

Annex VIII

The Requirements of Basic Academic Attainments for Junior Secondary Moral and Civic Education

I. Basic rationale

The Requirements of Basic Academic Attainments for Junior Secondary Moral and Civic Education should comply with the following fundamental principles:

1. Taking the gradually expanding and enriching life experience of students as the base

The moral and civic literacy of students takes shape gradually through their cognition, perception and experience of life. Junior secondary students are right in their puberty and the process of transition ~~to~~ to adulthood, the scope and connotation of their life as well as the relationships involved are expanded and enriched with each passing day. An effective Moral and Civic Education must be closely related to students' real life, make full use of their daily life experience, resolve the ethical issues encountered in their life, lead students to understand the significance of life, cultivate their sense of responsibility, the notions of right and wrong and positive attitude of life, guide them to live a meaningful life, and pursue their ideal life.

- 2 **Combining value orientation, students' active exploration and autonomous practice**

Moral and civic literacy is the result of internalising the external social norms and moral requirements into individual characters, which can only be achieved through students' autonomous exploration and practice. Meanwhile, junior secondary education level is a critical stage for forming students' values. Therefore, Moral and Civic Education curriculum should attach importance to the guidance of positive-values as well as emphasise on the autonomy of students. It should arouse students' self-motivation, and encourage them to explore, experience and reflect on their own initiative; thus link the cultivation of values with students' autonomous practice to enhance the development of their moral and civic literacy.

- 3 **Attaching importance to the enhancement of students' civic literacy and development of international perspective**

Junior secondary students are at an important stage of rapid physical and mental development, and learning to participate in social public life. To this end, the curriculum should attach special importance to civic education to help students correctly understand and actively participate in social life, be concerned about the development of Macao, the country and the nation, and enable them to learn to be responsible citizens. In the context of globalisation, the curriculum should also lead students to care about the global issues, gradually broaden their international horizons, and help them establish such concepts as “global village” and “global citizens”.

II. Curriculum Goals

- 1 Cultivate students’ positive values and attitude, courage and ability to overcome difficulties and face setbacks, and develop such good qualities as self-esteem, autonomy, self-discipline, honesty, trustworthiness, respect, rationality, cooperation, caring and responsibility.
- 2 Help students correctly understand themselves, establish a healthy lifestyle, and improve their ability to control themselves and resist negative temptations.
- 3 Enhance students’ sense of belonging to the family and school, as well as the national and ethnic identity, foster their love for the country and Macao, and preliminarily form the habit of caring about the development of Macao and pro-social behaviours.
- 4 Cultivate students’ civic values in terms of democracy, rule of law, human rights and justice, as well as their abilities of critical thinking, ~~and~~ rational judgment and taking an active part in public social life.
- 5 Nurture students’ open and tolerant attitude to diverse cultures and lifestyles; broaden their international horizons, and preliminarily develop their awareness and sense of responsibility of “global citizens”.

III. The Requirements of Basic Academic Attainments in different learning domains

Explanation of coding:

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A – “Self-development”, B – “Group

life”, C – “Social participation”, D – “International horizons”.

- (2) The number following the English letter represents the serial number of the learning category of requirements of basic academic attainment in the respective learning domain.
- (3) The second number following the English letter represents the serial number of the requirements of basic academic attainments in the respective learning category.

Learning domain A: Self-development

A-1 Self-cognition

- A-1-1 Be able to review and understand their own values and moral behaviours.
- A-1-2 Be able to know their own abilities and actively bring their potential ~~s~~ into full play.
- A-1-3 Be able to have a clear understanding of their own images through evaluating their strengths and weaknesses objectively.
- A-1-4 Be able to understand the characteristics of adolescent development and be willing ~~to~~ to accept their physiological changes during puberty.
- A-1-5 Be able to know their own views on the same and opposite sex, correctly understand the feelings about and friendship with the opposite sex classmates and friends, and properly handle the gender relationship with others.
- A-1-6 Be able to understand the positive and negative impact of idol worship on youth development, and treat their idols in an essentially rational way.

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 their setbacks and adversities objectively, have the ability to face difficulties.
- A-2-3 Be able to acquire the basic ability to resolve 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 Demonstrate a rational attitude to consumption and preliminarily acquire the financial management ability.

A-3 Life Care and Healthy Life

- A-3-1 Be able to recognise the value of life, cherish life, and have passion for ~~his~~ 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 wholesome activities and form healthy lifestyle and habits.
- A-3-4 Be able to know the harm of drugs, alcohol, smoking and pornography, as well as be able to resist them.
- A-3-5 Be able to understand the possible impact of gambling on individuals and the society at large and refuse to participate in it.
- A-3-6 Be able to know the harm and the ways of transmission of HIV/AIDS, be able to treat people with HIV/AIDS properly.

A-4 Life Planning

- A-4-1 Know how to plan their life, and be able to set practical goals and plans.
- A-4-2 Be able to know the various factors that affect the achievement of personal goals and plans.
- A-4-3 Be able to reflect on their current learning situation and lifestyle, and strive for improvement.
- A-4-4 Be able to know the factors that affect their further studies and career orientation, and be concerned about their future development.

Learning domain B: Group life

B-1 Family Life

- B-1-1 Know the functions of the family and the elements of a happy family, as well as have a sense of belonging to their family.≠
- B-1-2 Be able to know children's obligations to the family.≠
- B-1-3 Be able to understand parents' and elders' efforts in bringing them up, care for their parents, and try their best to show filial piety to their parents and respect other elders.
- B-1-4 Be able to strive to establish good relationship with family members and master simple methods of resolving 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 treat divorces, single-parent and digamous families properly, as well as know their possible impact on individuals, the family and the society at large.

B-2 School Life

- B-2-1 Be able to know the organisational structure of schools, understand the nature of teachers' and school staffs' work, as well as respect them and be willing to communicate with them.

- B-2-2 Be able to understand the importance of school rules, take initiative to abide by them, and maintain school order.
- B-2-3 Be able to know the essential elements for building a harmonious school environment and strive to promote school harmony.
- B-2-4 Be able to know the development and changes of their school, as well as enhance their sense of belonging to the school.
- B-2-5 Be willing to participate in discussions about the class and school development, as well as put forward their opinions and suggestions.
- B-2-6 Take an active part in class and school activities.

B-3 Group Communication

- B-3-1 Understand the influence of peer groups, know how to choose friends, and reject the unreasonable or unlawful requests of their friends.
- B-3-2 Know the impact of group pressure and be able to maintain selfhood in 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; and interact with classmates and friends actively.
- B-3-5 Be able to acquire the skills and abilities to listen to others and communicate with others willingly.
- B-3-6 Be kindhearted, treat others on an equal footing, and place emphasis on solidarity and cooperation.
- B-3-7 Be trustworthy and responsible.
- B-3-8 Be able to understand the relationship between competition and cooperation, and handle issues related to competition and cooperation appropriately in life.
- B-3-9 Be able to show sympathy for the weak, have a sense of justice, and resist such behaviours as discrimination, bullying and violence which may harm others.
- B-3-10 Be able to understand the relationship between rights and obligations, respect others' rights, and exercise their rights reasonably and perform their obligations.
- B-3-11 Be able to accept others' opinions, know how to sum up the successful experience and lessons from failures.

Learning domain C: Social participation

C-1 Civic Life and National Identity

- C-1-1 Be able to know the characteristics of the political system in Macao, and understand the connotation and significance of

the “One Country, Two Systems” policy practiced in Macao.

- C-1-2 Be able to know the content, significance and role of the Basic Law of the Macao Special Administrative Region.
- C-1-3 Be able to understand the rights enjoyed by and obligations that should be assumed by Macao residents.
- C-1-4 Be able to understand the political system of China.
- C-1-5 Be able to basically understand and feel the significance, key achievements and difficulties of the reform and opening-up of China.
- C-1-6 Be able to know the position, influence and role of China in the international society.
- C-1-7 Be able to understand the interdependent relationship between Macao and mainland China.

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 and 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 function of the key departments of the Macao SAR 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 law, understand the role of law in social 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 as well as the procedures for their formulation and promulgation.
- C-2-7 Be able to have an initial knowledge of the characteristics of Macao’s economic development, and its opportunities and challenges.
- C-2-8 Be able to care about the social development of Macao and give opinions and suggestions.
- C-2-9 Be able to care about phenomena of social injustice and understand the causes and damages of corruption.

C-3 Civic Participation and Social Activities

- C-3-1 Be able to care about community building and environmental improvement.
- C-3-2 Be able to know the key social organisations in Macao and

their social functions.

- C-3-3 Be able to take initiatives 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 development of Macao and China, as well as have the basic ability to know and discuss about public issues in a rational manner.
- C-3-6 Be able to know the role and influence of 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 and the social responsibilities and occupational ethics of the media.

C-4 Ethnic Identity and Diverse Coexistence

- C-4-1 Be able to understand that the cultural characteristic 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 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 and their characteristics and cultural backgrounds as well as know how to cherish and protect them.

Learning domain 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 problem 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 as well as their impact on the well-being of mankind.

D-2 Global Links and Common Values of Human Beings

- D-2-1 Be able to observe and perceive the trend of economic, political and cultural globalisation in daily life, and preliminarily understand the concept of “global village”.
- D-2-2 Be able to preliminarily understand the impact of globalisation on personal life and regional development.
- D-2-3 Be able to preliminarily understand the situation of globalisation from such perspectives as the development of transportation, media and the internet.
- D-2-4 Be able to care about such important global issues as environmental protection, starvation, crime, disease, trade and scientific research, etc.
- D-2-5 Be able to understand the importance of equality and mutual trust, assistance and respect.
- D-2-6 Be able to preliminarily understand the basic value of human rights and democracy.

D-3 International Cooperation and Development of World Peace

- D-3-1 Be able to preliminarily understand the goals and roles of the major international organisations.
- D-3-2 Be able to preliminarily understand the content and value of the major international protocols.
- D-3-3 Be able to preliminarily understand the causes of international conflicts and recognise that international disputes should be settled by peaceful means.
- D-3-4 Be able to understand the harm of war to individuals, the society, the country and the world at large, as well as the importance of world peace.
- D-3-5 Be able to know the global situation of disparity between the rich and the poor, and care about the needs of people in the impoverished areas.
- D-3-6 Be able to appreciate and respect the cultural traditions of different countries and nationalities, as well as their differences.

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 preliminarily understand the conditions necessary for Macao to become an international city as well as the opportunities and challenges likely to be encountered in this process.
- D-4-4 Be able to preliminarily understand the position and role of

- D-4-5 Macao in the economic and cultural exchanges between China and the Portuguese-speaking countries.
Be able to know the international organisations in Macao and the major international organisations of which Macao is a member.