

Under the framework of YE moral education, the development and implementation of the "Four Appropriate" concept-led education and creativity cultivation curriculum: A case study of the high school division of Nanning No. 14 Middle School

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Abstract: *To implement the fundamental task of fostering virtue through education, adapt to student differences with the "Four Appropriate" concept, and cultivate innovative competencies, the high school division of Nanning No. 14 Middle School developed the "Ye" moral education system and created the "Education and Creativity Ye" curriculum based on the "1001 YE Moral Education" project of the Nanning Institute of Educational Science. Guided by the principles of "appropriateness for special needs, appropriate slowing, appropriate advancement, and appropriate universality," this curriculum designs a series of content-"Will-cultivation, Conduct-cultivation, Interest-cultivation, Environment-cultivation, and Forging-cultivation"-through five educational pathways: curriculum, practice, activities, collaboration, and culture. The implementation is combined with key competencies and the "Spring Water Culture." The results show that the curriculum addresses both commonalities and individual differences, promotes students' comprehensive and personalized development, and provides a school-based practice model for inclusive education and the cultivation of innovative talents.*

Keywords: *YE Moral Education Curriculum, Four Appropriate Curriculum, Education and Creativity*

1. The Significance of the Moral Education Curriculum System, the Education and Creativity Curriculum, and the "Four Appropriate" Curriculum

The moral education curriculum system is an organic whole with systematic, hierarchical, practical, and dynamic characteristics, formed by educational entities through the scientific arrangement and combination of various curriculum elements related to moral education under the guidance of specific educational values and the fundamental task of fostering virtue through education, in order to achieve preset moral education goals. It serves as the core carrier and key pathway for implementing moral education work and cultivating students' correct worldview, outlook on life, and values.

The Education and Creativity Curriculum (a curriculum for cultivating innovative capabilities) is an organic curriculum system that integrates multidisciplinary knowledge, practical resources, and teaching elements. It is grounded in the innovation-driven development strategy, follows educational laws and the characteristics of students' physical and mental development, and takes the cultivation of students' innovative awareness, innovative thinking, innovative methods, and innovative practical abilities as its core objectives, thereby forming a curriculum system that is theoretical, practical, and innovative in nature.

The "Four Appropriate" Curriculum is an organic curriculum system that integrates various elements such as curriculum objectives, content, implementation, evaluation, and support. It is grounded in the people-oriented educational philosophy, follows educational laws, the characteristics of students' physical and mental development, and the principle of teaching students according to their aptitude, and takes "appropriateness for special needs (special students), appropriate slowing, appropriate advancement, and appropriate universality" as its core orientation, thereby forming a curriculum system that is scientific, inclusive, hierarchical, and practical in nature. It serves as an important carrier for implementing educational equity, promoting inclusive education, and fostering students' comprehensive and personalized development.

Under the framework of the "1001 YE Moral Education" brand curriculum teaching and research planning proposed by the Nanning Institute of Educational Science, the high school division of Nanning No. 14 Middle School comprehensively summarized its educational and teaching practices and proposed a set of systematic school-based moral education "YE" systems.

To promote inclusive education, foster students' comprehensive and personalized development, balance group commonalities with individual differences, and ensure that students at different developmental levels can receive appropriate educational support, the high school division of Nanning No. 14 Middle School adopted the "Four Appropriate" curriculum concept. Guided by the core principles of "appropriateness for special needs, appropriate slowing, appropriate advancement, and appropriate universality" in the process of cultivating students' innovative abilities, the school designed a sub-curriculum of the school-based "YE" moral education curriculum, which is characterized by diverse interaction, embodiment, and integration: the Education and Creativity YE Curriculum.

2. The Development and Implementation of the Education and Creativity Curriculum under the "Four Appropriate" Concept

Nanning No. 14 Middle School was established in 1964 and has four campuses. The high school division of No. 14 Middle School is located on Zhu Tang Road, Qingxiu District, Nanning City, and is a model ordinary high school in Nanning. The school adheres to the school motto of "Being knowledgeable and courteous, striving for excellence to serve the country," advocates the educational philosophy of "Awakening lives, watching over growth," and has formed the spirit of the No. 14 Middle School community: "Striving continuously for self-improvement, competing for excellence; possessing great virtue to embrace all things, coexisting in harmony."

2.1 The Moral Education YE Curriculum System of Nanning No. 14 Middle School

Nanning No. 14 Middle School transforms the fundamental task of fostering virtue through education into vivid practices, deepens the simultaneous development of the five educations, adheres to the orientation of key competencies, and focuses on the transformation of educational methods. Under the framework of the "1001 YE Moral Education" brand curriculum teaching and research planning proposed by the Nanning Institute of Educational Science, and based on the connotations of "ye" extended to "cultivation"-namely forging, fusing, tempering, and sublimating-the school has constructed the Education and Creativity Moral Education "Cultivation" Curriculum.

Based on the educational pathways proposed in the Guidelines for Moral Education in Primary and Secondary Schools, the school has designed the Education and Creativity Moral Education "Cultivation" Curriculum. The curriculum is named as follows: Curriculum-based Education: Will-cultivation, Innovative Thinking Launching Curriculum; Practice-based Education: Conduct-cultivation, Innovative Practice Forging Workshop; Activity-based Education: Interest-cultivation, Innovative Competence Fusing Action; Collaborative Education: Environment-cultivation, Innovative Ecosystem Co-cultivation Plan; Culture-based Education: Forging-cultivation, Personality Sublimation, Generation of Innovative Consciousness, Value Radiation, and Social Influence.

2.2 Design Concept and Intention

2.2.1 Reflecting the Requirements of Key Competencies and Cultivating Well-Rounded Individuals

In 2014, the Ministry of Education formulated and issued the Opinions on Deepening Curriculum Reform Comprehensively and Implementing the Fundamental Task of Fostering Virtue Through Education, which proposed the key competencies for Chinese student development. These competencies mainly refer to the essential qualities and key abilities that students should possess to adapt to lifelong development and societal needs. With the cultivation of "well-rounded individuals" as its core, this framework comprises three aspects: cultural foundation, independent development, and social participation. It is comprehensively manifested in six major competencies: humanistic heritage, scientific spirit, learning how to learn, healthy living, sense of responsibility, and practical innovation. These are further specified into 18 basic points, such as national identity.

The moral education "Cultivation" Curriculum designed by our school is based on the key competencies for student development. Through five educational pathways-curriculum-based education,

culture-based education, practice-based education, activity-based education, and collaborative education-it implements the fundamental task of fostering virtue through education and cultivates well-rounded individuals.

2.2.2 Reflecting the Connotation of the "Spring Water Culture" of Nanning No. 14 Middle School, It Integrates the School Culture into the Education and Creation "Ye" Curriculum.

Nanning No. 14 Middle School is established on the basis of the "Spring Water Culture." The school has always adhered to the educational philosophy of "awakening life and watching over growth," taken the vision of "a continuous flow of happiness and endless growth," set the educational goal of "cultivating noble character and a sense of responsibility to the country," and established the school motto of "being knowledgeable and courteous, and striving to become talented to serve the country." These efforts have fostered a school spirit characterized by "continuous self-improvement, striving for excellence, embracing all with virtue, and achieving harmonious coexistence." Guided by the school culture and the framework of the school curriculum, this course integrates the core curriculum design principle of "being knowledgeable and courteous, and striving to become talented to serve the country" with the "Ye" moral education curriculum. This integration aims to reflect both the school culture and the concepts of moral education.

2.2.3 Reflecting the Concept of Home-School-Community Co-Education within the "Education and Creation 'Ye' Moral Education Curriculum" of Nanning No. 14 Middle School, Collaborative Efforts in Education Support Student Growth.

Against the backdrop of the "New Curriculum, New Textbooks, and New College Entrance Examination," the "Education and Creation 'Ye' Moral Education Curriculum" of Nanning No. 14 Middle School is based on the curriculum framework of "Cultivating Will, Cultivating Conduct, Cultivating Interest, Cultivating Environment, and Cultivating Forging." It has specifically constructed a home-school-community collaborative moral education model, which organically integrates the emotional nourishment from the family, the systematic cultivation from the school, and the practical experience from society. This model provides strong support for the orderly implementation of various activities within the "Ye" curriculum, achieves the extension, expansion, and seamless connection of moral education activities in terms of time and space, and significantly enhances the effectiveness, standardization, and practicality of moral education. This model extends the activity settings of the "Education and Creation 'Ye'" curriculum from the campus to families and communities, and extends the activity time from classroom hours to after-school hours and holidays. It allows students to gradually cultivate an innovative personality and spirit, refine innovative thinking and methods, and accumulate innovative knowledge and skills under comprehensive and multi-dimensional moral education nourishment. Ultimately, it enables students to grow into innovative talents in the new era who possess innovative ability, practical skills, and a sense of social responsibility, while also maximizing the educational value of the "Education and Creation 'Ye' Moral Education Curriculum."

2.2.4 Reflecting the "Four Suitability" Concept, It Constructs a Curriculum Framework That Aligns with the Cognitive Patterns, Learning Needs, and Life Realities of the Vast Majority of Ordinary Students.

In accordance with the overall objectives of moral education outlined in the Guidelines for Moral Education in Primary and Secondary Schools, and taking into account the physical and mental development characteristics of students at different ages as well as the specific conditions of the school, a curriculum system has been designed. This system is tailored to students of varying abilities and is categorized into four types: the "Suitable-Slow Type," which features a slow-release model for innovation literacy; the "Suitable-Special Type," which adopts a special model for innovation literacy; the "Suitable-Universal Type," which maintains a stable model for innovation literacy; and the "Suitable-Advanced Type," which implements a catching-up model for innovation literacy. The "Education and Creation 'Ye' Moral Education Curriculum" integrates unified themes, diverse activities, and an interconnected, progressive structure to achieve the goals of cultivating an innovative personality and spirit, innovative thinking and methods, as well as innovative knowledge and skills.

2.3 Architecture Diagram of the "Education and Creation Moral Education 'Ye' Curriculum"

Guided by the national strategy for cultivating innovative talents, the Senior High School Division of Nanning No. 14 Middle School deeply aligns with the educational requirements of the "New Curriculum, New Textbooks, and New College Entrance Examination." It closely adheres to the fundamental task of "fostering virtue through education" and the core objectives of the Education and

Creation Curriculum. Centering on the profound connotations of the word "Ye"-namely "smelting and forging, fusing and tempering, sublimating and elevating"-the school has meticulously designed and constructed a unique and logically coherent innovative moral education curriculum system that closely matches the developmental realities of senior high school students. This system is grounded in the laws of students' physical and mental development and the pathways for cultivating innovation literacy. Supported by the "Four Suitability" curriculum concept, it forms a complete, progressive, and interlocking framework consisting of five steps: "Cultivating Will, Cultivating Conduct, Cultivating Interest, Cultivating Environment, and Cultivating Forging." This framework guides students from ideological inspiration to practical training, and from stimulating interest to environmental immersion, ultimately achieving personal sublimation. Through this step-by-step and progressive approach, it enhances students' innovative abilities, thereby embodying the school's educational philosophy of "awakening life and watching over growth" and its educational concept of "fostering innovation and cultivating students comprehensively."

The entire curriculum system clearly highlights the logic of cultivating innovation literacy through the process of "foundation building via curriculum, refinement through practice, immersion via activities, and synergy through collaboration." The five major modules each perform their own functions while supporting and organically integrating with one another, forming a closed-loop educational system. This system breaks the limitations of the fragmented and segmented nature of traditional curricula, achieves a deep integration of innovation education and moral education, and ensures that the cultivation of innovation literacy and the shaping of moral character run through the entire three-year growth journey of students in senior high school.

3. Implementation Plan for the "Ye" School-Based Innovation Literacy Education

Based on the cognitive development patterns of students in the three grades of senior high school, our school has designed a "spiral-up" innovation ability cultivation curriculum grounded in the "Ye" Character Curriculum System, highlighting the grade-level progression and the advancement of capabilities.

3.1 Curriculum Objectives

Overall Curriculum Objective: Taking "Ye" as the core principle, it aims to cultivate innovative ability and innovation literacy, develop values and leadership, form an innovative personality, and forge innovative talents for the new era.

Stage Curriculum Objectives:

Senior One: The Year of Forging the Spark: Centered on the moral education goal of "understanding oneself," it ignites innovative awareness and completes the identity shift from "observer" to "explorer."

Senior Two: The Year of Advancing in the Furnace: Centered on the moral education goal of "exploring oneself," it integrates home, school, and community to forge systematic thinking and achieves the capability leap from "explorer" to "creator."

Senior Three: The Year of Tempering in the Ecosystem: Centered on the moral education goal of "fulfilling oneself," it tempers innovative leadership and completes the value sublimation from "creator" to "change-maker."

3.2 Curriculum Implementation

The curriculum design for the three grades follows a spiral-upward progression of cognitive forging (Senior One) → cross-border fusion (Senior Two) → ecosystem tempering (Senior Three), guiding students from the enlightenment of thinking to the deepening of practice and finally to the sublimation of value.

Senior One: Foundation Forging • The Year of Forging the Spark; Senior Two: Form Forging • The Year of Advancing in the Furnace; Senior Three: Casting Forging • The Year of Tempering in the Ecosystem. Each grade has designed the curriculum content and corresponding evaluations for Cultivating Will, Cultivating Conduct, Cultivating Interest, and Cultivating Environment. The curriculum reflects its spiral-upward development trend through cognitive development, intensity of practice, scope of activities, and collaborative networks. The curriculum for the three grades is

structured in a hierarchical manner, reflecting the continuous improvement of students' abilities, values, social influence, and cultivation methods across different grades, as well as the increasing level of participation and depth in the collaborative education model involving home, school, and community.

3.2.1 Senior One: Foundation Forging • The Year of Forging the Spark (Foundation Stage)

Cultivating Will (Ideological Foundation): With the core principles of "initially integrating the mind, building the foundation through intelligence, and exploring initial perspectives," it uses courses such as Innovative Personality Awareness to complete the enlightenment of innovative awareness and the establishment of foundational knowledge.

Cultivating Interest (Stimulation of Interest): With the theme of "the glimmer of the forging fire and the emergence of the color," it stimulates students' interest in innovation through hands-on practice.

Cultivating Conduct (Practical Implementation): Relying on the "Forging Workshop 1.0" and the "Smelting Arena • Bronze Level," it enables students to master basic innovative tools and problem-solving methods.

Cultivating Environment (Immersive Scenarios): Through scenarios such as Family Innovation Day and the Human Library, it builds a home-school collaborative innovation atmosphere, allowing students to experience the value of innovation in real life.

Curriculum Evaluation: The "Spark Badge" serves as the certification for the stage achievement, marking the completion of the initial forging of the innovative spark for students.

3.2.2 Senior Two: Integration Forging • The Year of Advancing in the Furnace (Deepening Stage)

Cultivating Will (Capability Advancement): Centered around "integration and breakthrough, advancement in intelligence, and deepening of perspectives," it guides students to establish systematic innovative thinking and ethical cognition.

Cultivating Interest (Expansion and Deepening): Driven by the concept of "the forging fire spreading across the land and the colors becoming vibrant," it extends students' innovative interests to interdisciplinary practices and social service scenarios.

Cultivating Conduct (Capability Upgrade): It upgrades to the "Forging Workshop 2.0" and the "Smelting Arena • Silver Level," enabling students to enhance their engineering practice and teamwork skills in real-world industrial scenarios.

Cultivating Environment (Ecological Growth): It constructs an ecosystem of "school-community collaboration chain for growth." Through activities such as simulated family innovation days and corporate innovation internships, it promotes the deepening of students' innovative practices in social contexts.

Curriculum Evaluation: The "Furnace Atlas" is used to document the progressive trajectory of students' innovative capabilities, presenting diverse outcomes of their growth.

3.2.3 Senior Three: Casting Forging • The Year of Tempering in the Ecosystem (Sublimation Stage)

Cultivating Will (Value Sublimation): Focusing on "integration without boundaries, the pinnacle of intelligence, and the sublimation of perspectives," it guides students to pay attention to social issues and cultivates systematic innovation and leadership.

Cultivating Interest (Value Consolidation): With the theme of "the eternal forging fire and the lasting colors," it enables students to understand the long-term value of innovation through inheritance and innovation.

Cultivating Conduct (Social Responsibility): It upgrades to the "Forging Workshop 3.0" and the "Smelting Arena • Gold Level," allowing students to apply advanced innovative capabilities to solve complex social problems.

Cultivating Environment (Cross-Border Symbiosis): It creates an ecosystem of "cross-border collaboration and symbiosis," enabling students to maximize the value of innovation within an open ecosystem.

Curriculum Evaluation: The "Innovation Emblem" serves as the certification of innovative capability upon graduation from senior high school, marking the completion of students' tempering

process from a "spark" to an "ecosystem," and demonstrating their future-oriented innovation literacy and social responsibility.

Throughout the three-stage "Ye" curriculum in senior high school, it reflects the mutual integration and spiral-upward progression of moral education activities and their effects. It incorporates the multiple practices, multiple participations, multiple methods, multiple pathways, multiple collaborations, multiple integrations, multiple individualities, and multiple highlights derived from "Ye" into the Education and Creation Moral Education Curriculum.

4. A Case Study of Student Tracking in the Implementation of the Education and Creation Curriculum

Classmate Nong, a student from the Class of 2024 in the Senior High School Division of Nanning No. 14 Middle School, has consistently ranked among the top of his grade since enrollment. He possesses a strong interest in the field of science and technology, demonstrates keen observation, a passion for exploration, and a willingness to practice, and exhibits strong independent learning abilities and innovative potential. Upon entering senior high school, he actively integrated himself into the school's "Education and Creation 'Ye' Moral Education Curriculum System." Through three years of systematic cultivation and personalized guidance, he progressively enhanced his innovative skills, refined his innovative thinking, and shaped his innovative personality. Ultimately, relying on his solid professional foundation and rich experience in innovative practice, he excelled in the comprehensive evaluation for admission to South China University of Technology in 2024, successfully passed the university interview, and was eventually admitted to Sichuan University of Science and Technology. He has become a typical benchmark for the cultivation of innovative talents through the school's "Education and Creation 'Ye'" curriculum. His growth trajectory fully demonstrates the curriculum's educational logic of "Cultivating Will, Cultivating Conduct, Cultivating Interest, Cultivating Environment, and Cultivating Forging."

Senior One: Igniting the Spark. Upon first entering senior high school, although Classmate Nong had a passion for science and technology, he lacked systematic innovative thinking training and practical experience, with his understanding of innovation remaining at the level of interest. Relying on the Cultivating Will and Cultivating Interest modules within the school's "Education and Creation 'Ye'" curriculum, he actively participated in activities such as the "My Innovative Dream" themed sharing session and introductory lectures on technological creativity. By listening to the innovative experiences of scientific researchers, he solidified his aspiration to "serve life and give back to society through technological innovation," and his innovative awareness was further ignited. In the practical 3D printing sessions of the Cultivating Conduct curriculum, he diligently studied operational techniques, formed a team, applied the 3D printing skills he had learned, repeatedly refined the design plan, optimized the equipment storage model, and ultimately completed the design for the "School Gymnasium Project," successfully solving a practical problem on campus. For this project, he won the School-level Innovation Gold Award. Through foundational thinking training, he mastered interdisciplinary analytical skills and transitioned from a "technology enthusiast" to a "problem solver."

Senior Two: Integration and Breakthrough. Entering senior two, Classmate Nong relied on the Cultivating Conduct and Cultivating Environment modules of the "Education and Creation 'Ye'" curriculum to further deepen his innovative practice. He actively participated in the research and learning activities organized by the school in collaboration with the Cell Bank of the Guangxi Academy of Sciences. Under the guidance of a research mentor, he systematically studied knowledge related to cell culture and biological experiments, gradually integrating technology with biological disciplines. Combining these with the programming skills he had learned, he assisted the team in organizing and analyzing experimental data and optimized experimental processes, effectively improving the efficiency of the research activities. Through his outstanding performance, he became a core member of the interdisciplinary research team.

Senior Three: Tempering Value. During his senior three year, under the cultivation of the Casting Forging and Cultivating Environment modules of the "Education and Creation 'Ye'" curriculum, Classmate Nong gradually achieved a dual sublimation of his innovative capability and personal character, growing from an "innovative practitioner" into a "social innovation leader." He actively registered to participate in the Belt and Road Youth Maker Camp. Relying on his solid innovative skills and rich practical experience, he became one of the student representatives from China. Collaborating with young people from around the world, he integrated artificial intelligence with his knowledge of

biology and programming to jointly develop a technology project that was both practical and beneficial to the public. Through this experience, he showcased the achievements of China's technological development, as well as the innovative spirit and sense of responsibility of Chinese youth, to young people from various countries.

After three years of systematic training through the "Education and Creation 'Ye' Moral Education Curriculum," Classmate Nong achieved a transformative growth from a skill learner to a social innovation leader. He not only acquired solid innovative skills and systematic innovative thinking but also cultivated an innovative personality characterized by a strong sense of responsibility, a willingness to share, and a commitment to continuous improvement. His growth journey, which combined technological rigor with a humanistic touch, earned high recognition from the judges during the comprehensive quality interview at South China University of Technology, ultimately leading to his successful admission to Sichuan University of Science and Technology. The case of Classmate Nong's growth fully demonstrates the scientific nature and effectiveness of the "Education and Creation 'Ye' Moral Education Curriculum System" of Nanning No. 14 Middle School. It also highlights the important role of the "Four Suitability" concept and the home-school-community collaborative education model in cultivating innovative talents, providing a vivid practical example for the school's subsequent efforts in innovative education.

Conclusion

The "Education and Creation Moral Education 'Ye' Curriculum System" in the Senior High School Division of Nanning No. 14 Middle School, with its scientific framework, rich content, and innovative implementation methods, provides a solid foundation for cultivating students' innovation literacy. Through this curriculum system, students achieve comprehensive development in knowledge, abilities, and moral character, gradually growing into talents of the new era who possess an innovative spirit, practical skills, and a sense of social responsibility. In the future, the school will continue to deepen curriculum reform, persistently refine the curriculum system, and strive diligently to cultivate more innovative talents who can meet the demands of social development. In the wave of education in the new era, it aims to write an even more glorious chapter and contribute the strength of Nanning No. 14 Middle School to the development of the educational cause.

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