

Curriculum Guidelines for the 12-Year Basic Education
Vocational Senior High School

**The Domain of
Health and Physical Education**

Ministry of Education

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I. Fundamental Beliefs

Health and Physical Education Domain mainly lies in cultivating healthy citizens with the knowledge, ability, and attitude of healthy living and lifelong exercise. The Health and Physical Education Domain Curriculum of the 12-year Basic Education is developed within the framework of the vision “Developing talent in every student,” including the following three important dimensions:

1. Integrating learning with life circumstances based on student-oriented all-around educational policy and ensuring every student participating in physical activities.
2. Making use of life skills to probe into and solve problems, developing age-appropriate knowledge, affections, psychomotor, and behaviors, and adaptively developing students’ talents to make them lifelong learners.
3. Establishing healthy lifestyles, cultivating the ability to do a variety of physical activities in daily life, possessing sports culture literacy with international views and appreciation abilities to strengthen body and mind and to cultivate competitiveness.

In Health and Physical Education Area, different learning focuses and practices include three dimensions: taking initiative dimension, engaging in interaction dimension, and seeking the common good dimension. Taking initiative dimension emphasizes student-orientation, aiming at instructing students to become aware of various kinds of life scenarios, guiding students to experience “Health Empowerment” and “Sports Participation,” and cultivating students’ habits of practicing healthy living and lifelong exercise and positive attitudes towards life. Engaging in interaction dimension emphasizes communication and analytical thinking of individuals, groups, and the environment, to train students to interact effectively with others through the process of health advocacy and physical education activities, so as to achieve the goals of health, wellness, exercise and recreation. Seeking the common good dimension aims to promote health through action, to practice dynamic life in the curriculum, to participate in healthy leisure activities, to enjoy exercise and sports, to promote the quality of life, and ultimately to fulfill holistic health.

As for the competence cultivation in the Health and Physical Education Domain, in order to respond to the maturity of students' physical and mental development, three education stages are adopted to proceed progressive hierarchical arrangements. The elementary education stage is an important stage to lay the foundation for students' various health and physical education competence, and through appropriate physical activities, to promote students' awareness of the benefits of exercise and physical growth. The junior high schools stage is a stage when students face the transformation of body and mind, self-concept, and interpersonal relationships, and it is necessary to improve relevant competence of all aspects. General high schools stage should focus on providing students with the competence needed for learning links, physical and mental development, career preparation, and orientation, and through logical thinking and planning, to construct a healthy new citizen oriented towards balanced development in all aspects. The 12-year Basic Education coherently integrates the learning of elementary education, junior high schools, and senior high schools, with the focus on students' life subjectivity, the cultivation of core competence, the development of physical and mental health, so that their potential can be developed and their moral character can be nurtured. This not only presents the epoch-making significance in curriculum reform, but also assumes an important mission of education in the overall competitiveness of the country in the new century.

II. Curriculum Goals

1. The educational goals for vocational senior high school
 - (1) To inculcate students' core competencies, shaping them into modern citizens that take on civic responsibility.
 - (2) To strengthen students' basic knowledge, and to guide them with the engagement of lifelong learning.
 - (3) To promote students' professional skills, allowing them to adapt to industrial needs and development.
 - (4) To cultivate students' good characters, and to foster their personal values.

2. The curriculum goals for Health and Physical Education Domain

Based on the aforementioned objectives, the following nine goals were drawn up in accordance with the “Three Dimensions Nine Items of Core Competencies” of General Guidelines of the 12-year Basic Education, in order to follow up with the educational trends across the globe and the needs of the current times.

- (1) To develop knowledge, attitudes and skills for healthy living and physical activities, and improve the health and physical literacy.
- (2) To develop the habit of regular exercise and healthy living.
- (3) To develop the ability to solve health and physical fitness problems and the ability to plan and implement.
- (4) To develop self-care ability for independent living.
- (5) To develop the competence of analytical thinking and making good use of information, products, and services related to healthy living and physical fitness and sports.
- (6) To construct the aesthetic appreciation literacy of sports and health and the qualities needed for career preparation, and enrich the quality of leisure life and the health of the whole person health.
- (7) To cultivate a moral awareness and civic responsibility to care for life, society and the environment, and create a healthy and athletic community.
- (8) To cultivate good interpersonal relationships and team spirit.
- (9) To develop cultural literacy and international outlook related to health and sports.

III. Time Allocation and Subject Combinations

Within the domain of Health and Physical Education for Vocational Senior High School, the required credits for the subject Health and Caring are 2, and the required credits for Physical Education are 12. Time allocation is suggested as below:

Curriculum		Domain/Subject Name and Credit			Suggested Allocation of Grades and Credits						Remarks
					The First Academic Year		The Second Academic Year		The Third Academic Year		
Category		Subject Name		Credit	1 SEM	2 SEM	1 SEM	2 SEM	1 SEM	2 SEM	
MOE-Required Courses	Regular Subject	Health and Physical Education	Health and Nursing	2	1	1					
			Physical Education	12	2	2	2	2	2	2	

IV. Core Competency

The following table is a concrete demonstration based on the content of core competency for each individual education stage specified in the “General Guidelines” after combining the fundamental beliefs and course objectives in Health and Physical Education Domain. For the reference illustration chart of “Learning Focus and Core Competencies in the domain of Health and Physical Education,” please refer to Appendix I.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Health and Physical Education		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self-Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	健-E-A1 Possess good physical and healthy living habits, to enhance physical and mental health, to identify personal aptitudes, and to develop sport and health potentialities.	健-J-A1 Possess knowledge and favorable attitudes of physical education and health, to demonstrate self-exercise and health care potentials, to explore humanity, self-worth, and meaning of life, and to actively put them into practice and never give up.	健-U-A1 Possess the literacy of developing sound mental and physical health, to exert physical education and health care potentials, to probe into self, to affirm self-worth, to plan one’s career effectively, to pursue a life of health and happiness through self-advancement, self-challenge, and self-transcendence.
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in	健-E-A2 Possess thinking ability to probe into physical activities and health life issues, and through experience and	健-J-A2 Possess the ability to get a whole view of physical education and health, and with independent thinking to	健-U-A2 Possess literacy of systematic and analytic thinking to probe into physical education and health, and to intensify meta-

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		meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	practice to deal with physical education and health problems in daily life.	employ appropriate strategies to tackle and solve physical education and health problems.	thinking and actively face challenges to solve various kinds of physical education and health problems in life.
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	健-E-A3 Possess the ability to draft and plan basic physical education and health care projects, and to adapt to daily life situations with innovative thinking.	健-J-A3 Possess the ability to make good use of physical education and health resources to draft and plan exercise and health care projects to effectively execute and exert active learning, innovation, and change.	健-U-A3 Possess the literacy to plan, practice, examine, introspect, and to respond accordingly to new physical education and health issues or problems with innovative attitudes and actions.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact	健-E-B1 Possess the ability of applying symbol knowledge pertinent to physical education and health to daily life exercise, health care and interpersonal communication in an empathetic way.	健-J-B1 Possess the ability to express affections, to communicate and interact with others with empathy, to understand the basic concepts of physical education and health, and to apply them in	健-U-B1 Possess the ability to master health information and body movements, to address experiences, thoughts, values and affections concerning physical education and health, and to

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Health and Physical Education		
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		with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the work-place.		daily life.	communicate with people and solve problems in an empathetic way.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	健-E-B2 Possess the basic literacy of technology and information science pertaining to applied physical education and health, and understand various kinds of media publications, reports, and their significance and influences on physical education and health.	健-J-B2 Possess the literacy of making good use of technology, information, and media pertinent to physical education and health so as to enhance learning literacy and be aware of and speculate the interactive relationships between human beings, technology, information, and media.	健-U-B2 Possess the literacy of making appropriate use of technology, information, and media to apprehend and criticize various kinds of media literacy concerning physical education and health, and be able to reflect on the ethics issues concerning technology, information, and media.
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on	健-E-B3 Possess the literacy to perceive and appreciate the basic ideas about physical education and health to	健-J-B3 Possess the ability to appreciate and express beauty, and to understand how aesthetics and	健-U-B3 Possess the ability to create and appreciate physical education and health, and to understand their interactive

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Health and Physical Education		
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		arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	enhance the development of multiple senses and to cultivate aesthetic sensibilities concerning physical education and health in the living environment.	beauty traits are expressed to enhance richness, aesthetic sensibilities, and aesthetic experiences in life.	relationships with society, history, and culture, and further on to appreciate, construct, and share with others the beauty and goodness of people and things.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character	健-E-C1 Possess the moral knowledge of physical education and health and the ability to judge right from wrong, to understand and comply with related moral standards, to cultivate civic consciousness, and to care for society.	健-J-C1 Possess the ability to critically speculate, analyze and practice moral knowledge and environment awareness concerning physical education and health, and to actively participate in public welfare activities and care for society.	健-U-C1 Possess the literacy of thinking and discussing moral and public issues to cultivate civic consciousness and the sense of social responsibilities, and to actively participate in activities concerning environmental protection and social welfare.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Health and Physical Education		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		to recognize, appreciate, and practice good deeds.			
	C2 Interpersonal Relationships and Team-work	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	健-E-C2 Be able to empathize with others' feelings, to take delight in interacting with others, to compete fairly in activities of physical education and health, and to work with group members to enhance physical and mental health.	健-J-C2 Possess the knowledge and attitudes of being altruistic and sociable, to possess the literacy of being reciprocally cooperative in physical education activities and health, and to cultivate harmonious interactions with others.	健-U-C2 Possess the literacy of developing appropriate interpersonal relationships and interactions, and to demonstrate mutual tolerance, mutual respect, communication, coordination, and teamwork in physical education activities and healthy living.
	C3 Multi-cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop	健-E-C3 Possess the literacy of understanding and caring local and international issues about physical education and health, and to learn and to tolerate cultural diversities.	健-J-C3 Possess the literacy of keen observation and awareness, to accept multicultural diversities, to care for local and international issues concerning physical education and health, and to respect and appreciate	健-U-C3 Possess global mobility, to respect and appreciate diversities differences when persisting in firm self-cultural values, expand global vision, and actively show concern for global trends and international issues of physical education and health.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Health and Physical Education		
			Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
		international understanding and a multicultural value system, and strive for world peace.		cultural diversities.	

V. Learning Focus

The learning focus is composed of “learning performance” and “learning content,” including nine learning content subject areas, namely, “growth, development and physical fitness,” “safe life and sports prevention,” “population health and sports participation,” “personal hygiene and sex education,” “people, food and health consumption,” “physical and mental health and disease prevention,” “challenge-type sports,” “competition type sports,” and “artistic sports,” in order to develop students’ learning process and display the learning effect through the four learning performance domains: cognition, affection, psychomotor, and behavior.

Health and Physical Education Domain Learning Focuses and Core Competencies Example of Echo Table Reference (please refer to Appendix I for details) is to enable the learning focuses and the core competencies to correspond to each other, and to implement the core competencies in the field through the learning focuses, and to guide the cross-domain/cross-subject curriculum design to enhance the rigor of curriculum development.

Issues Appropriately Integrated into the Domain Curriculum Guidelines (please refer to Appendix II for details) is to enrich the learning in the domain and to promote the cultivation of core competency, so that various issues can be appropriately combined with the learning focuses in the Health and Physical Education Domain.

1. Description of Learning Focus Framework

The learning focus framework in the Health and Physical Education Domain for Vocational Senior High School is composed of learning performance and learning content:

(1) Learning performance is divided into 4 domains:

- A. Cognition: Including 4 sub-items, namely, “health knowledge,” “psychomotor concept,” “physical activity knowledge,” and “movement principle;”
- B. Affection: Including 4 sub-items, namely, “health awareness,” “positive attitude towards health,” “sports learning attitude,” and “sports appreciation;”
- C. Psychomotor: Including 4 sub-items, namely, “health skills,” “life skills,” “psychomotor performance”, and “strategy application;”
- D. Behavior: Including 4 sub-items, namely, “self-health management,” “health advocacy,” “exercise plan,” and “exercise practice.”

(2) Learning content is divided into 9 issues:

- A. Growth, development and physical fitness: Including 2 sub-items, namely, “growth, development, aging, and death” and “physical fitness;”
- B. Safe life and sports prevention: Including 4 sub-items, namely, “safety education and first aid,” “drug education,” “sports injury and prevention,” and “defensive sports;”
- C. Population health and sports participation: Including 5 sub-items, namely, “healthy environment”, “physical activity knowledge,” “water-based recreational activities,” “outdoor recreational activities,” and “other recreational activities;”
- D. Personal health and sex education: Including 2 sub-items, namely, “personal health and health care” and “sex education;”
- E. People, food and health consumption: Including 2 sub-items, namely, “people and food” and “health consumption;”
- F. Physical and mental health and disease prevention: including 2 sub-items, namely, “mental health” and “health advocacy and disease prevention;”
- G. Challenge type sports: Including 2 sub-items, namely, “track and field” and “swimming;”
- H. Competition type sports: Including 4 sub-items, namely, “net/wall games,” “invasion games” “target games,” and “defensive/running fielding and striking games;”
- I. Artistic sports: Including 3 sub-items, namely, “gymnastics,” “dance” and “folk sports.”

The learning focus of the Health and Physical Education Domain of the 12-Year Basic Education is composed of the above-mentioned learning performance and learning content.

2. Coding Description

The coding of the learning focus in the Health and Physical Education Domain for Vocational Senior High School is divided into the following two parts:

- (1) Learning performance: The first code is the performance category, which is divided into 4 categories from 1 to 4, and the codes of sub-items (a, b, c, d) are added to categories 1-4. The second code is the learning stage. The sequential codes are: I represents the first learning stage (Grades 1-2 in the elementary school), □ represents the second learning stage (Grades 3-4 in the elementary school), □ represents the third learning stage (Grades 5-6 in the elementary school)), □ represents the fourth stage of learning (Grades 7-9 in the junior high school), and □ represents the fifth stage of learning (Grades 10-12 in the senior high school). The third code is the serial number.
- (2) The Learning Content: The first code is the subject of the content. The required courses are divided into 9 subjects from A to I, and the codes of sub-items (a, b, c...) are added to Subjects A to I. The second code is the learning stage. The sequential codes are: I represents the first learning stage (Grades 1-2 in the elementary school), □ represents the second learning stage (Grades 3-4 in the elementary school), and □ represents the third learning stage (Grades 5-6 in the elementary school), □ represents the fourth learning stage (Grades 7-9 in the junior high school), and □ represents the fifth learning stage (Grades 10-12 in the senior high school). The third code is the serial number.

3. Overall Description of the Learning Focus

- (1) The overall description of the learning focus in the Health and Physical Education Domain for Vocational Senior High School is divided into the following two parts:

A. Overall Description of the Learning Performance

Category	Item	Category/ Item Code	Description
1. Cognition	a. Health knowledge	1a	Students are able to understand the concept of holistic health and its multifaceted meaning, to objectively understand the knowledge content of each health subject, to constitute the concept of holistic health, to analyze the influencing factors properly, to probe into the risks of health, and to investigate and innovate the strategies of health promotion.
	b. Psychomotor concept	1b	Students are able to learn about the implementation procedure of health skills and life skills in response to health-related life scenarios or needs, to put forward appropriate health skills and life skills, to develop a healthy self-management strategy and action plan, and to familiarize oneself with related knowledge concerning health skills and life skills so as to facilitate future linkages to life scenarios.
	c. Physical activity knowledge	1c	Students are able to understand, master, analyze, and put various sports-related rules, techniques, tactics, competitions, historical course of change and development in use, to evaluate venues, equipment, and personal abilities in doing sports, and to apply sports injury prevention knowledge to maintain the safety of oneself and others; and to understand and analyze the use of sports to promote the development of physical and mental health as an important foundation for sports skills learning and sports participation.

Category	Item	Category/ Item Code	Description
	d. Movement principle	1d	Students are able to recognize, understand, analyze, and compare the rules and principles of various sports skills, and to learn correct postures, movements, methods of performing technical movements, and skills related knowledge concerning technical methods and competition strategies. Through observation and detection, they are able to analyze the performance of their skills, and to propose appropriate correction methods to achieve the goal of effectively learning sports skills.
2. Affection	a. Health awareness	2a	Students are able to concern for health issues and related factors, to sense the internal affect through personal awareness, and to reflect on the interaction of threats, severity, benefits and obstacles that are related to the health of an individual or populations.
	b. Positive attitude towards health	2b	Students develop positive values of health and mindfulness to establish their individual healthy lifestyles, and continuously contemplate on, examine, and adjust their living pattern to practice healthy behaviors and to execute self-efficacy on healthy actions.
	c. Sports learning attitude	2c	Students are able to develop active and positive attitudes towards complying with rules and norms, taking the initiative to participate in group learning, cooperating with others under rational and effective communication, leading or obeying the group to achieve the goal of self-growth and collective learning, understanding to respect others, demonstrating attitudes such as caring and kindness, and appropriately evaluating the value and the significance of sports ethics, sports spirit and sports culture.

Category	Item	Category/ Item Code	Description
	d. Sports appreciation	2d	Students know how to apply appropriate methods to take notice of the culture, characteristics, meaning, and purpose of various sports, to experience and specifically point out the spirit, meaning and value behind each type of sports in the appreciation of competition sports and peer observation activities, and to show respect for others and caring attitudes to enhance the aesthetic experiences of daily life.
3. Psychomotor	a. Health skill	3a	Students are able to perform health-related skills to achieve the goal of health management, to execute various and innovative skills and integrate them into life scenarios.
	b. Life skill	3b	Students are able to practice self-adjustment, interpersonal communication and interaction, decision-making, and critical thinking skills so as to cope with health problems, and to be proficient in operating life skills efficiently.
	c. Psychomotor performance	3c	Students are able to contact and learn a variety of sports types, and through the learning processes of exploration, imitation, and practice to acquire and demonstrate the stability, mobility, and operability of the basic movements under safety conditions. Students are also able to work and link the specific motor skills used in different sports situations, to create different forms of movement, and to show personal sports potential to achieve the goal of improvement and development of multiple sports skills.
	d. Strategy	3d	Students are able to collect, apply, and analyze

Category	Item	Category/ Item Code	Description
	application		relevant information, and to formulate strategic plans for competitions or activities before the event under the conditions of possessing basic physical activity knowledge. They are also able to select, develop, and carry out effective individual or peer implementation strategies in the event; and after the event, to review and examine the implementation effectiveness of the strategic plans so as to enhance the performance of games and sports or activities.
4. Behavior	a. Self-health management	4a	Students are able to make use of health information, products, and services under self-supervision and self-assessment, to demonstrate health-promoting and risk-reducing healthy behaviors, and to proceed self-examinations on the actions and make amendments accordingly.
	b. Health advocacy	4b	Students are able to declare ones' position of health advocacy for the sake of the general public and make an impact on other people's health concepts, to make use of concrete argumentation to demonstrate their standpoint and objectively accept the others opinion, to publicly advocate for health, and to exert an influence on other people's health behaviors.
	c. Exercise plan	4c	Students are able to understand and apply various sports and health-related technologies, information, media, products and services, to analyze and evaluate their physical and mental health and physical fitness conditions with a suitable exercise plan and a continuous focus on changes in their own situations, and to constantly proceed self-check and amendment so as to learn to draw up an appropriate and feasible exercise plan.
	d. Exercise practice	4d	Students are able to analyze and evaluate their state of health, physical fitness conditions and motor abilities in order to follow a dynamic lifestyle and to develop an exercise plan or to participate in outdoor activities and so on and so

Category	Item	Category/ Item Code	Description
			forth. They are able to take control of the plan, and with their own persistence and encouragement from family members and friends, to demonstrate their attitudes and behaviors with hard work and practice in developing lifelong exercise habits, enhancing physical fitness, and improving sports skills.

B. Overall Description of the Learning Content

Subject	Item	Subject/ Item Code	Description
A. Growth, Development, and physical fitness	a. Growth, development, aging, and death	Aa	<p>The theme of “Growth, Development, Aging and Death” focuses on the development tasks and potentials of people at different stages in order for students to understand the process of growth, development, aging, and death, to accept differences between individuals, and to develop a constructive, healthy, and positive attitude towards life. The learning content includes key concepts entail pregnancy, postpartum care, aging and death, and the adaptation of emotions when experiencing loss and sorrow.</p> <p>Through understanding physical fitness, students are able to cultivate and upgrade basic abilities of physical constitution, and by means of effective evaluation to plan out appropriate ways to improve physical fitness, including the control and management of their physical and mental health, the understanding and control of the meaning of their body composition, the correct selection and planning of suitable exercise prescriptions, and the process of constant practice, regular assessment, and persistent amendment.</p>
	b. Physical fitness	Ab	

Subject	Item	Subject/ Item Code	Description
B. Safe life and sports prevention	a. Safety education and first aid	Ba	Students are able to increase their knowledge and attitudes on safety, to understand the potential dangers in different fields, to familiarize themselves with various first-aid skills and safety resources, and to possess emergency management skills to reduce the severity of injuries and to ensure that people receive best protection. The life safety content includes key concepts such as occupational safety and health, accident injury and acute illness management. Drug education aims to develop correct concepts of drug use, to establish individual social support system, to be apt at showing refusal, avoiding to be hurt and abused by addictive substances. The content includes key concepts such as correct concepts of drug use, the jeopardy of substance abuse, healthy actions and lifestyles without addictive substances, legal education, and resources for treatment. Students are able to obtain knowledge and skills regarding sports injury prevention and first-aid treatment to reduce the occurrence of sports injury accidents, to maintain physical health and safety, and to continue to be engaged in sports activities. Furthermore, in addition to pursuing the quality development of body and mind, students are able to achieve the goal of self-defense and personal safety as well as others' safety in life through learning and training in sports such as martial arts and combats sports.
	b. Drug education	Bb	
	c. Sports injury and prevention	Bc	
	d. Defensive sports	Bd	
C. Population health and sports participation	a. Health environment	Ca	Living environment directly affects individual and population health. The theme of "Healthy Environment" focuses on the overall consideration of population health. Students have
	b. Physical activity	Cb	

Subject	Item	Subject/ Item Code	Description
	knowledge		<p>to be able to reflect and change, to put responsible environmental protection actions into practice, and to promote sustainable development. The content includes key concepts such as the construction of healthy communities and environmental sustainability.</p> <p>Through life-oriented physical activities, students are able to create proper leisure culture, to understand and apply information of sports and health to life, to examine their own health condition and capability of body and mind, to set up exercise plans that fit themselves, and to constantly assess and amend their exercise plans, achieving the goals of developing lifelong exercise habits, improving physical fitness, and enhancing sporting techniques.</p>
	c. Water-based recreational activities	Cc	
	d. Outdoor recreational activities	Cd	
	e. Other recreational activities	Ce	
D. Personal health and sex education	a. Personal health and health care	Da	<p>Health is multifaceted. Students can adopt effective self-care measures to improve their health. The theme of “Personal Health and Health Care” focuses on cultivating and strengthening students’ comprehension of common health issues and caring skills, intensifying and broadening their knowledge of the application and regimen of traditional medicine.</p> <p>In terms of personal physical and mental health, family, and social harmony, sex is an important part of human life. “All-around-education sex” is the sex education based on love and whole-person development, and should include four levels: namely, the physical level, the psychological level, the social level, and the spiritual level. Through the education of life skills, students are able to establish healthy intimate relationships, to recognize and respect gender diversity, and to understand contraception, sexually transmitted</p>
	b. Sex education	Db	

Subject	Item	Subject/ Item Code	Description
			diseases, reproductive system diseases, the advocacy of prevention of sexual harassment and sexual assault, and the application of relevant resources.
E. People, food, and health consumption	a. People and food	Ea	People's life, diet, and various consumption choices are inseparable. The theme of "People and Food" focuses on understanding the significance and importance of food to people, probing into the factors that affect dietary choices, making food or choosing diets that meet individual needs, and valuing food safety to ensure the implementation of healthy habits. The learning content includes key concepts entail disease management and diet control, dietary trends, and body shape management. The theme of "Health Consumption" focuses on cultivating correct consumption attitudes and identifying the correctness of health products and service information so as to make choices and ensure the rights protection based on personal needs. The learning content includes key concepts entail consumers' responsibility and obligation, food safety and health risk assessment, and the influence of electronic product consumption on health.
	b. Health consumption	Eb	
F. Physical and mental health and disease prevention	a. Mental health	Fa	Students' physical and mental health stems from their personal identification and acceptance, emotional adjustment, stress management, and interpersonal communication and adaptation, so that they are able to enhance the comfort and harmony of their body, mind, and soul. The content includes key concepts such as the understanding of Post-Traumatic Stress Disorder, the prevention and treatment of mental and physical disorder, and whole-person integrative
	b. Health advocacy and disease prevention	Fb	

Subject	Item	Subject/ Item Code	Description
			skills that explore healthy mind, body, and spirit. Disease prevention aims to actively adopt various prevention strategies and to implement a healthy lifestyle, so that students are able to improve personal health and to prevent diseases. The content includes key concepts such as health significance and health advocacy, health advocacy behaviors and lifestyles, disease prevention and self-care.
G. Challenge type sports	a. Track and field	Ga	The track and field and swimming put emphasis on the aims to challenge students' personal physical limits, to elicit students' potentiality, to challenge their physical limits and other people's sports skills, and to establish lifelong sporting habits. Students are able to perform basic movement skill abilities such as stability, locomotion, and manipulation, as well as to connect these competencies to specialty sporting skills.
	b. Swimming	Gb	
H. Competition type sports	a. Net/wall ball games	Ha	In accordance with the rules, through the offensive and defensive confrontation relationship, students learn to cooperate with others while competing with an opponent or his/her team partners, and simultaneously offense to score and defend the goal to avoid losing points. Different types of game activities can be divided into net/wall games, invasion games, target games, defensive/running games. Students need to make use of thinking, understanding, communication, skills, tactics and strategies in competitive activities to carry out problem-solving activities and develop personal and socially responsible behaviors of respect, responsibility, participation, leadership and caring for others.
	b. Invasion games	Hb	
	c. Target games	Hc	
	d. Defensive/running fielding and striking games	Hd	

Subject	Item	Subject/ Item Code	Description
I. Artistic sports	a. Gymnastics	Ia	Through the body, students are able to demonstrate the beauty of movement and to express emotions and thoughts, creativity, motor skills, and cultural spirit, while being able to appreciate various expression types and cultural characteristics. The performance objects can be divided into action, rhythm, theme creation performance and folklore, like the physical exercises (or gymnastics), dances, and folk sports of various ethnic groups. Through these types of sports, students can perform aesthetic activities, experience the spirit, meaning, and beauty embedded in them, develop an attitude towards respecting and caring for the cultures of different ethnic groups, and cultivate the literacy of international understanding.
	b. Dance	Ib	
	c. Folk sports	Ic	

(2) Health and Nursing Learning Focuses

A. Learning Performance

Category	Item	Learning Performance	
1. Cognition	a. Health knowledge	1a-V-1	Interpret the concepts and meanings of physical, mental, social and spiritual health.
		1a-V-2	Analyze the influencing factors of individual and population health completely.
		1a-V-3	Infer the effects and risk of internal and external behavior on health.
		1a-V-4	Explore innovative strategies, resources and norms that promote holistic health.
	b. Psychomotor	1b-V-1	Summarize the importance of health skills and life skills for health maintenance.

Category	Item	Learning Performance	
	concept	1b-V-2	Understand the concept of complete implementation procedures for health skills and life skills.
		1b-V-3	Assess the health needs of life scenarios and seek effective health and life skills.
		1b-V-4	Construct strategies or actions for self-management of health.
2. Affection	a. Health awareness	2a-V-1	Actively care about health and public health issues related to local and international factors.
		2a-V-2	Reflect on the threat and severity of health problems to individuals, groups and the world.
		2a-V-3	Observe and experience the perceived benefits and barriers of health actions on individuals and groups in a multi-faceted manner.
	b. Healthy positive attitude	2b-V-1	Happy to abide by healthy living norms and values for life.
		2b-V-2	In response to diverse health needs, actively adapt and innovate health-promoting lifestyles.
		2b-V-3	Exhibit a high degree of confidence and efficacy in individual and population healthy living actions.
3. Psychomotor	a. Health skill	3a-V-1	Explore diverse and innovative ways to show skills to promote individual and population health.
		3a-V-2	Use multiple strategies to integrate the flexible adjustment of health and self-care skills into the life scenario, and show the healthy living mode of individuals and groups.
	b. Life skill	3b-V-1	Proficient in various self-regulation skills.
		3b-V-2	Proficient in various interpersonal communication and interaction skills.
		3b-V-3	Proficient in various decision-making and critical thinking skills.

Category	Item	Learning Performance
		3b-V-4 In response to different health situations, effectively use various life skills to develop a healthy living model for individuals and groups.
4. Behavior	a. Self-health management	4a-V-1 Use effective health information, products and services to formulate health action strategies.
		4a-V-2 Evaluate personal health behavior, and correct and improve it in time.
		4a-V-3 Effectively demonstrate behaviors that promote health and reduce health risks.
	b. Health advocacy	4b-V-1 Discuss personal views and positions on the promotion of health.
		4b-V-2 Use sufficient factual information to strengthen one's health advocacy standpoint.
		4b-V-3 Accept the opinions of others objectively and respond to them in a timely manner to enhance the consensus on health stance.
		4b-V-4 Publicly carry out health initiatives and effectively influence others' beliefs or actions to promote health.

B. Learning Content

Subject	Item	Learning Content
A. Growth, development and physical fitness	a. Growth, development, aging and death	Aa-V-1 Conception, pregnancy and embryonic development.
		Aa-V-2 Postpartum care and breastfeeding.
		Aa-V-3 Healthy aging, old age, long-term care and hospice care.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-V-1 Occupational safety and health.
		Ba-V-2 Accident injury treatment.
		Ba-V-3 Skills to handle common emergencies.
	b. Drug education	Bb-V-1 Correct use of addictive prescription drugs.
		Bb-V-2 Substance abuse prevention and treatment.

Subject	Item	Learning Content
		Bb-V-3 Promotion strategies to avoid the abuse of addictive substances.
C. Population health and sports participation	a. Healthy environment	Ca-V-1 Healthy living and environmental sustainability.
D. Personal health and sex education	b. Personal health and health care	Da-V-1 Common physical health problems of teenagers and their health care.
		Da-V-2 The health regimen of traditional medicine.
	c. Sex education	Db-V-1 The sexuality, self-esteem and love of the whole person.
		Db-V-2 Cultivation of the ability for managing healthy intimate relationship.
		Db-V-3 Understanding and respect for gender diversity.
		Db-V-4 Contraceptive principles and methods, and induced abortion.
		Db-V-5 Practice and promotion strategies for the prevention, health care and concern of sexually transmitted diseases and reproductive system diseases.
		Db-V-6 Care, promotion and action strategies for sexual harassment and abuse.
E. People, food and health consumption	a. People and food	Ea-V-1 Disease and diet management.
		Ea-V-2 Diet trend and healthy posture management.
	b. Health consumption	Eb-V-1 The rights and obligations of health consumption.
		Eb-V-2 Food safety and health risk assessment.
		Eb-V-3 Consumption of technological products and its effects on health.
F. Physical and mental health and disease	a. Mental health	Fa-V-1 Post-traumatic stress syndrome.
		Fa-V-2 Prevention and treatment of physical and mental disorders.

Subject	Item	Learning Content
prevention		Fa-V-3 Physical and mental exploration and integration skills of holistic health.
	b. Health advocacy and disease prevention	Fb-V-1 Strategies to improve and implement healthy lifestyles.
		Fb-V-2 Global prevention and treatment strategies for acute and chronic diseases.
		Fb-V-3 Disease care and self-management.

(3) Physical Education Learning Focuses

A. Learning Performance

Category	Item	Learning Performance	
1. Cognition	d. Physical activity knowledge	1c-V-1	Apply sports prevention principles and application methods.
		1c-V-2	Apply movement development, exercise methods and nutrition knowledge to design a suitable exercise prescription and apply it in daily life.
	e. Movement principles	1d-V-1	Analyze the principles of various sports skills.
		1d-V-2	Evaluate various strategies for sports competitions.
2. Affection	c. Sports learning attitude	2c-V-1	Abide by sports norms, show good morals, and apply them in life.
		2c-V-2	Demonstrate mutual tolerance and appropriate interpersonal communication skills.
	d. Sports appreciation	2d-V-1	Practice and share the aesthetic characteristics of sports.
		2d-V-2	Exhibit the ability of sports appreciation and evaluation, and experience the aesthetics of life.
		2d-V-3	Experience the interactive relationships between sports and society, history, and culture, and respect their development.
3. Psychomotor	c. Psychomotor performance	3c-V-1	Show systemic physical control.
		3c-V-2	Proficiency in specific sports skills, creation and performance skills.
		3c-V-3	In response to different sports situations, show and surpass personal sports potential.

Category	Item	Learning Performance	
	d. Strategy application	3d-V-1	Proficient in learning sports skills and competition strategies.
		3d-V-2	Apply the ability of systematic thinking and meta-analysis to solve the problems of various sports situations.
4. Behavior	c. Exercise plan	4c-V-1	Criticize and appropriately use sports-related technology, information and media, products and services.
		4c-V-2	Review and reflect on personal physical fitness and sport skill level.
		4c-V-3	Plan and reflect on a lifelong exercise plan for personal fitness and sports skills.
	d. Exercise practice	4d-V-1	Improve and develop specific sports skills suitable for individuals.
		4d-V-2	Actively implement a personal lifelong exercise plan, and make checks and amendments.

B. Learning Content

Subject	Item	Learning Content	
A. Growth, development and physical fitness	b. Physical fitness	Ab-V-1	Principles of evaluation and design of exercise prescriptions of physical fitness.
		Ab-V-2	Execution and application strategies of exercise prescription in physical fitness.
		Ab-V-3	Policy and promotion of lifelong fitness planning.
B. Safe life and sports prevention	c. Sports injury and prevention	Bc-V-1	Advanced sports injury treatment and risk avoidance.
		Bc-V-2	Lifelong exercise planning policy and promotion.
	d. Defensive	Bd-V-1	Application and performing activities of

Subject	Item	Learning Content
	Sports	Wushu routines.
		Bd-V-2 Application and performing activities of various martial arts skills.
C. Population health and sports participation	b. Physical activity knowledge	Cb-V-1 The mechanism of nutrient in exercise and the principle of advanced intake.
		Cb-V-2 Promotion and sharing of the spirit of the Olympic Games.
		Cb-V-3 Sustainable development and risk avoidance of sports facilities.
	c. Water-based recreational activities	Cc-V-1 Self-challenge in water-based recreational activities.
	d. Outdoor recreational activities	Cd-V-1 Self-challenge in outdoor recreational activities.
G. Challenge type sports	f. Other recreational activities	Ce-V-1 Self-challenge in other recreational activities.
	a. Track and field	Ga-V-1 Basic skills of running, jumping and throwing.
		Gb-V-1 Water safety, accidental drowning self rescue, life-saving methods and upward drift for 60 seconds.
		Gb-V-2 Swimming turning technique, self-choice one-style swimming for 50 meters and specific style swimming competition.
H. Competition type sports	a. Net/wall games	Ha-V-1 Comprehensive application of net/wall games skills and comprehensive team tactics.
	b. Invasion games	Hb-V-1 Comprehensive application of invasion games skills and comprehensive team tactics.

Subject	Item	Learning Content	
	c. Target games	Hc-V-1	Comprehensive application of target games skills and comprehensive team tactics.
	d. Defensive/running games	Hd-V-1	Comprehensive application of defensive/running games skills and comprehensive team tactics.
I. Artistic sports	a. Gymnastics	Ia-V-1	Choreography and performance of a complete set of exercises of freehand and instrument gymnastics.
	b. Dance	Ib-V-1	Choreography and performance of improvisation, and social dance.
	c. Folk sports	Ic-V-1	Innovative movements of folk sports.
		Ic-V-2	Creativity and performance of folk sports teams.

VI. Implementation Directions

The key points of implementation of Vocational Senior High School Health and Physical Education Domain are explicated from the aspect of curriculum development, production and selection of teaching materials, teaching implementation, teaching resources, and learning assessment.

1. Curriculum Development

In accordance with the characteristics of physical education and educational trend of health and physical education, the progression of the development of curriculum hinges on dimensions of sequence, unity, and multiplicity.

- (1) Sequence: The development of curriculum of Health and Physical Education Domain should be concerned about the development of physical and mental health and physical fitness of students, increase of cognition of physical education, the relatability with the learner's past, present and future learning experiences, and the ongoing accumulation of students' competencies of health and physical education to meet the living needs of health and sports. Curriculum planning should be sequential, being incremental in terms of degree of difficulty, complexity, intensity, and extensiveness.
- (2) Unity: The curriculum development of Health and Physical Education Domain should adhere to the principle of unity. The planning should proceed with units, issues, topics, schemes, etc. To enhance and expand horizontal connection among different disciplines and subjects, cross-domain and cross-disciplinary curriculum design can be adopted. To respond to social needs and commonly concerned educational issues, the development of Health and Physical Education Domain curriculum should incorporate and integrate issues such as gender equality, human rights, environmental and marine education, as well as safety education, outdoor education and other relevant issues.
- (3) Multiplicity: The planning of Health and Physical Education Domain should be in alignment with the idea of multiplicity and place much emphasis on the learning needs of students. Based on the development of the featured curriculum and students' interests, schools can offer diverse elective courses for students with potential, inclination and interest in health and physical education to advance their learning in the field, and extend and connect to related curricula in other colleges and universities.

2. Teaching Material Selection and Composition

Ideal teaching materials are students' learning resources. Corresponding to students' interests and abilities, they should meet the diversified needs for editing and selection, offer age-appropriate content suitable for the development of different learning stages, and cultivate students' abilities to integrate and connect the ideas of Health and Physical Education Domain and related life experiences. The teaching materials of Health and Physical Education Domain must conform to the basic principles of the syllabus, the course objective, the core competencies, and the learning focus of the domain. They must concretely demonstrate the focused content of health and nursing and physical education, and provide age-appropriate teaching content to become students' learning resources. The compilation of teaching materials should adhere to the following principles.

- (1) Following “learning performance” and “learning content” for each learning stage in the correspondence table, transferring them to be the topic and the learning goal of each unit, and researching and developing students' learning materials and teachers' teaching references based on the learning goal of the issues.
- (2) The content for the compiled teaching materials should incorporate multiple perspectives, including areas, environments, cultures, ethnicities, human rights, and gender differences. The arrangement of teaching and evaluating activities should value the learners' diversity and differences and emphasize cooperative learning between different sexes, and gender equality and interaction, raising students' self-awareness, and analytical ability to develop the core values of respecting diversity, empathy, caring, fairness and justice, as well as sustained development.
- (3) The adopted teaching materials should adhere to related regulations, demonstrating diverse gender characteristics, gender qualities, sexual orientation and identity, and balanced sex ratio. The use of language must be in conformity with the perspectives of gender equality, avoiding vocabulary connoting gender bias, sexism, and unbalanced standpoints.
- (4) Teachers create teaching materials in Health and Physical Education Domain by participating teaching research associations or in-school, intercollegiate, and cross-curricular learning communities, and following the principles of compiling syllabus and teaching materials. The self-compiled teaching materials should be applied in

related courses, and the effectiveness of the application should be evaluated and modified so as to provide reference for follow-up compilation of teaching materials and teaching.

- (5) The teaching materials adopted should be the ones that have been approved as textbooks for Health and Physical Education Domain, and should pass the evaluation of the school committee of curriculum development as school-based self-compiled teaching materials.
- (6) The compilation of teaching materials should take into account the conditions for physical and mental development of all the stages of students' learning, physical fitness and basic sports ability. The compilation should be in alignment with students' motor skills and logic of cognitive learning, for example, from easy to difficult, from simple to complex, and learning new materials from old experiences.
- (7) Adopting or self-editing adequate materials should be in accord with school characteristics, teachers' specializations, focal points of development, learning venues, apparatus and equipment, consideration of the issues of local health and sports cultures, concern about students' physical and mental qualities, and the needs for health and body activities. The materials adopted should be able to raise students' learning motivation, foster students' thinking ability, and increase the opportunity for practice so as to promote students' learning.
- (8) The content of teaching materials provide material for developing cognitive thinking ability, health and physical realization, and enable students to acquire problem-solving ability in healthy and sport situations, and gain a sense of accomplishment through health advocacy and sport participation.
- (9) The content of compiled materials should be both diversified and specialized, and emphasize the learning process, making students enjoy learning and learn how to learn. In vocational senior high school, students begin to develop specialized sports step by step, and further lay the foundation for lifelong sports.
- (10) The compilation of teaching materials for physical education of vocational senior high school can be more flexible, and be able to be compiled into units / single volume teaching materials through different types of sport, to offer schools to select and apply so as to make full use of the teaching materials.

3. Teaching Implementation

Students are the main subject of the entire learning process. Teachers should take into account core competencies, teaching objectives and students' learning progress, and adopt suitable teaching models or educational strategies, guiding students to acquire self-regulated learning skills, in order that students with different needs can be supported with effective learning and adaptive development. Teachers of the Health and Physical Education Domain are expected to be sufficiently prepared prior to teaching, and to adopt various and adequate teaching models and strategies, to regard students as the main learning subject, and to implement the educational concepts of spontaneity, communication and interaction, and social participation.

(1) Teaching Preparation and Support

- A. Teachers should make good teaching planning in Health and Physical Education Domain before the start of every semester, and prepare well the resources for teaching and related matters.
- B. Organize Health and Physical Education Domain teacher groups to implement collaborative teaching preparation, analyze the mental health and sport performance of the students taking the course, and focus the discussion and design the teaching materials and methods that meet the needs of students.
- C. Adequately allocate teaching facilities, equipment, and venues, and take the diversity of areas and seasons into account to develop alternative teaching schemes of physical education curriculum.

(2) Teaching Models and Strategies for Health and Nursing

In response to health advocacy campaign and each school's schedule of health and care teaching activities, the notion is to extend students' in-class learning of health to living spaces such as their family, schools, communities, and areas etc., establishing a supportive environment of health.

- A. Facilitating adaptive learning should be based on differences among students in various aspects, entails age, gender, learning proficiency, learning interest, multiple intelligence, individual trait, physical and mental disability, ethnic culture,

socio-economic background, etc., and arrange homogeneous and heterogeneous grouping, implement differentiated instruction, offer a variety of learning resources and assessment methods for respective situation. They should avoid arousing conflicts related to gender, culture, ethnicity, and the discrepancy of social-economic background.

- B. The teaching and learning process should be student-centered, let the students actively participate, experience, and interact during the process, and be provided with opportunities to realize healthy lifestyle in everyday life.
- C. Applying diverse educational methods, such as inquiry instruction, cooperative learning, situated learning, experiential learning, differentiated instruction, etc., to support real-life teaching of health and nursing.
- D. Integrating life skills into teaching through effective strategies, enabling students to develop critical thinking and decision-making ability. Students are ready to make autonomous and public commitment, to foster healthy behavior, to promote self-efficacy, and to demonstrate action that is beneficial to personal health.

(3) Teaching Models and Strategies for Physical Education

To facilitate adaptive learning, teachers should organize diverse group cooperative learning, adopt diverse learning strategies, offer a variety of learning resources and assessment methods for students with different needs, and arrange interactive teaching activities between regular classes and special education classes, in accordance with differences among students in various aspects, including age, gender, learning proficiency, learning interest, multiple intelligences, physical and mental development, ethnic culture, etc.

- A. Making the best use of teaching models, feedback, and class management techniques to conduct physical education lessons fluently, and provide students with long period of time to carry out effective learning and physical activity.
- B. Adopting diversified teaching methods, models, or strategies for physical education to ensure students' learning effectiveness. For example, interesting teaching for physical education, Teaching Games for Understanding, Mosston's Teaching Spectrum, Spot Education Model, Movement Education Model, Fitness

Education Model, Teaching Personal and Social Responsibility, Station Teaching, and others.

- C. Designing models of cooperative learning and differentiate instruction, so that grouping could involve students with different ages, gender, ethnicity, learning proficiency, physical development, or physically and mentally disabled. Regarding the learning of physically and mentally disabled students, the physical and mental conditions, the learning needs of students, and the planning of suitable teaching activities should be considered to enhance the health of students with special needs.
- D. Coordinating with physical education activities and sport competitions inside and outside of school to create various learning situations, producing opportunities for students to make decision for themselves, and providing students with experiences of outdoor activities and service learning.
- E. Applying segmented or proceduralized explanation and demonstration, practice and feedback, combining life experience and learning of basic skills, to help students acquire sport psychomotor, foster sport participation, and develop life-long learning and exercising habits.
- F. The learning content of all physical education curricula should be taught to promote balanced development of students, while the learning themes in the subcategories of “challenge type sports,” “competition type sports,” and “artistic sports” can be considered with regards to different learning stages, students’ physical and mental needs, school sites, equipment, and teacher specializations to implement alternative curriculum and teaching sessions.
- G. It’s necessary to consider the environmental resources in the proximity if the school chooses to implement water-based leisure sports. The school with a swimming pool should offer swimming courses, while the school without a swimming pool should offer out-of-school swimming courses.

4. Teaching Resources

Resources of Health and Physical Education Domain include diversified media materials, equipment, and related human and organizational resources.

- (1) The quantity of health specialization classrooms and gymnasium spaces should meet the needs of teaching and learning. Schools should allocate funds each year to purchase equipment, instruments, models, books, and audio-visual media materials that are related to health and physical education.
- (2) Make the best use of the equipment and instruments of community sports centers and sports clubs, as well as various environments and facilities of health and medical institutions in order to activate teaching and increase effectiveness of teaching and learning.
- (3) Parents should become partners of the school, being invited to attend courses or activities related to health and physical education, so as to accomplish healthy lifestyle and regular exercise.
- (4) Schools should establish “family-school-community” partnership, seeking support and participation from parents and community people for the implementation of health and physical education and activity, sharing resources, caring for students’ healthy living and fostering their habit of and attitude for regular exercises collaboratively.

5. Learning Assessment

Learning assessment should be an important part of curriculum; it must give consideration to both student-centeredness and teacher guidance, and its purpose is not just to evaluate learning outcome, but more importantly to establish learning feedback mechanism, to be the reference for reflecting the effectiveness of curriculum planning, so as to improve teaching and foster learning strategies. According to students learning assessment measures and related regulations as well as learning focus of Health and Physical Education Domain, schools should implement planning and designing of learning assessment, and set up fair, just, and explicit operating procedures for assessment.

(1) Assessment Principles

- A. The scope of evaluation should be based on the learning focus, and reflect the completion of core competencies. It can be implemented before, during, and after teaching to develop formative and summative assessments. The assessment should stress authentic evaluation and connect students with actualization in real-life

scenarios.

- B. Assessment should give consideration to students' physical and mental development, individual differences, cultural differences and special needs, and provide students flexible and appropriate ways of evaluation. The students with special needs can choose to have the overall evaluation with the items that meet more properly the physical and mental conditions of the students.
- C. Health and nursing curriculum should emphasize the implementation of everyday health habits. And in the context of living environment, it should give consideration to the health condition of individual students, family environment and its extent of progress, so as to diagnose students' health problems, and offer health guidance to enhance students' living style of health practice.
- D. Physical education curriculum should be concerned with the starting behavior and the progress, prioritizing diagnosing learning difficulties, encouraging sports participation and the interest and habit of appreciation. Evaluation of physical education should be diversified and able to accurately assess students' learning performance rather than their natural talents. The items evaluated should include cognition, affection, psychomotor, and practice to reflect the ideal of students' actualization.

(2) Evaluation Methods

- A. Adopting multiple evaluation strategies, including pre-class activities preparation, class participation, after-class exercises, class observation, survey of attitude toward health behavior, health habit record form, health status self-measurement form or checklist, peer assessment, pen-and-paper tests, skill tests, performance evaluation, portfolio assessment, oral assessment and performance, and others.
- B. Both qualitative and quantitative methods of evaluating health skills are adopted to implement multiple assessments. Pen-and-paper tests should be limited to the minimum. Qualitative assessment focuses on setting evaluation criteria to observe and measure students' different levels of psychomotor performance, while quantitative assessment emphasizes diverse instruments and methods of assessment.

C. Evaluation methods for physical education psychomotor performance can be classified into qualitative assessment and quantitative assessment. Qualitative assessment gives grade according to the observation and judgment of students' performance of sport skills, for example, observing the coordination, smoothness, proficiency, and aesthetics of movements to determine if they conform to the essentials of the prescribed actions. Teachers can set evaluation criteria for qualitative assessment in advance. Quantitative assessment makes use of various evaluation instruments and methods, such as a stopwatch, a tape, as well as objective data like counts and scores to measure students' performance of sport skills.