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Academic year

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Subject : Moral and Civic Education							
The Requirements of Basic Academic Attainments at Junior Education ⁽¹⁾		Teaching Content to be covered through the following teaching activities (State the name and content of the relevant modules / school-based curriculum / other learning activities)			If not covered, please state the reason(s) and provide possible solution(s)	Textbook	Remark(s):
Learning Strand	Concrete Content	F1	F2	F3			
A: Self-development A-1 Self-cognition	A-1-1 Be able to review and understand their own values and moral behaviour.						
	A-1-2 Be able to know their own abilities and actively develop their potential.						
	A-1-3 Be able to have a clear understanding of self-image through evaluating their strengths and weaknesses objectively.						
	A-1-4 Be able to understand the characteristics of pubertal development, and be willing to accept their physiological changes during puberty.						
	A-1-5 Be able to have their own views on a gender difference, correctly understand the feelings about and friendship with classmates and friends of the opposite sex, and properly handle gender relations with others.						
	A-1-6 Be able to understand the positive and negative impact of idol worship on young people’s growth, and treat their idols in an essentially rational way.						
A: Self-development A-2 Self-management	A-2-1 Be able to preliminarily analyse and handle their feelings, as well as understand and control their emotions and psychological impulses.						
	A-2-2 Be able to analyse setbacks and adversity objectively, be able to overcome difficulties.						
	A-2-3 Be able to resolve						

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	interpersonal conflicts in a rational way.						
	A-2-4 Be able to treat themselves and others in a responsible manner in their family, school and social life.						
	A-2-5 Be able to manage their time effectively.						
	A-2-6 Have a rational consumption attitude and preliminarily acquire the financial management ability.						
A: Self-development A-3 Life Care and Healthy Life	A-3-1 Be able to recognise the value of life, know how to cherish life and have a great love of life.						
	A-3-2 Be able to treat the life course of birth, aging, diseases and death correctly.						
	A-3-3 Be able to choose activities conducive to physical and mental health, form a healthy lifestyle and habit.						
	A-3-4 Be able to know the dangers of drink and drugs, smoking and porno culture , be able to resist them.						
	A-3-5 Know the possible impact of gambling on individuals and the society, and refuse to participate in it.						
	A-3-6 Know the dangers and the ways of transmission of AIDS virus, be able to treat AIDS patients properly.						
A:	A-4-1 Be able to establish achievable goals and plans for their life, know various						

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Self-development A-4 Life Planning		factors that influence the achievement of personal goals and plans.					
	A-4-2	Be able to reflect on their current learning situation and lifestyle, and strive for making improvements.					
	A-4-3	Be able to know the factors that influence their further studies and career orientation, and care about their future development.					
	A-4-4	Be able to develop good working habits and working quality, establish a spirit of respecting and loving labour, as well as working hard and honestly.					
B: Group life B-1 Family Life	B-1-1	Know the functions of family and elements of happy family life, have a sense of belonging to their family.					
	B-1-2	Understand children's family obligations.					
	B-1-3	Be able to understand the hard effort of parents and the elders to bring them up, take care of parents, and try their best to show filial affection for parents and the elders.					
	B-1-4	Be able to strive to establish a good relationship with family members and use simple ways to settle family conflicts.					
	B-1-5	Be able to know the significance of marriage, marital responsibilities and the importance of the marriage system.					
	B-1-6	Generally, be able to grasp					

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	the situation of divorce, single parent families and remarriage, know the possible impact of such situation on individuals, the family and the society.						
B: Group life B-2 School Life	B-2-1 Be able to know the organisational structure of schools, the nature of teachers’ and school staff’ work, respect them and be willing to communicate with them.						
	B-2-2 Be able to understand the importance of school rules, abide by them and maintain school order.						
	B-2-3 Be able to know the essential elements in creating a harmonious school environment and strive to promote harmony on campus.						
	B-2-4 Be able to know the development and changes of their school, have a greater sense of belonging.						
	B-2-5 Be willing to participate in discussions about class and school development, put forward their opinions and suggestions.						
	B-2-6 Take an active part in classroom and school activities.						
B: Group life B-3 Group Communication	B-3-1 Be aware of peer influence, know how to choose friends and reject the unreasonable or unlawful requests from their friends.						
	B-3-2 Be aware of the impact of group pressure and be able to show true self in						

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	groups.						
	B-3-3 Be able to appreciate others’ strengths, tolerate others’ weaknesses, and respect each other.						
	B-3-4 Be able to care about, tolerate and understand others, know the value of friendship, interact with classmates and friends actively.						
	B-3-5 Be able to listen to others and willingly communicate with others.						
	B-3-6 Be kind-hearted, treat all people in a fair and equal way, show solidarity and cooperation with others.						
	B-3-7 Be trustworthy and responsible.						
	B-3-8 Be able to understand the relationship between competition and cooperation, properly deal with such issues in their life.						
	B-3-9 Be able to show sympathy for the weak, have a sense of justice, be opposed to discriminatory, bullying and violent behaviour that causes harm to others.						
	B-3-10 Be able to understand the relationship between rights and obligations, respect others’ rights, exercise their rights reasonably and perform their obligations.						
	B-3-11 Be able to accept others’ opinions, sum up successful experience and learn from hard lessons they have experienced.						
C: Social	C-1-1 Know that the						

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participation C-1 Civic Life and National Identity	Constitution of the People's Republic of China is the fundamental law of the country, and understand the relationship between the Constitution of the People's Republic of China and the Basic Law of the Macao Special Administrative Region of the People's Republic of China.						
	C-1-2 Be able to know the characteristics of the political system in Macao, understand the connotation and significance of the “One Country, Two Systems” policy.						
	C-1-3 Be able to know the content, significance and role of the Basic Law of the Macao Special Administrative Region of the People's Republic of China.						
	C-1-4 Be able to know the rights and duties of Macao residents.						
	C-1-5 Be able to understand China’s political system.						
	C-1-6 Be able to basically understand and appreciate the significance of China’s reform and opening up, understand the great achievements in China’s development in recent years, and know the historic juncture in China’s development.						
	C-1-7 Be able to know the position, influence and						

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	role of China in the international society. Establish the concept of putting national interests first and proactively safeguard national security, honor and interests.						
	C-1-8 Be able to understand the interrelated and interdependent relations between Macao and the mother country.						
C: Social participation C-2 Government Functions and Social Operation	C-2-1 Be able to roughly know the functions of and interrelationship between the administrative, legislative and judicial systems of Macao.						
	C-2-2 Be able to know the method of selecting the Chief Executive, and that of the formation of Executive Council and Legislative Assembly.						
	C-2-3 Be able to know the electoral system of Macao, understand the significance of the voting rights of residents and their participation in democratic elections.						
	C-2-4 Be able to know the structure and functions of the key departments of the Macao Special Administrative Region Government, know how to seek advice from, as well as reflect their demands and opinions to the departments concerned.						
	C-2-5 Know the significance of the law, understand the role of the law in social						

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	life, know the difference between offence and crime, and consciously observe the law and public order of Macao.						
	C-2-6 Be able to know the main types of laws in Macao, and the procedures for their formulation and promulgation.						
	C-2-7 Be able to have some basic knowledge of the characteristics of Macao’s economic development, and the opportunities and challenges follow.						
	C-2-8 Be able to care about the social development of Macao, express opinions and suggestions about it.						
	C-2-9 Be able to care about the phenomena of social injustice, understand the causes and harmful effects of corruption.						
C: Social participation C-3 Civic Participation and Social Activities	C-3-1 Be able to care about community building and improvements of environments.						
	C-3-2 Be able to know the key social organisations in Macao and their social functions.						
	C-3-3 Be able to take the initiative to participate in public welfare and charitable activities, and help the weak in daily life.						
	C-3-4 Be able to preliminarily know the social support network and social security mechanism of Macao.						
	C-3-5 Be able to care about the current affairs and						

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	development of Macao and China, have the basic ability to learn and discuss about public issues in a rational manner.						
	C-3-6 Be able to know the role and influences of the mass media on the society, and acquire the basic ability to criticise the media.						
	C-3-7 Be able to understand the importance of press freedom, the social responsibilities and occupational ethics of the media.						
C: Social participation C-4 Ethnic Identity and Diverse Coexistence	C-4-1 Be able to understand that the cultural characteristics of the Chinese nation is inclusiveness.						
	C-4-2 Be able to know the history, culture and customs, as well as recognise the fine traditions and achievements of the nation they belong.						
	C-4-3 Be able to live in harmony with and respect people of different nationalities, races, religious beliefs and cultures.						
	C-4-4 Be able to know the characteristics and importance of social and cultural coexistence of Macao, and be willing to strive for the diversified and sustained development of Macao.						
	C-4-5 Be able to know the world cultural heritage sites in Macao as well as their characteristics and cultural backgrounds, know how						

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	to cherish and protect them.						
D: International horizons D-1 Technology and Environmental Ethics	D-1-1 Be able to know the relationship between scientific-technological development and moral ethics, and know the importance of regulating the application of science and technology.						
	D-1-2 Be able to understand the impact of information technology development on globalisation.						
	D-1-3 Be able to know and comply with the basic code of conduct for using the network media.						
	D-1-4 Be able to understand the importance of biodiversity.						
	D-1-5 Be able to care about the global resource problems and understand the important significance of appropriate development and reasonable use of resources.						
	D-1-6 Be able to care about the global environmental changes, and their impact on the well-being of mankind.						
D: International horizons D-2 Global Links and Common Values of Human Beings	D-2-1 Be able to observe and experience, in everyday life, the trend of economic globalisation and its impact on personal life and regional development. Have a basic understanding of the concept of “global village” and the significance of building a human community with a						

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	shared future.						
	D-2-2 Be able to have a basic understanding of the status of globalisation from the perspectives of transportation, the media and the Internet development;						
	D-2-3 Be able to care about the important global issues such as environmental protection, starvation, crime, disease, trade and scientific research.						
	D-2-4 Be able to understand the importance of equality and mutual trust, assistance and respect.						
	D-2-5 Be able to have a basic understanding of the basic value of human rights and democracy.						
D: International horizons D-3 International Cooperation and Development of World Peace	D-3-1 Be able to have a basic understanding of the purposes and functions of major international organisations. Know the international organisations based in Macao and the major international organisations that Macao participates in.						
	D-3-2 Be able to have a basic understanding of the content and value of the major international protocols.						
	D-3-3 Be able to have a basic understanding of the causes of international conflicts, and recognise that international disputes should be settled peacefully.						

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	D-3-4	Be able to understand the damage caused by wars to individuals, society, the country and the world, and understand the importance of world peace;					
	D-3-5	Be able to know the global situation of disparity between the rich and the poor, care about the needs of people in the impoverished areas.					
	D-3-6	Be able to appreciate and respect the cultural traditions and differences between different countries and nations.					
D: International horizons D-4 Macao and the World	D-4-1	Be able to pay attention to major international news.					
	D-4-2	Be able to perceive the social development of Macao in their daily life and understand the mutual influence between Macao and other countries and regions.					
	D-4-3	Be able to have a basic understanding of the conditions necessary for Macao to become an international city as well as the opportunities and challenges it may face.					
	D-4-4	Be able to have a basic understanding of the position and role of Macao in the economic and cultural exchanges between China and the Portuguese-speaking countries.					

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 52/2024 (Annex V)	Data : (D) / (M) / (Y)
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