive values towards living and life; and
- e. To create an environment for students to know about the languages, cultures and religions, etc. of the ethnic groups in the country so as to lead students to respect the pluralistic culture, recognise the reality of the country thus opening up a global perspective.

2.2. Senior Middle Level Curriculum Objectives

- a. To suitably build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics to get ready for their prospective, career, learning and living;
- b. To establish students' foundation on self-directed learning to further build up their capabilities on learning eagerness, independent thinking, critical thinking and innovation;
- c. To cultivate students with the will to seek excellence and be altruistic thus creating the prerequisites for greater happiness for oneself, community, country and humankind;
- d. To lead students to recognise themselves comprehensively and be confident and assured in the face of their society and era change;
- e. To nurture students' responsibility towards their own family, ethnic group, society and country and respect multiple cultures as well as broadening their global perspectives; and
- f. To create opportunities for students to partake proactively in various ethnic group activities, and ensure them to be able to interact and learn in cross-cultural environments.

¹ Dong Zong. (2018). *Malaysian Independent Chinese Secondary Schools Education Blueprint* (p. 49). United Chinese School Committees' Association of Malaysia (Dong Zong).

3. Core Competencies

The *Main Curriculum Standards* is based on the six core competencies² proposed in the *MICSS Education Blueprint*, as well as three additional core competencies added to cater to curriculum development needs, forming a total of nine core competencies. Further explanation is given in the design of Junior Middle Level and Senior Middle Level curriculum development. Core competencies emphasise the holistic qualities of individuals and encompass knowledge, skills and attitudes.

Figure 1

Framework for MICSS Core Competencies



Figure 1 shows that MICSS curriculum development cultivates lifelong learners. The structure expanded into three principles that empower children to attain achievement, namely self-directed learning, communication and collaboration as well as societal participation. The outer ring of the core competency structure is presented in a colour spectrum, revealing the integration of nine competencies with the three principles. The misalignment of the inner and outer circle further clarifies that the implementation of each competency incorporates the three major principles. Based on the principle of integration and feasibility, the *Main Curriculum Standards* promote each competency through three principles. Table 1 presents the core competencies and their definitions.

² Dong Zong. (2018). *Malaysian Independent Chinese Secondary School Education Blueprint* (pp. 40-41). United Chinese School Committees' Association of Malaysia (Dong Zong).

Table 1*MICSS Core Competencies and Definitions*

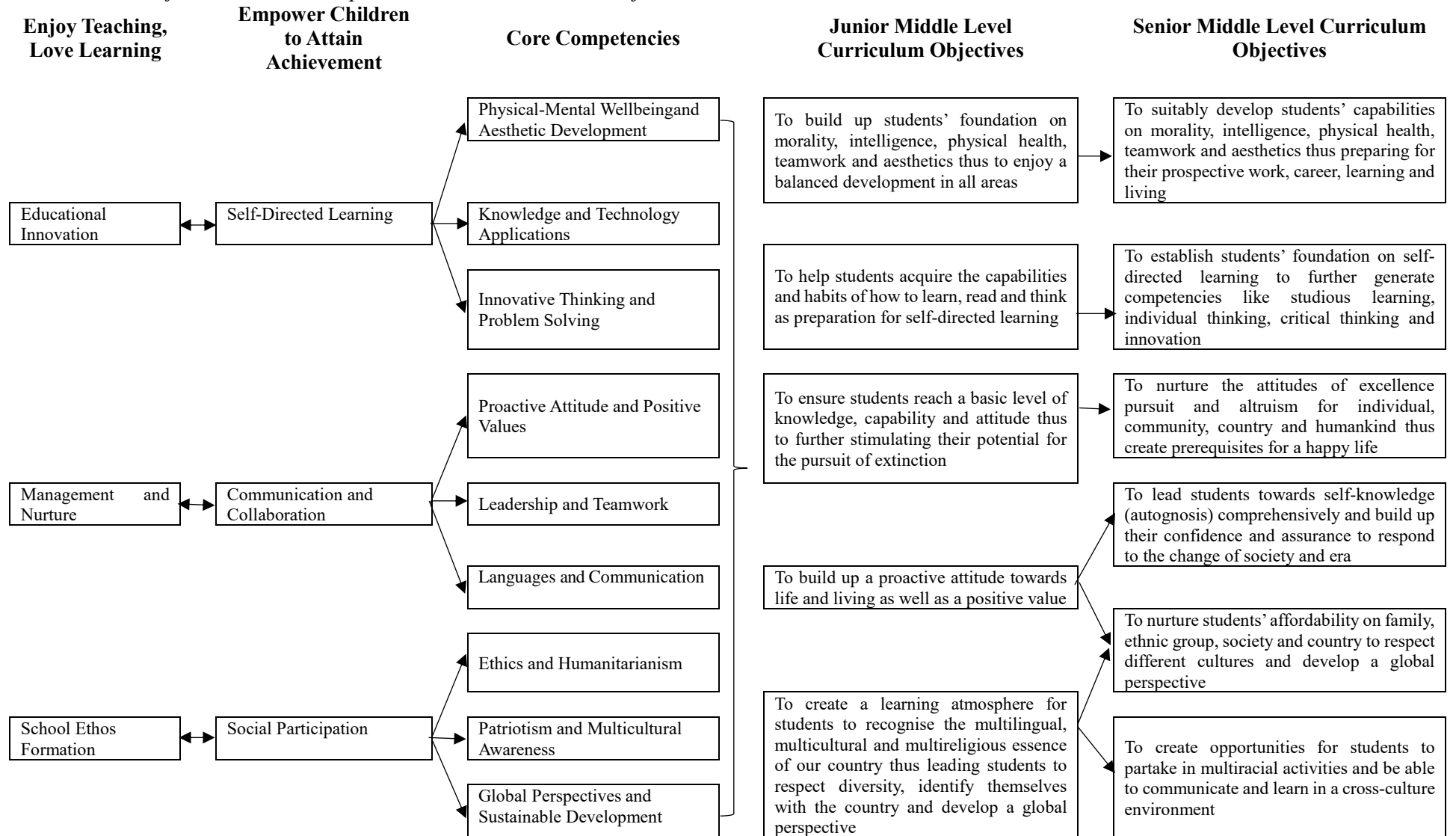
| Curriculum Principle | Core Competencies | Definitions | Junior Middle Level | Senior Middle Level | Student Outcome |
|------------------------------|--|---|--|--|-------------------------------------|
| A. Self-Directed Learning | A1. Physical-Mental Wellbeing and Aesthetic Development | She/He possesses the capability to take care of personal mental and spiritual health and knows how to appreciate the best parts in life, and can reflect on her/his experience in learning and growing thus adjusting stages of pursuits in career development. This way, it not only benefits mental and spiritual growth but also exerts proactiveness in creating happiness for her/his own life. | She/He is well informed of personal mental and spiritual health, knows the uniqueness of aesthetics and can discover personal value in living to exert richness and aesthetics thus experiencing the meaning of life proactively. | She/He possesses the competency and is informed of the approaches to promote her/his physical and mental wellbeing; she/he knows how to appreciate the true goodness of people and entities, affirm the personal value and realise professional pursuits, including how to enrich life by applying aesthetics in daily life, and relentlessly seek self-improvement to transcend herself/himself thus to create a happy personal life. | One who cares about herself/himself |
| | A2. Knowledge and Technology Applications | She/He possesses literacy and numeracy and living skills as well as acquiring the three languages, core subjects like Mathematics and History, etc. She/He knows and learns knowledge of other domains, leverages Information Technology to communicate, interact and express for comprehensive development; meanwhile, she/he applies these in real life for better learning outcomes thus resolving difficulties in learning. | She/He possesses the fundamentals of knowledge and various symbols and commands the application of Information Technology to sense problems in daily life and is able to communicate, experience and practice in such circumstances. | She/He possesses the ability to make use of various symbols to express and is literate in Information Technology and can focus on and deepen the particular field of knowledge to exchange experience, and express thoughts and values in innovative problem-solving. | One who is knowledgeable |
| | A3. Innovative Thinking and Problem Solving | She/He possesses inquisitive, critical and inferential capabilities and can use her/his creativity to monitor her/his self-directed learning skills to tackle or solve problems in living and life thus deciding on a response to societal changes. | She/He possesses the capabilities of self-directed learning, inquiry-based learning, critical and inferential and innovative higher-order thinking thus using appropriate strategies to resolve and tackle daily life problems and issues. | She/He can consolidate inquiry-based learning, critical thinking and innovative higher-order thinking, and can practise active learning as well as expressing her/his creativity to further inquire into unknown realms and solve all sorts of issues and challenges in the face of daily life on this basis. | One who can solve problems |

| Curriculum Principle | Core Competencies | Definitions | Junior Middle Level | Senior Middle Level | Student Outcome |
|---------------------------------------|---|--|--|---|--|
| B. Communication and Collaboration | B1. Proactive Attitude and Positive Values | She/He possesses values like respect, voluntary accountability, studious and positive values to confront challenges generated in daily life and the learning process. She/ He also recognises the importance of fulfilling social responsibility and has the courage to make a clear and appropriate judgement when confronted with dilemmas and can learn to face discrepancies as well managing conflicts. | She/He inquires about the personal and environmental values and senses the discrepancies between them. She/He learns to live with discrepancies and build up respect, responsibility, studious attitudes and positive value in life. | She/He deepens her/his attitudes and values thus to respect, care and appreciate others' discrepancies, and can fumble on the differences of values between oneself and the existence and learn to tackle confrontation, affirm and practise positive value and competency; she/he braves to make a proper judgment in the face of difficulties and challenges. | One who cares about others |
| | B2. Leadership and Teamwork | She/He possesses the capability to lead and can effectively work and build up an interactive relationships with others thus developing teamwork competencies of communication, negotiation and service. | She/He possesses the basic self-directed capability and good habits and is happy to interact thus building up good collaborative relationships and can complete tasks through collaboration. | She/He possesses compassion, personal judgment, gregarious capability and attitude; meanwhile, she/he develops communicative co-operation and teamwork competency; she/he can get along well with others collaboratively, and is able to complete the assignment well with advanced planning. | One who knows the importance of teamwork |
| | B3. Languages and Communication | She/He possesses the background knowledge of culture, tradition and religion and can make use of Chinese learned, together with the command of Bahasa Melayu towards patriotism and love for community and is versed in English for international linkage. When it permits, she/he will master more languages and use these languages in different situations for optimal effect. | She/He possesses the background knowledge of culture, tradition, religion and can make use of Chinese learned, together with the command of both Bahasa Melayu and English to make friends from different ethnic groups thus enhancing the four skills in language learning and eventually realise the importance of language as a medium of cultural dissemination and communication. | She/He is well versed in Chinese and possesses appreciative competency to enrich her/his knowledge of local and exotic cultures, lifestyles and religions through the learning of Bahasa Melayu and English. If it permits, she/he will equip herself/himself with more additional languages in the face of academic pursuits and professional development. | One who is skillful in communication |

| Curriculum Principle | Core Competencies | Definitions | Junior Middle Level | Senior Middle Level | Student Outcome |
|-----------------------------|--|---|--|--|---|
| C. Social Participation | C1. Ethics and Humanitarianism | She/He practices good morality and can manage her/his own behaviours and understand that it is a social responsibility to promote personal competencies. She/He can appreciate, is compassionate and respect others for their freedom of speech. | She/he practices well on good morality and can suitably reflect her/his own behaviours; she/he can likewise sustain and modify her/his initiated voluntary proactiveness and is willing to listen to different views, ways of expression and respect others' decisions. | She/He possesses the correct attitude towards ethical and public issues and presents herself/himself as someone who treats others generously and is severe with herself/himself and expresses her/his care towards society through rational expression and care and learns to judge public issues from different aspects and angles. | One who is open-minded |
| | C2. Patriotism and Multicultural Awareness | She/He possesses the cultural identity of her/his own culture, understands and respects others' culture thus merging herself/himself in a multicultural environment, recognise the history of her/his country and realise the multiplicity of the country and is proud of herself/himself as a Malaysian who has civic awareness and responsibility safeguarding the harmony of the country for national unity and integration. | She/He is well versed in her/his own culture, understands and accepts the culture of other ethnic groups; she/he respects discrepancies, cares about national issues, and is proactive in community construction and is ready to be of service to others. | She/He identifies her/his cultural identity, respects and appreciates the discrepancies between cultures; she/he has civil awareness and knows her/his responsibilities; she/he safeguards national harmony and promotes the spirit of national consolidation and is proactive in the development of her/his community and country to confer benefits on society. | A patriot and one who loves her/his community |
| | C3. Global Perspectives and Sustainable Development | She/he has the competency of caring for world issues and international relationships and also cares about the environment, economics and social problems. She/He walks her/his talk in the protection of the environment, her/his and others' living mode and sustains the concept of sustainable development and cherishes resources on earth. | She/He is informed of global issues and international relationships and can express herself/himself on environmental, economic and social problems. She/He cherishes the living of resources appreciation and cares about the environment and social justice-related issues. | She/He possesses the ability to express her/his own views on global issues and international relationships and can debate on the environment, economy and social problems; She/He can keep her/his word and not bring harm to the environment, people and lifestyle; she/he is willing to partake charity campaigns such as environmental protection and social justice. | One who knows the importance of sustainable development |

Figure 2

The Relation of Vision, Core Competencies and Curriculum Objectives



4. Fundamental Principles

In 2018, the motto “Enjoy Teaching, Love Learning—empower children to attain achievement” was raised as the education reform vision in the *MICSS Education Blueprint*; In 2020, the launch of the *MICSS Main Curriculum Standards* aimed to embody the vision of “Enjoy teaching, love learning—empower children to attain achievement”. The ultimate goal of the MICSS curriculum reform is to cultivate “lifelong learners”. To continue the fundamental concepts and connotations of the “Junior Middle Level Physical and Health Education Curriculum Standards”, “Senior Middle Level Physical and Health Education Curriculum Standards” will further strengthen students' understanding of the concept of “physical literacy”. It will guide students to perceive and understand their own physical conditions better, establish the ability to maintain their health independently, cultivate the habit of lifelong participation in physical activities, pursue a healthy lifestyle, and prepare for the changes in society and the times.

4.1. Enjoy Teaching, Love Teaching

To implement the vision of “Enjoy teaching, love learning”, the “Senior Middle Level Physical and Health Education” curriculum proposes the following development and reform concepts within the three major concepts of “Educational Innovation”, “Management and Nurture”, and “School Ethos Formation”:

- a. **Educational Innovation:** Each MICSS can develop its own Physical and Health Education program based on the sports venues, facilities, and faculty expertise available in school. The school-based curriculum can organically integrate with community characteristics, providing teachers and students with more diverse choices and practical opportunities, enriching teaching activities both inside and outside the classroom. In addition, while ensuring that teachers grasp the subject cultivation goals, leadership can give teachers more autonomy in teaching and opportunities for innovation, allowing teachers to fully experience the joy of “joyful teaching”.
- b. **Management and Nurture:** The curriculum should align with scientific logic and ethical standards, and aim towards the concept of “cultivating the whole person”. In addition to learning subject knowledge through courses, how students can be cultivated through curriculum teaching is reflected in the unique perspectives of each MICSS’s curriculum. The subject of “Physical and Health Education”, due to its high practicality and diverse teaching activities, better able to fully plan a curriculum that aligns with the concept of “cultivating the whole person”.
- c. **School Ethos Formation:** “The effect of physical education is to strengthen muscles and bones, increase knowledge, regulate emotions, and strengthen willpower”. This passage briefly explains that exercise not only strengthens the body but also hones a person's willpower and character, enhancing cultural literacy. Through the design of appropriate extracurricular and curricular activities in “Physical and Health Education”, it is believed that a good learning atmosphere can be created, and a positive school spirit can be fostered.

4.2. Empower Children to Attain Achievement

To implement the vision of “Empower Children to Attain Achievement”, the “Senior Middle Level Physical and Health Education” curriculum proposes the following development and reform concepts within the three major concepts of “Self-Directed Learning”, “Communication and Collaboration”, and “Social Participation”:

- a. **Self-Directed Learning:** The aim is to cultivate students into “self-directed learners”. Students are encouraged to take the initiative in learning more about sports and health-related knowledge, to reflect on their own positive experiences in learning and growth, and to actively explore new areas. They are also encouraged to continue participating in self-management of exercise and health, fostering the lifelong habit of engaging in physical activities.
- b. **Communication and Collaboration:** The goal is to nurture students into individuals who can communicate and collaborate effectively with “individuals, groups, and the public”. On a personal level, students will learn to respect differences in others' abilities in sports and health, engage in mutual learning, adjust their mindset, and respect others. In group settings, they will develop teamwork and leadership skills, prioritizing group tasks and fostering collective growth. On a broader societal level, students will acquire strong language skills and communication techniques, actively engaging with others, being open to listening to different perspectives, and achieving greater goals through personal contribution.
- c. **Social Participation:** The goal is to cultivate students' awareness and understanding of correct physical activities and healthy behaviors, encouraging them to apply what they have learned with a positive attitude to benefit society. Additionally, students should recognize that improving personal qualities is a social responsibility, motivating them to continually refine their character and civic consciousness. By adopting a lifestyle that does not harm the environment, others, or future generations, they will embrace the concept of sustainable development and achieve holistic health.

5. Curriculum Objectives

Table 2

Alignment of MICSS Core Competencies and Curriculum Objectives

| Core Competencies | | Curriculum Objectives | |
|--------------------------------|--|---|---|
| | | After having completed the Senior Middle Level Physical and Health Education programme, students are able to: | |
| A Self-Directed Learning | A1 Physical-Mental Wellbeing and Aesthetic Development | CO1 | Develop the ability to balance family, career, and a healthy lifestyle, enhancing both physical and mental well-being, recognize and appreciate the goodness, truth, and beauty in life, as well as the aesthetic qualities of sports, through physical activities and healthy living, cultivate self-worth, discover personal potential and interests, and develop a lifelong commitment to fitness and physical activity. |
| | A2 Knowledge and Technology Applications | CO2 | Master the use of information technology tools, apply various forms of sports knowledge, symbols, and terminology in their communication, deepen their expertise in a specific area of sports and, by integrating digital technology and media, and express and share their learned experiences, ideas, values, and emotions related to sports. |
| | A3 Innovative Thinking and Problem Solving | CO3 | Strengthen their advanced thinking abilities, such as active learning, inquiry, critical thinking, reasoning, and innovation, actively explore new and unknown areas in sports and health, enhancing their self-worth, embracing innovation, and expressing their insights, and develop the ability to identify and solve issues related to sports and health. |

| | | | |
|--|--|-----|---|
| B Communication and Collaboration | B1 Proactive Attitude and Positive Values | CO4 | Demonstrate attitudes and values of respecting, caring for, and appreciating the differences of others in physical and health activities, continue to actively explore the differences between their own values and those related to physical and health, practice a positive attitude and values in regular exercise and a healthy lifestyle, and be courageous in making clear and appropriate decisions when faced with challenges and difficulties. |
| | B2 Leadership and Teamwork | CO5 | Prioritize the team, valuing the qualities of good interaction, communication, and coordinated cooperation in physical and health activities, develop empathy, independent judgment, the ability to distinguish right from wrong, teamwork skills, and an altruistic attitude, and be willing to take on leadership roles in team development. |
| | B3 Languages and Communication | CO6 | Master multiple languages, understanding the characteristics of various cultures, customs, and religions, both domestically and internationally, and use appropriate and polite language when communicating effectively with team members, competition organizers, and even opponents in various physical and health activities. |

| | | | |
|------------------------------|--|-----|--|
| C Social Participation | C1 Ethics and Humanitarianism | CO7 | Understand that improving personal qualities is a social responsibility, cultivate an attitude that values sportsmanship and public issues, view public issues from different perspectives and demonstrate self-discipline and tolerance in various physical and health activities, express a genuine concern for a healthy society in a reasonable manner, aiming to build healthier communities. |
| | C2 Patriotism and Multicultural | CO8 | Develop a strong sense of national identity as a Malaysian and recognize and appreciate the country's physical and health culture, respect and value the differences in the diverse sports and religious cultures of Malaysia's various ethnic groups, create a safe environment for community sports activities, using sports as a means to uphold national harmony and promote unity among citizens. |
| | C3 Global Perspectives and Sustainable Development | CO9 | Develop the ability to express opinions on global physical and health issues and an international perspective on how sports can promote education, health, development, and peace, be willing to participate in various sports activities to strengthen social connections and contribute to global peace and development. |

6. Curriculum Design

The “MICSS Main Curriculum Standards” classifies “Senior Middle Level Physical and Health Education” as a subject under the “Arts and Technology” category.

6.1. Nature of the Category

The subjects in the Arts and Technology category aim to equip students with the abilities to build a healthy and high-quality life, and to innovate in the field of technology. On the physical level, students are expected to develop strong, healthy bodies, foster a love for life, and gain digital literacy, enabling them to cope with the increasingly technological nature of future life. On the spiritual level, students will cultivate an appreciation for the arts, develop a sense of beauty and creativity in their daily lives, and adopt a positive and proactive attitude toward life.

This category emphasizes skills, talents, information technology, and life, and it also provides the potential for students to develop expertise in their future careers. Subjects in this category include Art, Music, Physical and Health Education, and Information Technology. Among these, Physical Education and Health is a mandatory subject, while the others are selective mandatory subjects.

Table 3

The Distribution of Credits for Senior Middle Level Arts and Technology Category (Physical and Health Education)

| Category | Discipline | Subject | Senior Middle 1 | Senior Middle 2 | Senior Middle 3 | Total Credits |
|--|------------------------------|-------------------------------|-----------------|-----------------|-----------------|---------------|
| Dong Zong Curriculum (Compulsory/Optional) | Arts and Technology Category | Physical and Health Education | 4 | 4 | 4 | 12 |

Note: All students in the Arts and Technology category (Physical and Health Education) are required to complete 12 credits.

6.2. Curriculum Design

a. Duration and Class Hours:

The Senior Middle Level program in MICSS lasts for 3 years. Each academic year consists of 52 weeks, with 40 weeks allocated for teaching, meaning 20 weeks of teaching per semester. Each class session is 40 minutes long. Completing one semester or a total of 20 class sessions equals 1 credit.

b. Weekly Sessions:

It is recommended to have 2 class sessions per week, with each session lasting 40 minutes.

c. Dong Zong Curriculum (Compulsory Optional):

These are curriculums formulated and led by Dong Zong (the United Chinese School Committees Association of Malaysia) and are mandatory for all students to take.

6.3. Curriculum Accessment Suggestions

- a. **Earning Credits:** Students can earn the corresponding credits by completing the required class hours and passing the exams arranged by the school. A passing score (≥ 60) is required to obtain the credits. For students who fail to earn the credits, the school may arrange a makeup exam or offer holiday classes to help students acquire the necessary credits. If students still fail to obtain the required credits after these remedial measures, the school may consider allowing them to advance to the next grade, but they must retake the subject to earn the missing credits.
- b. **Accessment Suggestions:** It is recommended to conduct accessment through in-class assessments.

7. Curriculum Content

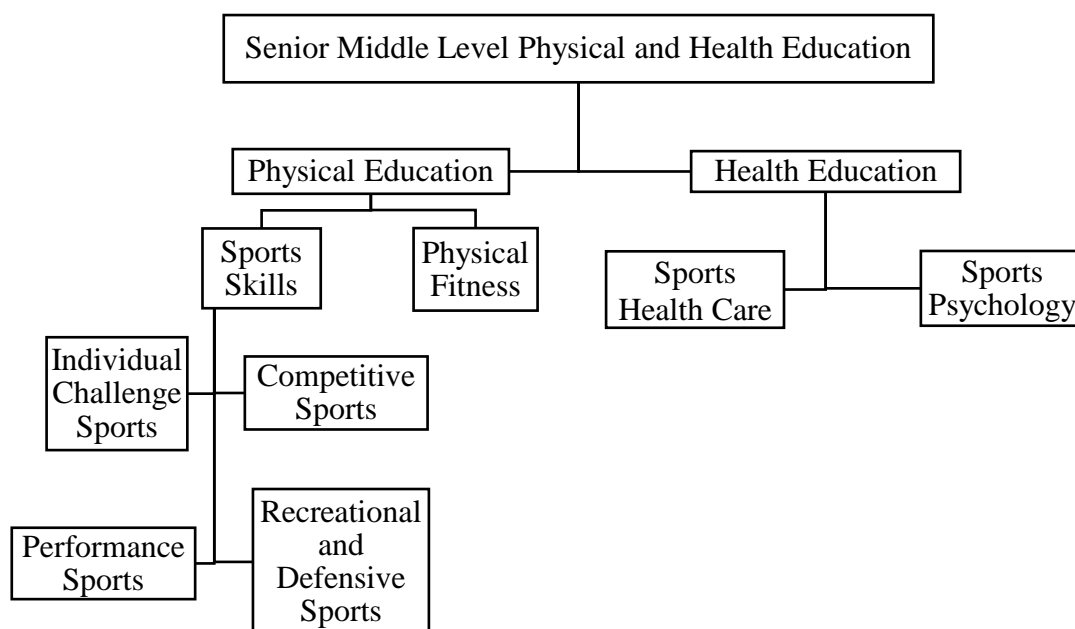
The principles for planning the content of the “Senior Middle Level Physical and Health Education” curriculum are to align with the content of the “Junior Middle Level Physical and Health Education” curriculum, strengthen the knowledge learned in junior level, and incorporate content that enhances students' ability to build a high-quality and healthy lifestyle. The curriculum content is divided into two categories: Physical Education and Health Education.

The content of Physical Education is divided into two parts: physical fitness and sports skills. The physical fitness content is designed based on the principle of “the ability required by everyone to maintain basic movements.” The sports skills are divided into four categories: Individual Challenge Sports, Competitive Sports, Performance Sports, Recreational and Defensive Sports. Each type covers a wide range of sports to provide students with opportunities to explore diverse activities and develop their interest in sports. Considering the differences in teachers, facilities, equipment, and sports fields across different schools, each school can select appropriate sports activities based on its conditions.

The content of Health Education is designed based on the principle of “developing students' health awareness and sensitivity, and helping them apply it in their daily lives.” This part of the curriculum does not require specific sports venue or facilities and focuses on guiding students to improve their personal health and cultivate healthy living habits.

Figure 3

Curriculum Content of Senior Middle Level Physical and Health Education



7.1. Content Standards

The Content Standards are based on the overall curriculum objectives and provide a comprehensive outline of the teaching content for Senior Middle Level Physical and Health Education.

Table 4

Content Standards of Senior Middle Level Physical and Health Education

| Theme/Content | Item | Details |
|----------------------|---|---|
| 1. Physical Fitness | 1.1.Health-Related Physical Fitness | 1.1.1. Principles of Body Composition Analysis |
| | | 1.1.2. Methods for Testing Health-Related Physical Fitness Levels |
| | | 1.1.3. Methods for Improving Health-Related Physical Fitness and Exercise Prescription Design |
| | | 1.1.4. Establishing a Lifelong Exercise Habit |
| | 1.2.Physiological Physical Fitness | 1.2.1. Basic Concepts of Physiological Physical Fitness |
| | | 1.2.2. Methods for Improving Physiological Physical Fitness |
| 2. Sport Health Care | 2.1. Overview of Health | 2.1.1. Concept and Standards of Health |
| | | 2.1.2. Impact of Exercise on Human Health |
| | | 2.1.3. Positive Health Behaviours and Lifestyles |
| | | 2.1.4. Behaviours That Harm Health |
| | | 2.1.5. Normal and Abnormal Physical States |
| | | 2.1.6. Health Risk Assessment Before Exercise |
| | 2.2.Physiological Responses to Exercise | 2.2.1. Concept, Evaluation, Prevention, and Management of Exercise-Induced Fatigue |
| | | 2.2.2. Concept, Evaluation, Prevention, and Management of Exercise Stress Syndrome |
| | | 2.2.3. Concept, Evaluation, Prevention, and Management of Overtraining |
| | | 2.2.4. Concept, Evaluation, Prevention, and Management of Exercise-Induced Abdominal Pain |
| | | 2.2.5. Concept, Evaluation, Prevention, and Management of Muscle Cramps |

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|--------------------------------|--|---|
| | | 2.2.6. Concept, Evaluation, Prevention, and Management of Exercise-Induced Dehydration |
| | | 2.2.7. Concept, Evaluation, Prevention, and Management of Heatstroke |
| | | 2.2.8. Concept, Evaluation, Prevention, and Management of the Extreme Fatigue and Second Wind Phenomena |
| | 2.3. Common Sports Injuries | 2.3.1. Concept and Classification of Sports Injuries |
| | | 2.3.2. Causes and Prevention of Sports Injuries |
| | | 2.3.3. Review of First Aid and Immediate Management of Common Sports Injuries |
| | | 2.3.4. Consolidation of Protective Techniques for Common Sports Injuries |
| | | 2.3.5. Rehabilitation of Common Sports Injuries |
| 3. Sport Psychology | 3.1. Motivation Regulation in Sports | 3.1.1. Sports Interest, Motivation, and Attribution |
| | | 3.1.2. Goal Orientation and Setting in Sports |
| | 3.2. Exercise and Mental Health | 3.2.1. Exercise and Negative Emotions |
| | | 3.2.2. Exercise and Positive Emotions |
| | | 3.2.3. Exercise and Flow Experience |
| | | 3.2.4. Exercise and Cognitive Improvement |
| | 3.3. Sports Performance and Competition Psychology | 3.3.1. Arousal, Anxiety, and Sports Performance |
| | | 3.3.2. Sports Performance Under Pressure |
| | | 3.3.3. Psychological Rehabilitation from Sports Injuries |
| | | 3.3.4. Sport-Related Mental Fatigue |
| | 3.4. Formation of Motor Skills | 3.4.1. Concept and Classification of Motor Skills |
| | | 3.4.2. Learning of Motor Skills |
| | | 3.4.3. Transfer of Motor Skills |
| | 3.5. Social Psychology in Sports | 3.5.1. Aggressive Behaviours |
| | | 3.5.2. Team Cohesion |
| 4. Individual Challenge Sports | 4.1. Track and Field | 4.1.1. Advanced Techniques for Jogging, Running, Jumping, and Throwing |
| | | 4.1.2. Principles of Designing Games for Jogging, Running, Jumping, and Throwing |

| | | |
|-----------------------|--|---|
| 5. Competitive Sports | 4.2. Swimming | 4.2.1. Basic Skills of Four Swimming Strokes (Breaststroke, Freestyle, Backstroke, and Butterfly) |
| | | 4.2.2. Swimming Starts and Turns |
| | | 4.2.3. Self-Rescue and Mutual Rescue in Swimming |
| | 5.1. Net/Wall Games (e.g., Badminton, Table Tennis, Squash, etc.) | 5.1.1. Advanced Skills in Throwing and Catching, Racquet Control, Striking and Hitting, Timing and Spatial Awareness in Net/Wall Games |
| | | 5.1.2. Advanced Drills for Skill Combinations and Individual or Team Tactics in Net/Wall Games |
| | | 5.1.3. Organizing Competitions for Net/Wall Games |
| | 5.2. Invasion Games (e.g., Basketball, Soccer, Rugby, etc.) | 5.2.1. Advanced Skills in Dribbling, Passing and Catching, Kicking and Ball Control, Chasing, Stopping, Holding, Timing and Spatial Awareness in Invasion Games |
| | | 5.2.2. Advanced Drills for Skill Combinations and Individual or Team Tactics in Invasion Games |
| | | 5.2.3. Organizing Competitions for Invasion Games |
| | 5.3. Target Games (e.g., Golf, Bowling, etc.) | 5.3.1. Advanced Skills in Throwing and Rolling, Timing and Spatial Awareness for Target Games |
| | | 5.3.2. Advanced Drills for Skill Combinations and Individual or Team Tactics in Target Games |
| | | 5.3.3. Organizing Competitions for Target Games |
| | 5.4. Fielding/Scoring Games (e.g., Baseball, Softball, Cricket, etc.) | 5.4.1. Advanced Skills in Throwing, Catching, Hitting, Kicking, Running Bases, Timing and Spatial Awareness in Fielding/Scoring Games |
| | | 5.4.2. Advanced Drills for Skill Combinations and Individual or Team Tactics in Fielding/Scoring Games |
| | | 5.4.3. Organizing Competitions for Fielding/Scoring Games |

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| 6. Performance Sports | 6.1. Gymnastics | 6.1.1. Advanced Techniques in Rolling, Support, Balancing, Jumping, Rotating, and Leaping |
| | | 6.1.2. Advanced Combination Drills for Floor and Apparatus Gymnastics |
| | | 6.1.3. Choreographing Floor Exercise Combinations |
| | 6.2. Dance/Aerobic Fitness | 6.2.1. Combining Music Rhythm with Body Movement |
| | | 6.2.2. Creating Advanced Movement Combinations for Dance/Aerobic Fitness |
| | | 6.2.3. Individual or Team Performances of Advanced Dance/Aerobic Fitness Combinations |
| | 6.3. Traditional Folk Sports (e.g., Shuttlecock Kicking, etc.) | 6.3.1. Advanced Skills and Techniques in Traditional Folk Sports |
| | | 6.3.2. Creating Advanced Movement Combinations for Traditional Folk Sports |
| | | 6.3.3. Individual or Team Performances of Advanced Traditional Folk Sport Combinations |
| | 6.4. Yoga/Pilates | 6.4.1. Origins and Styles of Yoga/Pilates |
| | | 6.4.2. Characteristics and Fitness Benefits of Yoga/Pilates |
| | | 6.4.3. Practice Considerations, Breathing Patterns, and Movement Principles in Yoga/Pilates |
| | 6.5. Fitness and Bodybuilding | 6.5.1. Overview of Basic Fitness and Bodybuilding Knowledge |
| | | 6.5.2. Strength Endurance, Muscle Gain, Fat Loss, and Body Shaping Training |
| | | 6.5.3. Effective Methods for Controlling Weight and Improving Body Composition |
| 7. Recreational and Defensive Sports | 7.1. Water-Based Leisure Sports | 7.1.1. Advanced Skills in Water-Based Leisure Sports |
| | | 7.1.2. Integrated Application of Advanced Water Sports Skills |
| | 7.2. Outdoor Leisure Sports | 7.2.1. Advanced Skills in Outdoor Leisure Sports |
| | | 7.2.2. Integrated Application of Advanced Outdoor Sports Skills |
| | 7.3. Other Leisure Sports | 7.3.1. Advanced Skills in Other Leisure Sports |
| | | 7.3.2. Integrated Application of Advanced Skills in Other Leisure Sports |

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| | 7.4. Defensive Sports (e.g., Chinese Martial Arts, Silat, etc.) | 7.4.1. Advanced Movements and Forms in Defensive Sports |
| | | 7.4.2. Advanced Combat Techniques and Applications in Defensive Sports |

7.2. Learning Standards

The learning standards for the “Senior Middle Level Physical and Health Education” curriculum are outlined in Table 5.

Table 5

Learning Standards of the Senior Middle Level Physical and Health Education curriculum correspond to the three major dimensions of educational objectives.

| Domain | Cognitive (C) | Psychomotor (P) | Affective (A) |
|--------------------|---|--|---|
| Physical Education | Ca. Principles of correct movement skills | Pa. Application of tactical strategies | Aa. Awareness of lifelong physical activity |
| | Cb. Fitness value of each activity/sport | Pb. Event organization and planning | Ab. Communication and collaboration |
| Health Education | Cc. Knowledge of Sports Health Care | Pc. Exercise Plan Development | Ac. Healthy Living Habits |
| | Cd. Sports Risk Management | Pd. Awareness of Physiological Responses to Exercise | Ad. Sportsmanship and Ethics in Sports |

The learning standards and detailed components of the “Senior Middle Level Physical and Health Education” curriculum are outlined in Table 6. Tables 6a, 6b, and 6c offer examples of how the content standards correspond to learning standards

Table 6

Description of Items in Learning Standards of the Senior Middle Level Physical and Health Education curriculum

| Domain | Item | Descriptions |
|---------------|---|--|
| Cognitive (C) | Ca. Principles of correct movement skills | I. To understand the key techniques and rules of the sport being learned. II. To identify correct and incorrect movement skills and make corrections. |
| | Cb. Fitness values of each activity/sport | I. To understand the characteristics and enjoyment of the sport being learned. II. To analyze the fitness benefits and values of the sport being learned. |

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| | Cc. Knowledge of Sports Health Care | I. To identify the normal and abnormal conditions of the human body. II. To understand the effects of exercise on the human body. |
| | Cd. Sports Risk Management | I. To understand one's own physical health condition. II. To understand the causes of common sports injuries and know how to prevent, treat, and protect against them. |
| Psychomotor (P) | Pa. Application of tactical strategies | I. To combine offensive and defensive skills or movements learned in the sport. II. To apply learned tactics and strategies in competition. III. To respond to and resolve problems on unexpected situations during competition or performance. |
| | Pb. Event organization and planning | I. To plan an event organization scheme for the sport already learned. II. To execute the planned event organization scheme. III. To respond to and resolve challenges encountered during the planned event. |
| | Pc. Exercise Plan Development | I. To be able to create a suitable exercise plan based on one's own physical fitness level and health condition. |
| | Pd. Awareness of Physiological Responses to Exercise | I. To identify the type of physiological response causing discomfort during exercise. II. To evaluate and manage physiological responses during exercise. |
| Affective (A) | Aa. Awareness of lifelong physical activity | I. To recognize that exercise is an integral part of lifelong healthy habits and establish the mindset of "health comes first." II. To embrace the concept that "exercise is also a key means for the healthy development of social life." |
| | Ab. Communication and collaboration | I. To prioritize team benefits, be willing to engage in rational communication with others, and establish harmonious interpersonal interactions. II. To be willing to share experiences and humbly learn from the strengths of others. |
| | Ac. Healthy Living Habits | I. To recognize the positive and healthy impact of exercise on the body and life. |

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| | | II. To develop interests and hobbies, and cultivate the habit of exercising independently. III. To understand the relationship between exercise, rest, and sleep, and consciously allocate time for each in a balanced way. |
| | Ad. Sportsmanship and Ethics in Sports | I. To demonstrate the sportsmanship of being proactive, brave, resilient, unafraid of hardship, persevering to the end, and embodying team spirit. II. To reflect sports ethics such as following the rules, respecting referees and opponents, maintaining integrity and self-discipline, and engaging in fair competition. III. To exhibit sports character through self-respect, confidence, politeness, responsibility, and a healthy attitude towards winning and losing. |

Table 6a

First Example of Alignment of Content Standards and Learning Standards

| Learning Standards Content Standards | Cognitive | Psychomotor | Affective |
|--|---|--|---|
| | CdII Understand the causes of common sports injuries and know how to prevent, treat, and protect against them. | PdI Identify the type of physiological response causing discomfort during exercise. | AcIII Understand the relationship between exercise, rest, and sleep, and consciously allocate time for each in a balanced way. |
| 2.2.1. Concept, Evaluation, Prevention, and Management of Exercise-Induced Fatigue | Students understand that fatigue is one of the causes of sports injuries. | Students are able to recognize the onset of exercise-induced fatigue, enabling them to assess and respond appropriately. | Students understand that adequate rest and sleep are effective methods for relieving exercise-induced fatigue. |

Table 6b*Second Example of Alignment of Content Standards and Learning Standards*

| Learning Standards Content Standards | Cognitive | Psychomotor | Affective |
|---|---|--|---|
| | CaI Understand the key techniques and rules of the sport being learned. | PbI Plan an event organization scheme for the sport already learned. | AbI Prioritize the team benefits, be willing to engage in rational communication with others, and establish harmonious interpersonal interactions. |
| 5.2.3. Organizing Competitions for Invasion Games | Students understand the key techniques and rules of the offensive and defensive strategies in the invasion games they have learned. | Students are able to plan event organization strategies based on the rules and conditions of the offensive and defensive invasion games they have learned. | Students are able to prioritize team benefits, collaborate with others through calm emotions and effective communication, ensuring the smooth progression of the event. |

Table 6c*Third Example of Alignment of Content Standards and Learning Standards*

| Learning Standards Content Standards | Cognitive | Psychomotor | Affective |
|--|--|--|---|
| | CaII Identify correct and incorrect movement skills and make corrections. | PcI Be able to create a suitable exercise plan based on one's own physical fitness level and health condition. | AcI Recognize the positive and healthy impact of exercise on the body and life. |
| 6.5.3. Effective Methods for Controlling Weight and Improving Body Composition | Students, while learning exercise methods for controlling weight and improving body shape, can distinguish between correct and incorrect movement techniques, make corrections, and reduce the risk of sports injuries caused by improper posture. | Students can develop effective exercise plans for weight control and body shape improvement based on their own fitness levels and health conditions. | By achieving the goals of effective weight control and body shape improvement through exercise, students come to recognize the positive and healthy impact that physical activity has on the body and life. |

8. Pedagogical Suggestions

8.1. Suggested Class Periods and Credits

The MICSS high school program lasts for three years, with each academic year consisting of 52 weeks. Out of these, 40 weeks are dedicated to teaching, with each semester spanning 20 weeks of instructional time. Each class session lasts 40 minutes. A subject that spans one full semester or a total of 20 class sessions equates to one credit.

For the subject of “Senior Middle Level Physical and Health Education”, it is recommended to allocate 2 periods per week, with each period lasting 40 minutes. Students are required to earn 2 credits per semester, 4 credits per academic year, and a total of 12 credits over the three years of senior middle level in order to graduate. Schools can adjust the curriculum content according to the actual number of instructional weeks (for example, 30 weeks per academic year) based on their academic calendar. It is important to note that the senior middle 3 classes are usually exam-focused, resulting in fewer instructional weeks compared to senior middle 1 and senior middle 2 (for instance, 22 weeks per academic year). Therefore, curriculum content needs to be adjusted accordingly for senior middle 3. Additionally, curriculum assessments for “Senior Middle Level Physical and Health Education” are conducted through in-class assessments, so teachers should ensure a reasonable distribution of teaching sessions and assessment sessions when planning the curriculum.

If there are remaining weeks, teachers can discuss with colleagues or decide independently how to utilize the remaining class periods. However, the content must still align with the theme of physical and health education, such as promoting other sports activities, exploring new sports, or conducting outdoor education.

8.2. Suggested Curriculum Content Arrangement

Students are expected to study two topics each semester, and four topics each academic year. The recommended arrangement of the content is as follows:

- a. **Senior Middle 1:** Study “Physical Fitness” and one sports skill in First Semester, plus study two sports skills in Second Semester.
- b. **Senior Middle 2:** Study “Sports Health Care” and one sports skill in First Semester, plus study two sports skills in Second Semester.
- c. **Senior Middle 3:** Study “Sports Psychology” and one sports skill in First Semester, plus study two sports skills in Second Semester.

8.3. Suggestions for Teaching Organization

Currently, most MICSS (except Chung Hwa Independent High School Kelantan, which uses an “elective class rotation” system) follow a “fixed content” structure for physical education classes. This means the teaching content is predetermined according to the school’s curriculum for each grade level. Students do not choose specific activities, and one teacher is responsible for instructing the entire class in various sports.

Schools can consider maintaining the existing “fixed content” teaching structure or adopt an elective teaching model that best suits the school’s conditions. Regardless of the system, students must be reminded that they are required to complete the foundational content for any chosen

activity from junior middle level and achieve passing grades before continuing with the elective in senior middle level. The recommended elective teaching structures are as follows:

a. **Intra-grade Elective Teaching Organization:**

This structure is suitable for larger schools with many classes per grade. It allows students to be regrouped according to their interests, preferences, and sports background, with those choosing the same sport being placed in the same class. Different teachers are then assigned to teach different sports. This approach organizes students based on the sport they have selected within the same grade.

b. **Cross-grade Elective Teaching Organization:**

This model is more appropriate for smaller schools with fewer classes per grade. In this case, students are regrouped across different grades based on their chosen sport, forming mixed-grade classes for teaching. This allows for elective teaching despite the smaller class sizes per grade.

Table 7

Examples of Suggested Teaching Organization Models for Senior Middle Level Physical and Health Education

| School Code | School Size | Number of Classes per Grade | Suggested Teaching Organization Model |
|-------------|-------------|-----------------------------|--|
| School A | Large | Many | Use the intra-grade elective teaching organization model for senior middle 1 to senior middle 3. |
| School B | Large | Many | Use the “fixed content” teaching model for senior middle 1 and senior middle 2; use the intra-grade elective teaching model for senior middle 3. |
| School C | Small | Few | Use the cross-grade elective teaching organization model for senior middle 1 to senior middle 3. |

8.4. Suggestions for Developing a Teaching Plan

Schools and teachers should create comprehensive teaching plans for the “Senior Middle Level Physical and Health Education” curriculum based on the curriculum standards. This includes teaching plans for levels, semesters, and individual lessons. When developing these plans, it is important to take into account factors such as students' needs, available sports facilities and equipment, and the school calendar. The goal is to promote the development of core competencies in students by setting clear learning objectives, selecting appropriate teaching content and methods, and designing meaningful assessments. The teaching plans should meet the following basic requirements: Emphasize the practical nature of the “Senior Middle Level Physical and Health Education” curriculum by ensuring that most of the instructional time is dedicated to physical activities; Integrate core subject competencies into the teaching design; Ensure flexibility in the plan, taking into consideration the students' actual abilities, the nature, value, and difficulty level

of the content, and the characteristics of various teaching methods. There should also be room for adjustments as needed.

a. Developing a Level Teaching Plan

The long-term teaching plan is a systematic document that outlines the school's approach to teaching the "Senior Middle Level Physical and Health Education " curriculum over three years. It should include the following elements: Specific learning standards that students are expected to achieve after three years of study in the curriculum; A detailed arrangement of the content for the physical and health education curriculum; Learning objectives, teaching content, teaching methods, and assessment standards for the curriculum; Clear guidelines on the teaching organization model to be implemented at the school.

b. Developing a Semester Teaching Plan

The semester teaching plan is derived from the level plan. Schools and teachers should tailor the semester plan to meet the specific learning needs of students and the actual conditions of the school. The semester plan should include: Learning content requirements, an implementation schedule, and assessment methods. In addition, it is important to ensure continuity between the content taught in the junior middle level and that covered during the senior middle level school years.

c. Developing a Lesson Plan

The lesson plan is a more detailed version of the semester plan, designed for individual class sessions. Each lesson plan outlines specific learning objectives, teaching content, methods, and assessment activities. Lesson plans should be developed based on the semester plan, with adjustments made to fit the learning progress of the students. Key elements to include in lesson plans are: learning standards, teaching content and steps, teaching methods for instructors and learning strategies for students, physical load (exercise density, practice density, and intensity), safety precautions and Teaching records. These lesson plans can take various forms to suit the context of the class.

8.5. Recommendations for Teachers to Improve and Develop Necessary Skills

The success of educational reform is largely determined by how teachers implement their teaching in the classroom. The MICSS Main Curriculum Standards set high expectations for classroom teaching, and therefore, it is recommended that teachers focus on improving and acquiring the following four competencies:

- a. **Teaching Techniques:** Teaching techniques refer to the ability to use instructional equipment and tools. The Senior Middle Level Physical and Health Education curriculum requires various teaching techniques, including classroom teaching techniques, outdoor teaching techniques, and online teaching techniques. Besides common tools like blackboards, projectors, and smartboards, teachers need to familiarize themselves with different online platforms, software, and mobile apps to create online teaching materials and meet the demands of remote teaching. Moreover, they should be capable of guiding students on how to filter online information. Since the content of physical education is primarily practical and often takes place outdoors, special attention should be given to the safety of equipment and venues. Teachers should also enhance their skills in organizing activities and providing first aid.
- b. **Teaching Methods:** Traditional classroom teaching typically involves a teacher delivering knowledge to students, but modern teaching has shifted toward a more "student-centered"

approach. The MICSS Main Curriculum Standards emphasize competency-based learning, which values students' ability to explore knowledge independently. This requires teachers to plan learning pathways that encourage students to discover knowledge on their own. The Senior Middle Level Physical and Health Education subject, which integrates both theory and practice, allows for a more diversified range of teaching methods, particularly in practical classes. Table 8 provides a reference for teaching methods:

Table 8

References of Suggested Teaching Methods for Senior Middle Level Physical and Health Education

| No. | Teaching Model | Teaching Methods |
|-----|--|--|
| 1 | Primarily verbal information transfer | Explanation, Q&A, Discussion |
| 2 | Primarily direct perception | Demonstration, Presentation |
| 3 | Primarily physical exercises | Complete Practice Method, Understanding Teaching Method, Circuit Training Method |
| 4 | Primarily situational and competitive activities | Sports Games Method, Sports Competition Method, Situational Teaching Method |
| 5 | Primarily exploratory activities | Discovery Method, Small Group Teaching Method |

- c. **Curriculum Concept:** The MICSS Main Curriculum Standards place a strong emphasis on the balance between “teaching knowledge and educating people,” requiring teachers to understand the concept of cultivating “holistic qualities” as outlined in the new guidelines. Teachers must also grasp the essence of core competencies, so that they can integrate these competencies into their teaching practices. Additionally, teachers need to master the methods of designing educational activities, combining curriculum content and competency development in a way that enhances students' physical fitness and promotes harmonious development of both their physical and mental well-being.
- d. **Subject Knowledge:** Teachers should have a comprehensive understanding of the subject knowledge they are teaching in Physical and Health Education, with a particular focus on enhancing their knowledge of health education, which may have been less emphasized in the past. Teachers should have a clear concept of how their subject helps students understand the world, and how individual knowledge points are related to the overall knowledge system. It is crucial for teachers to continually update their knowledge and strengthen their expertise in their field.

9. Assessment Suggestions

The assessment of the subject Senior Middle Level Physical and Health Education must align with the curriculum goals, learning standards, and performance standards. Since students' intellectual abilities are diverse, assessment methods should be diversified to evaluate the cognitive, psychomotor, and affective domains of students (refer to Appendix I in Section 11 for details). This approach supports the holistic development of students and the realization of the core competencies in MICSS.

In addition, He Yuanchun (2002) proposed that the nature of the Physical and Health Education curriculum combines both scientific and humanistic elements, with “skills” and “attitudes” as its main characteristics. It is a comprehensive subject that is practice-oriented. This aligns with the classification of Physical and Health Education as part of the arts and technology subjects in the MICSS Main Curriculum Standards. The unique attributes of the subject also allow for a more diversified curriculum design. In light of this, the assessment of the subject should also move toward diversification.

9.1. Recommendations for School-Based Summative Assessment

Summative assessment can focus on written tests, emphasizing the evaluation of “cognitive” aspects. The curriculum content of Physical and Health Education, whether related to physical education or health education, includes both physical skills and health skills, covering concepts, theories, and more. Schools can adopt written tests as a method for summative assessment based on the curriculum content, but it is recommended to minimize the percentage that written tests account for, ideally not exceeding 30%.

9.2. Recommendations for Formative Assessment

Formative assessment should adopt a diversified assessment model, emphasizing the evaluation of “skills” and “attitudes.” Unlike summative assessment, formative assessment is not constrained by time or space and offers more flexibility in terms of timing and methods. Schools can use qualitative, quantitative, and “other” assessment methods based on the curriculum content of Physical and Health Education. Qualitative assessments may involve observations of students' skill performance, such as coordination, fluidity, proficiency, aesthetic quality, and adherence to the required techniques. Quantitative assessments could involve the use of tools like stopwatches, measuring tapes, or scoring systems to gather objective data. “Other” assessment methods may include pre-class preparations, class participation, in-class observations, post-class reports, peer evaluations, oral assessments, questionnaires, health habit records, and self-assessment of health status.

Formative assessment is closely related to “performance standards,” which are based on “learning standards.” In the curriculum, learning standards are written around the three dimensions of “cognitive” (C), “psychomotor” (P), and “affective” (A). The “performance standards” describe the levels or stages of achievement corresponding to the dimensions outlined in the “learning standards”. For detailed descriptions of the performance standards for Physical and Health Education, refer to Table 9.

Table 9

Performance Standards for Cognition, Skills, and Attitudes in the Senior Middle Level Physical and Health Education Curriculum

| Domain | Item | Level | Performance Standards |
|------------------|---|--------------|---|
| Cognitive (C) | Ca. Principles of correct movement skills | 1 Remember | Able to remember the theoretical knowledge of the sports learned. |
| | | 2 Understand | Able to understand the key techniques and rules of the movements in the sports learned. |
| | | 3 Apply | Able to apply the correct movement skills in competitions or performances. |
| | | 4 Analyse | Able to distinguish between correct and incorrect movement skills. |
| | | 5 Evaluate | Able to correct incorrect movement skills. |
| | | 6 Create | Able to integrate broken-down movement skills into a new combination of movements. |
| | Cb. Fitness value of each activity/sport | 1 Remember | Able to remember theoretical knowledge and practical skills of sports learned. |
| | | 2 Understand | Able to understand the characteristics and appeal of the sports learned. |
| | | 3 Apply | Able to incorporate at least one sport into daily exercise routines. |
| | | 4 Analyse | Able to analyze the fitness benefits and values of the sports learned. |
| | | 5 Evaluate | Able to evaluate which sport's fitness benefits and values best meet one's own needs. |
| | | 6 Create | Able to design an exercise plan based on personal needs and the fitness values of various sports. |
| | Cc. Knowledge of Sports Health Care | 1 Remember | Able to remember knowledge of sports health care and the concept of wellness. |
| | | 2 Understand | Able to understand the effects of exercise on the human body. |
| | | 3 Apply | Able to apply sports health care knowledge in daily life. |

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| | | 4 Analyse | Able to distinguish between normal and abnormal physical conditions of the human body. |
| | | 5 Evaluate | Able to identify physical discomfort that occurs during daily life and exercise. |
| | | 6 Create | Able to integrate sports health care knowledge and incorporate it into daily life habits, and even into lifelong exercise plans. |
| | Cd. Sports Risk Management | 1 Remember | Able to remember the concepts of various physiological responses and common sports injuries, and identify them. |
| | | 2 Understand | Able to understand the causes of common sports injuries and know how to prevent, handle, and protect against them. |
| | | 3 Apply | Able to practice methods of preventing, handling, and protecting against sports injuries in daily activities. |
| | | 4 Analyse | Able to analyze symptoms or injury severity and take appropriate treatment measures when physiological responses or sports injuries occur. |
| | | 5 Evaluate | Able to conduct health risk assessments before exercise and judge physiological responses and sports injuries during exercise. |
| | | 6 Create | Able to take preventive and protective measures independently based on understanding one's own health status to reduce the risk of sports injuries and exercise-related diseases. |
| | Psychomotor (P) | 1 Imitation | Able to imitate demonstrated offensive and defensive skills and individual or team tactical and strategic positioning. |
| | | 2 Manipulation | Able to practice tactical and strategic coordination according to instructions. |

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|--|-------------------------------------|------------------|---|
| | | 3 Precision | Able to complete tactical and strategic requirements with minimal errors by paying attention to details. |
| | | 4 Articulation | Able to adjust tactical and strategic methods to respond to changes in environment or situation during practice, competition, or performance. |
| | | 5 Naturalisation | Able to flexibly use tactics and strategies in practice, competition, or performance and is adept at identifying and solving problems. |
| | Pb. Event organization and planning | 1 Imitation | Able to imitate others' event organization models, learn from their strengths, and draft an preliminary event plan. |
| | | 2 Manipulation | Able to communicate with the team to refine the initial plan and develop a complete event organization and planning scheme. |
| | | 3 Precision | Able to execute the event organization plan with minimal errors by paying attention to details. |
| | | 4 Articulation | Able to coordinate and reach consensus with the team to adjust the plan in case of difficulties or unexpected situations during execution. |
| | | 5 Naturalisation | Familiar with the plan, able to fully control the tight connections between various stages, ensuring the event runs smoothly. |
| | Pc. Exercise Plan Development | 1 Imitation | Able to refer to others' exercise plans and draft a preliminary personal exercise plan. |
| | | 2 Manipulation | Able to develop an appropriate exercise plan based on one's own fitness level and physical and mental health. |
| | | 3 Precision | Clearly understanding the requirements of the exercise plan and able to complete its contents independently and skillfully. |

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| | | 4 Articulation | Able to adjust the exercise plan based on changes in personal fitness level and physical and mental health. |
| | | 5 Naturalisation | Able to persist in exercising and maintaining a healthy physique. |
| | Pd. Awareness of Physiological Responses to Exercise | 1 Imitation | Able to identify others' discomfort during exercise and imitate various hypotheses and feasible handling methods learned from knowledge of physiological responses. |
| | | 2 Manipulation | Able to reasonably use the knowledge of physiological responses to make initial judgments about discomfort in oneself or others during exercise. |
| | | 3 Precision | Familiar with the concepts and prevention methods of physiological responses and able to correctly assess and handle them when they occur. |
| | | 4 Articulation | Able to adjust exercise load or method based on bodily changes during exercise. |
| | | 5 Naturalisation | Through awareness, better understanding of one's own body, clearer about one's own exercise load capacity, and able to naturally form evaluations to avoid over-exercising and reduce the risk of injury. |
| Affective (A) | Aa. Awareness of lifelong physical activity | 1 Receiving | Able to notice the important role of exercise plays in human life. |
| | | 2 Responding | Able to actively participate in exercise, proactively learn exercise knowledge and skills, build a solid body foundation, and improve physical fitness. |
| | | 3 Valuing | Able to rationally understand exercise, recognize it as part of a lifelong good habit, and establish the idea of "health first". |
| | | 4 Organising & Conceptualising | Able to form the concept and cognition of lifelong exercise. |

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| | | 5 Characterising by Values | Able to form the worldview that “exercise is also a major means of healthy social development”. |
| | Ab. Communication and collaboration | 1 Receiving | Able to notice that good communication can promote team collaboration efficiency. |
| | | 2 Responding | Able to actively learn effective communication skills, proactively communicate with the team, and show willingness to cooperate. |
| | | 3 Valuing | Able to recognize that good communication can reduce conflicts, resolve disputes, clarify doubts, eliminate misunderstandings, and enhance team cohesion. |
| | | 4 Organising & Conceptualising | Able to prioritize team interests and aim for consensus as the communication goal, demonstrating team spirit. |
| | | 5 Characterising by Values | Able to develop the virtue of rational communication, listening, and respecting others, promoting harmonious interpersonal relationships. |
| | Ac. Healthy Living Habits | 1 Receiving | Able to notice the positive impact of exercise on the human body and the relationship between exercise, rest, and sleep. |
| | | 2 Responding | Able to actively cultivate hobbies, consciously maintain a certain amount of exercise, and ensure adequate sleep daily. |
| | | 3 Valuing | Able to recognize the role of exercise in promoting health and enhancing physical fitness and understand that good sleep quality can improve exercise performance. |
| | | 4 Organising & Conceptualising | Able to develop the habit of self-motivated exercise and proper rest, making exercise and sleep a way to promote health and gain happiness. |

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| | | 5 Characterising by Values | Able to maintain a healthy body and mind, consciously uphold a healthy lifestyle, and persist in it. |
| | Ad. Sportsmanship and Ethics in Sports | 1 Receiving | Able to notice that excellent athletes not only have outstanding sports achievements but also possess good personal character and quality. |
| | | 2 Responding | Able to take excellent athletes as role models, learn their sports spirit, respect for referees and opponents, sports ethics, and correct view of winning and losing. |
| | | 3 Valuing | Able to recognize that sports not only promote health and enhance physical fitness but also temper willpower and cultivate a sound personality. |
| | | 4 Organising & Conceptualising | Able to achieve moral cultivation through physical activities and learn social behavior through participation in team activities, developing sportsmanship. |
| | | 5 Characterising by Values | Able to form prosocial values (such as social responsibility) and personal-oriented values (such as personal responsibility and character quality). |

Table 9a

First Example of Alignment of Content Standards and Learning Standards with Performance Standards

| Learning Standards Content Standards | Cognitive | Psychomotor | Affective |
|--|---|---|--|
| | CdII Understand the causes of common sports injuries and know how to prevent, treat, and protect against them. | PdI Identify the type of physiological response causing discomfort during exercise. | AcIII Understand the relationship between exercise, rest, and sleep, and consciously allocate time for each in a balanced way. |
| 2.2.1. Concept, Evaluation, Prevention, and Management of Exercise-Induced Fatigue | Students understand that fatigue is one of the causes of sports injuries. | Students are able to recognize the onset of exercise-induced fatigue, enabling them to assess and respond appropriately. | Students understand that adequate rest and sleep are effective methods for relieving exercise-induced fatigue. |
| Performance Standards | Able to understand the causes of common sports injuries and know how to prevent, handle, and protect against them. (C2 Understand) | Familiar with the concepts and prevention methods of physiological responses and able to correctly assess and handle them when they occur. (P3 Articulation) | Able to develop the habit of self-motivated exercise and proper rest, making exercise and sleep a way to promote health and gain happiness. (A4 Organising & Conceptualising) |

Table 9b

Second Example of Alignment of Content Standards and Learning Standards with Performance Standards

| Learning Standards | Cognitive | Psychomotor | Affective |
|---|---|--|---|
| | CaI | PbI | AbI |
| Content Standards | Understand the key techniques and rules of the sport being learned. | Plan an event organization scheme for the sport already learned. | Prioritize the team benefits, be willing to engage in rational communication with others, and establish harmonious interpersonal interactions. |
| 5.2.3. Organizing Competitions for Invasion Games | Students understand the key techniques and rules of the offensive and defensive strategies in the invasion games they have learned. | Students are able to plan event organization strategies based on the rules and conditions of the offensive and defensive invasion games they have learned. | Students are able to prioritize team benefits, collaborate with others through calm emotions and effective communication, ensuring the smooth progression of the event. |
| Performance Standards | Able to understand the key techniques and rules of the sports learned. (C2 Understand) | Able to communicate with the team to refine the initial plan and develop a complete event organization and planning scheme. (P2 Manipulation) | Able to prioritize team interests and aim for consensus as the communication goal, demonstrating team spirit. (A4 Organising & Conceptualising) |

Third Example of Alignment of Content Standards and Learning Standards with Performance Standards

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9.3. Recommendations for Credit Evaluation Methods

All students must complete 12 credits in order to graduate. Upon completing the required hours of study and passing school-administered exams with a satisfactory grade (≥ 60 points), students will be awarded the corresponding credits. Both exam scores and earned credits will be recorded in the student's academic file. For those who do not pass, only the scores will be recorded, and no credits will be granted.

For students who have not completed the necessary credits, the school may arrange for makeup exams or remedial classes during holidays to help them earn the required credits. If, after these remedial measures, the student still cannot obtain the necessary credits for the curriculum, the school may allow the student to move up to the next grade, but the student must retake the failed credits.

Suggested Percentage Breakdown for Physical Education and Health Education Curriculum (See Table 10):

Table 10

Suggested Percentage Breakdown for Physical and Health Education Curriculum

| Curriculum Content | Assessment Method | Evaluation Criteria | Percentage (Total = 100%) |
|---------------------------|--------------------------|-------------------------------|--------------------------------------|
| Physical Education | Formative Assessment | Attire/Equipment | 10% |
| | Formative Assessment | Learning Attitude | 20% |
| | Formative Assessment | Skill Performance/Assignments | $60\% \leq x \leq 70\%$ |
| | Summative Assessment | Written Test | $0\% \leq x \leq 10\%$ |
| Health Education | Formative Assessment | Attire/Equipment | $0\% \leq x \leq 10\%$ |
| | Formative Assessment | Learning Attitude | 20% |
| | Formative Assessment | Skill Performance/Assignments | $50\% \leq x \leq 70\%$ |
| | Summative Assessment | Written Test | $10\% \leq x \leq 30\%$ |

10. Implementation Highlights

The successful implementation of curriculum standards ultimately depends on widespread understanding, strong support, and proactive participation from all stakeholders. It requires mobilizing personnel at all levels to achieve the ultimate educational vision, with each level's support being interconnected and critical to driving curriculum reform and development.

10.1. At the Dong Zong Level

- a. Organize explanatory sessions on the Senior Middle Level Physical and Health Education curriculum standards.
- b. Regularly organize diverse and varied training and exchanges for physical education teachers in MICSS. In-service training is one of the key methods for teacher development. To meet the needs of teachers from different educational backgrounds, cultural contexts, and specializations, diverse training methods such as dialogues, exemplary lesson demonstrations, and forums are suggested. These can be conducted through online or offline teaching practices to deepen teachers' understanding and mastery of the physical and health education curriculum.
- c. Regularly survey the status and development of physical and health education teaching in MICSS to assess the implementation of the Senior Middle Level Physical and Health Education curriculum. This can also help administrators identify schools in need of support and provide appropriate assistance.
- d. Improve cloud-based education and resource-sharing platforms to support teaching, particularly in health education.

10.2. At the School Level

- a. Within the school's capacity, improve the facilities and equipment for teaching physical and health education to provide students with sufficient space and tools for classes.
- b. Regularly inspect the materials, facilities, and equipment in school sports areas, and promptly repair them when necessary to ensure students have a safe learning environment and to prevent sports injuries.
- c. Enhance the school's cloud-based education and resource-sharing platforms, improving the availability of online teaching tools and equipment to assist teachers in their instruction.
- d. Prioritize the continued education of physical education teachers, especially by focusing on building teacher ethics and improving teaching capabilities. Provide teachers with opportunities and support to participate in various training programs, elevating their professional level.
- e. Strengthen ties and cooperation with the community (including parents, alumni, and other stakeholders), making effective use of community resources.

10.3. At the Community Level

- a. Provide support in terms of space (such as activity centers or sports venues), professional knowledge, and experience, enriching students' school life and giving them opportunities to break the limitations of the physical education classroom, allowing for more diversified methods and avenues for acquiring knowledge.
- b. Offer financial resources to assist the school in developing sports facilities and equipment.
- c. Maintain close ties with the school, cooperate its educational reforms, take an interest in its development, and support school activities.

10.4. At the Teacher Level

- a. The head of the physical education department is directly responsible for the implementation of the Senior Middle Level Physical and Health Education curriculum standards. They should organize all physical education teachers to study the curriculum standards through departmental meetings and collaborative lesson planning. The plan should include an analysis of the school's educational positioning, the current state of physical and health education teaching, students' physical health and basic athletic ability, teacher qualifications, curriculum resources, and more. It should also cover curriculum management, safety guidelines, specific requirements, credit evaluation methods, and assessment guidelines.
- b. Physical education teachers should actively cooperate with school leaders and the head of department to implement the curriculum plan by participating in departmental and lesson planning meetings. They should also actively engage in various school or community level explanatory sessions, training programs, and exchanges to enhance their professional skills.
- c. Physical education teachers should stay current by actively learning new knowledge and continuously improving themselves. They should also develop both hard and soft skills, be willing to face challenges, and strive for self-improvement.

11. Appendices

Appendix 1

Cognitive, Affective and Psychomotor Domains

