

Malaysian Independent Chinese Secondary Schools

Junior Middle Level Physical Education & Health 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 unremittingly 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

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

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.

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.

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

Figure 1

Framework for MICSS Core Competencies



Figure 1 shows that MICSS curriculum development cultivates lifelong learners. The structure expanded into three aspirations 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 aspirations. The misalignment of the inner and outer circle further clarifies that the implementation of each competency incorporates the three major aspirations. Based on the principle of integration and feasibility, the *Main Curriculum Standards* promote each competency through three aspirations. Table 1 presents the core competencies and their definitions.

Table 1*MICSS Core Competencies and Definitions*

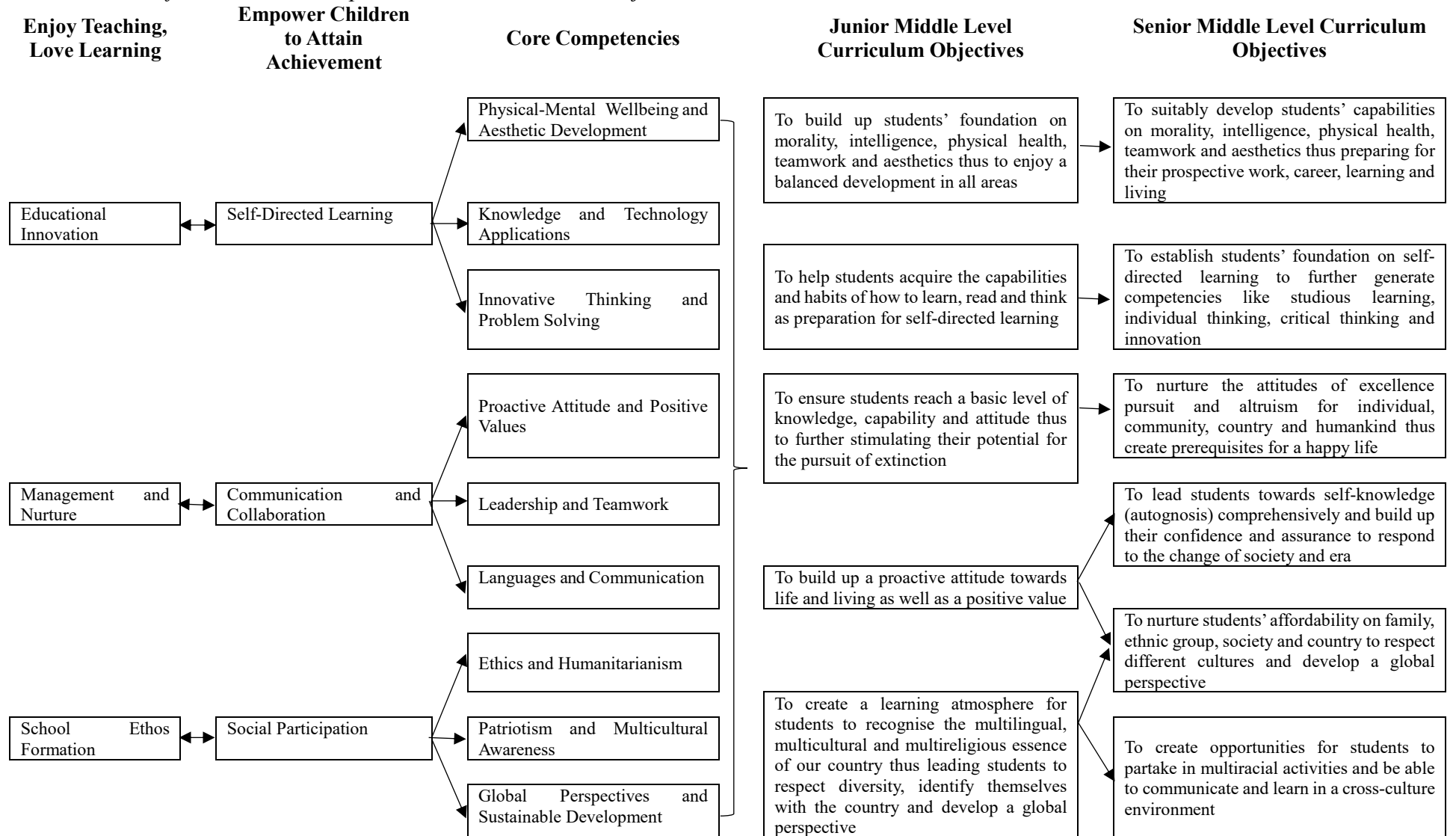
Curriculum Principle	Core Competencies	Definitions	Junior Level	Senior Level	Student Outcome
A. Self-Directed Learning	A1. Physical-Mental Wellbeing and Aesthetic Development	She/He possesses the capability to take care of personal mental and spiritual health and knows how to appreciate the best parts 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 Level	Senior 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 Level	Senior 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

Under the vision of MICSS Education Blueprint which emphasises on ‘Enjoy teaching, love learning— empower children to attain achievement’, the Physical Education & Health (PE & H) field hopes to nurture students who are well equipped with lifelong sport and health knowledge, ability, and attitude that make them healthy citizens. The aspect of ‘**literacy**’ has been attached importance by the international education field in recent years. ‘**Physical Literacy**’ was first proposed in 2001 in the field of Physical Education by Dr Margaret Whitehead from the United Kingdom. In 2017, the International Physical Literacy Association (IPLA) defined ‘**Physical Literacy**’ as ‘the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in life-long physical activities.’

4.1 Vision

The field of PE & H has different learning objectives and practices in the three supplementary core competencies (self-directed learning, communication and collaboration, and societal participation.)

1. In ‘**Self-directed Learning**’, students, who are the subject of learning, are taught to be aware of different life situations and guided to proactively participate in PE & H management. This cultivates personal habits of utilizing information technology tools to practice a lifelong habit of exercising and healthy living. Thus, students will be able to overcome problems and challenges in life with a positive attitude and spirit.
2. In ‘**Communication and Collaboration**’, the core emphasises on the communication and collaboration of individual, group, and the public. Through the course of physical activity and health initiatives, learners are cultivated to acknowledge personal value and attitude and possess teamwork and leadership skills. It also emphasises the mastery of international languages and appropriate use in different situations, to achieve the goal of enhancing communication.
3. In ‘**Societal Participation**’, learners are able to become aware of managing their own healthy lifestyle behaviors, participate in national and community leisure activities, enjoy the pleasure of exercise, enhance personal character, civic consciousness, sustainable development, and ultimately practice holistic health.

4.2 Connotation

1. To nurture students to become **literate** citizens through a student-centred teaching style along with the integration of real-life situation in lessons.
2. To nurture students to explore and solve problems, develop suitable PE & H acknowledgement, skills, and values through utilizing life and health skills. Thus, enabling students to demonstrate the importance of physical activity and become a lifelong learner.
3. To establish a healthy lifestyle, cultivate physical functional ability, and develop sports culture **literacy** of global perspective and appreciation skills. Thus, ensuring physical and mental fitness and developing competitiveness in students.

5. Curriculum Objectives

The curriculum objectives of the PE & H course are shown in table 2.

Table 2

Alignment of PE & H Core Competencies and Curriculum Objectives

Core Competencies		Curriculum Objectives	
		After completing the Junior (or Senior) programme, students are able to:	
A Self-Directed Learning	A1 Physical-Mental Wellbeing and Aesthetic Development	CO1	Be well informed of personal mental and spiritual health, know the uniqueness of sports aesthetics and discover personal value in an active life to exert the richness and aesthetics thus to experiencing the meaning of life proactively.
	A2 Knowledge and Technology Applications	CO2	Possess the fundamental knowledge of PE & H 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.
	A3 Innovative Thinking and Problem Solving	CO3	Possess 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 problems and issues related to PE & H.
B Communication and Collaboration	B1 Proactive Attitude and Positive Value	CO4	Explore personal and PE & H value and senses the discrepancies between the self and others. She/He learns to live with discrepancies and build up respect, responsibility, studious attitude and positive value in life, and thus, develop a healthy lifestyle that do sports regularly.
	B2 Leadership and Teamwork	CO5	Possess basic self-directed capability and good habit of PE & H and is happy to interact with people thus building up good collaborative relationship and can complete tasks through competing and collaborating with teammates.
	B3 Languages and Communication	CO6	Possess the PE & H knowledge of culture, tradition, religion and can make use of Chinese learned, together with the command of both Bahasa Malaysia and English to make friends from different ethnic groups thus enhancing one's health and eventually realise the importance of sports as a medium of cultural dissemination and communication.

Core Competencies		Curriculum Objectives	
		After completing the Junior (or Senior) programme, students are able to:	
C Social Participation	C1 Ethics and Humanitarianism	CO7	Practice well on good morality in terms of PE & H, 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, way of expression and respect others' decision. Thus, creating a healthy community.
	C2 Patriotism and Multicultural	CO8	Be well versed in the PE & H culture in the country, understands and accepts 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.
	C3 Global Perspectives and Sustainable Development	CO9	Be informed of global PE & H issues 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. Thus, promoting peace and development in the world.

6. Curriculum Design

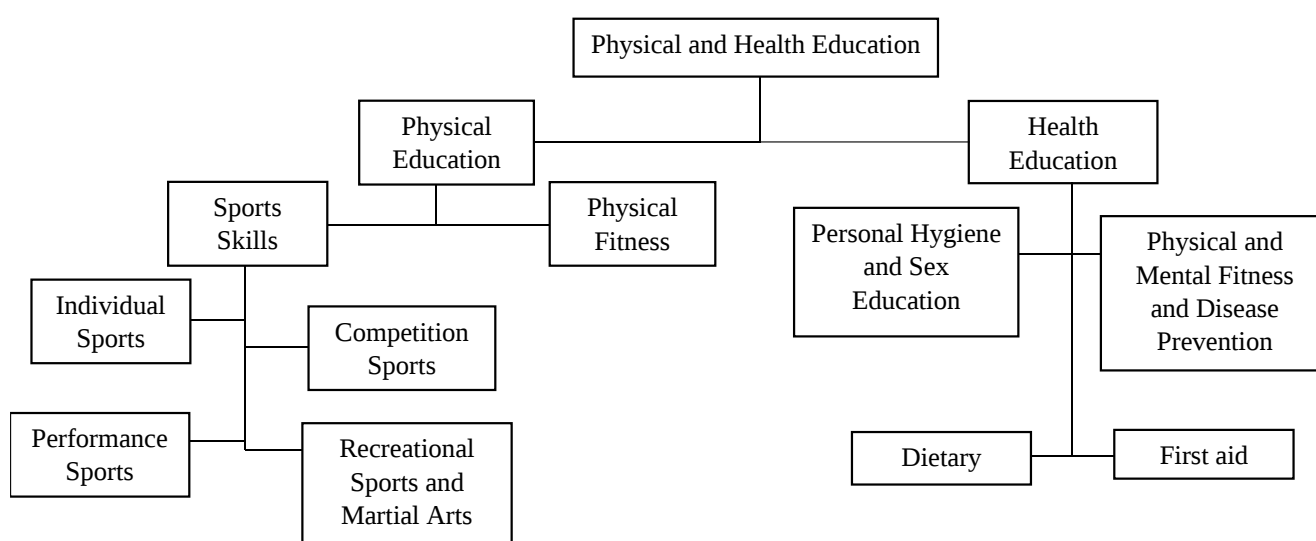
The MICSS Main Curriculum Standards has combined PE & H Education into a single field of study with the aim of increasing students' acknowledgement in physical education and health education. Through conducting systematic educational activities, the curriculum is expected to enhance the habit of conducting physical training and improving body fitness and sports skills in students. Students will have a full understanding on the relationship between physical and mental health, and consciously improve their health status and living environment. Thus, students will also be able to avoid injuries and prevent themselves from common diseases.

The Physical Education curriculum includes sports skills (individual sports, competition sports, performance-based sports, leisure sports, and self-defense sports) and physical fitness. The Health Education curriculum includes personal hygiene and sex education, physical and mental fitness and disease prevention, dietary, and first aid.

PE & H curriculum design is shown in Figure 3.

Figure 3

PE & H Curriculum Design



7. Curriculum Content

The PE & H curriculum standards in the MICSS Education Blueprint consists of ‘Content standards’ and ‘Learning Standards’. *Content Standards* are based on the Curriculum Objectives, which inclusively outlined the teaching content of PE & H in Secondary schools. *Learning Standards* specifies in detail the cognitive, psychomotor, and affective standards that students should acquire in the process of learning.

7.1 Content Standards

The content and item of the PE & H curriculum are listed in table 3.

Table 3

The content and item of the PE & H Curriculum

Theme/Content	Item	Details
1. Individual Sports	1.1. Athletics	1.1.1. Games that involve walking, running, jumping, and throwing.
		1.1.2. Fundamentals of walking, running, jumping, and throwing.
	1.2. Swimming	1.2.1. General knowledge of the safety and hygiene of the swimming pool.
		1.2.2. Water games, holding breath under the water, rhythmic breathing
		1.2.3. Using objects and kicking off the wall to float
		1.2.4. Moving forward through paddling and coordinated hand-foot movements.
2. Competition Sports	2.1. Net & Wall Games Examples: badminton, Ping Pong, squash	2.1.1. Skills related to Net and wall games: catch and throw, racquet controlling, hitting and smashing, passing and concepts of timing, spatial awareness, concept of offense and defense between human and the ball.
		2.2.2. The sports movement and team strategy of Net and Wall games.
	2.2. Invasion Games Example: basketball, football, rugby	2.2.1. Skills related to invasion ball games such as hitting, catching and throwing, passing and catching, tossing and kicking, dribbling, chasing, stopping, timing, floor spacing, concept of offense and defense between human and the ball.
		2.2.2. The sports movement and team strategy of invasion ball games.
	2.3. Target Sports	2.3.1. Skills related to target sports such as throwing, tossing, timing of rolling,

Theme/Content	Item	Details
	Example: golf, bowling	spacing, concept of offense and defense between human and the ball.
		2.3.2. The sports movement and team strategy of target sports.
	2.4. Striking & Fielding Games Example: baseball, softball, cricket	2.4.1. Skills related to bat-and-ball games such as catching and throwing, passing and catching, hitting, kicking, base running timing and spacing, concept of offense and defense between human and the ball.
		2.4.2. The sports movement and team strategy of bat-and-ball games.
3. Performance Sports	3.1. Gymnastic	3.1.1. Rolling, balancing, jumping, spinning, and leaping movement.
		3.1.2. Calisthenics movement.
		3.1.3. Gymnastic movement.
	3.2. Dance	3.2.1. Rhythmic movement with music and dance choregraphing through imitation.
		3.2.2. Dance choregraphing through creativity.
		3.2.3. Traditional dance of various countries.
	3.3. Traditional Sports	3.3.1. Fundamentals movements and games of traditional sports.
		3.3.2. Individual or team exhibition of traditional sports.
4. Recreational Sports and Martial Arts	4.1. Sports Knowledge	4.1.1. The equipment, facilities, and setting of different sports.
		4.1.2. Multi-sport event.
	4.2. Recreational Water Sports	4.2.1. Basic skills of recreational water sports.
		4.2.2. Comprehensive practice of recreational water sports.
	4.3. Recreational Outdoor Sports	4.3.1. Basic skills of recreational outdoor sports
		4.3.2. Comprehensive practice of recreational outdoor sports.
	4.4. Other Recreational Sports	4.4.1. Basic skills of other recreational sports
		4.4.2. Comprehensive practice of other recreational sports.
	4.5. Martial Arts	4.5.1. Basic fundamentals and routine of Wushu.
		4.5.2. Basic fundamentals and practice of combat sports.

Theme/Content	Item	Details
5. Physical Fitness	5.1. Health-related Physical Fitness	5.1.1. Fundamental concepts of body composition and physical fitness.
		5.1.2. Principles of self-evaluation of physical fitness.
		5.1.3. Strategies and methods of improving physical fitness.
		5.1.4. Principles of basic designing of physical fitness prescription.
		5.1.5. Principles of developing a life-long exercise program.
6. Personal Hygiene and Sex Education	6.1. Personal Hygiene	6.1.1. Practical methods and management strategies for personal health hygiene habits.
		6.1.2. Anatomy and functions of the human body systems and organs.
		6.1.3. Vision and oral hygiene and related diseases.
		6.1.4. Preservation and practice of a healthy posture, regular exercise habit, and healthy sleeping habits.
	6.2. Sex Education	6.2.1. Anatomy and function of reproductive organs, strategies for reproductive health, knowledge in pregnancy physiology and eugenics.
		6.2.2. Strategies for adapting to the physical and psychological changes of adolescence and dealing with sexual impulses in a healthy manner.
		6.2.3. Respectful attitude towards different gender traits, roles, and gender orientation.
		6.2.4. Principles and coping methods for understanding the meaning of love and the development, maintenance, and ending of emotions.
		6.2.5. Expressions and actions for maintaining bodily autonomy, and safety strategies in making friends and dating.
		6.2.6. Legal norms and wise choices in adolescent sexual behavior.

Theme/Content	Item	Details
		6.2.7. Establishment of healthy sexual values, the ability to identify pornography, and the ability to critically evaluate pornographic messages in the media.
		6.2.8. Prevention methods and care towards acquired immunodeficiency syndrome (AIDS) and other sexually-transmitted diseases.
7. Physical and Mental Fitness and Disease Prevention	7.1. Physical and Mental Fitness	7.1.1. Self-identity and self-realization.
		7.1.2. Family related conflict coordination and resolution technique.
		7.1.3. Factors conducive to interpersonal skills and effective communication skills.
		7.1.4. Methods of response and adjustment towards emotion and stress.
		7.1.5. Methods of improving mental health and prevention of abnormal behavior.
	7.2. Disease Prevention	7.2.1. The concept of holistic health and the patterns of a healthy lifestyle.
		7.2.2. Analysis of factors affecting health, life expectancy of different genders, improvement strategies of health indicators.
		7.2.3. Protective health behavior.
		7.2.4. Preventive measures and cure for emerging infectious diseases and chronic diseases.
		7.2.5. National Health insurance and healthcare system, medical care and resources.
8. Diet	8.1. Nutrition	8.1.1. Types and requirements of dietary nutrition.
		8.1.2. Methods of assessment and improvement strategies for food safety and preventive measures for food poisoning.
		8.1.3. Positive body image and weight management plan.
9. First Aid	9.1 First Aid treatment	9.1.1. Basic treatment and risk for sport injuries.
		9.1.2. Emergency treatment and techniques of bleeding control, bandaging, Cardiopulmonary Resuscitation (CPR), and recovery posture.

7.2 Learning Standards

The Learning Standards of PE & H are shown in figure 4.

Table 4

Learning Standards of PE & H Curriculum

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
Physical Education	Ca Sports Knowledge	Pa Sports Skills Performance	Aa Physical Education Learning Attitude
	Cb Sports Skills Principles	Pb Sports Strategy Application	Ab Sports Appreciation
Health	Cc Health Knowledge	Pc Health Skills	Ac Health Awareness
	Cd Concept of Health Skills	Pd Life Skills	Ad Health Positivity

Further explanation of Learning Standards and Items of PE & H is shown in Table 5 and examples are provided in Tables 6a and 6b.

Table 5

Descriptions of the Items and the Learning Standards of PE & H Curriculum.

Domain	Item	Descriptions Students are able to:
Cognitive (C)	Ca Sports Knowledge	I. Understand the essentials of motor skills required for physical activity. II. Understand the basic theory and rules for different sports. III. Analyze the risk of exercising and maintain the safety of exercising.
	Cb Sports Skills Principles	I. Understand the principles of sports skills for each sport. II. Compare the correctness of the sports skills perform by one self and others. III. Practice using strategies for sports competition.
	Cc Health Knowledge	I. Understand the health concept at physiological, psychological, and social levels. II. Analyze health affecting factors of individual and group. III. Understand the strategies, resources, and boundaries that helps improve a healthy lifestyle.
	Cd Concept of Health Skills	I. Understand the concept of implementing procedure of health skills. II. Propose action strategies for personal health management.

Domain	Item	Descriptions Students are able to:
Psychomotor (P)	Pa Sports Skills Performance	I. Demonstrate various sport skills in physical activity and develop personal athletic potential. II. Demonstrate the ability of movement creation and development.
	Pb Sports Strategy Application	I. Apply learning strategy of sports skill. II. Apply various strategy used in sports competition. III. Apply thinking and analyzing skills to solve problems in practices or competitions.
	Pc Health Skills	I. Practice health skills smoothly II. Demonstrate health skills proactively in different real-life situations.
	Pd Life Skills	I. Practice self-adaptation and interpersonal communication skill. II. Demonstrate decision making and critical thinking skill. III. Apply life skills to solve health problems in different real-life situations.
Affective (A)	Aa Physical Education Learning Attitude	I. Demonstrate sports etiquette and possess critical thinking and application skill of sports ethics. II. Demonstrate cooperativeness, communicate reasonably and interact harmoniously. III. Demonstrate a learning attitude that is confident, optimistic, and willing to take on challenges.
	Ab Sports Appreciation	I. Understand the characteristic and expression of sports in terms of aesthetics. II. Demonstrate sports appreciation skills and experience the beauty of life. III. Appreciate the cultural value of local and international sports.
	Ac Health Awareness	I. Follow current status and trend of health issues. II. Be aware of the threat and severity of health problems. III. Experience conscious benefits and obstacles of health initiatives.
	Ad Health Positivity	I. Acknowledge the norm, attitude and value of a healthy life. II. Cultivate health promoting lifestyle willingly. III. Possess the confidence and efficacy to perform actions of a healthy life.

Table 6a*Inter-relationship of: Content standards, Learning standards in PE & H Curriculum (Sample 1)*

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CbI Understand the principles of various sport skills.	PbI Apply learning strategy of sports skill.	AaIII Demonstrate a learning attitude that is confident, optimistic, and willing to take on challenges.
2.1.1. Skills related to Net and wall games: catch and throw, racquet controlling, hitting and smashing, passing and concepts of timing, spatial awareness, concept of offense and defence between human and the ball.	Through practicing skills related to net and wall games, students are able to understand the movement principles of the sport performed.	Through learning skills related to net and wall games, students are able to enjoy the pleasure of sports.	Through net and wall games, students are able to acquired confidence and cultivate positive attitude.

Table 6b*Inter-relationship of: Content standards, Learning standards in PE & H Curriculum (Sample 2)*

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CdI Understand the concept of implementing procedure of health skills.	PcI Practice health skills smoothly	AcII Be aware of the threats and severity of health problems
9.1.1 Basic treatment for sport injuries and risk.	Students can understand the basic knowledge for treatment and risk of sport injuries.	Students can perform self-treatment for sports injury.	Students are aware of the threats and severity caused by sports injury.

8. Pedagogical Suggestions

PE & H are taught two periods a week with a duration of 40 minutes per period. The Pedagogical recommendations are provided based on an actual teaching week of 30 weeks per year. If there are extra weeks of actual classes, teachers can decide how to use the remaining classes, such as promoting other sports activities, conducting outdoor teaching, or holding sports performances, etc. The teaching principles is an issue to be given attention to during the teaching process: The segmented indicators are the overall goals of the PE & H courses, divided into three stages to match the development of cognitive psychology of students from three different age groups. The teaching principles and segmented indicators of secondary school PE & H are shown in Table 7.

Table 7

The teaching principles and segmented indicators of secondary school PE & H

Grade	Junior Middle 1	Junior Middle 2	Junior Middle 3
Psychological			
Teaching Principles	Junior Middle 1 Students are still adapting to the new school, learning environment, and teaching methods, as they have just transitioned from elementary school to secondary school. In PE & H lessons, teachers should pay attention to students' relationships with their new environment, allowing students to understand their PE & H surroundings.	As students become familiar with secondary school life, they gradually develop their class's teamwork relationships. They mature both psychologically and physiologically, and are able to take on responsibilities independently while also being accustomed to group learning. PE & H lessons should develop more group-based teaching activities, allowing students to learn leadership and communication skills through group activities.	In psychological and physiological aspects, Junior Middle 3 students have already acquired some maturity and can be encouraged to study independently as they have access to more sources of knowledge and information. Additionally, the curriculum should incorporate more thought-provoking themes, including local and global issues in PE & H. The goal of PE & H lessons in Junior Middle 3 should be aligned with the overall curriculum goals.
Physiological			
	In physical terms, first-year students are in their developmental stage, so care and attention should be given to their physical condition during PE & H lessons. Special attention should also be given to the	For students in the developmental stage, special attention should still be given to their physical health during PE & H lessons.	Students' physical development is at a peak during this stage. Teachers should pay attention to students' physical health condition during PE & H lessons.

Grade	Junior Middle 1	Junior Middle 2	Junior Middle 3
	intensity of the exercise and the child's capacity of endurance.		
Teaching Methods			
	Given the diverse background of teachers, this course does not prescribe a uniform teaching method. Teachers are free to use different teaching style based on the students' situation.	Teachers can freely choose between teaching sports theory or practical skills to deepen students' understanding and mastery of the sport's theoretical knowledge and movement skills.	Teachers can freely choose between teaching sports theories or practical skills, to deepen students' mastery of the theories and skills.
Teaching Modal			
	Teachers can use any effective teaching method for PE & H lessons based on their professional training, including fun-oriented physical education, understanding-based ball teaching method, Teaching Games for Understanding (TGfU), movement education model, physical fitness education model, sports education model, Mosston's Spectrum of Teaching Style, Teaching Personal and Social Responsibility (TPSR), station teaching and other teaching models.	Teachers can use any effective teaching method for PE & H lessons, including fun-oriented physical education, understanding-based ball teaching method, Teaching Games for Understanding (TGfU), movement education model, physical fitness education model, sports education model, Mosston's Spectrum of Teaching Style, Teaching Personal and Social Responsibility (TPSR), station teaching and other teaching models.	Teachers can use any effective teaching method for PE & H lessons, including fun-oriented education, understanding-based ball teaching method, Teaching Games for Understanding (TGfU), movement education model, physical fitness education model, sports education model, Mosston's Spectrum of Teaching Style, Teaching Personal and Social Responsibility (TPSR), station teaching and other teaching models.
	1) To enhance students' understanding of their new PE & H environment and encourage their willingness to participate in activities.	1) To develop student's interest in PE & H, making students enjoy participating in PE & H activities within familiar school environments.	1) To cultivate student's interest in PE & H, and develop a lifelong habit of enjoying participating in PE & H activities in students.
	2) To provide opportunities to engage in PE & H to enhance	2) To enhance physical skills and abilities in PE & Hy living.	2) To expand the breadth and depth of PE & H

Grade	Junior Middle 1	Junior Middle 2	Junior Middle 3
Segmented Indicators	physical fitness and sport skills.		skills, enhance students' skills in PE & H.
	3) To emphasise students' feelings about PE & H, encourage students to express their opinions.	3) To emphasise students' feelings about PE & H, and cultivate critical thinking skills.	3) To emphasise students' feelings towards PE & H and cultivate independent thinking and critical thinking abilities.
	4) To establish a basic understanding of PE & H.	4) To consolidate basic knowledge of PE & H.	4) To consolidate students' understanding of basic knowledge in PE & H and encourage independent learning.
	5) To establish basic ability of students' PE & H performance.	5) To provide opportunities for students to demonstrate their PE & H abilities.	5) To provide opportunities for students to demonstrate their PE & H abilities, cultivate their ability to showcase their skills, and strengthen their self-confidence.
	6) To introduce students to the characteristics of different sports through the knowledge points of PE & H that students are familiar with.	6) To strengthen cultural understanding, enhance cultural confidence and patriotism, and broaden international perspectives.	6) To strengthen cultural understanding, foster love for various physical activities in our country and promote local sports, while also promoting a global perspective.
	7) To stimulate students' individual innovation ability.	7) To enrich imagination and creative abilities of skills.	7) To enhance students' creative and innovation skills.
	8) To introduce interdisciplinary teaching methods and guide students to understand the knowledge related to PE & H.	8) To introduce interdisciplinary teaching methods to reinforce students' knowledge.	8) To reinforce students' knowledge through using interdisciplinary teaching methods.
	9) To develop team activities to foster students' spirit of mutual assistance and love, and improve their ability to cooperate, communicate, and	9) To develop team activities, cultivate students' spirit of mutual assistance and love, enhance group consciousness, and	9) To develop team activities to cultivate students' spirit of mutual assistance and love, enhance group awareness, and improve

Grade	Junior Middle 1	Junior Middle 2	Junior Middle 3
	coordinate with each other.	improve their ability to cooperate, communicate, and coordinate with each other.	their ability to cooperate, communicate, and coordinate with each other.

9. Assessment Suggestions

Assessment of PE & H course is an important part of the implementation of the curriculum, as it allows the educational administration to check if the school's PE & H curriculum meets the standards given and enables educators to evaluate if their teaching achieves the expected goals of the PE & H curriculum. It plays a crucial role in improving the quality of PE & H. PE & H curriculum is designed based on the content of the curriculum standards, and the main assessment methods are:

9.1 Sports Skills Performance Assessment

Sports Skills Performance Assessment can be divided into qualitative and quantitative assessment. Qualitative assessment involves observing and judging students' performance of physical skills, such as coordination, fluidity, proficiency, aesthetics, and compliance with the regulations. The teacher may establish assessment criteria beforehand. Quantitative assessment uses different assessment tools and methods, such as stopwatches, rulers, counts or scores, to measure students' performance results of their sports skills objectively.

9.2 Health skill performance assessment

Health skill performance assessment uses a multi-dimensional assessment method that emphasises both quality and quantity, with minimal paper-and-pencil tests. In terms of qualitative assessment, assessment standards are established to observe and judge the skill performance level of students. In terms of quantitative assessment, the focus is on the use of various tools and methods of evaluation, such as health behaviour attitude questionnaire, health habit record sheet, self-assessment or check form of health status, etc.

9.3 PE & H Performance Assessment

PE & H Performance Assessment can be conducted using a variety of methods, including preparation for class activities, participation in class, homework, observation, peer evaluation, written tests, skill tests, practical evaluations, file evaluations, oral evaluations, performance evaluations, etc.

The following are some recommended evaluation methods: the evaluation of PE & H curriculum should meet the requirements of *course objectives*, *learning standards* and *performance standards*, as shown in Table 8. Assessment of student performance in the PE & H field should be diversified in order to evaluate their cognitive, psychomotor and affective domains, which will contribute to the holistic development of the students and the implementation of core competencies in education.

Table 8*PE & H Performance standards of Cognitive, Psychomotor and Affective*

Domain	Item	Level	Performance Standards
Cognitive (C)	Ca Sports Knowledge	1 Remember	Able to remember sports knowledge and concepts.
		2 Understand	Able to understand the principles and rules of sports skills.
		3 Apply	Able to apply sports knowledge in practice.
		4 Analyse	Able to analyze various types of sports events.
		5 Evaluate	Able to critically think about sports knowledge and evaluate, and give suggestions or ideas.
		6 Create	Able to integrate sports knowledge, analyse and evaluate in depth, make suggestions or ideas, and plan individual exercise program.
	Cb Principles of Sports Skills	1 Remember	Able to remember sports knowledge and concepts.
		2 Understand	Able to understand the principles and rules of sports skills.
		3 Apply	Able to apply sports skills to daily life.
		4 Analyse	Able to compare the correctness of one's own or others' sports skills.
		5 Evaluate	Able to reflect on one's own various sports skills and develop personal potential in sports.
		6 Create	Able to demonstrate personal skills and performance abilities.
	Cc Health Knowledge	1 Remember	Able to remember health knowledge and concepts
		2 Understand	Able to understand the importance of health skills concepts.
		3 Apply	Able to apply health knowledge to practice.
		4 Analyse	Able to analyse health issues.
		5 Evaluate	Able to critically think about health knowledge and evaluate, and make suggestions or ideas.
		6 Create	Able to integrate health knowledge, analyse and evaluate in depth, make

Domain	Item	Level	Performance Standards
	Cd Concept of health skills		suggestions or ideas, and plan independent health management.
		1 Remember	Able to remember health knowledge and concepts.
		2 Understand	Able to understand the importance of health skills concepts.
		3 Apply	Able to apply health skills to daily life.
		4 Analyze	Able to analyse factors that impact the health of an individual or a group.
		5 Evaluate	Able to reflect on the impact and risks to one's health.
		6 Create	Able to develop a personal health management plan.
Psychomotor (P)	Pa Sports Skills Performance	1 Imitation	Able to imitate basic movements.
		2 Manipulation	Able to independently perform movement skills.
		3 Precision	Able to precisely perform movement skills.
		4 Articulation	Able to demonstrate a stable body control and coordination abilities.
		5 Naturalisation	Able to naturally demonstrate movement skills in daily life.
	Pb tactical Strategy Application	1 Imitation	Able to imitate action skill strategies.
		2 Manipulation	Able to independently carry out action skill strategies.
		3 Precision	Able to use game cooperative skills and competitive strategies.
		4 Articulation	Able to apply offensive and defensive strategies in practice or competitions.
		5 Naturalisation	Able to naturally solve problems during practice or competition.
	Pc Health Skills	1 Imitation	Able to imitate basic health skills.
		2 Manipulation	Able to independently practice health skills.
		3 Precision	Able to accurately perform health skills.
		4 Articulation	Able to display health skills in different daily activities.
		5 Naturalisation	Able to naturally display health skills in daily life.
	Pd Life Skills	1 Imitation	Able to imitate basic life skills.
		2 Manipulation	Able to perform the skills independently.

Domain	Item	Level	Performance Standards
Affective (A)		3 Precision	Able to perform the skills accurately.
		4 Articulation	Able to coordinate different life situations to solve problems.
		5 Naturalisation	Able to display the skill naturally in daily life.
	Aa Physical Education Learning Attitude	1 Receiving	Able to embrace the spirit of sports.
		2 Responding	Able to demonstrate a serious attitude towards learning.
		3 Valuing	Able to share ideas about sports with others.
		4 Organising & Conceptualising	Able to demonstrate the spirit of teamwork.
		5 Characterising by Values	Able to form good habits in sports.
	Ab Sports Appreciation	1 Receiving	Able to appreciate the aesthetic of various sports.
		2 Responding	Able to display skills in sports appreciation.
		3 Valuing	Able to demonstrate the role and responsibilities of a spectator.
		4 Organising & Conceptualising	Able to analyse sports appreciation and form a personal experience in sports aesthetic.
		5 Characterising by Values	Able to accept different views on physical activity.
	Ac Health Awareness	1 Receiving	Able to pay attention to healthy lifestyles and behaviours.
		2 Responding	Able to feel health problems and behavior.
		3 Valuing	Able to proactively think about health problems.
		4 Organising & Conceptualising	Able to subjectively analyze health issues and solve problems.
		5 Characterising by Values	Able to display healthy physical activity.
	Ad Health Positivity	1 Receiving	Able to accept healthy living standards.
		2 Responding	Able to proactively improve personal health habits.
		3 Valuing	Able to acknowledge healthy living standards, attitude, and values.
		4 Organising and Conceptualising	Able to plan health promoting lifestyles.

Domain	Item	Level	Performance Standards
		5 Characterising by Values	Able to display healthy physicality.

Sample of inter-relationship of: PE & H Curriculum Content standards, Learning standards and Performance standards are shown in table 9a and 9b

Table 9a

Inter-relationship of: PE & H Curriculum Content standards, Learning standards and Performance standards (Sample 1)

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CbI Understand the principles of various sport skills.	PbI Apply learning strategy of sports skill.	AaIII Demonstrate a learning attitude that is confident, optimistic, and brave to take on challenges.
2.1.1. Skills related to Net and wall games: catch and throw, racquet controlling, hitting and smashing, pass and catch timing, floor spacing, concept of offense and defense between human and ball.	Through practicing skills related to net and wall games, students are able to understand the movement principles of the sport performed.	Through learning skills related to net and wall games, students are able to enjoy the pleasure of sports.	Through net and wall games, students are able to develop confidence and cultivate positive attitude.
Performance standard	Able to understand the principles and rules of sports skills. (Ca2 Understand)	Able to precisely perform movement skills. (Pa3 Precision)	Able to demonstrate a serious attitude towards learning. (Aa2 Responding)

Table 9b

Inter-relationship of: PE & H Curriculum Content standards, Learning standards and Performance standards (Sample 2)

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CdI Understand the implementation procedure of health skills.	PcI Practice health skills smoothly	AcII To be aware of the threat perceptions and severity caused by health problems
9.1.1 Basic treatment for sport injuries and risk.	Students can understand the basic knowledge for treatment and risk of sport injuries.	Students can perform self-treatment when encountered with sports injury.	Students are concern about the threat and severity caused by sports injury.
Performance Standard	Able to understand the importance of health skills concepts. (Cc2 Understand)	Able to independently practice health skills. (Pc2 Manipulation)	Able to proactively think about health problems. (Ac3 Valuing)

10. Implementation Highlights

10.1 Hardware

PE & H lessons should be conducted in an environment that supports its teaching activities. This environment must have sufficient teaching equipment, conditions, and space. As there are many physical activities involved in the teaching activities of PE & H lessons, it is recommended that the school provide a variety of sports facilities for students to better understand and experience the knowledge and rules of different sports programs.

The PE & H facilities must be spacious, well-lit, well-ventilated, naturally lit, and well- equipped with appropriate flooring materials to ensure that students attend class in a safe environment to avoid sports injuries. Sports equipment and facilities are essential in PE & H classes. The school should purchase basic sports equipment and facilities for students. This in turn will also help to improve teaching efficiency and student's interest in sports.

10.2 Software

Given the development of technology today and the necessity of online teaching, a complete database and software support must also be established in the teaching of PE & H lessons. Recommendations are shown. in Table 10.

Table 10*PE & H Teaching Equipment Recommendations*

Types	Content	Recommendation
Resource Library	1. Electronic resource: PE & H video 2. Electronic devices	Teachers must establish a comprehensive resource library on their computers, including PE & H videos and electronic aided devices, to facilitate the use of these resources as examples during demonstrations in teaching.
Software	1. PE & H Software Applications 2. PE & H Online Teaching Platform	Online teaching is the trend of the future. Hence, teachers must be familiar with various PE & H teaching platforms and media in order to develop diverse teaching methods. Teachers can make good use of PE & H teaching apps and online teaching platforms such as Keep, 体育课好好上, and YouTube, as teaching aids.

11. Appendices

Appendix 1

Cognitive, Affective and Psychomotor Domains