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Subject : Moral and Civic Education									
The Requirements of Basic Academic Attainments at Primary 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)	Remark(s):
Learning Domain	Concrete Content	P1	P2	P3	P4	P5	P6		
About Myself	A – 1 – 1	Recognise their main features and appreciate their own merits and strengths.							
	A – 1 – 2	Be able to identify their similarities and differences with others.							
	A – 1 – 3	Be able to recognise their growth and changes.							
	A – 1 – 4	Be able to be aware of their interest and imagine the "future self".							
	A – 1 – 5	Be able to control their emotions with the help of adults.							
	A – 1 – 6	Be able to understand the differences between things they like doing and those they should do.							
	A – 1 – 7	Be able to notice the impact of their behaviours on others.							
	A – 1 – 8	Do things that they can do by themselves and be dedicated to things they do.							
	A – 1 – 9	Keep their words and carry things through to the end.							
	A – 1 – 10	Be able to preliminarily tell the right from wrong, be honest and have the courage to admit their mistakes.							
	A – 1 – 11	Value time and be punctual.							
	A – 1 – 12	Be able to work and rest according to schedule, preliminarily form good dietary and hygienic habits.							
	A – 1 – 13	Acquire the basic general knowledge about home safety and know the basic methods of asking for help and saving themselves.							
	A – 1 – 14	Be able to identify the behavioural characteristics of male and female, develop gender awareness.							
A – 2 – 1	Be able to cherish life and know the value of their lives.								

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	A – 2 – 2	Be able to develop interest beneficial to their physical and mental health.							
	A – 2 – 3	Be able to recognise their strengths and weaknesses, know their value, and improve themselves constantly.							
	A – 2 – 4	Be able to set personal ambitions.							
	A – 2 – 5	Know the equal importance of personal spiritual and material needs.							
	A – 2 – 6	Be able to understand, as well as preliminarily control and adjust their emotions and behaviours.							
	A – 2 – 7	Know the harm of smoking, alcoholism, drug abuse and gambling; be able to keep away from these vices.							
	A – 2 – 8	Know the consequence of their behaviours to themselves and others; be able to be responsible for their behaviours.							
	A – 2 – 9	Be able to develop good living habits and acquire the preliminary ability to take care of their own living.							
	A – 2 – 10	Know that one should not flinch from difficulties and setbacks encountered in life and learning, and preliminarily have a positive attitude toward life.							
	A – 2 – 11	Know the importance of self-respect, self-love, honesty and trustworthiness.							
	A – 2 – 12	Be able to recognise their changes during puberty, especially the characteristics of emotions.							
	A – 2 – 13	Be able to accept the differences between the two sexes and know the importance of mutual respect between males and females.							

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	A – 2 – 14	Know and preliminarily understand the necessity of contacts between the two sexes as well as the correct ways and norms.							
	A – 2 – 15	Know how to deal with and cry for help in case of sexual harassment.							
	A – 2 – 16	Have safety awareness, as well as the preliminary self-protection and self-rescue abilities.							
	A – 2 – 17	Know the unique role of the cyber world in providing various types of information and widening people's horizon.							
	A – 2 – 18	Know the virtual nature of the cyber world and the harm of bad information.							
	A – 2 – 19	Know the harm of addiction to cyber games to their physical and mental health.							
	A – 2 – 20	Be able to have an appropriate understanding of the relationship between their idols and themselves.							
My family and I	B – 1 – 1	Be able to love their family members and respect their elders and relatives.							
	B – 1 – 2	Know how to express their love to their family members.							
	B – 1 – 3	Be able to understand the importance of each family member fulfilling their duties.							
	B – 1 – 4	Be able to understand and feel the contribution of their family members to the family.							
	B – 1 – 5	Know the obligations they should perform in their family.							
	B – 1 – 6	Be able to care for and be considerate of the family members, commit to tasks they are capable of doing.							
	B – 1 – 7	Be able to understand the expectations of their							

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	parents.								
B – 1 – 8	Be able to express their opinions and needs reasonably in their family life.								
B – 1 – 9	Be able to know the household income and main expenditure situation of their family.								
B – 1 – 10	Be able to allocate their pocket money according to plans.								
B – 2 – 1	Show gratitude to their parents and elders for bringing them up and treat them with filial respect.								
B – 2 – 2	Be able to cherish and value the brotherhood and sisterhood with their siblings.								
B – 2 – 3	Be able to show concern for their family members on their own initiative, and shoulder responsibility for their family.								
B – 2 – 4	Be able to care about the economic conditions of their family, understand the contribution of their parents and elders to the family.								
B – 2 – 5	Be able to arrange consumption reasonably and practice thrift.								
B – 2 – 6	Be able to preliminarily establish a correct concept of money.								
B – 2 – 7	Be willing to communicate with family members and able to appropriately deal with the different views between himself/herself and the family members.								
B – 2 – 8	Be able to appropriately deal with criticism from family members.								
B – 2 – 9	Know the importance of family harmony.								
B – 2 – 10	Be able to actively enhance the harmonious relationship with family members and								

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	have a sense of belonging to their family.								
B – 2 – 11	Be able to put forward their opinions and needs properly.								
My School and I	C – 1 – 1	Be able to understand the key features of their schools and teachers.							
	C – 1 – 2	Be able to identify the key features of their classmates and be willing to associate with them.							
	C – 1 – 3	Be able to understand teachers' requirements and respect their teachers.							
	C – 1 – 4	Have their favourite subjects and interest.							
	C – 1 – 5	Know the importance of active learning and develop good learning habits consciously.							
	C – 1 – 6	Understand the need to seek help when faced with life and learning difficulties that they cannot resolve on their own.							
	C – 1 – 7	Be able to cooperate with others in learning and other school activities.							
	C – 1 – 8	Be able to correctly understand and willing to participate in class and school activities.							
	C – 1 – 9	Know the rights that they can enjoy and the obligations that they should fulfill in school.							
	C – 1 – 10	Be able to express their opinions and proposals.							
	C – 1 – 11	Cherish their learning supplies, as well as the school environment and facilities.							
	C – 1 – 12	Be able to know the importance of discipline and order, comply with school rules.							
C – 1 – 13	Have safety awareness and general knowledge on school safety.								

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	C – 2 – 1	Understand the educational philosophy of their schools.							
	C – 2 – 2	Be able to participate in school activities on their own initiative.							
	C – 2 – 3	Be able to respect others, listen to others' opinions and be willing to communicate with others.							
	C – 2 – 4	Be able to accept classmates' strengths properly and be willing to learn from others.							
	C – 2 – 5	Be able to accept and treat the success or failure of their classmates and themselves.							
	C – 2 – 6	Be willing to cooperate with classmates.							
	C – 2 – 7	Be able to get along with classmates on an equal footing and help each other.							
	C – 2 – 8	Handle contradictions with classmates through consultation, tolerance and compromise.							
	C – 2 – 9	Be able to point out classmates' mistakes and use appropriate ways to help them correct the mistakes.							
	C – 2 – 10	Be able to understand, and take the initiative to care about and help schoolmates with physical or psychological disorder or other needs.							
	C – 2 – 11	Perform their obligations as students and exercise their rights properly.							
	C – 2 – 12	Be willing to participate in class election, formulation and management of rules, as well as put forward their opinions.							
	C – 2 – 13	Be able to understand and comply with school and activity rules.							
	C – 2 – 14	Be able to arrange their study according to plans and							

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	E – 2 – 1	Know that China has a long history and splendid culture.							
	E – 2 – 2	Be able to recognise the key features of Chinese culture and its elements that should be promoted and reflected.							
	E – 2 – 3	Know that China is not only a country with a large population, but also with many ethnic groups.							
	E – 2 – 4	Know that Macao has been a part of Chinese territory since ancient times.							
	E – 2 – 5	Understand their national identity.							
	E – 2 – 6	Care about the development of the country, changes in and challenges faced by the country.							
	E – 2 – 7	Know the great achievements of China in her development and be proud of them.							
	E – 2 – 8	Preliminarily understand the influence and position of China in the world.							
	E – 2 – 9	Care about the life and learning of children living on the mainland and be willing to provide help for those in need.							
The World and I	F – 1 – 1	Know that there are many different countries and nationalities on Earth.							
	F – 1 – 2	Know that different countries and nationalities have different cultures, social customs and living habits.							
	F – 1 – 3	Understand that different people have different beliefs.							
	F – 1 – 4	Be able to treat people from different countries or regions amicably.							
	F – 2 – 1	Be willing to know the natural landscape, cultural features and major events of other regions in the world.							

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	F – 2 – 2	Be able to understand that people living in different eras and regions have different life styles, social customs and values.							
	F – 2 – 3	Be able to respect the belief and life style of other countries or nationalities.							
	F – 2 – 4	Be able to respect different cultures and social customs.							
	F – 2 – 5	Know that some regions give rise to contradictions and conflicts due to different cultural backgrounds, as well as the negative consequences caused.							
	F – 2 – 6	Be able to treat people from different countries or regions on an equal footing.							
	F – 2 – 7	Be able to show sympathy to the needy people in other countries or regions and be willing to provide the needy with whatever help they can.							
	F – 2 – 8	Be able to have a preliminary understanding of the harm of war and know the importance of maintaining world peace.							
	The Environment and I	G – 1 – 1	Enjoy being close to and appreciating nature, love plants and animals.						
G – 1 – 2		Be able to take good care of their home environment, public facilities and public environment; pay attention to public hygiene.							
G – 1 – 3		Understand the importance of saving water, electricity and paper; have preliminary ecological awareness.							
G – 2 – 1		Be able to have a preliminary understanding of the impact of human consumption behaviour on resources and the environment.							

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	G – 2 – 2 Know the importance of protecting natural environment and maintaining ecological balance.								
	G – 2 – 3 Be able to discover examples of environmental destruction in life put forward their opinions and proposals for improvement.								
	G – 2 – 4 Be able to cherish and save natural resources in everyday life, in particular, water and energy.								
	G – 2 – 5 Be able to actively participate in environmental protection activities that they are capable of, have preliminary environmental protection awareness and the corresponding sense of social responsibility.								
	G – 2 – 6 Be able to acquire a preliminary understanding of the significance of scientific and technological development to human life and social development, as well as the possible negative effect.								
	G – 2 – 7 Be able to have the preliminary concept of sustainable development.								

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 19/2016 (Annex X)	Data : (D) / (M) / (Y)
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