

Curriculum Guidelines for the 12-Year Basic Education
Elementary school, Junior high school, and Upper
Secondary School

**The Domain of
Health and Physical Education**

Ministry of Education

May 2018

Table of Contents

I. Fundamental Beliefs	1
II. Curriculum Goals	3
III. Time Allocation and Subject Combination.....	4
IV. Core Competency	5
V. Learning Focus.....	11
1. Description of Learning Focus Framework.....	11
2. Coding Description	13
3. Overall Description of the Learning Focus	14
4. Learning Focus of Various Stages	25
VI. Implementation Directions.....	74
1. Curriculum Development	74
2. Teaching Material Selection and Composition.....	76
3. Teaching Implementation	78
4. Teaching Resources	81
5. Learning Assessment	82

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 playing sports and physical growth. The

Junior high school education 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 school education 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 school education, and senior high school education, 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

In order to promote the healthy development of society and the healthy living of the people, the curriculum of the Health and Physical Education Domain of the 12-year Basic Education should provide all students with sufficient learning opportunities to achieve the following nine goals.

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 Combination

Education Stage	Learning Stage	Domain/Subject			Number of learning periods / credits	Remarks
Elementary school	Stage I	Health and Physical Education	Health Education		3 periods/ week	The Stage I, II and III in Health and Physical Education Domain are based on domain teaching. However, schools shall be subject to actual school conditions, such as student learning needs, school development characteristics, and faculty expertise, to adopt subject-specific teaching after approved by the Curriculum Development Committee Meeting. In principle, the time allocation of Health Education and Physical Education is 1:2.
			Physical Education			
	Stage II	Health and Physical Education	Health Education		3 periods/ week	
			Physical Education			
	Stage III	Health and Physical Education	Health Education		3 periods/ week	
			Physical Education			
Junior high school	Stage IV	Health and Physical Education	Health Education		3 periods/ week	
			Physical Education			
Upper secondary school	Stage V	Health and Physical Education	Ministry-mandated required courses	Health and Nursing	2 credits	
				Physical Education	12 credits	2 credits per semester.
			Enrichment and extended elective courses	Health and Sports Leisure (Module Course)	6 credits	It is advisable to offer cross-disciplinary courses with a module course name “Health and Sports Leisure,” including 3 subjects, namely, “Safety Education and Injury Prevention,” “Exercise and Health,” “Health and Leisure Life,” and each subject 2 credits. With such deeper and broader elective courses, students are allowed to probe into life and career planning based on their interests, aptitudes, and capabilities.

IV. Core Competency

The following table is a concrete demonstration based on the content of core competency for each education stage specified in the “General Guidelines” after combining the fundamental beliefs and curriculum goals in the domain of Health and Physical Education. For the reference illustration chart of “Learning Focus and Core Competency in Health and Physical Education Domain,” 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, enhance physical and mental health, identify personal aptitudes, and develop sport and health potentialities.	健-J-A1 Possess knowledge and favorable attitudes of physical education and health, demonstrate self-exercise and health care potentials, explore humanity, self-worth, and meaning of life, and actively put them into practice and never give up.	健-U-A1 Possess the literacy of developing sound mental and physical health, exert physical education and health care potentials, probe into self, affirm self-worth, plan one’s career effectively, pursue a life of health and happiness through self-advancement, self-challenge, and self-transcendence.
A Autonomous Action	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and	健- E-A2 Possess thinking ability to probe into physical activities and health life issues, and through	健-J-A2 Possess the ability to get a whole view of physical education and health, and with independent	健-U-A2 Possess literacy of systematic and analytic thinking to probe into physical education and health, and

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)
		endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	experience and practice to deal with physical education and health problems in daily life.	thinking to employ appropriate strategies to tackle and solve physical education and health problems.	intensify meta-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 adapt to daily life scenarios 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 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	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	健-J-B1 Possess the ability to express affections, communicate and interact with others with empathy, understand the basic concepts of physical education and health, and	健-U-B1 Possess the ability to master health information and body movements, address experiences, thoughts, values and affections concerning physical education and

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)
		communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the work-place.	in an empathetic way.	apply them in daily life.	health, and 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 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 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 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	健-E-B3 Possess the literacy to perceive and appreciate the basic ideas about physical	健-J-B3 Possess the ability to appreciate and express beauty, and understand	健-U-B3 Possess the ability to create and appreciate physical education and health, and

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)
		through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	education and health to enhance the development of multiple senses and cultivate aesthetic sensibilities concerning physical education and health in the living environment.	how aesthetics and beauty traits are expressed to enhance richness, aesthetic sensibilities, and aesthetic experiences in life.	understand their interactive relationships with society, history, and culture, and further on 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	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 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 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)
		qualities of moral character 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, take delight in interacting with others, compete fairly in activities of physical education and health, and work with group members to enhance physical and mental health.	健-J-C2 Possess the knowledge and attitudes of being altruistic and sociable, possess the literacy of being reciprocally cooperative in physical education activities and health, and cultivate harmonious interactions with others.	健-U-C2 Possess the literacy of developing appropriate interpersonal relationships and interactions, and 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	健-E-C3 Possess literacy of understanding and caring local and international issues about physical education and health, and learn to tolerate cultural diversities.	健-J-C3 Possess literacy of keen observation and awareness, accept multicultural diversities, care for local and international issues concerning physical	健-U-C3 Possess global mobility, respect and appreciate multicultural diversities when persisting in firm self-cultural values, expand global vision, and actively show concern for global trends and international issues of physical

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)
		world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.		education and health, and respect and appreciate cultural diversities.	education and health.

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 health 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 1 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 2 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 of the 12-Year Basic Education is composed of learning performance and learning content:

(1) Learning performance is divided into 4 domains:

A. Cognition: Including 4 Items, namely, “health knowledge,” “psychomotor concept,” “physical activity knowledge,” and “movement principle;”

B. Affection: Including 4 Items, namely, “health awareness,” “positive attitude towards health,”

“sports learning attitude,” and “sports appreciation;”

- C. Psychomotor: Including 4 Items, namely, “health skill,” “life skill,” “psychomotor performance”, and “strategy application;”
- D. Behavior: Including 4 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 Items, namely, “growth, development, aging, and death” and “physical fitness;”
- B. Safe life and sports prevention: Including 4 Items, namely, “safety education and first aid,” “drug education,” “sports injury and prevention,” and “defensive sports;”
- C. Population health and sports participation: Including 5 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 Items, namely, “personal health and health care” and “sex education;”
- E. People, food and health consumption: Including 2 Items, namely, “people and food” and “health consumption;”
- F. Physical and mental health and disease prevention: including 2 Items, namely, “mental health” and “health advocacy and disease prevention;”
- G. Challenge type sports: Including 2 Items, namely, “track and field” and “swimming;”
- H. Competition type sports: Including 4 Items, namely, “net/wall games,” “invasion games” “target games,” and “defensive/running fielding and striking games;”
- I. Artistic sports: Including 3 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 of the 12-Year Basic Education 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 Items (a, b, c, d) are added to categories 1-4. The second code is Stage III. The sequential codes are: I represents Stage I (Grades 1-2 in the Elementary school), □ represents Stage II (Grades 3-4 in the Elementary school), □ represents Stage III (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 tenth subject J is the deepening and widening elective courses in the Upper secondary school , and the Items (a, b , c...) are added to Subjects A to J. The second code is Stage III. The sequential codes are: I represents Stage I (Grades 1-2 in the Elementary school), □ represents Stage II (Grades 3-4 in the Elementary school), and □ represents Stage III (Grades 5-6 in the Elementary school), □ represents Stage IV (Grades 7-9 in the Junior high school), and □ represents Stage V (Grades 10-12 in the senior high school). The third code is the serial number.

3. Overall Description of the Learning Focus

The overall description of the learning focus in the Health and Physical Education Domain of the 12-Year Basic Education is divided into the following two parts:

(1) 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 build on the learning of related knowledge concerning health professional terms, basic elements, or specific details, to form a specific personal health knowledge system and thinking structure, to illustrate the connection between behavior and health, and to further understand relevant strategies that influence and promote health.
	b. Psychomotor concept	1b	The first level of skill shaping. The main point is to learn about the implementation procedure concept of the health skills and life skills in response to health-related life scenarios or needs, to put forward appropriate health skills and living skills, to develop a health 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

Category	Item	Category/ Item Code	Description
			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.
	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 take “self” as the main thinking point, based on their personal awareness upon facing health issues during a spontaneous and self-experiential process. They are mainly able to care about health issues and related factors affecting health, and experience the threat, severity, benefits and obstacles to self or population health.
	b. Positive attitude towards health	2b	Students demonstrate their positive inclination towards health values or lifestyles, that is, they affirm health values and norms to shape a healthy lifestyle. Their attitudes indicate whether they are confident of performing healthy behaviors and whether they are conscious of their capability to practice a healthy behavior, that is, to establish a sense of self-efficacy in life circumstances.
	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

Category	Item	Category/ Item Code	Description
			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.
	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 obtain the movement procedures and abilities related to health technology in life through ways of demonstration, imitation, training, practice, and familiarization. Under the basic requirements of the fluency and accuracy of the skills and movements, students are also able to respond to the needs of various health situations to proceed operation and adjustment of health-related skills to achieve the goal of maintaining health.
	b. Sports appreciation	3b	Students are able to face, adapt or solve the life problems and challenges they face every day, and to effectively implement the social abilities required for healthy living, including the three relevant levels of personal self, interpersonal interaction, and interaction between people and the social environment. Students are able to

Category	Item	Category/ Item Code	Description
			practice self-regulation, interpersonal communication and interaction, decision-making, and critical thinking skills so as to solve health problems in response to daily needs.
	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 application	3d	Students are able to collect, apply, and analyze 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 self-health-behavior plans and feasible self-needs action agreements, to make use of health information, products, and services with self-supervision in the process, to employ positive enhancing principles to continue promoting health and reducing health-risk behaviors, and to proceed self-examinations on the results and make amendments accordingly.

Category	Item	Category/ Item Code	Description
	b. Health advocacy	4b	Students are able to make an impact on other people's health concepts through promotion and guidance, to estimate how to apply what they have learned and known to help fulfill the general public request for health improvement, to make use of concrete argumentation to demonstrate their standpoint regarding health advocacy, to employ various methods to promote health concepts and to exert an influence on other people's health behaviors, and to reinforce self-health behaviors and go a step further to affect more people.
	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 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.

(2) 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	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 such as growth and development, aging and death, special stage care in life, individual differences in growth, and promotion of growth and development. 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.
	b. Physical fitness	Ab	
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 safety awareness, safety rules, first aid skills, emergency management, and safety promotion. Drug education aims to develop correct concepts
	b. Drug education	Bb	
	c. Sports injury and prevention	Bc	

Subject	Item	Subject/ Item Code	Description
	d. Defensive sports	Bd	<p>of drug use and to establish individual social support system. The content includes concepts such as healthy actions and lifestyles that reject addiction substances.</p> <p>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.</p>
C. Group health and sports participation	a. Health environment	Ca	<p>Living environment directly affects individual and population health. The theme of “Healthy Environment” focuses on the overall consideration of population health. Students have 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 environmental awareness, healthy communities, pollution and health, environmental protection actions, and green consumption.</p> <p>Through direct or indirect participation in (watching) the water-based recreational activities (such as surfing, snorkeling, canoeing, river tracing, etc.), outdoor recreational activities (such as cycling, mountaineering, rock climbing, etc.), and other types of recreational activities (such as inline skating, Frisbee, etc.), students are able to understand more about oceans, mountains, rivers,</p>
	b. Physical activity knowledge	Cb	
	c. Water-based recreational activities	Cc	
	d. Outdoor recreational activities	Cd	
	e. Other recreational	Ce	

Subject	Item	Subject/ Item Code	Description
	l activities		and all kinds of environment in Taiwan, so as to achieve the goals of improving physical fitness, relieving all kinds of stress, meeting high-level psychological needs, and improving life quality.
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 maintaining good personal health, implementing self-care, and probing into the relevance between healthy behaviors and health advocacy from multiple levels so as to improve overall health literacy. The learning content includes key concepts such as body composition and function, health care skills and methods, and good personal health.</p> <p>In terms of personal physical and mental health, family and social harmony, sex is an important part of human life. “Sex education” emphasizes the education of learning to love and to be loved, so as to exalt humanity, to cultivate healthy personality, and to support a happy 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. The learning content includes important key concepts such as the development of sexual physiology and psychology, sexual values, relationships establishment, sexual health advocacy, sex and social culture, etc.</p>
	b. Sex education	Db	

Subject	Item	Subject/ Item Code	Description
E. People, food, and health consumption	a. People and food	Ea	<p>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 farmers and food safety to ensure the implementation of healthy eating habits. The learning content includes key concepts such as food and nutrition, balanced diet and choice, food production and preservation, dietary trends and culture, diet and exercise, and body shape concepts. 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 such as consumption principles, information interpretation, response processing, and social care to maintain consumers' health.</p>
	b. Health consumption	Eb	
F. Physical and mental health and disease prevention	a. Mental Health	Fa	<p>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 like self-concept, self-realization, family relationships, interpersonal relationships, emotional processing, effective communication, stress adjustment, positive mental health, and mental illness.</p> <p>Disease prevention aims to actively adopt various prevention strategies and to implement a healthy</p>
	b. Health advocacy and disease prevention	Fb	

Subject	Item	Subject/ Item Code	Description
			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, medical services and health insurance.
G. Challenge type sports	a. Track and field	Ga	Students are able to develop their potential and actively challenge their physical limits and other people's sports skills, and through challenging the records, to present the challenge results in the form of time (speed) and distance (distance, height). They also establish lifelong exercise habits as the goal. The sports types, known as the foundation of all athletics and water-based sports such as track and field and swimming, put emphasis on the aim to challenge their personal physical limits.
	b. Swimming	Gb	
H. Competition type sports	a. Net/wall 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	

4. Learning Focus of Various Stages

1. Stage I

(a) Learning Performance

Category	Item	Learning Performance of Stage I
1. Cognition	a. Health knowledge	1a-I-1 Know basic health knowledge.
		1a-I-2 Recognize healthy living.
	b. Psychomotor concept	1b-I-1 Give examples of health skills and life skills applicable in healthy living situations
	c. Physical activity knowledge	1c-I-1 Recognize the basic movements of physical activity.
		1c-I-2 Know basic physical activity knowledge.
	d. Movement principle	1d-I-1 Describe basic knowledge of fundamental motor skills.
2. Affection	a. Health awareness	2a-I-1 Discover attitudes and behaviors that affect health.
		2a-I-2 Feel the threat of health problems.
	b. Healthy positive attitude	2b-I-1 Accept healthy living norms.
		2b-I-2 Be willing to develop personal health habits.
	c. Physical education learning attitude	2c-I-1 Show respect for group interactions.
		2c-I-2 Demonstrate a serious attitude towards learning.
	d. Sports appreciation	2d-I-1 Focus on watching other people's movements.
		2d-I-2 Accept and experience diverse physical activity.
3. Psychomotor	a. Health skill	3a-I-1 Try practicing simple health-related skills.
		3a-I-2 Be able to operate simple health skills in life under guidance.
	b. Life skill	3b-I-1 Be able to perform simple self-regulation skills under guidance.
		3b-I-2 Be able to perform simple interpersonal communication and interaction skills under guidance.
		3b-I-3 Be able to try to use life skills in life.
	c. Psychomotor	3c-I-1 Be able to perform basic movements

Category	Item	Learning Performance of Stage I	
	performance		and imitations.
		3c-I-2	Be able to do safe physical activity.
	d. Strategy application	3d-I-1	Apply basic knowledge of movement to deal with practice or game problems.
4. Behavior	a. Self-health management	4a-I-1	Be able to use appropriate health information, products and services under guidance.
		4a-I-2	Develop healthy habits
	b. Health advocacy	4b-I-1	Declare personal standpoints on health advocacy.
	c. Exercise plan	4c-I-1	Recognize resources related to physical Activity.
		4c-I-2	Choose suitable physical activity.
	d. Exercise practice	4d-I-1	Be willing to engage in regular physical activity.
		4d-I-2	Use school or community resources for physical activity.

(b) Learning Content

Subject	Item	Learning Content of Stage I	
A. Growth, development, and physical fitness	a. Growth, development, aging, and death	Aa-I-1	Growth at different stages of life.
	b. Physical fitness	Ab-I-1	Games for physical fitness.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-I-1	Safety instructions for game venues and getting to and from school.
		Ba-I-2	First aid treatment for eye, ear and nose injuries.
	b. Drug education	Bb-I-1	Common drug use methods and effects.
		Bb-I-2	Harm of smoking and drinking and ways to reject second-hand smoke.
	c. Sports injury and prevention	Bc-I-1	Various warm-up stretches.
	d. Defensive	Bd-I-1	Martial arts imitation games.

Subject	Item	Learning Content of Stage I
	sports	Bd-I-2 Combat imitation games.
C. Population health and sports participation	a. Health environment	Ca-I-1 Health-related environment in life.
	b. Physical activity knowledge	Cb-I-1 Common sense of sports safety and the benefits of sports to physical health.
		Cb-I-2 Class sports activities.
		Cb-I-3 Sports activity space and field at school.
	c. Water-based recreational activities	Cc-I-1 Water-based recreational activity introductory games.
	d. Outdoor recreational activities	Cd-I-1 Outdoor recreational activity introductory games.
	e. Other recreational activities	Ce-I-1 Other recreational activity introductory games.
D. Personal health and sex education	a. Personal health and health care	Da-I-1 Basic hygiene habits in daily life.
		Da-I-2 Body parts and the importance of health care.
	b. Sex education	Db-I-1 Gender roles in daily life.
		Db-I-2 Body privacy and body boundaries and methods of seeking help in case of harm.
E. People, food, and health consumption	a. People and food	Ea-I-1 Common foods in life and cherishing foods.
		Ea-I-2 Basic dietary habits.
	b. Health consumption	Eb-I-1 Principles of healthy and safe consumption.
F. Physical and mental health and disease prevention	a. Mental Health	Fa-I-1 Ways to know and like oneself.
		Fa-I-2 Ways to live in harmony with family and friends.
		Fa-I-3 Ways to experience and distinguish emotions.
	b. Health advocacy and	Fb-I-1 Personal self-awareness and behavioral performance towards health.

Subject	Item	Learning Content of Stage I
	disease prevention	Fb-I-2 Prevention and care of common childhood diseases.
G. Challenge type sports	a. Track and field	Ga-I-1 Walk, run, jump and throw games.
	b. Swimming	Gb-I-1 Pool safety and hygiene.
		Gb-I-2 Water games, underwater breath-holding, rhythmic breathing, and floating with boards.
H. Competition type sports	a. Net/wall games	Ha-I-1 Hand-eye coordination, strength, and precision ball-control movements related to net/wall games, such as simple tossing, catching, controlling, hitting, holding and batting, throwing, passing, and rolling.
	b. Invasion games	Hb-I-1 Hand-eye and hand-foot coordination, strength, and precision ball-control movements related to invasion games, such as simple shooting, tossing, catching, throwing, passing, rolling, kicking, controlling, and stopping.
	c. Target games	Hc-I-1 Hand-eye coordination, strength, and precision ball-control movements related to target games, such as simple tossing, throwing, and rolling.
	d. Defensive/ Running fielding and striking games	Hd-I-1 Hand-eye coordination, strength, and precision ball-control movements related to defense/running fielding and striking games, such as simple tossing, catching, throwing, and passing.
I. Artistic sports	a. Gymnastics	Ia-I-1 Games like rolling, supporting and holding, balancing, and hanging.
	b. Dance	Ib-I-1 Games like singing, jumping, and imitating rhythmic games.
	c. Folk sports	Ic-I-1 Basic actions and games of folk sports.

2. Stage II

(a) Learning Performance

Category	Item	Learning Performance of Stage II	
1. Cognition	a. Health knowledge	1a-II-1	Understand the basic concepts and meaning of physical and mental health.
		1a-II-2	Learn about ways to promote healthy living.
	b. Psychomotor concept	1b-II-1	Recognize the importance of health skills and life skills for health maintenance.
		1b-II-2	Identify applicable health skills and life skills in life scenarios.
	c. Physical activity knowledge	1c-II-1	Recognize the motor skills of physical activity.
		1c-II-2	Recognize the concept of injury and prevention for physical activity.
	d. Movement principle	1d-II-1	Recognize the concept of movement skills and the strategy of movement practice.
		1d-II-2	Describe the correctness of the motor skills of oneself or others.
2. Affection	a. Health awareness	2a-II-1	Be aware that health is affected by personal, family, school, and other factors.
		2a-II-2	Take notice of the threat and severity of health problems.
	b. Healthy positive attitude	2b-II-1	Follow healthy living norms.
		2b-II-2	Be willing to improve personal health habits.
	c. Sports learning attitude	2c-II-1	Follow class rules and sports competition rules.
		2c-II-2	Demonstrate friendly interactions and behaviors that enhance teamwork.
		2c-II-3	Demonstrate an attitude of active participation and willingness-to-try towards learning.
	d. Sports appreciation	2d-II-1	Describe the feeling of participating in physical activity.
		2d-II-2	Manifest the role and responsibility of a viewer.
		2d-II-3	Participate in and appreciate diverse physical activities.

Category	Item	Learning Performance of Stage II
3. Psychomotor	a. Health skill	3a-II-1 Practice basic health skills.
		3a-II-2 Be able to operate basic health skills independently in life.
	b. Life skill	3b-II-1 Demonstrate basic self-adapting skills through imitation learning.
		3b-II-2 Be able to demonstrate basic interpersonal communication and interaction skills under guidance.
		3b-II-3 Use basic life skills to adapt to different life scenarios.
	c. Psychomotor performance	3c-II-1 Demonstrate combinations of motor skills.
		3c-II-2 Explore athletic potential and perform correct motor skills through physical activity.
	d. Strategy application	3d-II-1 Practice strategies for applying motor skills.
		3d-II-2 Apply game cooperation and competition strategies.
4. Behavior	a. Self-health management	4a-II-1 Be able to use health information, products, and services in daily life.
		4a-II-2 Demonstrate health-promoting behaviors.
	b. Health advocacy	4b-II-1 Clearly state one's standpoint on health promotion.
		4b-II-2 Use factual evidence to support one's standpoint on health advocacy.
	c. Exercise plan	4c-II-1 Understand the factors that affect sports participation, and choose sports programs and resources to improve one's physical fitness.
		4c-II-2 Understand personal fitness and demonstrate basic motor ability.
	d. Exercise practice	4d-II-1 Develop regular exercise habits and share the benefits of physical activity.
		4d-II-2 Participate in physical activities that improve physical fitness and basic motor ability.

(b) Learning Content

Subject	Item	Learning Content of Stage II	
A. Growth, development, and physical fitness	a. Growth, development, aging, and death	Aa-II-1	The meaning of growth and development and individual differences in growth.
		Aa-II-2	The sequence and feeling of development at different stages of life.
	b. Physical fitness	Ab-II-1	Physical fitness activity.
		Ab-II-2	Physical fitness self-testing method.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-II-1	Potential crises and safety instructions for home, commuting, and outdoor environment.
		Ba-II-2	First aid treatment for burns, bleeding, and sprains.
		Ba-II-3	Precautionary measures of fire, earthquakes, and typhoon and basic skills for evacuation and sheltering.
	b. Drug education	Bb-II-1	Effects of drugs on health, principles of safe medication and community pharmacies.
		Bb-II-2	The health hazards and rejection skills of smoking, drinking and chewing betel nut.
		Bb-II-3	Health beliefs on smoke-free families and campus.
	c. Sports injury and prevention	Bc-II-1	Principles to warm up and stretch.
		Bc-II-2	Health knowledge of exercise and physical activity.
	d. Defensive sports	Bd-II-1	Basic martial arts movements.
		Bd-II-2	Basic combat movements.
C. Population health and sports participation	a. Health environment	Ca-II-1	Awareness, responsibility, and safeguard actions of healthy communities.
		Ca-II-2	Effects of environmental pollution on health.

Subject	Item	Learning Content of Stage II	
C. Population health and sports participation	b. Physical activity knowledge	Cb-II-1	Sports safety rules, knowledge of sports to enhance growth.
		Cb-II-2	School games and sports.
		Cb-II-3	The origin and appeal of the Olympic Games.
		Cb-II-4	Community sports activity space and Field.
	c. Water-based recreational activities	Cc-II-1	Basic skills for water-based recreational activities.
	d. Outdoor recreational activities	Cd-II-1	Basic skills for outdoor recreational activities.
D. Personal health and sex education	a. Personal health and health care	Da-II-1	Good hygiene habits.
		Da-II-2	Function of various parts of the body and methods of health care.
	b. Sex education	Db-II-1	Basic functions and differences between male and female reproductive organs.
		Db-II-2	Gender role stereotypes and good interaction with people of different genders.
		Db-II-3	Body autonomy and the prevention and help-seeking strategies for its impairment.
	E. People, food, and health consumption	a. People and food	Ea-II-1
Ea-II-2			Diet, intake and family dietary patterns.
Ea-II-3			Factors that influence dietary choices.
b. Health consumption		Eb-II-1	Information and methods for healthy and safe consumption.
F. Physical and mental health and	a. Mental Health	Fa-II-1	Principles of self-worth.
		Fa-II-2	Skills for communicating and getting along with family and friends.
		Fa-II-3	Types of emotions and coping methods.

Subject	Item	Learning Content of Stage II
disease prevention	b. Health advocacy and disease prevention	Fb-II-1 Methods of self-health status check and principles of maintaining health behavior.
		Fb-II-2 Principles of prevention of common infectious diseases and methods of self-care.
		Fb-II-3 Correct healthcare-seeking habits.
G. Challenge type sports	a. Track and field	Ga-II-1 Games of throwing while running, jumping, and marching.
	b. Swimming	Gb-II-1 Outdoor water safety knowledge and off-the-ground wall-kick floating.
		Gb-II-2 Flutter kicking forward and simple swimming activities.
H. Competition type sports	a. Net/wall games	Ha-II-1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in net/wall games regarding throwing and catching, holding and controlling, hitting and patting, passing and receiving the ball.
	b. Invasion games	Hb-II-1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in invasion games regarding patting, tossing and catching, passing and receiving, throwing and kicking, dribbling, chasing, and stopping the ball.
	c. Target games	Hc-II-1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in target games regarding tossing, throwing, and rolling the ball.
	d. Defensive/running fielding and striking games	Hd-II-1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in defensive/running sports regarding tossing and catching, passing and receiving, hitting, kicking, running and stepping on bases.

Subject	Item	Learning Content of Stage II
I. Artistic sports	a. Gymnastics	Ia-II-1 Rolling, holding, balancing, and swinging movements.
	b. Dance	Ib-II-1 Music rhythm and imitative creation dance.
		Ib-II-2 Folk dance games.
	c. Folk sports	Ic-II-1 Basic movements and connections of folk sports.

3. Stage III

(a) Learning Performance

Category	Item	Learning Performance of Stage III
1. Cognition	a. Health knowledge	1a-III-1 Understand the concepts of physical, mental and social health.
		1a-III-2 Describe the effects of life behavior on individual and population health.
		1a-III-3 Understand ways, resources, and norms to promote healthy living.
	b. Psychomotor concept	1b-III-1 Understand the importance of health skills and life skills for health maintenance.
		1b-III-2 Recognize the basic steps of health skills and life skills.
		1b-III-3 Seek suitable health skills and life skills according to the health needs of life scenarios.
		1b-III-4 Understand the principles and methods of health self-management.
	c. Physical activity knowledge	1c-III-1 Learn about motor skills elements and basic sports norms.
		1c-III-2 Apply the prevention knowledge of physical activity to maintain sports safety.
		1c-III-3 Understand the relationship between physical activity and physical development.

Category	Item	Learning Performance of Stage III	
	d. Movement principle	1d-III-1	Understand the elements and essentials of motor skills.
		1d-III-2	Compare the correctness of one's own or others' motor skills.
		1d-III-3	Understand the offensive and defensive strategies in games and sports.
2. Affection	a. Health awareness	2a-III-1	Concern about the factors like individuals, families, schools, and communities, and their interactive influences on health issues.
		2a-III-2	Be aware of the threat and severity of health problems.
		2a-III-3	Be aware of the perceived benefits and barriers of health action.
	b. Healthy positive attitude	2b-III-1	Identify the healthy lifestyle norms, attitudes, and values.
		2b-III-2	Be willing to cultivate a health-promoting lifestyle.
		2b-III-3	Have the confidence and sense of effectiveness to carry out healthy living actions.
	c. Sports learning attitude	2c-III-1	Demonstrate basic sportsmanship and ethics.
		2c-III-2	Demonstrate empathy and positive communication team spirit.
		2c-III-3	Demonstrate an active participation and take-on-a-challenge learning attitude.
	d. Sports appreciation	2d-III-1	Share the aesthetic experience of sports appreciation and creation.
		2d-III-2	Distinguish the roles and responsibilities of players and spectators in sports events.
		2d-III-3	Analyze and explain the characteristics diverse physical activities.
	a. Health skill	3a-III-1	Operate basic health skills smoothly.
		3a-III-2	Be able to actively demonstrate basic health skills in different life scenarios.

Category	Item	Learning Performance of Stage III	
3. Psychomotor	b. Life skill	3b-III-1	Practice most self-regulation skills independently.
		3b-III-2	Practice most interpersonal communication skills independently.
		3b-III-3	Be able to perform basic decision-making and critical thinking skills under guidance.
		3b-III-4	Be able to use life skills in different life scenarios.
	c. Psychomotor performance	3c-III-1	Demonstrate stable body control and physical coordination.
		3c-III-2	Demonstrate various motor skills in physical activities and develop personal athletic potential.
		3c-III-3	Demonstrate action creation and performance abilities.
	d. Strategy application	3d-III-1	Apply learning strategies to improve the effectiveness of motor skills learning.
		3d-III-2	Practice offensive and defensive strategies in games and sports.
		3d-III-3	Solve problems in practice or competition through experience or practice.
4. Behavior	a. Self-health management	4a-III-1	Make use of a wide range of health information, products, and services.
		4a-III-2	Self-reflect and revise health-promoting actions.
		4a-III-3	Demonstrate health-promoting actions actively.
	b. Health advocacy	4b-III-1	Publicly express personal views and positions on promoting health.
		4b-III-2	Use relevant evidence to support your position on health advocacy.
		4b-III-3	Openly advocate health-promoting beliefs or behaviors.
	c. Exercise plan	4c-III-1	Select and apply sports-related technologies, information, media, products, and services.
		4c-III-2	Compare and examine personal performance on physical fitness and motor skills.
		4c-III-3	Draw up a simple exercise plan for physical fitness and motor skills.

Category	Item	Learning Performance of Stage III
	d. Exercise practice	4d-III-1 Develop regular exercise habits and maintain a dynamic life.
		4d-III-2 Implement sports plans to overcome the obstacles in sports participation.
		4d-III-3 Promote physical activity to increase the benefits of physical and mental health.

(b) Learning Content

Subject	Item	Learning Content of Stage III
A. Growth, development, and physical fitness	a. Growth, development, aging, and death	Aa-III-1 Factors and promotion methods for growth and development.
		Aa-III-2 Growth, transformation and self-acceptance at all stages of life.
		Aa-III-3 Healthy attitudes towards aging and death.
	b. Physical fitness	Ab-III-1 Basic concepts of body composition and physical fitness.
		Ab-III-2 Principles of self-measurement of physical fitness.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-III-1 Causes of risky behaviors and prevention strategies.
		Ba-III-2 Injury prevention and safety instructions for accidents in campus and leisure activities.
		Ba-III-3 First-aid treatment methods for drug poisoning, carbon monoxide poisoning, and foreign body infarction.
		Ba-III-4 Emergency rescue system information and emergency management methods.
	b. Drug education	Bb-III-1 Drug types, core competence in correct medication and medication consultation.
		Bb-III-2 Characteristics and harm of addictive substances.
		Bb-III-3 The influence of media information on adolescents' smoking and drinking behaviors.
		Bb-III-4 Healthy action strategies for rejecting addictive substances.

Subject	Item	Learning Content of Stage III	
	c. Sports injury and prevention	Bc-III-1	Basic sports injury prevention and treatment methods.
		Bc-III-2	Related knowledge concerning exercise and disease health care and lifelong exercise.
	d. Defensive sports	Bd-III-1	Martial arts combination actions and sequences of movements.
		Bd-III-2	Combat combination movements and application.
C. Population health and sports participation	a. Health environment	Ca-III-1	Interactive influence factors in healthy environment.
		Ca-III-2	Sources and forms of environmental pollution.
		Ca-III-3	Participation in environmental protection actions and the concept of green consumption.
	b. Physical activity knowledge	Cb-III-1	Sports safety education, sports spirit, and sports nutrition knowledge.
		Cb-III-2	Regional sports events and the modern Olympic Games.
		Cb-III-3	Various sports equipment, facilities, and fields.
	c. Water-based recreational activities	Cc-III-1	Advanced skills in water-based recreational activities.
D. Personal health and sex education	a. Personal health and health care	Cd-III-1	Advanced skills for outdoor recreational activities.
		Ce-III-1	Other advanced recreational activity skills.
		Da-III-1	Ways to improve health care habits.
	b. Sex education	Da-III-2	The structure and function of the main body organs.
		Da-III-3	Health advocacy actions for vision and oral hygiene.
		Db-III-1	Discussion of puberty and treatment of common health problems.

Subject	Item	Learning Content of Stage III
		Db-III-2 The influence and response to basic concepts of different sexual orientations and the gender stereotypes.
		Db-III-3 Self-protection for sexual harassment and sexual assault.
		Db-III-4 Ways of HIV transmission and AIDS care.
		Db-III-5 The maintenance of friendship and the appropriate expression of emotions.
E. People, food, and health consumption	a. People and food	Ea-III-1 Personal nutritional and calorie needs.
		Ea-III-2 Dietary problems and health effects of children and adolescents.
		Ea-III-3 Daily dietary guidelines and the culture of diverse diets.
		Ea-III-4 Food production, processing, preservation, and hygiene and safety.
	b. Health consumption	Eb-III-1 Health consumption information and the media impact.
		Eb-III-2 Health consumption-related services and product selection methods.
F. Physical and mental health and disease prevention	a. Healthy mentality	Fa-III-1 Methods of self-acceptance and potential exploration.
		Fa-III-2 Roles and responsibilities of family members.
		Fa-III-3 Communication skills and strategies for maintaining good interpersonal relationships.
		Fa-III-4 Positive attitudes, emotions, and stress management skills.
	b. Health advocacy and disease prevention	Fb-III-1 Methods to promote balance and comfort in all aspects of health and daily health behaviors.
		Fb-III-2 Methods of prevention and self-care of common infectious diseases in Taiwan.
		Fb-III-3 The significance and importance of preventive self-care.
		Fb-III-4 Ways to cherish national health insurance and health care resources.

Subject	Item	Learning Content of Stage III
G. Challenge type sports	a. Track and field	Ga-III-1 Basic movements of running, jumping and throwing.
	b. Swimming	Gb-III-1 A self-rescue method in water, floating on your back for 15 seconds.
		Gb-III-2 Joint movement of hands and feet, swimming forward with objects, swimming forward for 15 meters (need to change breath for three times) and simple swimming competitions.
H. Competition type sports	a. Net/wall games	Ha-III-1 Basic movements and tactics of net/wall games.
	b. Invasion games	Hb-III-1 Basic movements and tactics of invasion games.
	c. Target games	Hc-III-1 Basic movements and tactics of target games.
	d. Defensive/Running fielding and striking games	Hd-III-1 Basic movements and tactics of defensive/running fielding and striking games.
I. Artistic sports	a. Gymnastics	Ia-III-1 Movements of rolling, holding, hopping, swinging, and jumping.
	b. Dance	Ib-III-1 Imitation and thematic creative dance.
		Ib-III-2 Folk dances from all over the world.
	c. Folk sports	Ic-III-1 Folk sports with combined actions and games.
		Ic-III-2 Simple performance of folk sports.

4. Sorting Elementary school Education Stages based on the Category of Learning Performance and the Subject of Learning Content

(a) Learning Performance

Category	Item	Learning Performance of the Elementary school Education Stage
1. Cognition	a. Health knowledge	1a-I-1 Know basic health knowledge.
		1a-I-2 Recognize healthy lifestyle.
		1a-II-1 Understand the basic concepts and the meaning of physical and mental health.
		1a-II-2 Learn about ways to promote healthy Living.
		1a-III-1 Understand the concepts of physical, mental, and social health.
		1a-III-2 Describe the effects of life behavior on the individual and population health.
		1a-III-3 Understand ways, resources, and norms to promote healthy living.
	b. Psychomotor concept	1b-I-1 Give examples of health skills and life skills applicable in healthy living situations.
		1b-II-1 Recognize the importance of health skills and life skills for health maintenance.
		1b-II-2 Identify applicable health skills and life skills in life scenarios.
		1b-III-1 Understand the importance of health skills and life skills for health maintenance.
		1b-III-2 Recognize the basic steps of health skills and life skill.
		1b-III-3 Seek suitable health skills and life skills according to the health needs of life scenarios.
		1b-III-4 Understand the principles and methods of health self-management.

Category	Item	Learning Performance of the Elementary school Education Stage
	c. Physical activity knowledge	1c-I-1 Recognize the basic movements of physical activity.
		1c-I-2 Know basic physical activity knowledge.
		1c-II-1 Recognize the motor skills of physical activity.
		1c-II-2 Recognize the concept of injury and prevention for physical activity.
		1c-III-1 Learn about motor skills elements and basic sports norms.
		1c-III-2 Apply the prevention knowledge of physical activity to maintain sports safety
		1c-III-3 Understand the relationship between physical activity and physical development.
	d. Movement principle	1d-I-1 Describe basic knowledge of motor skills
		1d-II-1 Recognize the concept of movement skills and the strategy of movement practice.
		1d-II-2 Describe the correctness of the motor skills of oneself or others.
		1d-III-1 Understand the elements and essentials of motor skills.
		1d-III-2 Compare the correctness of one's own or others' motor skills.
		1d-III-3 Understand the offensive and defensive strategies in games and sports.
2. Affection	a. Health awareness	2a-I-1 Discover attitudes and behaviors that affect health.
		2a-I-2 Feel the threat of health problems.
		2a-II-1 Be aware that health is affected by personal, family, school, and other factors.
		2a-II-2 Take notice of the threat and severity of health problems.
		2a-III-1 Concern about the factors like individuals, families, schools, and communities, and their interactive influences on health issues.

Category	Item	Learning Performance of the Elementary school Education Stage
		2a-III-2 Be aware of the threat and severity of health problems.
		2a-III-3 Be aware of the conscious benefits and hindrances of health action.
	b. Healthy positive attitude	2b-I-1 Accept healthy living rules.
		2b-I-2 Be willing to develop personal health habits.
		2b-II-1 Follow healthy living standards.
		2b-II-2 Be willing to improve personal health habits.
		2b-III-1 Identify the healthy living norms, attitudes, and values.
		2b-III-2 Be willing to cultivate a health-promoting lifestyle.
		2b-III-3 Have the confidence and sense of effectiveness to carry out healthy living actions.
	c. Sports learning attitude	2c-I-1 Show respect for group interaction.
		2c-I-2 Demonstrate a serious attitude towards learning.
		2c-II-1 Follow class rules and sports competition rules.
		2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork.
		2c-II-3 Demonstrate an attitude of active participation and willingness-to-try towards learning.
		2c-III-1 Demonstrate basic sportsmanship and ethics.
		2c-III-2 Demonstrate empathy and positive communication team spirit.
		2c-III-3 Demonstrate an active participation and take-on-a-challenge learning attitude.
	d. Sports appreciation	2d-I-1 Focus on watching other people's movements.
		2d-I-2 Accept and experience diverse physical activity.

Category	Item	Learning Performance of the Elementary school Education Stage
		2d-II-1 Describe the feeling of participating in physical activity.
		2d-II-2 Manifest the role and responsibility of a viewer.
		2d-II-3 Participate in and appreciate diverse physical activities.
		2d-III-1 Share the aesthetic experience of sports appreciation and creation.
		2d-III-2 Distinguish the roles and responsibilities of players and spectators in sports events.
		2d-III-3 Analyze and explain the characteristics diverse physical activities.
3. Psychomotor	a. Health skill	3a-I-1 Try practicing simple health-related skills.
		3a-I-2 Be able to operate simple health skills in life under guidance.
		3a-II-1 Practice basic health skills.
		3a-II-2 Be able to operate basic health skills independently in life.
		3a-III-1 Operate basic health skills smoothly.
		3a-III-2 Be able to actively demonstrate basic health skills in different life scenarios.
	b. Life skill	3b-I-1 Be able to perform simple self-regulation skills under guidance.
		3b-I-2 Be able to perform simple interpersonal communication and interaction skills under guidance.
		3b-I-3 Be able to try to use life skills in life.
		3b-II-1 Demonstrate basic self-adapting skills through imitation learning.
		3b-II-2 Be able to demonstrate basic interpersonal communication and interaction skills under guidance.
		3b-II-3 Use basic life skills to adapt to different life scenarios.

Category	Item	Learning Performance of the Elementary school Education Stage
		3b-III-1 Practice most self-regulation skills independently.
		3b-III-2 Practice most interpersonal communication skills independently.
		3b-III-3 Be able to perform basic decision-making and critical thinking skills under guidance.
		3b-III-4 Be able to use life skills in different life scenarios.
	c. Psychomotor performance	3c-I-1 Be able to perform basic movements and imitations.
		3c-I-2 Be able to do safe physical activity.
		3c-II-1 Demonstrate joint motor skills.
		3c-II-2 Explore athletic potential and perform correct physical activity through physical activity.
		3c-III-1 Demonstrate stable body control and physical coordination.
		3c-III-2 Demonstrate various motor skills in physical activities and develop personal athletic potential.
		3c-III-3 Demonstrate movement creation and performance abilities.
	d. Strategy application	3d-I-1 Apply basic knowledge of movement to deal with practice or game problems.
		3d-II-1 Practice strategies for applying motor skills.
		3d-II-2 Use game cooperation and competition strategies.
		3d-III-1 Apply learning strategies to improve the effectiveness of motor skills learning.
		3d-III-2 Practice offensive and defensive strategies in games and sports.
		3d-III-3 Solve problems in practice or competition through experience or practice.

Category	Item	Learning Performance of the Elementary school Education Stage
4. Behavior	a. Self-health management	4a-I-1 Be able to use appropriate health information, products and services under guidance.
		4a-I-2 Develop healthy habits.
		4a-II-1 Be able to use health information, products, and services in daily life.
		4a-II-2 Demonstrate health-promoting behaviors.
		4a-III-1 Make use of a wide range of health information, products, and services.
		4a-III-2 Self-reflect and revise health-promoting actions.
		4a-III-3 Demonstrate health-promoting actions actively.
	b. Health advocacy	4b-I-1 Declare personal standpoints on the promotion of health.
		4b-II-1 Clearly state one's position on health promotion.
		4b-II-2 Use factual evidence to support one's position on health advocacy.
		4b-III-1 Publicly express personal views and positions on promoting health.
		4b-III-2 Use relevant evidence to support your position on health advocacy.
		4b-III-3 Openly advocate health-promoting beliefs or behaviors.
	c. Exercise plan	4c-□-1 Understand sources related to physical activities.
		4c-□-2 Choose proper physical activities.
		4c-□-1 Understand the factors that affect exercise participation and choose sports programs and resources to improve physical fitness.
		4c-□-2 Understand the performance of individual physical fitness and basic motor ability.
		4c-□-1 Choose and adopt sports related technology,

		information, media, products and services.
		4c-□-2 Compare and examine one's physical fitness and motor skills.
		4c-□-3 Making simple plan to improve physical fitness and motor skills.
	d. Exercise practice	4d-□-1 Be willing to do physical activities regularly.
		4d-□-2 Use school and community resources to exercise.
		4d-□-1 Make regular exercise a habit, and share the benefits of physical activities.
		4d-□-2 Do physical activities to promote physical fitness and motor skills.
		4d-□-1 Make regular exercising a habit and maintain active dynamic living.
		4d-□-2 Implement exercise plans and remove obstacles.
		4d-□-3 Promote the benefits of doing physical activities.

2. Learning Content

Subject	Item	Learning Content of the Elementary school Education
A. Growth, development and physical fitness	a. Growth, development, aging and death	Aa-□-1 Development of different stages of life.
		Aa-□-1 Meaning of growth and individual differences.
		Aa-□-2 Order and perception of development in different stages of life.
		Aa-□-1 Factors influence and promote growth and development.
		Aa-□-2 Growth, changes and self-acceptance in different stages of life.
		Aa-□-3 Healthy attitudes toward aging and death.
	b. Physical fitness	Ab-□-1 Fitness games.
		Ab-□-1 Fitness activities.
		Ab-□-2 Self- measurement for physical fitness.
		Ab-□-1 Basic concept about body composition and

Subject	Item	Learning Content of the Elementary school Education
		fitness.
		Ab-□-2 Principles of self- measurement for personal fitness.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-□-1 Safety instruction for playground and during the commute to school.
		Ba-□-2 First aid for injuries of eyes, ears and nose.
		Ba-□-1 Safety instruction for potential danger at home and outdoors and when traveling.
		Ba-□-2 First aid for burns, bleeding and twisted body parts.
		Ba-□-3 Basic skills to prevent fire, earthquake, typhoons and to escape and evacuate.
		Ba-□-1 Reasons for risky behaviors and prevention.
		Ba-□-2 Safety instruction for school activities and recreation and incident prevention.
		Ba-□-3 First aid for toxic substances poisoning, Carbon monoxide poisoning and choking.
		Ba-□-4 Information system and treatment for emergency and accidents.
	b. Drug Education	Bb-□-1 Usage of commonly seen drugs and their influence.
		Bb-□-2 Danger of smoking and drinking and how to say no.
		Bb-□-1 Influence of drugs, safety instruction and pharmacy in the community.
		Bb-□-2 Danger of smoking, drinking, betel nut chewing to health, and how to say no.
		Bb-□-3 Non-smoking family and campus.

Subject	Item	Learning Content of the Elementary school Education
		Bb-□-1 Types of drugs, how to take medication right and where to get medication consultation.

Subject	Item	Learning Content of the Elementary school Education
		Bb-□-2 Substance abuse and its harm.
		Bb-□-3 Influence of the media in terms of teenagers' smoking and drinking.
		Bb-□-4 Action plans to refuse substance abuse.
	c. Sports injury and prevention	Bc-□-1 Stretches and warm up exercises.
		Bc-□-1 Tips for stretches and warm up exercises.
		Bc-□-2 Health care for exercises and physical activities.
		Bc-□-1 Basic procedures to treat exercises injuries and to prevent them.
		Bc-□-2 Relevant information about exercises, health care, and lifelong exercising.
	d. Defensive sports	Bd-□-1 Martial art simulation games.
		Bd-□-2 Combat simulation games.
		Bd-□-1 Basic moves of martial arts training.
		Bd-□-2 Basic moves of combat.
		Bd-□-1 Basic moves and patterns of martial arts training.
		Bd-□-2 Basic moves of combat and application.
C. Population health and sports participation	a. Healthy environment	Ca-□-1 Health related environment in daily living.
		Ca-□-1 Awareness, responsibilities and actions to maintain a healthy community.
		Ca-□-2 Environmental pollution and its influence on health.
		Ca-□-1 Correlated factors between health and environment.
		Ca-□-2 Form and sources of environmental pollution.

Subject	Item	Learning Content of the Elementary school Education
		Ca-□-3 Participation in environmental protection and the idea of green consumption.
	b. Sports knowledge	Cb-□-1 Sports safety knowledge and health benefits of exercise.
		Cb-□-2 Physical activities in class.
		Cb-□-3 Space and fields for sports and exercises in school.
		Cb-□-1 Sport safety rules, benefits for growth and development.
		Cb-□-2 School sports day.
		Cb-□-3 History and theme of the Olympics.
		Cb-□-4 Space and fields for exercise in the community.
		Cb-□-1 Sport safety education, sportsmanship and sports nutrition knowledge.
		Cb-□-2 Regional games and sports and the modern Olympic Games.
		Cb-□-3 Equipment, facilities and fields for sports.
	c. Water-based recreational activities	Cc-□-1 Water-based games and sports.
		Cc-□-1 Basics of water-based sports.
		Cc-□-1 Advanced skills of water-based sports.
	d. Outdoor recreational activities	Cd-□-1 Outdoor recreation games.
		Cd-□-1 Basics of outdoor recreational activities.
		Cd-□-1 Advanced skills of outdoor recreational activities.
	a. Other recreational activities	Ce-□-1 Other recreational games.
		Ce-□-1 Basics of other recreational activities.
		Ce-□-1 Advanced skills of other recreational activities.
D. Personal health and sex education	a. Personal health and health care	Da-□-1 Habits to maintain personal health.
		Da-□-2 The importance of body parts and personal health.

Subject	Item	Learning Content of the Elementary school Education
		Da-□-1 Healthy habits.
		Da-□-2 Functions of body parts and ways to keep clean.
		Da-□-1 Ways to improve personal health.
		Da-□-2 Human body organs and functions.
		Da-□-3 Actions to promote eyesight and personal health.
	b. Sex education	Db-□-1 Gender role in everyday life.
		Db-□-2 Privacy, body boundary, and ways to ask for help.
		Db-□-1 Basic functions and differences of male and female reproductive organs.
		Db-□-2 Gender stereotypes and good interaction with the opposite sex.
		Db-□-3 Bodily autonomy, prevention of harm and ways to get help.
		Db-□-1 Understand puberty and common questions and solutions.
		Db-□-2 Basic concepts of sexual orientation and gender stereotypes
		Db-□-3 Prevention of sexual harassment and sexual assault.
		Db-□-4 Route of transmission of AIDS and care for HIV/AIDS patients.
		Db-□-5 Ways to make friends and proper ways to express emotions.
	a. People and food	Ea-□-1 Common food and appreciate the value of food.
		Ea-□-2 General dietary habits.
		Ea-□-1 Types of food and nutrition.
E. People, food and health consumption		

Subject	Item	Learning Content of the Elementary school Education
F. Physical and mental health and disease prevention		Ea-□-2 Diet, intake and eating habits.
		Ea-□-3 Choices of foods and their effects.
		Ea-□-1 Individual need of nutrition and calories.
		Ea-□-2 Diet and health problems among children and teenagers.
		Ea-□-3 Daily dietary guidance and food diversity.
		Ea-□-4 Food production, process, preservation and safety.
	b. Health consumption	Eb-□-1 Principles of safe and healthy consumption.
		Eb-□-1 Information and approaches of safe and healthy consumption.
		Eb-□-1 Information about consumption and the effects of the media.
		Eb-□-2 How to choose healthy products and services.
F. Physical and mental health and disease prevention	a. Mental Health	Fa-□-1 Ways to know and like oneself.
		Fa-□-2 Ways to get along with family and friends.
		Fa-□-3 Ways to experience and recognize emotions.
		Fa-□-1 Ways to improve self-worth.
		Fa-□-2 Ways to build good communication with family and friends.
		Fa-□-3 Types of emotions and ways to control them.
		Fa-□-1 Ways to learn to accept oneself and explore one's potential.
		Fa-□-2 Roles and responsibilities of family members.
		Fa-□-3 Strategies to maintain good interpersonal relations and communicate.
		Fa-□-4 Positive attitudes and emotion, and stress management skills.
	b. Health advocacy and disease prevention	Fb-□-1 Awareness and behaviors regarding one's health.
		Fb-□-2 Prevention and treatment for common childhood illnesses.

Subject	Item	Learning Content of the Elementary school Education
		Fb-□-1 Methods of self-health assessment and basic rules to maintain healthy.
		Fb-□-2 Prevention of common infectious diseases and ways to care for oneself.
		Fb-□-3 Know when to see a doctor.
		Fb-□-1 Methods to promote well-being and healthy behaviors.
		Fb-□-2 Common infectious diseases in Taiwan and health management.
		Fb-□-3 The meaning and significance of preventative self-care.
		Fb-□-4 Ways to avoid waste of health resources.
G. Challenge type sports	a. Track and field	Ga-□-1 Games of walking, running, jumping and throwing games.
		Ga-□-1 Games of running, jumping and throwing while running.
		Ga-□-1 Basic movement of running, jumping, and throwing.
	b. Swimming	Gb-□-1 Swimming pool safety and hygiene.
		Gb-□-2 Water games, underwater breath-holding, rhythmic breathing, and floating with boards.
		Gb-□-1 Outdoor swimming safety instruction, practice kicking and floating.
		Gb-□-2 Treading water and move forward, simple swimming games.
		Gb-□-1 Self-help in waters, floating on the back for 15 seconds.
		Gb-□-2 Movement of hands and feet, swim with floating board, swim forward for 15 meters (breathing in swimming) , and simple swimming competition.

Subject	Item	Learning Content of the Elementary school Education
H. Competition type Sports	a. Net/Wall games	Ha-□-1 Simple movements for net/wall sports, such as throwing, catching, controlling, batting, and the coordination of hands and eyes, and control of muscle and strength.
		Ha-□-1 Throwing and catching, controlling balls with a bat, time and space of ball catching, defense and offense.
		Ha-□-1 Basic movement and tactics of Net/Wall games.
	b. Invasion games	Hb-□-1 Simple movements for invasion sports, such as batting, throwing, catching, rolling, kicking, controlling, coordination of hands and eyes, and control of muscle and strength.
		Hb-□-1 Bouncing the ball, throwing and catching, shooting, kicking, running with a ball, chasing, stopping the ball, time and space, defense and offense.
		Hb-□-1 Basic movement and tactics of invasion sports.
	c. Target games	Hc-□-1 Basic movement and tactics of Target sports, such as throwing, shooting, rolling, coordination of hands and eyes, and control of muscle and strength.
		Hc-□-1 Throwing and catching, controlling the ball, time and space of ball catching, defense and offense.
		Hc-□-1 Basic movement and tactics of target sports.
	d. Defensive/running fielding and striking games	Hd-□-1 Basic movement and tactics of running/catching sports, such as throwing, catching, shooting, and passing the ball, coordination of hands and eyes, and control of muscle and strength.

Subject	Item	Learning Content of the Elementary school Education
I. Artistic Sports		Hd-□-1 Throwing, catching, batting, kicking, and base running; space and time, relation between players and the ball, defense and offense.
		Hd-□-1 Basic movement and tactics of running/catching games.
	a. Gymnastics	Ia-□-1 Flip, handstand, balance and hanging game.
		Ia-□-1 Flip, handstand, balance and hanging moves.
		Ia-□-1 Tumbling, swinging, jumping, whirling, etc.
	b. Dance	Ib-□-1 Singing, dancing, imitating, rhythm games.
		Ib-□-1 Rhythm action with music, and choreography.
		Ib-□-2 Folk dancing games.
		Ib-□-1 Dancing (imitating, thematic and creative).
		Ib-□-2 International folk dances.
	c. Folk sports	Ic-□-1 Moves of folk sports and games.
		Ic-□-1 Movement set of folk sports.
		Ic-□-1 Combination of moves and games of folk sports.
		Ic-□-2 Shows of folk sports.

(5) Stage IV

A. Learning Performance

Category	Item	Learning Performance of Stage IV
1. Cognition	a. Health knowledge	1a-□-1 Understand the concepts of physical, mental, and social well-being.
		1a-□-2 Analyze factors that will affect health of individuals and groups.
		1a-□-3 Assess possible effects and risks of the inner and outer action on health.
		1a-□-4 Understand strategies, resources, and norms that will improve health.
	b. Psychomotor concept	1b-□-1 Analyze the important life and health skills to stay healthy.
		1b-□-2 Understand how to implement skills in daily living to maintain health.
		1b-□-3 Develop health skills and life skills in accordance with real life scenarios.
		1b-□-4 Make action plans to manage one's health.
	c. Physical activity knowledge	1c-□-1 Understand the basic principles and rules of all kinds of exercises.
		1c-□-2 Assess risks of exercising, maintain a safe exercising condition.
		1c-□-3 Understand the relations between physical and motor development.
		1c-□-4 Understand the relations between body development, exercises and nutrition.
	d. Movement principle	1d-□-1 Understand basics of motor skills.
		1d-□-2 Check one's motor skills.
		1d-□-3 Apply all kinds of strategies in games and sports.

Category	Item	Learning Performance of Stage IV
2. Affection	a. Health awareness	2a-□-1 Pay attention to local issues, international situation and trend regarding health.
		2a-□-2 Think about the threat and severity of health problems.
		2a-□-3 Perceive benefits and barriers of health action.
	b. Healthy positive attitude	2b-□-1 Follow healthy living norms and develop positive attitudes and values.
		2b-□-2 Enjoy a lifestyle that improve health.
		2b-□-3 Be assertive about self-efficacy in healthy actions.
	c. Sports learning attitude	2c-□-1 Show sportsmanship, being ethnical, and exhibit appropriate behaviors.
		2c-□-2 Be altruistic, communicating with others with reasons and respect.
		2c-□-3 Show confidence, and willingness to accept challenges when learning.
	d. Sports appreciating	2d-□-1 Understand the aesthetic features and expression of sports.
		2d-□-2 Express appreciation of sports and enjoy the beauty of life.
		2d-□-3 Enjoy and appreciate the culture values of local and international sports world.
3. Psychomotor	a. Health skill	3a-□-1 Master health skills.
		3a-□-2 Adapt to different living scenarios and keep performing health skills.
	b. Life skill	3b-□-1 Master good self-adaptability.
		3b-□-2 Master the skills for interpersonal communication and interaction.
		3b-□-3 Master most of the skills in decision making and critical thinking.
		3b-□-4 Adapt to different living scenarios and use skills to solve health problems.

Category	Item	Learning Performance of Stage IV
	c. Psychomotor performance	3c-□-1 Have good control of the part or whole of the body, and development special sports skills.
		3c-□-2 Create moves and developing performance skills and showing potential in sports.
	d. Strategy application	3d-□-1 Apply strategies learnt in sports.
		3d-□-2 Apply strategies used in games and sports.
		3d-□-3 Use thinking and analytic ability to solve the problems happened in sports and exercises.
4. Behavior	a. Self-health management	4a-IV-1 Use appropriate health information, products and services to formulate health action strategies.
		4a-IV-2 Self-monitor, enhance personal health advocacy actions, and reflect on and revise.
		4a-IV-3 Continuously implement actions to promote health and reduce health risks.
	b. Health advocacy	4b-IV-1 Actively and publicly express personal views and positions on health advocacy.
		4b-IV-2 Use accurate information to support one's health advocacy position.
		4b-IV-3 Publicly carry out health advocacy and demonstrate the influence on others' beliefs or behaviors in promoting health.
	c. Exercise plan	4c-IV-1 Analyze and make good use of sports-related technology, information, media, products and services.
		4c-IV-2 Analyze and evaluate the individual's physical fitness and sports skills, and revise the individual's exercise plan.
		4c-IV-3 Plan an exercise plan to improve physical fitness and sports skills.

Category	Item	Learning Performance of Stage IV
	d. Exercise practice	4d-IV-1 Develop specific sports skills suitable for individuals.
		4d-IV-2 Execute personal exercise plan and participate in physical activities.
		4d-IV-3 Perform physical activities that improve physical fitness.

B. Learning Content

Subject	Item	Learning Content of Stage IV
A. Growth, development, and physical fitness	a. Growth, development, aging and death	Aa-IV-1 Self- measurement and coping strategies for growth and development.
		Aa-IV-2 Physical and mental development tasks and individual differences at all stages of life.
		Aa-IV-3 The significance and self-adjustment of aging and death.
	b. Physical fitness	Ab-IV-1 Physical fitness promotion strategies and activity methods.
		Ab-IV-2 Basic design principles for physical fitness exercise prescription.
B. Safe life and sports prevention	a. Safety education and first aid	Ba-IV-1 Assessment methods of potential environmental crises in home, school and community.
		Ba-IV-2 Prevention code and relevant laws and regulations for home, school and community safety.
		Ba-IV-3 Emergency situation management and first aid techniques of hemostasis, bandage, CPR and resuscitation posture.
		Ba-IV-4 Action strategies for community environmental safety.
	b. Drug education	Bb-IV-1 Action strategies for correct purchase and use of drugs.
		Bb-IV-2 Drug purchase information conveyed by family, peers, culture, media, advertising, etc.

Subject	Item	Learning Content of Stage IV
		Bb-IV-3 The composition and addiction of tobacco, alcohol, betel nut and drugs, as well as their effects on personal physical and mental health, family and society.
		Bb-IV-4 Refusal skills and self-control in the face of addictive substances.
		Bb-IV-5 Autonomous action, supportive norms, and abstinence resources for rejecting addictive substances.
	c. Sports injury and prevention	Bc-IV-1 Treatment and risk of simple sports injury
		Bc-IV-2 Principles for drawing up a lifelong sports plan.
	d. Defensive sports	Bd-IV-1 Wushu routine movements and offensive and defensive skills.
		Bd-IV-2 Comprehensive combat moves and offensive and defensive skills.
C. Population health and sports participation	a. Healthy environment	Ca-IV-1 Strategies and resources for improving healthy communities.
		Ca-IV-2 Health impact and effect caused by global environmental problems.
		Ca-IV-3 Green lifestyle based on environmental protection and Sustainability.
	b. Physical activity knowledge	Cb-IV-1 Sports spirit, knowledge of sports nutrition intake, knowledge of nutrients needed for personal exercise.
		Cb-IV-2 Regulations on safe use of sports facilities.
		Cb-IV-3 The spirit of the Olympic Games.
	c. Water-based recreational activities	Cc-IV-1 Comprehensive application of water-based recreational activities.
	d. Outdoor recreational activities	Cd-IV-1 Comprehensive application of outdoor recreational activities.
	e. Other recreational activities	Ce-IV-1 Comprehensive application of other recreational activities.

Subject	Item	Learning Content of Stage IV
D. Personal health and sex education	a. Personal health and health care	Da-IV-1 Practice methods and management strategies for health care habits.
		Da-IV-2 The structure and function of body systems and organs.
		Da-IV-3 Vision, oral health strategies and related diseases.
		Da-IV-4 Maintenance and practice strategies of healthy posture, regular exercise and sufficient sleep.
	b. Sex education	Db-IV-1 The structure, function and health care of reproductive organs and pregnancy physiology and eugenic health care.
		Db-IV-2 Adjustment of physical and mental changes in adolescence and strategies for healthy response to sexual impulse.
		Db-IV-3 Respectful attitudes toward diverse gender characteristics, roles, and different sexual orientations.
		Db-IV-4 The meaning of love and the principles and methods of affection development, maintenance and termination.
		Db-IV-5 The position expression and action of maintaining physical autonomy, and the safety strategy of making friends and dating.
		Db-IV-6 The legal norms and wise choices of juvenile sexual behavior.
		Db-IV-7 Abilities to establish healthy sexual values, to identify pornography and to criticize media pornographic information
		Db-IV-8 Prevention and care of AIDS and other sexually transmitted diseases.
E. People, food, and health consumption	a. People and food	Ea-IV-1 Source management of diet and healthy eating out.
		Ea-IV-2 Assessment methods and improvement strategies of food safety, and prevention and treatment methods of food poisoning.
		Ea-IV-3 Viewing dietary trends from the perspectives of ecology, media and health care.
		Ea-IV-4 Positive body image and weight control plan.

Subject	Item	Learning Content of Stage IV
	b. Health consumption	Eb-IV-1 Identification strategy of health consumption information in media and advertising.
		Eb-IV-2 Health consumption action plan and relevant regulations and organizations.
		Eb-IV-3 Strategies to solve the problem of health consumption and social care.
F. Physical and mental health and disease prevention	a. Mental health	Fa-IV-1 Self-identification and self-realization.
		Fa-IV-2 Coordination and resolution skills for family conflicts.
		Fa-IV-3 Favorable interpersonal factors and effective communication skills.
		Fa-IV-4 A plan for regulating emotions and coping with stress.
		Fa-IV-5 Methods for promoting mental health and preventing abnormal behavior.
	b. Health advocacy and disease prevention	Fb-IV-1 Concept of holistic health and healthy living.
		Fb-IV-2 Analysis of influencing factors of health status and improvement strategies of average remaining life health indicators of different genders.
		Fb-IV-3 Protective healthy behavior.
		Fb-IV-4 Prevention and treatment strategies for emerging infectious diseases and chronic diseases.
		Fb-IV-5 National health insurance and healthcare system, services, and resources.
G. Challenge type sports	a. Track and field	Ga-IV-1 Basic skills of running, jumping and throwing.
	b. Swimming	Gb-IV-1 Rescue steps on the shore, identification of safe water activities, and self-rescue if accidental falling into the water and floating upwards for 30 seconds.
		Gb-IV-2 Swimming forward 25 meters (more than 5 breaths are required).
H. Competition type sports	a. Net/wall games	Ha-IV-1 Movement combination and team tactics of net/wall games.
	b. Invasion games	Hb-IV-1 Movement combinations and team tactics of invasion games.

Subject	Item	Learning Content of Stage IV	
	c. Target games	Hc-IV-1	Movement combinations and team tactics of target games.
	d. Defensive/running fielding and striking games	Hd-IV-1	Movement combinations and team tactics of defense/run scoring games.
I. Artistic sports	a. Gymnastics	Ia-IV-1	Movement combinations of freehand gymnastics.
		Ia-IV-2	Movement combinations of instrumental gymnastics.
	b. Dance	Ib-IV-1	Creative dance.
		Ib-IV-2	Various social dances.
	c. Folk sports	Ic-IV-1	Advanced and integrated folk sports.
		Ic-IV-2	Individual or team performance of folk sports.

(VI) Stage V – Required Courses for Upper secondary school

1. Health and nursing

(1) Learning Performance

Category	Item	Learning Performance of Stage V	
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.
		La-V-4	Explore innovative strategies, resources and norms that promote holistic health.
	b. Psychomotor concept	1b-V-1	Summarize the importance of health skills and life skills for health maintenance.
		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.

Category	Item	Learning Performance of Stage V	
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 scenarios, 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.
		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.

Category	Item	Learning Performance of Stage V
		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.

(2) Learning Content

Subject	Item	Learning Content of Stage V
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.
		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	a. 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.
	b. 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.

Subject	Item	Learning Content of Stage V
		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 prevention	a. Mental health	Fa-V-1 Post-traumatic stress syndrome.
		Fa-V-2 Prevention and treatment of physical and mental disorders.
		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.

2. Physical Education

(1) Learning Performance

Category	Item	Learning Performance of Stage V
1. Cognition	c. 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.
	d. Movement principle	1d-V-1 Analyze the principles of various sports skills.
		1d-V-2 Evaluate various strategies for sports competitions.

Category	Item	Learning Performance of Stage V	
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.
	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.

(2) Learning Content

Subject	Item	Learning Content of Stage V	
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 Sports	Bd-V-1	Application and performing activities of 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	Mechanism of nutrient in exercise and principles 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.
	e. Other recreational activities	Ce-V-1	Self challenge in other recreational activities.
G. Challenge type sports	a. Track and field	Ga-V-1	Basic skills of running, jumping and throwing.
	b. Swimming	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 swimming competition.

Subject	Item	Learning Content of Stage V	
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 game skills and comprehensive team tactics.
	c. Target games	Hc-V-1	Comprehensive application of target game skills and comprehensive team tactics.
	d. Defensive/running games	Hd-V-1	Comprehensive application of defensive/running game 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.

(VII) Stage V — Elective Courses in Upper Secondary School

The deepening and broadening elective 6 credits of senior high school education (Stage V) are all cross-subject electives. The full name of the module is: "Health and Sports and Leisure", which is divided into three subjects. The contents are as follows:

1. Safety Education and Injury Prevention

(1) Learning Performance

Category	Item	Learning Performance of Stage V	
1. Cognition	a. Health knowledge	1a-V-3	Infer the impact and risk of internal and external behavior on health.
	c. Physical activity knowledge	1c-V-1	Apply sports prevention principles and application methods.
2. Affection	a. Health awareness	2a-V-3	Observe and experience the self-conscious benefits and obstacles of health actions in individuals and groups in a multi-faceted manner.
	c. Sports learning	2c-V-2	Exhibit mutual tolerance and appropriate interpersonal communication skills.

Category	Item	Learning Performance of Stage V	
	attitude		
3. Psychomotor	a. Health skill	3a-V-1	Explore diversified and innovative methods and demonstrate skills to promote individual and population health.
	d. Strategy application	3d-V-2	Apply the ability of systematic thinking and meta-analysis to solve the problems of various sports situations.
4. Behavior	a. Self-health management	4a-V-3	Effectively demonstrate behaviors that promote health and reduce health risks.
	c. Exercise plan	4c-V-1	Criticize and appropriately use sports-related technology, information and media, products and services.

(2) Learning Content

Subject	Item	Learning Content of Stage V	
J. Health and sports leisure	a. Safety education and injury prevention	Ja-V-1	Primary first aid practice.
		Ja-V-2	Preliminary study on intermediate first aid.
		Ja-V-3	Sports injury prevention.
		Ja-V-4	Workplace injury prevention.
		Ja-V-5	Prevention of other accident injuries.

2. Sports and Health

(1) Learning Performance

Category	Item	Learning Performance of Stage V	
1. Cognition	a. Health knowledge	1a-V-4	Explore innovative strategies, resources and norms that promote holistic health.
	c. Physical activity knowledge	1c-V-2	Apply movement development, exercise methods and nutrition knowledge to design a suitable exercise prescription and apply it in daily life.
2. Affection	a. Health awareness	2a-V-2	Reflect on the threat and severity of health problems to individuals, groups and the world.
	b. Sports learning	2c-V-2	Exhibit mutual tolerance and appropriate interpersonal communication skills.

Category	Item	Learning Performance of Stage V	
	attitude		
3. Psychomotor	a. Health skill	3a-V-1	Explore diversified and innovative methods and demonstrate skills to promote individual and population health.
	b. Life skill	3b-V-4	In response to different health situations, effectively use various life skills to develop a healthy lifestyle for individuals and groups.
	c. Psychomotor performance	3c-V-3	In response to different sports situations, show and surpass personal sports potential.
	d. Strategy application	3d-V-2	Apply the ability of systematic thinking and meta-analysis to solve the problems of various sports situations.
4. Behavior	a. Self-health management	4a-V-1	Use effective health information, products and services to formulate health action strategies.
	b. Health advocacy	4b-V-4	Publicly carry out health initiatives and effectively influence others' beliefs or actions of promoting health.
	c. Exercise plan	4c-V-3	Plan and reflect on a lifelong exercise plan for personal fitness and sports skills.
	d. Exercise practice	4d-V-2	Actively implement a personal lifelong exercise plan, and make checks and amendments.

(2) Learning Content

Subject	Item	Learning Content of Stage V	
J. Health and sports leisure	b. Sports and health	Jb-V-1	Food safety and healthy diet management.
		Jb-V-2	Stress and emotion management.
		Jb-V-3	Health and posture management.
		Jb-V-4	Sports and gender.

3. Health and Leisure Life

(1) Learning Performance

Category	Item	Learning Performance of Stage V	
1. Cognition	a. Health knowledge	1a-V-1	Interpret the concepts and meanings of physical, psychological, social and spiritual health.

Category	Item	Learning Performance of Stage V	
	b. Psychomotor concept	1b-V-4	Construct strategies or actions for health self-management.
	c. Physical activity knowledge	1c-V-1	Apply sports prevention principles and methods of application.
		1c-V-2	Apply movement development, exercise methods and nutrition knowledge to design a suitable exercise prescription and apply it in daily life.
2. Affection	a. Health awareness	2a-V-3	Observe and experience the self-conscious benefits and obstacles of health actions in 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.
	3. Sports appreciation	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	a. Health skill	3a-V-2	Explore diversified and innovative methods and demonstrate skills to promote individual and population health.
	b. Life skill	3b-V-4	In response to different health situations, effectively use various life skills to develop a healthy lifestyle for individuals and groups.
	c. Psychomotor performance	3c-V-1	Exhibit systemic body control.
		3c-V-3	In response to different sports situations, show and surpass personal sports potential.
	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	a. Self-health management	4a-V-2	Evaluate one's own health behavior, and correct and improve it in time.
	b. Health	4b-V-4	Publicly carry out health initiatives and

Category	Item	Learning Performance of Stage V	
	advocacy		effectively influence others' beliefs or actions of promoting health.
	c. Exercise plan	4c-V-1	Criticize and appropriately use sports-related technology, information and media, products and services.
		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.

(2) Learning Content

Subject	Item	Learning Content of Stage V	
J. Health and sports leisure	c. Health and leisure life	Jc-V-1	Nature-loving health and leisure activities.
		Jc-V-2	Health exercise.
		Jc-V-3	Health and leisure activities.
		Jc-V-4	Healthy living and nursing.

VI. Implementation Directions

The key points of implementation of 12-year Basic Education 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 six dimensions: sequence, hierarchy, cohesion, unity, moderation, 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) Hierarchy: Health and Physical Education Domain should take into account all students' cognitive levels, mental development, life experiences, psychomotor operation and practical abilities to plan the focus and content of the curriculum development suitable for students at all stages of learning.
- (3) Cohesion: Health and Physical Education Domain needs to strengthen the connection between horizontal relationship and vertical relationship. The horizontal relationship of health education is concerned with the relations among the educational concepts of healthy diet and

nutrition, green consumption, environmental protection, etc. The vertical relationship emphasizes enhancing nutrition education curriculum through gaining knowledge, reasonable judgment and selection of food, and planning meals with balanced diet. The horizontal relationship of physical education refers to the relations among various types of sports such as track and field, gymnastics, swimming, games, dances, and outdoor activities. The vertical relationship refers to the cohesive sequence of teaching materials of sports of all kinds, for example, to practice and coordinate skills of balance and movement in water, and breathe while swimming, then gradually develop into four effective formal styles for swimming competition: freestyle, backstroke, breaststroke, butterfly stroke.

- (4) 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, environment, marine education, as well as safety education, outdoor education and other relevant issues.
- (5) Moderation: Every subject in Health and Physical Education Domain should be moderate in both quality and quantity, taking into consideration the learning focus of every learning stage and the differences in students' characteristics, and provide sufficient learning hours and adequate curriculum content. The allocation of learning hours should follow the implementation measures of physical education for schools of all levels, and allow alternative learning periods to achieve the overall goal of Health and Physical Education Domain.
- (6) 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 such as "health advocacy and self-care," "advanced physical education" and so on 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 health education/health and nursing, the content of physical education course, 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 primary school, students should be offered diversified physical learning experience, avoiding focusing on a single sport. After entering Junior 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 general high school can be more flexible, and be able to be compiled into units / single volume teaching materials through sports, to offer schools to select and apply so as to make full use of the teaching material.

3. Teaching Implementation

Health and Physical Education Domain is concerned with learning stages, learning content, faculty, teachers' specializations, flexible implementation of domain teaching, or subject-specific teaching. If health and physical-education-specific teaching is adopted, every school should take into account curriculum implementation and students' learning progress, and plan and implement integrative teaching of domain curriculum in every semester, and have students explore health

and physical-education-related phenomena and problems from various perspectives.

(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 into account areas and seasons to develop alternative teaching of physical education curriculum on rainy days.
- D. 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 the alternative curriculum and teaching periods.
- E. It’s necessary to consider the environmental resources in the proximity if the school chooses to implement water-based recreational activities. The school with a swimming pool should offer the swimming class, while the school without a swimming pool should offer an out-of-school swimming class. The teaching of swimming in primary school should adjust to Stage IIIs of students.

(2) Teaching Strategies and Methods

- A. Facilitating adaptive learning should be based on differences among students in various aspects, including age, gender, ethnicity, areas, learning proficiency, learning interest, multiple intelligences, physical and mental development, physical and mental disorders, ethnic culture, socio-economic background, etc., and plan diverse group cooperative learning, adopt diverse learning strategies, and arrange interactive teaching activities between the ordinary class and the special education class. Regarding the learning of physically and mentally disabled students, the physical and mental conditions and the learning needs of students and the planning of suitable teaching activities should be considered to enhance the health of the students of special needs.
- B. In response to the facilitative activities of schools as well as physical education activities and sport competitions in and out of school, all the schools should plan health education and physical education activities, create various situations for learning opportunities of students, which extend to life fields such as families, schools, and communities, and build environments that support health, and provide experiences of outdoor activities and service learning.
- C. The process of teaching should center on students, engaging their active participation, experiencing and interaction, and provide opportunities for students to realize healthy living in everyday living.
- D. Integrating life skills into the teaching of health education through effective educational approaches, enabling students to develop critical thinking, and decision-making ability so that they are willing to make autonomous and public commitment, cultivate healthy behavior, promote self-efficacy, and exhibit action force that is beneficial to individual health.
- E. Applying diverse teaching methods for health education, such as health-promotion

cooperative learning, simulations for food selections, experiential learning of environments, exploratory teaching of environmental safety, and the health action plan with individual differences in order to support real-life teaching of health education.

- F. Adopting diversified teaching methods, models, or strategies for physical education, for example, interesting teaching for physical education, Teaching Games for Understanding, Mosston Spectrum of Teaching Styles, Sport Education Model, Movement Education Model, Fitness Education Model, Teaching Personal and Social Responsibility, Station Teaching, and others.
- G. Applying segmented or proceduralized explanation and demonstration, practice and feedback, combining life experience and learning of basic skills, to help students acquire sport skills, foster sport participation, and develop life-long learning and exercising habits.

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, and be encouraged to set up learning

communities and parent-teacher collaborative learning communities. Schools should invite parents to participate the teaching and activities related to health and physical education, and seek support from parents and community people for the implementation of curriculum of health and physical education to cultivate a culture of cooperative learning among parents, teachers, and students. Schools should introduce beneficial resources, sharing health and physical education related equipment and human resources, establish “family-school-community” partnership, caring for students’ healthy living and fostering their habit of and attitude for regular exercises, so as to promote parents’ and local people’s understanding and participation of health and physical education related teaching and activities.

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. Physical education / 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.