

**EDUCATION BUREAU CIRCULAR MEMORANDUM No. 137/2020**

From : Secretary for Education

To : Heads and Teachers of all Kindergartens,  
Secondary Schools and Primary Schools

Ref. : EDB(CDI/TR)/300-1/1/20 (2)

Date: 28 August 2020

*(Note: This circular memorandum should be read by heads and teachers of all secondary schools, primary schools and kindergartens.)*

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## **Learning and Teaching Resources in Support of Students' Home Learning**

### **Summary**

This circular memorandum aims to inform schools about the variety of learning and teaching resources and reference materials developed by the Education Bureau (EDB) for schools to support students' home learning in e-learning modes.

### **Details**

2. In light of the severity of the epidemic, which is anticipated to persist for a period of time, the EDB has announced that all face-to-face classes and activities will have to be suspended with the commencement of the 2020/21 school year until further notice. For the time being, schools may adopt alternative modes of teaching, including online lessons, to facilitate students' home learning.

3. In view of COVID-19, the EDB has developed a series of learning and teaching resources covering various subjects at both the primary and secondary levels to support teachers in enriching students' knowledge about fighting against the epidemic, instilling in them positive values and attitudes, developing their information literacy, and fostering the development of generic skills such as critical thinking, problem-solving, and self-learning skills. Teachers can download the latest resources from the EDB website ([http://www.edb.gov.hk/en/LT\\_resources](http://www.edb.gov.hk/en/LT_resources)).



4. Over the past few months of class suspension, many teachers have adopted the learning and teaching resources provided by the HKEdCity Educational Television (ETV) website to support students' learning at home, bringing in an average monthly pageview of over one million. With effect from 1 September 2020, the website will be renamed the Educational Multimedia (EMM) website (<https://emm.hkedcity.net/>). Existing ETV resources will remain accessible via the new website and the EMM mobile application. Besides, ETV programmes suitable for the junior primary levels will be aired on RTHK TV 31 from 3:00 p.m. to 4:00 p.m., Mondays to Fridays, in September and October 2020, to cater for students' learning needs and consolidate their learning.



5. To assist schools in adopting e-learning modes to support students' home learning, the EDB has launched a dedicated webpage (<https://www.edb.gov.hk/ited/eh>) during the class suspension. Relevant resources have been uploaded for teachers' reference, including:



- video clips elucidating the skills of using e-learning platforms, flipped classroom approach and real-time online teaching;
- a set of 30 video clips for teachers' self-learning on the basics and practices about using e-teaching tools;
- video clips of webinars on various topics sharing the relevant teaching skills and planning strategies;
- reference principles on supporting students' home learning with e-learning modes during the class suspension;
- relevant school-based practices consolidated by the IT in Education Centres of Excellence (CoE); and
- the dedicated webpages of the Hong Kong Education City.

6. Furthermore, in mid-August, the IT in Education Section launched a new series of webinars, including more subject-specific e-pedagogical skills and success experience in effective use of e-learning in supporting students' learning at home. Teachers are welcome to attend the webinars and refer to the above designated webpage for details. Besides, schools are also invited to apply for the remote online support services provided by the CoE catering for the needs of individual schools. For details, please refer to the EDB webpage (<https://www.edb.gov.hk/ited/coes>).



7. Learning and teaching resources come in different varieties and sources; textbooks are not the only resource. The EDB continues to develop diversified learning and teaching resources that cover different Key Learning Areas / subjects and meet the curriculum aims and objectives for teachers' reference. Although students will not return to schools for lessons for the time being, teachers can help students acquire relevant knowledge and skills, instill in them positive values and facilitate critical thinking and

whole-person development through various e-learning resources and effective teaching strategies. The list of EDB learning and teaching resources, including the recommended curriculum resources for different Key Learning Areas / subjects is provided in Appendix 1 for teachers' reference. In addition, the Preset Assessment Tasks on Basic Competency of Chinese Language, English Language and Mathematics for Key Stages 1-3 have been uploaded to the Student Assessment Repository (STAR) platform (<https://star.hkedcity.net/en/>). For details, please refer to Appendix 2.

## **Enquiries**

8. For enquiries about the school-based remote support services provided by the CoE, please contact Ms Maggie LAU or Mr Paul LEE of the IT in Education Section at 3698 3596 or 3698 3601. For enquiries about curriculum resources, please contact the Curriculum Resources Section, Curriculum Development Institute by email ([textbook@edb.gov.hk](mailto:textbook@edb.gov.hk)) or by phone at 3698 3947. For enquiries about the STAR platform, please contact Ms HUI Lai-yin, Connie (Senior Curriculum Officer/Assessment and Support) of the Assessment and HKEAA Section, Education Infrastructure Division, EDB at 2123 6032. Schools may also contact the Hong Kong Education City at their hotline at 2624 1000 to inquire the various functions and tips on actual operations of the STAR platform.



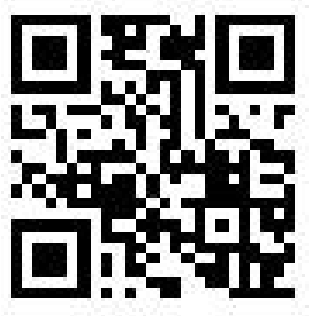


Dr Gloria PW CHAN  
for Secretary for Education

c.c. Heads of Sections - *for information*

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## EDB's Learning and Teaching Resource List

Learning and Teaching Resources	QR Code
<p><b><u><a href="#">Curriculum Resources about COVID-19</a></u></b></p> <p>Teachers may make use of the curriculum / subject resources which cover topics or contents relating to COVID-19 to enhance students' understanding of the virus, instil in them positive values and attitudes, and foster their generic skills such as critical thinking skills and problem-solving skills.</p>	
<p><b><u><a href="#">Learning and Teaching Resources Developed by the EDB</a></u></b></p> <p>A range of resources are developed by the EDB to support learning and teaching. They include web-based and printed resources of different KLAs and subjects.</p>	
<p><b><u><a href="#">Educational Multimedia Resources</a></u></b></p> <p>The HKEdCity Educational Multimedia (EMM) website provides resources that align the school curriculum, such as short videos, animations, songs, photos. The service target groups include students of kindergartens, primary and secondary levels, teachers, parents and the public.</p>	
<p><b><u><a href="#">EDB One-stop Portal for Learning and Teaching Resources (EDBOSP)</a></u></b></p> <p>Designed in accordance with the curriculum framework, the EDBOSP is an online portal providing learning and teaching e-resources, assessment tasks, curriculum documents, useful examples and good practices of school experience as well as information on the professional development of teachers.</p>	
<p><b><u><a href="#">Educational Resources Online Platform (EROP)</a></u></b></p> <p>The Educational Resources Online Platform provides e-resources, including e-databases and e-books to support learning and teaching and the professional development of teachers. Teachers are welcome to browse the EROP webpage.</p>	

**"Book Works Reading Site"**

"Book Works Reading Site" is a reading platform providing more than 400 articles covering various categories for primary students. It aims at promoting extensive reading among students and facilitating students to read with proper methods.

Schools can access the "Book Works School Administrators' Page" to obtain students' utilisation rate of the site for analysis.

**"Book Works School Administrators' Page" Application Form**



**(Chinese version only)**






## Recommended Curriculum Resources for Different Key Learning Areas / Subjects



The following tables listed out the recommended curriculum resources for different KLAs / Subjects for teachers' reference, so as to facilitate students to conduct online learning.


### (a) KLA : Chinese Language Education

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Primary / Junior Secondary	Traditional Chinese virtue: personal growth; interpersonal development; our Group, our Country and our world	<ul style="list-style-type: none"> <li>To learn traditional Chinese Virtue through the resources including learning items on positive values and attitudes (17), traditional tales (51) and Chinese classic sayings (153).</li> <li>Annotations and English translation are provided.</li> </ul>	 <a href="https://www.edbchinese.hk/trad/">https://www.edbchinese.hk/trad/</a> (Software on Path to Moral Excellence: Primary Chinese Language Learning Software on Traditional Chinese Virtues)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary / Junior Secondary	Chinese classic sayings	<ul style="list-style-type: none"> <li>To enable students and the community to learn the very essence of the Chinese culture and the wisdom embodied in the Chinese classic sayings, as well as to foster their positive values and attitudes.</li> </ul>	 <a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chinese-edu/chinese-culture/chi-culture-main.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chinese-edu/chinese-culture/chi-culture-main.html</a> (Designated webpage on “Chinese Classic Sayings”)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____





Primary / Junior Secondary	Chinese learning materials for non-Chinese speaking students: character recognition and writing, Chinese stories with recording of reading aloud and students' work	<ul style="list-style-type: none"> <li>To learn words commonly used in daily lives, understand the stories, and express their ideas through writing and speaking</li> </ul>	 <a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/student.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/student.html</a> (Self-learning Resources for Non-Chinese Speaking Students)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Learning Putonghua pinyin (Primary)	<ul style="list-style-type: none"> <li>To provide teachers with learning materials and teaching plans</li> <li>To enable students to learn pinyin through a range of activities, such as reading aloud, listening stories</li> <li>Learning features of Putonghua phonetics</li> </ul>	 <a href="https://cd.edb.gov.hk/chi/resource/index.htm">https://cd.edb.gov.hk/chi/resource/index.htm</a> (Learning Putonghua pinyin)	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary / Junior Secondary	Putonghua self-learning resources: reading aloud, pinyin and word learning (including exercises, games and word search)	The resources include: <ul style="list-style-type: none"> <li>a total of 200 reading materials with pinyin reading aloud recording for different learning levels</li> <li>pinyin exercises at four levels of difficulty</li> <li>3 kinds of games for learning pinyin</li> <li>approximately 3000 pairs of Cantonese and Putonghua vocabularies for searching</li> <li>Hanyu pinyin scheme</li> </ul>	 <a href="https://www.edbchinese.hk/pth/index.htm">https://www.edbchinese.hk/pth/index.htm</a> (The Self-learning Software for Putonghua at the Primary Level)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____







Primary / Junior Secondary	Reading aloud with Putonghua	<ul style="list-style-type: none"> <li>● To enhance students' confidence and competence in using Putonghua through appreciation of 53 pieces of classics and modern literary works</li> <li>● This set of learning materials provide the text, tips and demonstrations of reading aloud, reading aloud demonstrations with background music, and background music alone. Students may learn how to read loud and practice after listening to the demonstrations.</li> </ul>	 <a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/resources/pth-shengqingbingmao.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/resources/pth-shengqingbingmao.html</a> 1 (Learning materials for Reading aloud in Putonghua)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Classical set texts	<ul style="list-style-type: none"> <li>● To enable students to understand the significance of the Chinese literature and culture through learning the classical set texts. The resources include:               <ul style="list-style-type: none"> <li>➤ the texts and reading aloud recordings</li> <li>➤ teaching reference materials</li> <li>➤ exemplars of teaching</li> <li>➤ exemplars of assessment</li> </ul> </li> </ul>	 <a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/nss-lang/settext-index.html">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/nss-lang/settext-index.html</a> (Resources for classical set texts)	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Secondary	Chinese Culture	<ul style="list-style-type: none"> <li>To enhance students' language competence and understanding of the Chinese culture, leading to their introspection and conscious attempt to identify with the culture. The resources include: <ul style="list-style-type: none"> <li>➤ analysis of 50 reference materials for learning Chinese culture</li> <li>➤ 6 teaching plans with different topics (e.g. "Study", "Parental Respect", "Beauty and Kindness")</li> </ul> </li> </ul>	 <a href="https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/resources/secondary-edu/lang/culture.html#culture-text">https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/resources/secondary-edu/lang/culture.html#culture-text</a> (Chinese culture learning package at Secondary Level)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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**(b) KLA : English Language Education****Subject : English Language**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Primary	Learning Tasks for Key Stage 1	<ul style="list-style-type: none"> <li>● Development of language skills, vocabulary building skills and phonics skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Learning Tasks for Key Stage 2	<ul style="list-style-type: none"> <li>● Development of language skills, vocabulary building skills and phonics skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Primary English e-Learning Resources (PEER)	<ul style="list-style-type: none"> <li>● Multimedia materials for listening and viewing</li> <li>● Development of language skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Learning and Teaching Resources on Teaching Information Texts (Primary)	<ul style="list-style-type: none"> <li>● Development of reading skills</li> <li>● Connecting students' reading and writing experiences through adopting information texts</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Using Storytelling to Develop Students' Interest in Reading – A Resource Package for English Teachers	<ul style="list-style-type: none"> <li>● Development of language skills and positive values</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Using Storytelling to Develop Students' Literacy Skills and Positive Values	<ul style="list-style-type: none"> <li>● Development of language skills and positive values</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	When Language Arts Meets Phonics - Phonics in Action at Junior Secondary Level	<ul style="list-style-type: none"> <li>● Development of phonics skills</li> <li>● Creative language use</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Exploring Text Types – Persuasive Writing	<ul style="list-style-type: none"> <li>● Knowledge of features and organisation of persuasive writing</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____






Senior Secondary	Exploring Text Types – News Report and Editorial	<ul style="list-style-type: none"> <li>● Knowledge of features and organisation of news reports and editorials</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Exploring Text Types – Feature Articles	<ul style="list-style-type: none"> <li>● Knowledge of features and organisation of feature articles</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Teen Time Remix: Using Authentic Materials for Developing Secondary Students' Listening Skills	<ul style="list-style-type: none"> <li>● Development of listening skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Enhancing Students' Language Skills with Multi-modal Texts	<ul style="list-style-type: none"> <li>● Development of multimodal literacy skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Enhancing English Vocabulary Learning and Teaching at Secondary Level	<ul style="list-style-type: none"> <li>● Development of vocabulary building skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	A Treasury of Literary Classics	<ul style="list-style-type: none"> <li>● Appreciation of short stories and Greek mythology</li> <li>● Creative language use</li> <li>● Development of reading skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Poetry Appreciation	<ul style="list-style-type: none"> <li>● Appreciation of poetry by Hong Kong-based poets</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Short Film Appreciation – My Grandmother	<ul style="list-style-type: none"> <li>● Appreciation of short films and analysis of audio-visual effects</li> <li>● Development of viewing skills</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____







Senior Primary / Junior Secondary	Using English for social and emotional learning: Growing up	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Goal setting</li> <li>• Growth mindset</li> <li>• Recognising strengths</li> <li>• Perspective taking</li> <li>• Identifying emotions</li> <li>• Stress management</li> <li>• Accurate self-perception</li> <li>• Empathy</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary / Junior Secondary	Using English for social and emotional learning: Now and then	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Self-discipline</li> <li>• Appreciating diversity</li> <li>• Analysing situations</li> <li>• Problem-solving</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Using English for social and emotional learning: Relationships	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Respect for others</li> <li>• Identifying emotions</li> <li>• Goal setting</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Using English for social and emotional learning: Good habits	<ul style="list-style-type: none"> <li>• Self-discipline</li> <li>• Optimism</li> <li>• Growth Mindset</li> <li>• Communication skills</li> <li>• Self-reflection</li> <li>• Self-efficacy</li> <li>• Organisational skills</li> <li>• Problem-solving</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**Subject : Literature in English**


<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Senior Secondary	A Treasury of Literary Classics	<ul style="list-style-type: none"> <li>● Appreciation of short stories and Greek mythology</li> <li>● Creative language use</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Poetry Appreciation	<ul style="list-style-type: none"> <li>● Appreciation of poetry by Hong Kong-based poets</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Short Film Appreciation – My Grandmother	<ul style="list-style-type: none"> <li>● Appreciation of short films and analysis of filmic techniques</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Resource Materials on the Learning and Teaching of Poetry	<ul style="list-style-type: none"> <li>● Appreciation of poetry and analysis of poetic techniques</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Resource Materials on the Learning and Teaching of Film	<ul style="list-style-type: none"> <li>● Appreciation of short films and analysis of filmic techniques</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	A Guide to Writing and Referencing for Literature in English Paper 3 Portfolio/ School-based Assessment	<ul style="list-style-type: none"> <li>● Literary research skills</li> <li>● Academic writing styles and conventions</li> <li>● Citation and referencing methods</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____



**(c) KLA : Mathematics Education**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Primary	Building a Small Castle	<ul style="list-style-type: none"> <li>• 2S1 3-D Shapes (II)</li> <li>• 3M1 Length and distance (IV)</li> <li>• Recognise different 3-D shapes with the use of 3D design software</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Healthy Diet (Intake of Table Salt)	<ul style="list-style-type: none"> <li>• 3N5 Mixed operations (I)</li> <li>• Solve problems involving mixed operations of addition &amp; subtraction, addition &amp; multiplication, and subtraction &amp; multiplication, plus estimations of calculation results</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Arrangement and Examples for the Transitional Period of the Implementation of the Revised Mathematics Curriculum (Chinese version only)	<ul style="list-style-type: none"> <li>• Include examples related to the transitional period of the implementation of the revised Mathematics curriculum</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Using Coding to Facilitate the Learning of Multiplication	<ul style="list-style-type: none"> <li>• 4N1 Multiplication (II)</li> <li>• Apply coding to assist the exploration of multiplication of 2-digit numbers</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Printing a Cup	<ul style="list-style-type: none"> <li>• 6M1 Volume (II)</li> <li>• Consolidate students' recognition of the relation between capacity and volume through designing cups</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____





Senior Primary	Four Seasons	<ul style="list-style-type: none"> <li>• 6D2 Broken line graphs</li> <li>• Read and discuss broken line graphs, and construct broken line graphs</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Inquiry in Mathematics (Numbers)	<ul style="list-style-type: none"> <li>• Recognise the process and different methods of inquiry in Mathematics</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input checked="" type="checkbox"/> others: <u>ETV clips</u>
Junior Secondary	Liu Hui and the Circle Dissection Algorithm (Chinese Version only)	<ul style="list-style-type: none"> <li>• Consolidate students' recognition of pi and the formula of areas of circles</li> <li>• Appreciate the achievements of ancient Chinese mathematicians from the history of mathematics</li> <li>• Appreciate mathematics from a cultural perspective</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	The Shortest Path and Reflection	<ul style="list-style-type: none"> <li>• Congruent triangles</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Learning and Teaching Materials for the Transitional Period of the Revised Junior Secondary Mathematics Curriculum	<ul style="list-style-type: none"> <li>• The test of divisibility of 3</li> <li>• Concepts of prime numbers and composite numbers</li> <li>• Use short division to find the greatest common divisor and the least common multiple of two numbers</li> <li>• The formula for areas of circles</li> <li>• Angle (degree)</li> <li>• Pie chart</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Investigating Errors in Measurements of Distance Measuring Apps	<ul style="list-style-type: none"> <li>• Errors in measurement</li> <li>• Trigonometry</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____










Junior Secondary	Mathematics Cabinet Series (25) Areas and Volumes (Chinese Version only)	<ul style="list-style-type: none"> <li>• Areas and volumes</li> <li>• Appreciate the achievements of ancient Chinese and Western mathematicians from the history of mathematics</li> <li>• Appreciate mathematics from a cultural perspective</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input checked="" type="checkbox"/> others: <u>Reading material</u>
Senior Secondary	Genetics and Mathematics (Chinese Version only)	<ul style="list-style-type: none"> <li>• Compulsory Part : More about probability</li> <li>• Understand the multiplication law of probability and the concept of independent events</li> <li>• Use permutation and combination to solve problem related to probability</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Linear Programming and Food Intake	<ul style="list-style-type: none"> <li>• Compulsory Part : Inequalities and linear programming</li> <li>• Represent the graphs of linear inequalities in two unknowns in the rectangular coordinate plane</li> <li>• Solve linear programming problems</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Centre Finder	<ul style="list-style-type: none"> <li>• Compulsory Part : Basic properties of circles</li> <li>• Understand the properties of chords and arcs of a circle</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Senior Secondary	Modelling the Spread of a Disease	<ul style="list-style-type: none"> <li>• Compulsory Part : Exponential and logarithmic functions</li> <li>• Use exponential functions and logarithmic functions to solve problems</li> <li>• Module 1 : Indefinite integration and its applications</li> <li>• Use indefinite integration to solve problems</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Mathematics Cabinet Series treasure trove (5) Applications of Mathematics: Image Processing - Revolution of Matrix (Chinese version only)	<ul style="list-style-type: none"> <li>• Module 2 : Matrices</li> <li>• Understand the concept, operations and properties of matrices</li> <li>• Understand the concept, operations and properties of inverses of square matrices of order 2 and order 3</li> <li>• Recognise how to apply Matrices to deal with image processing, for example image compression</li> <li>• STEM Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input checked="" type="checkbox"/> others: <u>Reading</u> <u>material</u>


**(d) KLA : Science Education**


<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Senior Secondary	Biology/ Combined Science (Biology part): Topics 1-3	Biology Learning & Teaching Resource Kit- Supplementary Materials (Practical Work): <ul style="list-style-type: none"> <li>This online resource includes biological experiments procedures and demonstration videos.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Biology/ Combined Science (Biology part): Topics 2-4 & Biology: Topic 8	Biology Learning & Teaching Resource Kit- Supplementary Materials (Fact Sheet): <ul style="list-style-type: none"> <li>This online resource includes reading materials on related topics.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Chemistry – Topics I to XV  Combined Science (Chemistry Part) – Topics I to VII	Chemistry Experiment Techniques <ul style="list-style-type: none"> <li>This online resource includes 23 videos demonstrating chemistry experiment techniques and chemical analyses.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Chemistry – Topics I to XV  Combined Science (Chemistry Part) – Topics I to VII	Learning and Teaching Resources for Senior Secondary Chemistry and Combined Science (Chemistry Part) <ul style="list-style-type: none"> <li>This website compiles various learning and teaching resources appropriate for Chemistry and Combined Science (Chemistry Part) curricula. A wide variety of resources are listed and categorised according to the learning objectives and outcomes of topics.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____


Senior Secondary	Physics / Combined Science (Physics part) Topics: Force and Motion, Wave Motion, Electricity and Magnetism	Using the “AP Sensor” Apps and build-in sensors of mobile devices to conduct Physics experiments <ul style="list-style-type: none"> <li>This website provides the “AP Sensor” Apps and related teaching materials of the application, which include user manual, laboratory manual and demonstration video clips.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Physics-Related Maths Techniques: Graph Sketching, Trigonometry, Unit Conversions, Logarithmic Functions, Vectors	Short Video Clips for Self-Paced Learning of Physics-Related Maths Techniques <ul style="list-style-type: none"> <li>This website provides short video clips and learning and teaching materials to facilitate students in learning fundamental mathematics concepts pertinent to physics learning.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Integrated Science (S4-6) Compulsory & Elective Modules	Integrated Science (S4-6) Learning and Teaching Resources <ul style="list-style-type: none"> <li>The learning and teaching resources include student handouts, PowerPoint presentations, experiments/ activity worksheets and assessment resources.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Science (S1-3) Units 2, 4, 9, 11 and 13	“Science (S1-3) – Learning and Teaching Resources” (Set A) This online resource includes scientific investigations, practical work, and design & make activities, to support the learning and teaching of the updated Science (S1-3) Curriculum.		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Junior Secondary	Science (S1-3) Units 1, 5, 6, 7, 8 and 14	<p>“Science (S1-3) – Learning and Teaching Resources” (Set C)</p> <p>This online resource includes scientific investigations, practical work, and design &amp; make activities, to support the learning and teaching of the updated Science (S1-3) Curriculum.</p>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Science (S1-3) Unit 4: Cells, Human Reproduction and Heredity	<p>“Science (S1-3) – Learning and Teaching Resources” (Set D)</p> <ul style="list-style-type: none"> <li>This online resource includes design &amp; make activities to support learning and teaching of “DNA and Heredity”.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Science (S1-3) Units 1, 2, 3, 6, 7, 8, 9 and 11	<p>“Science (S1-3) – Learning and Teaching Resources” (Set E)</p> <p>This online resource includes scientific investigations, practical work, and design &amp; make activities, to support the learning and teaching of the updated Science (S1-3) Curriculum.</p>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**(e) KLA : Technology Education**





<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Secondary	TE KLA Curriculum “Strategies & Management” Knowledge Context <ul style="list-style-type: none"> <li>● Core Module: K7 Business Environment, Operations &amp; Organisations</li> <li>● Extension Module E4 Resources Management</li> <li>● Extension Module E5 Marketing</li> </ul>	<ul style="list-style-type: none"> <li>● Theme-based Resources: The set of resource materials is compiled with Teacher Version and Student Version for teachers’ reference and adaptation. Students can acquire knowledge of a particular knowledge context through different theme-based learning. During the learning process, students also can develop positive value and attitudes, and even take part in an entrepreneurial experience.</li> <li>● Modular-based Resources: Each module is complied with different cases and examples for explanation of relevant concepts. The set of resource materials includes lesson plans, PowerPoint presentation slides with teaching notes, student worksheets, in-class exercises and home assignment, quiz, in-class learning activities such as case study, information analysis, group discussion.</li> </ul>	EDB web page: 	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____


Junior Secondary	Robotics learning and teaching resources	<ul style="list-style-type: none"> <li>● To support the implementation of STEM education in schools, the Technology Education Section of the Curriculum Development Institute has developed the “Robotics learning and teaching resources ” for front-line teachers' reference.</li> <li>● This learning and teaching resource provides teaching content with fundamental knowledge, assignments, project works, extended activities and reference materials, etc. for learning and teaching of "Robotics".</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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Junior Secondary	Learning and Teaching Resources for Technology Education at Junior Secondary level - Modules related to technological subjects	<ul style="list-style-type: none"> <li>● To support the implementation of the "Enriched Technology Education(TE) KLA Curriculum" in junior secondary level in schools, the Technology Education Section of the Curriculum Development Institute has developed a set of learning and teaching resources covering the learning element units related to technological subjects for teachers' reference and use.</li> <li>● Teachers can guide students in a flexible mode according to the learning progress recommended in the learning and teaching resources, as well as to understand and master the three aspects including Technological knowledge, Technological capability and Technological awareness that are emphasised under TEKLA.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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Junior Secondary	Case Study for Technological Subjects (Secondary 1-3)	<ul style="list-style-type: none"> <li>• To facilitate the implementation of “Technological subjects” at junior secondary level in schools, the Technology Education Section of the Curriculum Development Institute has developed the " Case Study for Technological Subjects (Secondary 1-3) " learning and teaching resources for front-line teachers' reference.</li> <li>• This learning and teaching resources provides case studies related to daily life, including exploratory activities, assignments, assessment rubrics, extended activities and reference materials, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Understanding the Interaction between Programming and Physical Objects through Micro:bit Activities	Programming Concepts <ul style="list-style-type: none"> <li>• Problem solving procedures and techniques</li> <li>• Data manipulation</li> <li>• Using sensors and actuators to interact with the environment</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Computer Networking - Ideal Office Project	Computer Network <ul style="list-style-type: none"> <li>• Common hardware of computer networks</li> <li>• Applications and Impacts of computer communication</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Senior Secondary	Business, Accounting and Financial Studies <ul style="list-style-type: none"> <li>• Compulsory Part, including topics of <i>Management Function, Stock Trading as an Investment, Basic Ratio Analysis</i></li> <li>• Business Management Elective Part: Topics of <i>Risk Management</i></li> <li>• Accounting Elective Part: Topics of <i>Cost Accounting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modular-based Resources: The set of resource materials is compiled with various cases for reference and examples for explaining concepts of different topics. Each topic includes lesson plans, PowerPoint presentation slides, case study and other teaching activities, in-class exercise and home assignment as well as quiz with suggested answer.</li> </ul>	EDB web page: 	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input checked="" type="checkbox"/> others: The set of resource materials was uploaded onto the EDB One-stop Portal for Learning & Teaching Resources, where assessment items for each topic are also available for teachers' reference  
	<ul style="list-style-type: none"> <li>• Business Management Elective Part: Topics of Human Resources Management including <i>Training and Development</i> as well as <i>Recruitment Methods</i>; topics of Financial Management including <i>Financial Analysis</i> and <i>Sources of Financing</i>; topics of Marketing Management including <i>E-marketing</i> and <i>Promotion Mix</i></li> </ul>	<ul style="list-style-type: none"> <li>• Activity-based Resources: The series of resource materials was developed to support teachers with different learning and teaching strategies provided, as well as a wide range of teaching activities about real-life cases. Each topic is compiled with guiding notes for teachers, explanatory notes on concepts, reference, suggested reading, and student worksheets, etc.</li> </ul>	EDB web page: 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input checked="" type="checkbox"/> others: This set of resource materials was uploaded onto the EDB One-stop Portal for Learning & Teaching Resources, where assessment items for each topic are also available for teachers' reference  



Senior Secondary	Simplified Version of the Learning and Teaching Resources for Design and Applied Technology (Secondary 4-6)	<ul style="list-style-type: none"> <li>● To facilitate the implementation of "Design and Applied Technology" at senior secondary level in schools and to cater for students' learning diversities, the Technology Education Section of the Curriculum Development Institute has developed the "Simplified Version of the Learning and Teaching Resources for Design and Applied Technology (Secondary 4-6)" learning and teaching resources for front-line teachers' reference.</li> <li>● This learning and teaching resources has re-arranged the content of the original resource materials in a timely manner, by updating images and adding latest technological knowledge to facilitate the learning and the teaching of "Design and Applied Technology".</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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Senior Secondary	設計與應用科技(中 四至中六)主題式學 習 (Chinese version only)	<ul style="list-style-type: none"> <li>● 為支援學校於高中有效推行「設計與應用科技」，課程發展處科技教育組開發的《設計與應用科技(中四至中六)主題式學習》學與教資源，以供前線教師參考。</li> <li>● 本學與教資源提供十個不同主題的學習單元，當中包括教學計劃、相關設計及科技知識內容探討、個案研究、科技探究活動、課業習作、專題研習、評估題目及細則，以及延伸活動和參考資料等。</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Case Study for Design and Applied Technology (Secondary 4-6)	<ul style="list-style-type: none"> <li>● To facilitate the implementation of "Design and Applied Technology" at senior secondary level in schools, the Technology Education Section of the Curriculum Development Institute has developed the "Case Study for Design and Applied Technology Secondary 4-6)" learning and teaching resources for front-line teachers' reference.</li> <li>● This learning and teaching resource provides case studies related to daily life, including exploratory activities, assignments, assessment rubrics, extended activities and reference materials, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____








Senior Secondary	Learning and Teaching Resources for Design and Applied Technology (Secondary 4-6)	<ul style="list-style-type: none"> <li>● To support the implementation of "Design and Applied Technology" (Secondary 4-6), the Technology Education Section of the Curriculum Development Institute, Education Bureau has produced a set of learning and teaching resources.</li> <li>● This learning and teaching resources aims to provide the support on the learning and teaching of knowledge required for the compulsory and elective parts of "Design and Applied Technology" (Secondary 4-6). A set of eight learning and teaching learning resources includes a teacher's guide and student learning resources, covering every strands and modules of "Design and Applied Technology" (Secondary 4-6).</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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Senior Secondary	Health Management and Social Care e- learning Resources	<p>Themes</p> <ol style="list-style-type: none"> <li>1) Personal Needs and Development across Lifespan</li> <li>2) Concepts of Health and Well-being</li> <li>3) Physical Well-being</li> <li>4) Mental Well-being</li> <li>5) Social Well-being</li> <li>6) Healthy Community</li> <li>7) Caring Community</li> <li>8) Ecology and Health</li> <li>9) Building a Healthy City</li> <li>10) Health Care System</li> <li>11) Social Welfare System</li> <li>12) Medical and Social Care Professions</li> <li>13) Health and Social Care Policies</li> <li>14) Social Care in Action</li> <li>15A) Ageing Population</li> <li>15B) Discrimination</li> <li>15C) Domestic Violence</li> <li>15D) Addiction</li> <li>15E) Poverty</li> </ol>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Compulsory Part - Using Scratch in teaching Algorithm Testing	<ul style="list-style-type: none"> <li>● Students can understand programming concepts in Scratch</li> <li>● Students can write Scratch programs for specific scenarios</li> <li>● Understand the rationales of using different test cases for Algorithm Testing</li> <li>● Know how to determine test cases according to the structure of programs</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Secondary	Using Freehand Sketching as a Visual Thinking and Communication Tool	<ul style="list-style-type: none"> <li>● To support teachers in nurturing students' visual thinking and freehand sketching presentation abilities in learning Design and Technology subjects, the Technology Education Section of the Curriculum Development Institute has developed the teaching notes of "Using Freehand Sketching as a Visual Thinking and Communication Tool" for frontline teachers' reference.</li> <li>● This learning and teaching resources includes teaching materials, learning activities, assessment tasks and reference materials.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	機械及機械元件(學習資源及教師培訓影片) (Chinese version only)	<ul style="list-style-type: none"> <li>● 為進一步支援學生學習設計與科技科目中與機械結構及機械元件相關的課題，課程發展處科技教育組開發《機械及機械元件》學與教資源，以供前線教師參考。</li> <li>● 本學與教資源共有四個教學單元，內容採用循序漸進形式，配合生活例子及專題研習部分，幫助學生由認識到動手實踐，並以多角度了解各種類的械結構及機械元件。</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Secondary	Robotics Project Learning	<ul style="list-style-type: none"> <li>● To further support the implementation of STEM Education in schools, the Technology Education Section of the Curriculum Development Institute has developed the “Robotics Project Learning” learning and teaching resources for front-line teachers' reference.</li> <li>● This learning and teaching resources includes teaching materials and learning activities, which aims to support teachers in nurturing students' self-exploration spirit, problem-solving competence, creativity and ability to integrate and apply knowledge.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	School Workshop Safety Guidelines (Video) – with English subtitles only	<ul style="list-style-type: none"> <li>● To enhance the safety awareness of students and teachers in school workshops, the Technology Education Section of the Curriculum Development Institute has produced a video of "School Workshop Safety Guidelines" for teachers' reference and use.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____






Secondary	Food Science and Technology	<ul style="list-style-type: none"> <li>Food and Nutrition               <ul style="list-style-type: none"> <li>- Meal planning</li> </ul> </li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>- Nutrition and Health</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>- Understanding Ingredients</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>Food Preparation and Processing               <ul style="list-style-type: none"> <li>- Principles of Food Processing / Technology</li> </ul> </li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>- Basic Food Science</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>- STEM in Food Science</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>- Food Technology and Health</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____



Secondary	Fashion, Clothing and Textiles	<ul style="list-style-type: none"> <li>● Fabric and Clothing Construction: Textile Technology, Clothing Technology</li> <li>● Fashion and Dress Sense: Fashion Design Basics and Image Building, Fashion and Culture</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Family Living	<ul style="list-style-type: none"> <li>● Family</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Home Management and Technology	<ul style="list-style-type: none"> <li>● Food Product Development</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>● Consumer Education</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
		<ul style="list-style-type: none"> <li>● Management of Resources</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____




**(f) KLA : Personal, Social & Humanities Education**


**Subject : Chinese History**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Secondary (Also suitable for NCS students) and Senior Secondary	History of War in China	<ul style="list-style-type: none"><li>• The Battle of Changping</li><li>• The Battle of Red Cliffs (Chibi)</li><li>• The Battle of Fei River</li><li>• The Battle of Xiangzhou</li><li>• The Battle of Yancheng</li><li>• The Battle of Ningyuan</li><li>• The Battle of the Bogue</li><li>• The Battle of the Yalu River</li><li>• The Gin Drinker's Line</li></ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary (Also suitable for NCS students) and Senior Secondary	Historical Images of Modern China - Selections of the Hsu Chung Mao Collection	The History of Modern China <ul style="list-style-type: none"><li>• 1841-1911</li><li>• 1912-1949</li><li>• 1949-1999</li></ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary (Also suitable for NCS students) and Senior Secondary	The 70th anniversary of the victory of the War of Resistance against Japanese Aggression: Selections from the Hsu Chung Mao Collection	<ul style="list-style-type: none"><li>• The War of Resistance against Japanese Aggression</li></ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____



**Subject : History**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Secondary	History Trip Go Easy: Cheung Chau Jiao Festival (Mobile App)	<ul style="list-style-type: none"> <li>● Revised Junior Secondary History Curriculum <ul style="list-style-type: none"> <li>■ Topic 4: Case Study: Cheung Chau Jiao Festival</li> </ul> </li> <li>● Senior Secondary History Curriculum <ul style="list-style-type: none"> <li>■ Modernisation and transformation of Hong Kong: Inheritance of local heritage</li> </ul> </li> <li>● Includes routes for field trips, learning activities, historical video clips and reference articles</li> <li>● Can be used online or offline; equipped with Virtual Reality (VR) and Augmented Reality (AR) functions</li> </ul>	<p>Download the iOS version:</p>  <p>Download the Android version:</p> 	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Junior Secondary History e-Reading Platform (Trial Version)	<ul style="list-style-type: none"> <li>● Cover various topics in both Junior and Senior Secondary History curricula</li> <li>● Students can login the online e-reading platform, read history articles and complete relevant questions</li> </ul>	<p><i>*The e-reading platform accessible to all local secondary students is tentatively scheduled for use in October. Relevant information will be disseminated to all schools through EDB circular memoranda in October.</i></p>	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____



Junior Secondary	<i>New Inspirations in Learning and Teaching: New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)</i>	<ul style="list-style-type: none"> <li>● Tryout lesson plans and worksheets showcase the new learning elements and features of different topics in the revised Junior Secondary History curriculum <ul style="list-style-type: none"> <li>■ S1: Topic 1, 2 and 4</li> <li>■ S2: Topic 7 and 8</li> <li>■ S3: Topic 9, 10 and 12</li> </ul> </li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Teacher Training Series for the Revised Junior Secondary History Curriculum: Online Course on "How to cater for learning diversity in History class"	<ul style="list-style-type: none"> <li>● Teachers can study differentiated instruction strategies on the e-learning platform <ul style="list-style-type: none"> <li>■ Watch video clips</li> <li>■ Complete relevant questions</li> </ul> </li> <li>● The first-round of the course takes place from 1 August to 15 September 2020</li> <li>● <i>The second-round of the course will be re-run in late September the earliest. Please refer to the announcement on the TCS for further details and enrolment</i></li> </ul>	Information about the first round of the course: 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Historical Images of Modern China - Selections of the Hsu Chung Mao Collection	History of Modern and Contemporary China: <ul style="list-style-type: none"> <li>● 1841-1911</li> <li>● 1912-1949</li> <li>● 1949-1999</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Secondary	The 70th anniversary of the victory of the War of Resistance against Japanese Aggression: Selections from the Hsu Chung Mao Collection	<ul style="list-style-type: none"> <li>● The War of Resistance against Japanese Aggression</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Secondary	Learning and Teaching Resource Pack for Secondary History Curriculum - <i>How to cater for learning diversity in History class</i>	<ul style="list-style-type: none"> <li>● Different differentiated instruction tools and strategies, such as Equalizer, Frayer Model, RAFT, Think Dots, Learning Menu, etc.</li> <li>● With 14 examples of differentiated lesson plans for both junior and senior secondary History lessons</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Learning and Teaching Resource Pack for Senior Secondary History Curriculum – <i>International Cooperation and Regional Politics since 1945</i>	<ul style="list-style-type: none"> <li>● The international economic, social and cultural cooperation since 1945</li> <li>● International cooperation and regional politics since 1945 - China, Japan and SE Asia</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**Subject : Geography**


<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Senior Secondary	<u>Title of the resources:</u> Using web-based VR 360° panoramic photographs and online maps for conducting virtual urban field study <u>(Related topic: Fieldwork)</u>	Following the senior secondary geography curriculum, this set of curriculum resources has the following two learning focuses: <ul style="list-style-type: none"> <li>● Learning the fieldwork skills of urban fieldwork, such as data collection, presentation and analysis skills.</li> <li>● Learning how to use e-learning resources (such as VR360° panoramic photos and online maps) for conducting virtual geography fieldwork effectively.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	<u>Title of the resource:</u> Geography e-Learning Package about Climate Change <u>(Related topic: Climate change)</u>	Following the module – “Climate change” in the senior secondary geography curriculum, this set of curriculum resources has the following learning focuses: <ul style="list-style-type: none"> <li>● The situation of global and Hong Kong climate change</li> <li>● Causes of global warming</li> <li>● Impacts of climate change</li> <li>● Measures to deal with climate change</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**Subject : Economics**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Senior Secondary	Cover all topics in the Senior Secondary Economics curriculum	This project is funded by the Quality Education Fund. Around 200 animated short videos, developed by the Chinese University of Hong Kong, will be uploaded onto the web platform by stages for teachers' and students' use for free.		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	How does the Linked Exchange Rate System Work?	Brief introduction to the linked exchange rate system in Hong Kong		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____







**Subject : Life and Society (Secondary 1-3)**




<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Secondary	Teaching Manual for Enhancing Students' English Writing Skills through Promoting Language across the Curriculum in Life and Society (Secondary 1-3) (English version only)	<p>The Teaching Manual aims to demonstrate how the learning of subject contents and development of writing skills can be interweaved in carefully designed scaffolding activities and tasks.</p> <p>The Teaching Manual includes four sample units</p> <ol style="list-style-type: none"> <li>1. Coping with Adversities</li> <li>2. Bullying</li> <li>3. Managing Cyber-friendship</li> <li>4. Enhancing Family Life</li> </ol>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Junior Secondary	<p>“3-minute Concept”</p> <p>Animated Video Clips Series:</p> <p>Video 1 “Media Literacy” (Chinese version only)</p> <p>Video 2 “Triangular Theory of Love” (Chinese version only)</p> <p>Video 3 “Smart City” (Chinese and English versions)</p> <p>Video 4 “Diversity and Inclusiveness” (Chinese and English versions)</p> <p>Video 5 “Global Citizenship” (Chinese and English versions)</p> <p>Video 6 “Economic Performance Indicators” (Chinese and English versions)</p> <p>Video 7 “Personal Resource Management: Managing Finance” (Chinese and English versions)</p>	<p>The learning and teaching resources help students understand abstract concepts and contents in the Life and Society (Secondary 1-3) curriculum more effectively.</p> <p>Students may view the video clips and complete the worksheets on their own for pre-lesson preparation or post-lesson revision so as to encourage self-directed learning in students. At the end of each video clip, a reflective question(s) is/are provided to facilitate extended discussion.</p> <p>Related curriculum contents:</p> <p>Video 1: Media and Our Life</p> <p>Video 2: Sex and Sexuality: Learning to Love</p> <p>Video 3: “Global City”: Social Characteristics of “Global City” as Demonstrated by Hong Kong</p> <p>Video 4: One World One Family: Appreciating Diversity of Values</p> <p>Video 5: Global Citizenship and Humanitarian Work:</p> <p>Consciousness of Global Citizenship and its Contribution to Humanitarian Work</p> <p>Video 6: Economic Performance of Hong Kong: Ups and Downs of the Hong Kong Economy</p> <p>Video 7: The Use of Resources: Managing Finance and Being Your Own Master with Money</p>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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**Subject: Tourism and Hospitality Studies**




<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Senior Secondary	Meetings, Incentives, Conventions and Exhibitions	<ul style="list-style-type: none"> <li>● Understand the functions of the Programme subcommittee with examples from Hong Kong Book Fair.</li> </ul>	 	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Theme Parks	<ul style="list-style-type: none"> <li>● Understand the important characteristics of theme park: Factors contributing to the success of theme parks</li> <li>● One of the factors contributing to the success of Theme Parks: Adapt to market changes</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Assessment Tasks Reference	<ul style="list-style-type: none"> <li>● EDB One-stop Portal for Learning and Teaching Resources</li> </ul>		<input type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____


**(g) KLA : Arts Education**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Senior Secondary (Other Learning Experiences - Aesthetic Development)	Music and Language across the Curriculum	<ul style="list-style-type: none"> <li>Connect the knowledge of different key learning areas, and develop the ability to appreciate and think from multiple perspectives</li> <li>Study materials of different text types for music appreciation, and learning of the related vocabulary and rhetoric</li> <li>Strategies of music appreciation and criticism</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary (Other Learning Experiences - Aesthetic Development)	Music in Film	<ul style="list-style-type: none"> <li>Describe and analyse the use of shot angle and movement, framing and lighting effects used and interpret the message conveyed in the selected excerpt of <i>The Pianist</i></li> <li>Analyse the use of Chopin “Ballade No.1 in G minor Op.23” for conveying message in the excerpt of the <i>The Pianist</i></li> <li>Create video works on self-selected topics to express perseverance, equality or caring</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary (Other Learning Experiences - Aesthetic Development)	Exploring Video Art	<ul style="list-style-type: none"> <li>Describe and analyse the presentation techniques of conceptual videos and music videos</li> <li>Interpret the meaning of conceptual videos and music videos from multiple perspectives</li> <li>Use simple shooting techniques to create video works</li> <li>Draw up assessment criteria to appraise video works</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____




Subject : **Music**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Junior Primary	Creating a Story with Sounds	<ul style="list-style-type: none"> <li>Identify the characteristics of music and describe its features with simple musical terms</li> <li>Express personal feelings upon listening to music</li> <li>Create sound effects for an original story using basic musical skills, simple musical ideas and different sounds</li> <li>Record music in graphic notation</li> <li>Apply predetermined assessment criteria to appraise compositions and performances</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Melodica Playing and Singing	<ul style="list-style-type: none"> <li>Sing in unison and play melodica accurately</li> <li>Read music in treble staff</li> <li>Differentiate dynamic changes</li> <li>Improvise responses in a call-and-response structure</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Creating a Story with Music	<ul style="list-style-type: none"> <li>Describe and analyse music of simple structures</li> <li>Create music with structure and organisation</li> <li>Create and record music through the application of IT</li> <li>Apply predetermined criteria to appraise compositions and performances using appropriate musical terms</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	<i>Shigonggunhua</i> (土工滾花) Teaching Unit	<ul style="list-style-type: none"> <li>Sing <i>shigonggunhua</i> in <i>Yizixingqiang</i> (依字行腔) style</li> <li>Identify different <i>xu</i> (序) of <i>shigonggunhua</i>, as well as ending notes of <i>zihou</i> (子喉) and <i>pinghou</i> (平喉)</li> <li>Create and perform <i>shigonggunhua</i></li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	<i>Qiziqingzhongban</i> (七字清中板) Teaching Unit	<ul style="list-style-type: none"> <li>Sing <i>qiziqingzhongban</i> in <i>yizixingqiang</i> style</li> <li>Identify different <i>xu</i> of <i>qiziqingzhongban</i>, as well as ending notes of <i>zihou</i> and <i>pinghou</i></li> <li>Create and perform <i>bailan</i> (白攬)</li> </ul>	 <p>(Chi only)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____




Junior Secondary	Analysis of Joseph Koo's Cantopop Songs	<ul style="list-style-type: none"> <li>Learn about the features of popular music and the use of musical elements, such as structure, lyrics and melody through analysing 10 Joseph Koo's Cantopop songs</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Self-learning materials for music composition	<ul style="list-style-type: none"> <li>Explore various composition techniques through different examples and exercises</li> <li>Study simple tonal harmony, composing of rounds, composition techniques of melodic motives and rhythms, as well as the use of instrumentation and tone colour</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary Music Elective Subject	<i>Banghuang</i> (梆黃) of Cantonese Opera	<p><b>Description</b></p> <p>Focus on the area of Cantonese Operatic music in the Compulsory Module I (Listening) of the senior secondary Music elective subject. There are four types of <i>banshi</i> (板式) in <i>banghuang</i>, i.e. <i>qiziqingzhongban</i>, <i>shigonggunhua</i>, <i>fanxianshizijuzhongban</i> (反線十字句中板) and <i>bazijuerhuangmanban</i> (八字句二黃慢板)</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Analyse the structure of three types of <i>changqiang</i> (唱腔)</li> <li>Understand the dramatic functions of <i>banqiang</i> (板腔) music</li> <li>Identify the differences on the <i>xu</i> of four <i>banshi</i></li> <li>Analyse the structure of the excerpts on <i>banqiang</i>, <i>qupai</i> (曲牌) and <i>shuobai</i> (說白)</li> </ul>	 (Chi only)	<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____




Senior Secondary Music Elective Subject	Local Popular Music	<p><b>Description</b></p> <p>Focus on local popular music in the Compulsory Module I (Listening) of the senior secondary Music elective subject</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand the background and features of the local musicians/bands of popular music, e.g. Eason Chan, Tai Chi and Beyond</li> <li>● Analyse local popular songs with four focuses, i.e. harmony, rhythm utilisation, instrumentation and structure</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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**Subject : Visual Arts**



Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Primary	Talking about Art	<ol style="list-style-type: none"> <li>1. Describe artwork with suitable visual arts vocabulary</li> <li>2. Understand ways of art appreciation</li> <li>3. Develop observation and analytical skills</li> <li>4. Understand the relationship between art and society</li> </ol>	<p>《美術欣賞》</p> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Interdisciplinary Learning in Visual Arts	<ol style="list-style-type: none"> <li>1. Understand ways of implementing Interdisciplinary Learning in Visual Arts</li> <li>2. Through critical appreciation of artwork of different cultures, help students learn to respect diverse cultures, and treasure history and cultural heritage</li> <li>3. Guide students to discuss and appreciate artwork critically from the perspectives of science, technology and mathematics, for broadening their horizons</li> </ol>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Auspicious tableware: Understanding Chinese Art Through Culture	<ol style="list-style-type: none"> <li>1. Critically appreciate three pieces of Chinese utensils, e.g., “青釉劃蓬瓣紋十繫罐”, “淺綠釉蓮瓣盞托” and “青花八吉祥紋盃”, by focusing on analysing their forms and surface decorations (motifs and their symbolic meanings), and interpret their messages from the social, cultural and religious perspectives</li> <li>2. Incorporate auspicious elements, e.g. forms, motifs and colours in designing a set of Chinese style tableware for expressing blessings to the students’ family</li> </ol>	<p><i>Art Appreciation and Criticism in Context Series: Examples of Understanding Chinese Art Through Culture</i></p>  <p>(only Chinese version is available)</p>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____









Junior Secondary	What is art criticism: Understanding art from different perspectives	<ol style="list-style-type: none"> <li>1. Develop verbal skills for art appreciation</li> <li>2. Understand different perspectives for art appreciation and criticism such as those from a viewer, a creator, as well as from the sociological and psychological perspectives</li> </ol>	<i>Art Appreciation and Criticism in Context Series: What is Art Criticism?</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Using Flowers to Express Own Aspiration: Understanding Chinese Art through Culture	<ol style="list-style-type: none"> <li>1. Through critically appreciating “層疊冰綃圖” by 馬麟, “四梅花圖卷” by 楊無咎 and “俏不爭春” by 關山月, explore the relationship between Chinese paintings and Chinese philosophical thoughts, e.g. Taoism and Confucianism</li> <li>2. Analyse the impact of culture, politics and other factors on the development of Chinese painting</li> <li>3. Create a painting with Chinese paint, brush and techniques, and use flowers as a metaphor to express students' own aspiration</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Understanding Chinese Art through Culture</i>  (Only Chinese version is available)	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	My Idol: Understanding Western Art through Culture	<ol style="list-style-type: none"> <li>1. By using appropriate visual arts vocabularies, compare the formal qualities of two Western portrait paintings of different periods (e.g. Ancient, Medieval, Renaissance or Modern)</li> <li>2. Interpret the artworks from historical, cultural, economic and technological perspectives</li> <li>3. With the theme “My Idol”, paint a portrait using appropriate art language and techniques to express feelings about the selected idols</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Understanding Western Art through Culture</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Junior Secondary	Hong Kong · Impression: Understanding Western Art through Culture	<ol style="list-style-type: none"> <li>1. Critically appreciate and compare The Hay Wain by John Constable and Impression, Sunrise by Claude Monet by focusing on their space and depth, colour, and brushstroke in creating moods and atmosphere</li> <li>2. Understand the impact of culture on art</li> <li>3. Compare the facets about the two societies of the paintings, and interpret the paintings from the perspectives of art history, culture and economy</li> <li>4. With the theme “Hong Kong · Impression”, create a landscape painting to express an impression of Hong Kong (e.g. colourful, speedy and packed)</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Examples of Understanding Western Art Through Culture</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary	Be Indomitable: Understanding Hong Kong Art through Culture	<ol style="list-style-type: none"> <li>1. Critically appreciate several pieces of 3-D artworks of Hong Kong artists of different periods by focusing on analysing the materials, formal qualities and visual effects</li> <li>2. Interpret the artworks from the perspectives of culture (e.g. East and West), economy and technology</li> <li>3. Experimenting the use of paper as a medium for 3-D art making</li> <li>4. With the theme “Be Indomitable”, create a piece of 3-D artwork to express strength and courage</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Examples of Understanding Hong Kong Art Through Culture</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary Visual Arts Elective Subject	Upcycling: Understanding Visual Arts Work with Functions from Various Perspectives	<ol style="list-style-type: none"> <li>1. Understand the relationship between design and daily-life.</li> <li>2. Appreciate design work from the perspectives of aesthetics, function and technology</li> <li>3. Redesign the function of an object and upcycle it into a daily-use appliance in response to the need of users (e.g. family members) by considering its aesthetic quality, function and cost of production</li> <li>4. Sketch the design with markers and sign pens</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Understanding Visual Artwork with Functions from Various Perspectives</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____


Senior Secondary Visual Arts Elective Subject	What is art appreciation and criticism: perspectives and theory of art appreciation	<ol style="list-style-type: none"> <li>1. Present a short piece of writing of art appreciation and criticism</li> <li>2. Understand some theories of art appreciation and criticism, e.g., the relationship among art history, art criticism and art theory for enhancing the knowledge of art appreciation</li> <li>3. Critically appreciate artworks from different perspectives, e.g., the viewer's and creator's contexts, the perspectives of sociology, psychology and semiology</li> </ol>	<i>Art Appreciation and Criticism in Context Series: What is Art Criticism?</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary Visual Arts Elective Subject	Little Universe · Big World: Understanding Hong Kong Art from Cultural Perspective	<ol style="list-style-type: none"> <li>1. Compare the paintings of two Hong Kong artists, analyse how the artworks reflect traditional Chinese culture and thoughts, as well as the concepts of western art</li> <li>2. Interpret artworks from the historical, social and cultural perspectives</li> <li>3. Use Western, Chinese or mixed medium to paint with the theme "Little Universe · Big World" to express one's own world view</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Examples of Understanding Hong Kong Art Through Culture</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary Visual Arts Elective Subject	Exploring . Self: Photograph and Context	<ol style="list-style-type: none"> <li>1. Critically appreciate a few photographic works from the formal perspective and the contextual perspective, understand the different meanings of the two approaches</li> <li>2. By applying contextual approach in art appreciation and criticism, develop multiple-perspectives thinking, as well as ways of seeing and making art</li> <li>3. Use the camera of a mobile device to record excerpts within a short period (e.g. a week) about a student's own daily-living, for exploring a new dimension of themselves (e.g. little habit, preference)</li> </ol>	<i>Art Appreciation and Criticism in Context Series: Examples of Photography in Context</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Senior Secondary Visual Arts Elective Subject	Building Portfolios	<ol style="list-style-type: none"> <li>1. Understand the functions of portfolios in Visual Arts learning and assessment</li> <li>2. Understand the ways and processes of developing portfolios: exploration of ideas, appreciation and criticism of art/design works, experimentation of skills and media, reflection of learning</li> <li>3. Understand the way and criteria of assessing portfolios (including the artworks) in classroom learning</li> </ol>	<i>Assessment for Learning Visual Arts Portfolio</i> 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary Visual Arts Elective Subject	Analysing Annotated Assessment Tasks (examination scripts and portfolios)	<ol style="list-style-type: none"> <li>1. Through analysing the annotated assessment tasks (examination scripts and portfolios): understand the requirements and assessment criteria of the public assessment of the senior secondary Visual Arts subject</li> <li>2. Acquire ways to improve art appreciation and art making through making reference to the suggested learning activities.</li> </ol>	EDB One-stop Portal for Learning and Teaching Resources - Arts Education Key Learning Area - Assessment Tasks Reference 	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**(h) KLA : Physical Education**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Junior Primary	Fundamental Movement	Fundamental Movement (FM) Games at Home for Junior Primary (Powerpoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Primary	Physical Fitness	● Physical Fitness activities at home (Powerpoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Physical Fitness	● Fitness Dance at home (Powerpoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	Physical Fitness	● Introduction of Fitness Dance ● Demonstration of different movements and dancing steps (Website)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	Physical Fitness	● Introduction of Fitness Dance ● Demonstration of dancing steps and different movements with different difficulties to cater for learner diversity (Website)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary/ Secondary	Physical Fitness	● Introduction of 20 Physical Fitness Games (Website)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Senior Primary/ Secondary	Physical Fitness	● Introduction of different physical fitness activities (without equipment, with equipment & specific equipment) (Webpage)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Senior Primary/ Secondary	Physical Fitness	● Introduction of 12 physical fitness activities with different difficulties (Webpage)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Secondary	Physical Fitness	● Doing Physical Activities at Home (Secondary Schools)—Physical Fitness (Basic Level) (PowerPoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Secondary	Physical Fitness	● Doing Physical Activities at Home (Secondary Schools)—Physical Fitness (Advanced Level) (PowerPoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Secondary	Physical Fitness	● Doing Physical Activities at Home (Secondary Schools)—Fitness Dance (PowerPoint)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning others: _____
Primary/ Secondary	Active and Healthy Lifestyle	● Introduction of Active and Healthy Lifestyles (Video clip)		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____






Primary/ Secondary	Active and Healthy Lifestyle	<ul style="list-style-type: none"> <li>● Introduction of Active and Healthy Lifestyles (ETV “健康動起來” trailer) (Video clip)</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary PE Elective	e-Assessment in SS PE Elective	<ul style="list-style-type: none"> <li>● Make use of Online learning platform for conducting e-assessment (provided by SS PE network teachers) to enhance students' learning effectiveness</li> </ul>	For detail, please contact Mr. YEUNG Tat-man by email: <a href="mailto:cdope5@edb.gov.hk">cdope5@edb.gov.hk</a>	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____







(i) Subject : **Liberal Studies for Senior Secondary Level**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Senior Secondary	Liberal Studies Learning and Teaching Resources	<ul style="list-style-type: none"> <li>The learning and teaching resources of Liberal Studies have been uploaded to the Liberal Studies Web-based Resource Platform to support the learning and teaching of Liberal Studies (<a href="https://ls.edb.hkedcity.net/en/index.php">https://ls.edb.hkedcity.net/en/index.php</a>)</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Learning and Teaching Exemplar: Understanding “One Country, Two Systems” and the Basic Law	<ul style="list-style-type: none"> <li>This exemplar is designed to help students grasp the concept of “one country, two systems”, and understand how the concept is incorporated into the articles of the Basic Law, and reflected in daily life.</li> <li>The exemplar is relevant to Themes 1 and 2 of the “Hong Kong Today” Module in the Liberal Studies Curriculum.</li> </ul>	 (P.91-119)	<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary	Learning and Teaching Resources of “Hong Kong Today” Module	<ul style="list-style-type: none"> <li>PowerPoint slides and videos for the 9 concepts in the <i>Liberal Studies Curriculum Resources Booklet Series: Hong Kong Today</i> (e.g. Basic Law, “One Country, Two Systems”, Rule of Law) were developed for teachers’ reference and use. They also help students understand these concepts.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____






**(j) Subject : General Studies for Primary Schools**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Junior Primary	Light, Sound, Electricity	<ul style="list-style-type: none"> <li>● General Studies Strand: Science and Technology in Everyday Life</li> <li>● Related learning activities: “Secret of Shadow”, “Making Sound Models” and “About Electricity”</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	The Living World	<ul style="list-style-type: none"> <li>● General Studies Strand: People and Environment</li> <li>● Related learning activities: “Identification of Living and Non-living Things”, “Characteristics of Animals” and “Parts of a Plant”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Forces and Simple Machines	<ul style="list-style-type: none"> <li>● General Studies Strand: Science and Technology in Everyday Life</li> <li>● Related learning activities: “Pulling Force” and “Pushing Force”</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Materials Science	<ul style="list-style-type: none"> <li>● General Studies Strand: Science and Technology in Everyday Life</li> <li>● Related learning activities: “Properties and Uses of Materials” and “Making Roofs”</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Our Wonderful Body	<ul style="list-style-type: none"> <li>● General Studies Strand: Health and Living</li> <li>● Related topics: “Sensory Organs”, “Skeleton and Muscles in Our Body” and “Healthy Diet”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____




Junior Primary	Green Living	<ul style="list-style-type: none"> <li>Cross-strand learning activities – “Reducing Food Waste”, “Energy Saving” and “Treasuring Resources”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Water and Air	<ul style="list-style-type: none"> <li>Cross-strand learning activities – “Model Making of Diving Squids”, “Properties of Air” and “Model Making of Air-Powered Rockets”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Primary	Engineering Work in China (Chinese Version Only)	<ul style="list-style-type: none"> <li>Cross-strand learning activities – Engineering Work of Railways: Rail model making</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Light, Sound, Electricity	<ul style="list-style-type: none"> <li>General Studies Strand: Science and Technology in Everyday Life</li> <li>Related learning activities: “Reflection of Light”, “Making Noise Barriers” and “Electrical Circuit Investigation”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	The Living World	<ul style="list-style-type: none"> <li>General Studies Strand: People and Environment</li> <li>Related learning activities: “Characteristics of Living Things”, “Classification of Animals” and “Functions of Different Parts of a Plant”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Forces and Simple Machines	<ul style="list-style-type: none"> <li>General Studies Strand: Science and Technology in Everyday Life</li> <li>Related learning activities: “Magnetic Force”, “Action and Reaction Forces” and “Simple Machines”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____


Senior Primary	Materials Science	<ul style="list-style-type: none"> <li>● General Studies Strand: Science and Technology in Everyday Life</li> <li>● Related learning activities: “The Solar System”, “The Moon Phases” and “Making Skyscrapers”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Our Wonderful Body	<ul style="list-style-type: none"> <li>● General Studies Strand: Health and Living</li> <li>● Related learning activities: “Importance of the Circulatory System”, “Functions of the Nervous System” and “Common Diseases”</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Green Living	<ul style="list-style-type: none"> <li>● Cross-strand learning activities – “Greenhouse Effect”, “Public Transport” and “Energy Saving”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Water and Air	<ul style="list-style-type: none"> <li>● Cross-strand learning activities – “Model Making of Submarines”, “Model Making of Self-watering Planters” and “Understanding Air Pollution”, etc.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Engineering Work in China (Chinese Version Only)	<ul style="list-style-type: none"> <li>● Cross-strand learning activities – Construction of Bridges: Bridge model making and investigation of the load capacity of bridge</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Primary	Stories of Silk Road (Chinese Version Only)	<ul style="list-style-type: none"> <li>● Cross-strand learning activities – Zheng He and the Maritime Silk Road: “Investigation of Watertight Compartments” and “Making Safety Alarm”</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Senior Primary	Learning and Teaching Resources related to Chinese History and Chinese Culture (Chinese Version Only)	<ul style="list-style-type: none"> <li>● General Studies Strand: National Identity and Chinese Culture</li> <li>● Files of powerpoint in pptx and pdf formats are provided, including key points of learning and teaching, reference materials for teachers and sources of extensive learning of the two topics – the Opium War and the Chinese People’s War of Resistance Against Japanese Aggression. Teachers can adjust the related teaching content too suit students’ needs</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary	Learning and Teaching Resource for Primary General Studies (History and Culture) (Chinese Version Only)	<ul style="list-style-type: none"> <li>● General Studies Strand: National Identity and Chinese Culture</li> <li>● This resource package includes topics: “Understanding the Han Culture through Lei Cheng Uk Han Tomb”, “Understanding History of the Song Dynasty from Sung Wong Toi” and “Understanding Chinese Culture from Walled Villages in Hong Kong”. Related lesson design, worksheet, student and teacher notes are provided. The resource is suitable to Key Stages 1 and 2</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

Primary	Chinalane (Chinese Version Only)	<ul style="list-style-type: none"> <li>● General Studies Strand: National Identity and Chinese Culture</li> <li>● Quality Education Fund – Chinalane consists of four major series, including people, history, Chinese virtues and life season, with 38 volumes in total.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
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**(k) Moral, Civic and National Education**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Primary/ Secondary	Moral, Civic and National Education	<p><a href="#"><i>“Moral, Civic and National Education – “Life Event” Exemplars” website by Education Bureau</i></a></p> <p>To provide “life event” exemplars of various domains, including personal development and healthy living, family life, social life, school life, community and national domains, and life at work.</p>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	Moral, Civic and National Education	<p><a href="#"><i>“Getting to Know the National Flag, the National Anthem and the Regional Flag” website by Education Bureau</i></a></p> <p>To provide L &amp; T resources, including brief descriptions of the national flag, national anthem and regional flag, points to note for schools while displaying the national flag and regional flag, relevant information and useful links to reference websites.</p>		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	Life Education (Chinese Version Only)	<p><a href="#"><i>“Orientation through Games, Enlightenment through Experience: Interactive Learning Resource for Life Education” by Education Bureau</i></a></p> <p>To provide exemplars for life education, and introduce relevant online resources.</p>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____



Primary	Moral, Civic and National Education  (Chinese Version Only)	<a href="#"><u>“The Clay Family” online magazine by Committee on the Promotion of Civic Education</u></a>  To promote positive values and proactive attitudes and introduce knowledge in daily life through comics and games.		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	The Constitution and the Basic Law Education	<a href="#"><u>“The Exhibition of the 30<sup>th</sup> Anniversary of the Promulgation of the Basic Law” website by the Basic Law Promotion Steering Committee and the Constitutional and Mainland Affairs Bureau</u></a>  To present the key milestones since the promulgation of the Basic Law, and introduce the historical background of the Basic Law, its drafting, promulgation and successful implementation in Hong Kong.		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Primary/ Secondary	The Constitution and the Basic Law Education	<a href="#"><u>“The Basic Law” homepage by the Constitutional and Mainland Affairs Bureau</u></a>  Apart from the full text of the Constitution and the Basic Law, to introduce the promotion activities of the Basic Law, relevant information and useful links to reference websites.		<input checked="" type="checkbox"/> teaching resources <input checked="" type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**(I) Gifted Education**

Key Stage / Level	Topic	Description of the Resources / related Learning Objectives	QR Codes of the Resources	Remarks
Senior Primary (Chinese Language)	詩韻頌 —— 與古詩人齊唱和 (Chinese version only)	<ul style="list-style-type: none"> <li>透過研習唐代近體詩，提升感受語文美感及欣賞詩歌的能力，豐富文學素養，體認中華文化精髓；</li> <li>提升文學欣賞和創作的興趣和能力；</li> <li>學習古人積極的人生觀及溫柔敦厚的傳統品格，引起生活和生命的體悟。</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary (Chinese Language)	新詩欣賞及創作 —— 校本抽離式資優培育計劃 (Chinese version only)	<ul style="list-style-type: none"> <li>掌握欣賞及創作新詩的方法，並領略創作新詩的趣味；</li> <li>透過新詩的欣賞和創作，了解自我、關心社會、思考人生價值，從而建立積極正面的人生態度。</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Junior Secondary (English Language)	Debating Out of the Box: A Box of Strategies to Ignite Student Thinking	<ul style="list-style-type: none"> <li>Enhance students' critical thinking skills and apply the skills in other language contexts or disciplines; and</li> <li>Understand how English language works in debating, and apply the understanding to their learning and use of the language.</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Senior Secondary (Chinese Language)	獅子山下的筆跡 —— 校本抽離式資優培育計劃 (Chinese version only)	<ul style="list-style-type: none"> <li>閱讀與評析香港文學作品和觀看相關的影音片段、搜集資料、分析及評鑑文學篇章、自行研習及評賞文學作品、進行創作或探究，以了解並發掘更多香港今昔的地貌與人情，培養審美情趣，提高學習語文的興趣和語文能力；</li> <li>增強人與人之間的溝通、同感和同情，引起對生活和生命的體悟；</li> <li>培養自主學習的態度和能力。</li> </ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____



**(m) Kindergarten Education**

<b>Key Stage / Level</b>	<b>Topic</b>	<b>Description of the Resources / related Learning Objectives</b>	<b>QR Codes of the Resources</b>	<b>Remarks</b>
Kindergarten	Educational Television, EDB - Fun Ways to Learn to Write: Developing Pre-writing Skills	<ul style="list-style-type: none"><li>• Ways to develop young children's pre-writing skills</li></ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____
Kindergarten	I am a Healthy Kid	<ul style="list-style-type: none"><li>• Healthy Living</li><li>• Health Education</li><li>• Games and Physical Activities</li><li>• Reading Activities</li><li>• Other References</li></ul>		<input checked="" type="checkbox"/> teaching resources <input type="checkbox"/> self-learning <input type="checkbox"/> others: _____

**Student Assessment Repository (STAR)**  
**Online Preset Assessment Tasks on ‘Basic Competency’**  
*(Tasks on Reading, Writing, Listening and Speaking for the language subjects)*

### **Purpose**

This Appendix is to introduce to heads and teachers of Primary and Secondary schools of Chinese Language, English Language and Mathematics on the uploading of the captioned online pre-set assessment tasks onto the STAR platform.

### **Details**

2. The STAR platform is an online assessment item bank with more than 57 000 quality assessment items set according to the Basic Competencies (BC) of Chinese Language, English Language and Mathematics from Key Stage 1 to Key Stage 3, and can provide instant assessment reports. Teachers can make use of the instant assessment reports to review students’ learning situations, providing them with timely and focal feedbacks to enhance learning and teaching, as well as making reference to the learning resource kits available on the Web-based Learning and Teaching Support (WLTS) platform to arrange follow-ups and adjust strategies and plans in learning and teaching.

3. Since February 2020 at when the COVID-19 pandemic has started, the Preset Assessment Tasks of Chinese Language, English Language and Mathematics for Key Stages 1 – 3 have been uploaded onto the STAR platform (<https://star.hkedcity.net/en/>). To broaden the diversity of learning and assessment resources, online interactive games covering Chinese Language, English Language and Mathematics will also be uploaded to the WLTS platform (<https://wlts.edb.hkedcity.net/en/home/index.html>) on a regular basis from September 2020 and onwards.

4. Teachers can directly use the Preset Assessment Items / Tasks when planning school-based curriculum, or modify them on a need basis and assign them to students via the STAR platform, or encourage students to undergo learning at home. The STAR platform supports electronic devices from major manufacturers (including tablets, notebooks and desktop computers) and major web browsers and schools may need to update the software of the electronic devices and version of web browsers.

### **Contact**

5. For enquiries, please contact Ms HUI Lai-yin, Connie (Senior Curriculum Officer/Assessment and Support) of the Assessment and HKEAA Section, Education Infrastructure Division, EDB at 2123 6032. Schools may also contact the Hong Kong Education City at their hotline at 2624 1000 to inquire the various functions and tips on actual operations of the STAR platform.