

## Preface

History is an identity and pride component of a given nation and the world that the relevant people have their duties to learn, to find out, to analyze and to take historical benefits even though the ones with shocking and shameful characteristics such as genocide during the Khmer rouge regime. The recognition of the historical facts, the memory, the curiosity and the finding out of the history are the foundation of the sustainable development and the peace keeping for a nation, especially the one just recovered from the serious conflicts such as Cambodia. The cognitive ability and skills to use the history benefits have its dramatic impacts on mental behavior and the acts of a given nation in the present and the future time. The misconception and misuse of history, the inappropriate history explanation without concrete relevant scientific evidences might cause serious conflicts within a country or between countries in the present and the future time.

The mission of history learning refers clearly to understand more oneself, to consider the relevant impacts and history consequences, and to use the history benefits for the better contribution and responsibility in social process. The cognitive ability and skill to use the history benefits with high consideration and responsibility bring eventually the learners to become an active, professional and ethical citizen. The past time lights up the present time and shows the way to the future time – accordingly, the past time provides the connection between the present and the future time where they cannot naturally be separated. In case that the learner understand well the past time, they will be able to prepare well the future time. A nation without its own history understanding is a nation without its identity. The citizen who understand its national identify will love his/her nation, strive constantly for nation building and defense with high responsibility and consciousness.

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## **1. Introduction**

The History Curriculum for general and technical education from primary school to upper secondary school was upgraded based on inquiry-based learning and up-to-date expected learning outcomes. After the completion of the study in History based on the primary and upper secondary school curriculum, the learners will acquire the highest level of learning domains to become citizens being able to demonstrate their ability to use with confidence the correct archeological evidences and historical events for the benefits of social development and peace keeping in the present and in the future time.

## **2. Objectives**

### **2.1. History education**

History education will contribute to shape a learner to become a full-qualified citizen based on the expected learning outcomes of the national curriculum (endorsed by the Ministry of Education, Youth and Sport in 2015) with the potential qualifications as below:

- high responsibility to their own decisions and acts.
- reasonable, knowledgeable qualification as well as the possession of critical thinking and estimation skills.
- initiative and creative ideas to solve relevant problems.
- optimistic, patient and resilient manners towards difficult situations or problems.
- high confidence and excellence possession in team working for the benefits of humanity.
- good behavior, morality and virtue together with the benefits of humanity.

### **2.2. Learning domains of History learners**

All citizens naturally need peace and development in physical, moral and psychosocial activities based primarily on cognitive, psychomotor and affective learning domain development. In order to develop and to preserve wanted peace and development, all citizens must growth their potential full-qualified citizenship such as cognitive, psychomotor and affective domain development in addition with good global citizenship, 21<sup>st</sup>-century qualification criteria and qualified History learning competencies. The world of 21<sup>st</sup> - century era needs the citizens with the above potential qualifications to contribute in the world sustainability, development and peace keeping. Cambodia, a developing low middle-income country, certainly needs the kind of the good qualified citizens and it drives Cambodia to become the developed high-income country in 2050 with sustainable peace. Accordingly, Cambodian learners of all programs need the education system effectively and accurately providing expected outcomes as full-qualified citizen from the present time by using up-to-date curriculum development in all learning areas and high reviewed/qualified teachers with expected competencies. After the completion of History study in general and technical education from primary school to upper secondary school level, the learners will develop their competencies as full-qualified citizen with strong ability in using data, evidences and historic events to serve the humanity such as:

#### **2.2.1. Cognitive domain:**

- to conclude effectively the history objectives and connection to relate to daily life of human and nature in the present and future time.

-to explain comprehensively the historical events in existing and non-existing state such as living people and places based on archaeological evidences and in scientific way.

-to compose correctly the history of human social changes, places, cultural heritages and nature in the past, present and future time.

#### 2.2.2. Psychomotor domain:

-to create effectively the structure and ways of good and positive communication between human, nature and historic heritages.

-to analyze comprehensively the changes in demography, politics, economy, society and culture which created countries, regions and the world.

-to provide choices and ways of problem solving in society, economy and politics with responsibility, ethic and creativities.

#### 2.2.3. Affective domain:

-to value the common aspects, the differences and the varieties of culture, religions, habits, beliefs and traditions in history of countries, regions and the world.

-to relate the value of the past historic heritages to the present and the future time.

-to culture good behavior, morality, virtue, right thinking and creativity through historic heritage learning.

### 2.3. Lower secondary school from grade 7 to 9:

To achieve the expected learning outcomes in terms of good citizenship qualification, the curriculum for lower secondary school should contain the expected learning outcomes of history learning, the 21<sup>st</sup> learning domain qualification and global citizenship qualification. In this level of grade 7 to 9, learners with the age between 13 to 15 years old demonstrate their intellectual ability in learning the outside world of their own comfortable zones, to see the better world, to help the other people and the willing to be a strong and good citizen. Moreover, the learners at this level need good human qualification such as cognitive, psychomotor and affective domain development to execute their tasks to serve humanity and to survive in the social complexity. Accordingly, the history learning at this level must provide strong human competencies to the learners at these ages as below:

#### **\*Cognitive domain:**

-to relate effectively the learning outcomes, the relationship of historic evidences and the relevant historic events to the daily life activities in the present and the future time.

-to use skillfully inquiry and understanding ability to learn historical events and evidences for the benefits of long-life learning and daily life activities.

#### **\*Psychomotor domain:**

-to conduct with confidence the good and positive communication with nature, people and historic heritages.

#### **\*Affective domain:**

-to cultivate the thinking/speaking culture, good habit and positive acts in preserving and development of historic heritages for the benefits of humanity.

-to demonstrate clearly their principles of good behavior, morality and virtue for the benefits of humanity.

-to justify comprehensively the common and different characteristics of a civilization, a culture, a society, politics and economy in the history of a country, a region and the world.

### **3. Important principles**

#### 3.1. Learning and teaching approaches

There are many approaches of learning and teaching used in various schools such as inquiry-based approach, student-centered approach, collaborative learning approach, project-based approach, problem-based approach. The current history curriculum uses “inquiry-based approach”. The principles of inquiry-based learning create the relevant learning environment providing to learners to acquire the ability to do relevant searching and to effectively respond to the actual needs and nature of children/youth of the 21<sup>st</sup> century. This learning principles enable the learners firstly to achieve the high level of good critical thinking with the ability to think, analyze and to conclude events with evidence-based manners from the relevant researches and secondly, to develop their questions into new knowledge.

#### 3.2. Learning outcomes

Please think concisely! Before 1 hour or less than 1 hour of learning with your teacher of history, what were your expectation of knowledge, skill and attitude from this subject?

Example from lesson on principle people of Khmer history in the 9<sup>th</sup> century. What are the expected learning outcomes such as knowledge, skill and attitude that you can use for principle benefits to your daily life activities, to help other people and your country in the present and in the future time? I need to learn about “the ruling principles used by the relevant Kings at that time” and “the leader characteristics based on the 10 principles of the royal morality and virtue”, and to analyze the related principle factors bringing the great Angkor empire at that time and I need to relate the leading characteristics at that time to those at the present time.

The expected learning outcomes of the program refer to cognitive, psychomotor and affective learning domain used for the benefits of daily life activities and of humanity.

#### 3.3. Learning concepts

History curriculum focus on the next principle: “learning concept”. Learning concepts bring learners and teachers to think and to find out the answers through asking the questions on the principle contents of the lesson and formulating the findings into new knowledge from each learning concepts of each lesson. All lessons of history subject at all level provide the principle guiding to learners to understand the learning concepts first before getting into teaching/learning activities to achieve the expected learning outcomes from the lesson.

#### 3.4. Value of History

History is the identity and the pride of one nation. Accordingly, the people of the nation must undergo the duty to learn, to analyze, to value, to get experiences and to use the history tools for the benefits of humanity together with the ability to evaluate the present situation and to forecast those of the future. At the same way, history learning refers to the development of cognitive, psychomotor

and affective learning domains in order to contribute to problem solving of the society, economy and politics as well as the contribution to the sustainable development and peace.

After achieving the expected learning outcomes, the learners will: -change their ways of “thinking, decision, act and providing value on their own”, -think of the relevant consequences together with the history impacts, and -adhere to their acquired principles and execute it with correct behavior, morality and virtue for the benefits of humanity.

### 3.5. Philosophy of History

History education in Cambodia focuses on the culture of thinking, speaking, habit and the act of the learners so that the learners have pride and appreciate their own historic heritages and relate the historic events to the present and future time as well as using the learn experiences from the past to resolve and to prevent the same mistakes already happened in the past time.

### 3.6. History and Global citizen qualification

In this high technology in informatics era, the human being need the interconnection between nations, politics, cultures, societies and economy with other countries of the world. The tremendous progress of the technology drives and expands the potential globalization, so the citizens of all nations must live together and value to common characteristics and differences of their culture, politics, religions, habits, traditions and beliefs. Many research studies found that people with qualified global citizenship possess their ability to live and to work in any circumstance of culture, tradition and beliefs as well as to contribute to the sustainable development and world peace keeping. Thus, in order to assure that the next Cambodian generation live in happiness, development and peace with the globe, the history subject of the education system from primary school to upper secondary school must include the global citizenship qualification. The inclusion of the global citizenship qualification offer the benefits to learners and society through 3 main ways:

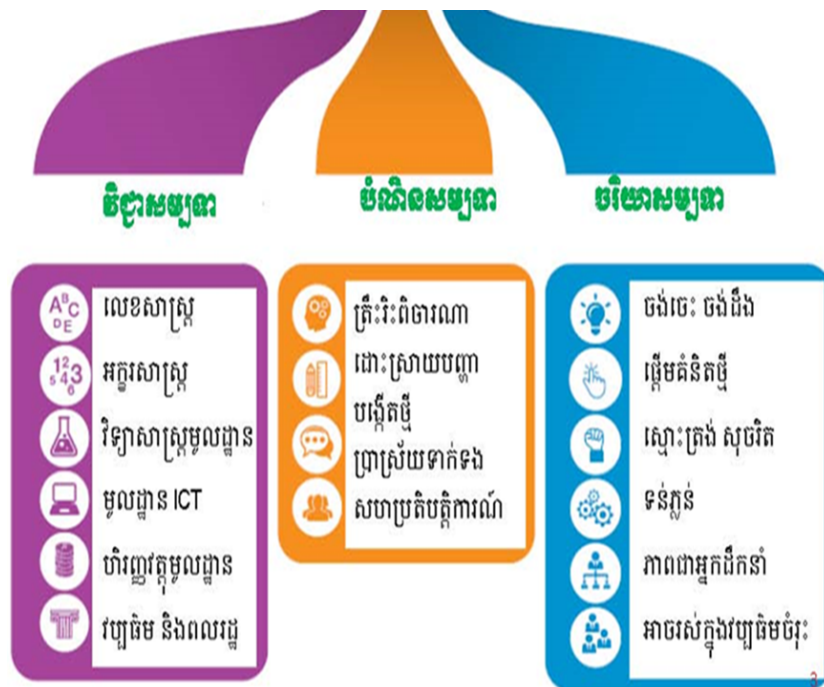
- to map out the consequences of the past events into the present and future time.

- to analyze the phenomena or events of society, economy and politics by using the relevant evidences and history methods.

- to create structure and choices for the problem solving of society, politics and economy with high responsibility and creativity by using history methods and adhering to global peace keeping.

### 3.7. History and the 21<sup>st</sup> century learning domains

The explosive development of the technology is creating new form of revolution so-called “the 4<sup>th</sup> industrial revolution”. This new form of revolution brings the globalization with the connection and variation between demography, society, politics, economy and living styles of human related to internet and ICT technology dependence. Many research findings shown that the development of the 4<sup>th</sup> industrial revolution has its multiplied speed faster than previous industrial revolutions. Thus, in order to assure that the next Cambodian generation live in the good living conditions, happiness and updated to the 4<sup>th</sup> industrial revolution, the general and technical education from the primary school to upper secondary school must include the 21<sup>st</sup> century learning domains in addition to the global citizenship qualification.



**the 21<sup>st</sup> century learning domains**

3.8. Lesson outline:

Grade 7:

Chapter 1: History of Cambodia and its civilization

1. Lesson 1: History and its research/ evidence filling
2. Lesson 2: Prehistoric period and livelihood change
3. Lesson 3: Funan and Indian influence
4. Lesson 4: Chenla and remarkable harmony
5. Lesson 5: Angkor empire and mighty civilization

Chapter 2: History of the region “ the Age and the evolution”

1. Lesson 1: Prehistory period (680.000 – 100 B.C)
2. Lesson 2: First states (1st – 8th century)

Chapter 3: History of the world and its civilization

1. Lesson 1: Prehistory and the beginning of global civilization
2. Lesson 2: Ancient Egypt and civilization
3. Lesson 3: Greek world and democracy

4. Lesson 4: Roman Empire and Republic
5. Lesson 5: Ancient India and its civilization
6. Lesson 6: Ancient China and its civilization
7. Lesson 7: Ancient China and its civilization
8. Lesson 8: Middle East and ancient civilization

Grade 8:

Chapter 1: History of Cambodia and its civilization

1. Lesson 1: Chaktomuk and its identification
2. Lesson 2: Longvek and Power re-strengthening
3. Lesson 3: Oudong and peace keeping
4. Lesson 4: Chenla and remarkable harmony
5. Lesson 5: French protectorate and modernization approaches

Chapter 2: Regional history “SEA and its external influences  
(8<sup>th</sup> to 15<sup>th</sup> century)”

1. Lesson 1: SEA and Mongol influence
2. Lesson 2: Chinese culture influence and commerce way
3. Lesson 3: SEA and Islamic religion
4. Lesson 4: SEA and European influences
5. Lesson 5: SEA and Christian religion

Chapter 3: Global history “Finding of new land and social evolution”

1. Lesson 1: Middle era in Europe and discovery of new land
2. Lesson 2: Bourgeoisie revolution in England and its historical meaning
3. Lesson 3: War for independence and the creation of the states
4. Lesson 4: Bourgeoisie revolution in France and Republic state

Grade 9:

Chapter 1: History of Cambodia and its civilization

1. Lesson 1: Sangkum period and golden age
2. Lesson 2: Khmer Republic and civil war
3. Lesson 3: Kampuchea democracy and revolution
4. Lesson 4: People Republic of Kampuchea and State of Kampuchea
5. Lesson 5: Second Kingdom of Cambodia and stability

Chapter 2: Regional history “Commerce and the evolution of society and  
economy in SEA” (15<sup>th</sup> – 18<sup>th</sup> century)

1. Lesson 1: New culture and European commerce
2. Lesson 2: SEA and Chinese commerce
3. Lesson 3: SEA and Portuguese commerce
4. Lesson 4: SEA and Dutch/English commerce



### Chapter 3: Global history and culture “Industrial revolution and imperialism”

1. Lesson 1: Growth in Europe and fall in Asia
2. Lesson 2: Power competition of imperialism in China
3. Lesson 3: India and England power
4. Lesson 4: Power of Japan in China and Korea

#### 4. Schedule distribution of History

| History | Chapter 1:<br>Cambodia history | Chapter 2:<br>Regional history | Chapter 3:<br>Global history | Total number of<br>learning hour |
|---------|--------------------------------|--------------------------------|------------------------------|----------------------------------|
| Grade 7 | 35 hours                       | 12 hours                       | 23 hours                     | 70 hours                         |
| Grade 8 | 35 hours                       | 20 hours                       | 15 hours                     | 70 hours                         |
| Grade 9 | 35 hours                       | 20 hours                       | 15 hours                     | 70 hours                         |

Note:

-35 learning weeks per year: 70 hours

-1 learning week: 2 hours

-1 learning hour: 50 minutes

#### 5. Instruction of use

##### 5.1. Teaching/Learning activities

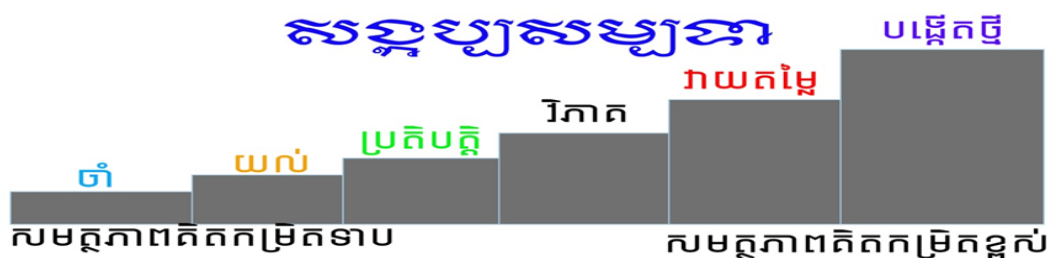
The History curriculum was renewed based on inquiry-based and learning outcome-based principle. This teaching/learning activities offer the learners the opportunities to consult the remarkable past events and to relate the past time good views to the present and to the future daily life activities. With this regard, the history learners use their directed inquiries to create new understanding through searching or research and to convert the clear findings into relevant explanation and analyses on historic events (with evidence-based manners) and to cultivate the correct manners of thinking, speaking, habits and positive acts for the benefits of humanity by using history learning.

The quality of teaching and learning depend primarily on teaching/learning activities and the teacher capability. The teaching principle of history teaching is based on inquiry teaching/learning activities. The inquiry-based learning refers to teaching/learning activities where the inquiries, the asking, the reading, the writing and the searching regarding the relevant history topics were comprehensively encouraged. These inquiry-based learning activities complete the gap of learners understanding with wanted information by the culture and the polish of knowledge, skill and attitude expansion to improve the learners wisdom with their natural tendency manner.



Source: (ALAN CRAWFORD, WENDY SAUL, SAMUEL R. MATHEWS, AND JAMES MAKINSTER, 2005) Teaching and Learning Strategies for Thinking Classrooms.

The teaching and learning activities for the development of knowledge, skill and attitude of the learners are based on the same processes to rice culture. The results of learning are learners and the teachers must cultivate, seed, polish, expand and relate the targeted knowledge, skill and attitude for the benefits of the society. The above figure describes that a seed of rice becomes a beautiful rice plant with many good rice seeds and this results can be achieved by the farmer, cultivation process, the cultivation activities, the good care and harvest.



Source: Bloom Taxonomy (Benjamin Bloom, 1956)

## 5.2. Instruction for text book writing

### 5.2.1. Structure of the text book

-Text book of all levels must be composed of chapters, lessons, topics and annexes (figure, schema, summary of history, map, glossary, key point, reference and other recommended documents for further reading).

-At the end of each chapter and lesson, there must be exercises or discussion topics or research topics or directed questions aiming for student assessments regarding relevant expected learning outcomes.

-2-page book should be used for 1 hour of learning. This book contains pre-assessment, expected learning outcomes, idea pattern, pictures, figures or schema referring to the inquiry-based text or discussion, summary to be memorize, key word explanation and the post-learning assessment.

### 5.2.2. Principles for text book writing

-Text book must be composed in accordance with the inquiry-based and expected learning outcome-based principle for each topic by connection to relevant causes (description of problem origins up to the present of the relevant events), the evolution and the related consequences so that the learners have the opportunity to do reflection for the possible causes and its consequences in the future time.

-History lesson writing must include relevant needed subjects, skill analysis and the reflection.

-Content of the text book of all levels must be consistent, true and impartial.

-Content of the text book of all levels must be up-to-date and applicable for the real daily life.

-Content of the text book of all levels must be suitable for relevant learners regarding age, capability, background, level of reading, habit and learning process of learners.

- Content of the text book of all levels must be connected from one to other lesson.
- Content of the text book of all levels must be related to relevant historic events, social context, economy, culture and complex politics where created those historic events.
- History book must include both relevant good events with pride and bad experiences to learn so that the same errors should not happen in the future.
- Content of the history text book must be referred by relevant origin, research-based and up-to-date references with quality. The book writers should avoid the use of any documents, from the Internet, with unclear author neither from unclear sources.
- Book writer must avoid using the insulting words, race discriminating expression or woman discrimination, or any inciting that can cause anger, fury, and vengeance.
- Book writer must choose the relevant map, diagram, figures and photos with its relevant historic value and related to the text for the improvement of learner performance in terms of expected learning outcomes.
- Name, places must be well written in referring to Royal Academy of Cambodia recommendation.
- Book writer must use a consistent principle to write name, place (in foreign language) that are in-existent in the instruction list.
- Name of village, district, province, capital and town of Cambodia must be written in accordance to the last recommendation of Geography department, Ministry of Interior.
- Khmer language writing is based only on Samdech Chuon Nat Dictionary.

## **6. Assessment**

### **6.1. Background**

The learning outcome assessment (relevant cognitive, psychomotor and affective domain to the curriculum) is the process of collection, analysis and reflection of relevant evidences regarding the level of acquired cognitive, psychomotor and affective domain through teaching and learning activities inside and outside the classroom setting. The assessment refers to information/evidences seeking activities in order to conclude, to decide, to seek and to provide the inputs for the improvement of learner and teacher performance as well as the relevant education governance so that the expected learning outcomes are met.

### **6.2. Value of assessment**

The learning outcome assessment of one program provide the value and the benefits of the quality assurance in education and improve the effectiveness and the performance of the education governance such as:

- Getting regularly informed about the behavior, habits, methods and the activities of the learners and teachers.
- Encouragement to the learners to learn with their best ways by improving the learning activities related to behavior, habits, methods and learning activities of the learners.
- Collection of relevant data/evidences for the improvement of eventual better teaching and learning regarding behavior, habits, methods and the teaching/learning activities.
- Collection of the useful information to share with learner parents and relevant stakeholders as well as the public on the result decision in terms of learner performances and the results of expected learning outcomes.

-Getting regularly informed on the effectiveness and the performance of the education governance.

### 6.3. Triangle of assessment



To assess the learner learning outcomes in terms of knowledge, skill and attitude at any level of study set by the curriculum framework of general education from primary school to upper secondary school, the process of assessment is under the responsibility of all education system stakeholders such as learners, parents, school members, school, district education office, provincial department of education, ministry of education and any other relevant partners of Cambodia. The assessment of learner learning outcomes must be conducted based on the assessment triangle principle “assessment for learning, assessment as learning and assessment of learning” as shown in the above figure.

### 6.4. Assessment for learning

Assessment for learning is the continuous assessment process of learner study results inside classroom setting with the aims of, not only providing the evidence to decide whether the learner achieve or not the outcomes neither score providing act, but for the improvement of the learner learning process. The learner assessment must be done with the contribution of teacher, learners and/or classmates and this process is one of important components to improve or to change the behavior, habits, methods, and learning/teaching activities inside and outside classroom setting aiming to assure the expected learning outcomes are met at all levels, chapters and lessons. The assessment for learning focus generally on unofficial, continuous and immediate task topics in order to follow up the behavior, habits, methods and learning activities of learners and to verify whether the set learning outcomes are met with actual teaching activities. The assessment for learning principles cover the scope below:

-to guide teachers to use properly the relevant information about memory, understanding, instruction, skill and behavior of learners which acquired during teaching and learning inside/outside classroom setting.

-to provide teachers the useful information on learning results of learners including knowledge, skill and attitude expected to be met in the lessons and chapters in the text book.

-to guide teachers to understand well the behavior, habits, methods and learning activities of learners.

-to guide learners to improve their learning process, behavior, habits, methods and continuous learning activities inside/outside classroom setting.

-to help teacher to construct short term planning for the improvement of learner behavior, habits, methods and teaching/learning activities inside/outside classroom setting.

#### 6.5. Assessment as learning

Assessment as learning is the process of learning progress monitoring within a clear period of time at school and district education office. Through this process, the sub-national education system acquires the relevant information of learners and teachers, especially, the understanding and identification of relevant inputs, behavior, habits, methods and teaching/learning activities. On the other hand, the learners will understand clearly their actual status, behavior, habits, methods and learning process to assure that the learning outcomes will be met. Through this assessment process, the sub-national education system, especially schools and district education offices, and the learners will acquire the relevant information below:

-what learners studied? What are the learning outcomes that learners accessed or not?

-learners know how to improve by themselves and by asking aid from other stakeholders to raise up their responsibility for continuous learning and next learning plan so that the expected learning outcomes are met.

-the existing or the gap of behavior, habits, methods, activities and inputs needed for continuous learning and next learning plan so that the expected learning outcomes are met.

These above results guide school and district education office to construct short term and intermediate planning to provide inputs and necessary needs to learners and teachers in their teaching/learning activities so that the expected learning outcomes are met.

#### 6.6. Assessment of learning

Assessment of learning is the process of learning result monitoring within a clear period of time such as trimester, semester and annual time. The process is generally held after the completion of course where all learning outcomes have been taught. The contribution of the assessment of learning are:

-to provide evidences to teacher, school and each level of education system to measure the achievements of the learners compared to those set in national standard program or learning objectives of the program or learning outcomes of national program.

-to inform the parents, guardian, employer and public about the decision of the learner results based on the expected learning outcomes.

-to be crucially useful data for Ministry of Education, Youth and Sport as well as other partners to prepare further intermediate term and long term planning for the improvement of curriculum, text books and teacher trainings.

## 7. Curriculum table

### 7.1. Curriculum: Grade 7

| <b>Chapter 1: History of Cambodia and its civilization</b>  |   |                 |
|---|---|-----------------|
| <b>Contents</b>   | <b>Expected learning outcomes</b>   | <b>Duration</b> |
| <p><b>Lesson 1: History and its research/ evidence filling</b></p> <p><b>Concepts:</b> Archaeology, history science, particular historical records, chronology, evidence</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Benefits of history education:               <ol style="list-style-type: none"> <li>a. National identification</li> <li>b. Intercultural education</li> <li>c. Peace education</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What are the remarkable benefits of history learning?</li> </ul> <ol style="list-style-type: none"> <li>2. Roles of Archaeologist:               <ol style="list-style-type: none"> <li>a. Questioning about the past</li> <li>b. Collecting of relevant documents and evidences</li> <li>c. Observation evidence-based study.</li> <li>d. Assumption</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What are the roles of archaeologist in the-past research and evidence-based documentation?</li> </ul> <ol style="list-style-type: none"> <li>3. Roles of Historian:               <ol style="list-style-type: none"> <li>a. Questioning about the past.</li> <li>b. Collecting of relevant documents and evidences:                   <ul style="list-style-type: none"> <li>● Chinese documents,</li> <li>● Engraved inscription stones,</li> <li>● Genealogical history,</li> <li>● Primary and secondary data,</li> <li>● Map</li> </ul> </li> </ol> </li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Explain correctly the different uses of chronological calendars in the world.</li> <li>– Outline correctly the usefulness of evidences and documents related to the research and evidence based filling in history.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Illustrate fully the roles of archaeologist and of historian.</li> <li>– Compare with ease the chronologies used in history to Christian calendar.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Evaluate comprehensively the usefulness of history.</li> <li>– Construct effectively short history essays in accordance to relevant documents or evidences.</li> </ul> | 6 hours         |

|  |  |                |
|--|--|----------------|
| <p>c. Observation evidence-based study.</p> <p>d. Assumption</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the roles of historian in collecting of the evidence-based history facts in the past?</li> </ul> <p>4. Chronology:</p> <p>a. Calendar types:</p> <ul style="list-style-type: none"> <li>• Buddhist calendar,</li> <li>• Christian calendar,</li> <li>• Preah Ketomeala King calendar (mohasakarach),</li> <li>• Mohammad calendar,</li> <li>• Jayavarman 1 calendar (chulsakarach)</li> </ul> <p>b. Chronological order distribution</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the chronological calendars used by Khmer ancestors to identify an event?</li> </ul> <p>5. Chronology calculating methods:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How to convert the timing of those calendars to Christian calendar-in what decade?</li> </ul> <p>6. Learning exercise:</p> <ul style="list-style-type: none"> <li>• Please compose a short history essay in any era by using reliable and relevant documents or evidences.</li> </ul> |  |                |
| <p><b>Lesson 2: Prehistoric period and livelihood change</b></p> <p><b>Concepts:</b> Agriculture revolution, beliefs, tradition, livelihood, dressing habit, language</p> <p><b>Contents:</b></p> <p>1. Structure of human society:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What type of human society structure that Khmer ethnic practiced in the Khmer prehistoric period?</li> </ul> <p>2. From “nomadic” to “sedentary” lifestyle:</p>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe proficiently human society structures, beliefs and tradition.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Explain correctly the reasons of the livelihood change from “nomadic” to “sedentary” way during Khmer prehistoric period.</li> <li>– Analyze with archaeological collection evidence-based manner on prehistoric agriculture revolution.</li> </ul> | <p>7 hours</p> |

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| <p>a. Living conditions of Khmer nomads</p> <p>b. Living conditions in mountain regions</p> <p>c. Living conditions in highland regions</p> <p>d. Living conditions in plain regions</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the evolution of Khmer ethnic livelihood in prehistory period and what were relevant causes?</li> </ul> <p>3. Beliefs:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the fundamental beliefs that Khmer ethnic practice in the Khmer prehistoric period?</li> </ul> <p>4. Tradition and habit:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the remarkable Khmer ethnic tradition and habits during Khmer prehistoric period?</li> </ul> <p>5. Agriculture revolution:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the main causes of agriculture revolution?</li> <li>• What were the noticeable impacts made by agriculture revolution on prehistoric Khmer livelihood?</li> </ul> <p>6. Comparison:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the similarities and the differences of the prehistoric and actual Khmer agriculture?</li> </ul> | <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Validate appropriately the principle usefulness of prehistoric agricultural culture in relation with the actual agricultural practices.</li> </ul>   |                |
| <p><b>Lesson 3: Funan and Indian influence</b></p> <p><b>Concepts:</b> Notes, creativity, responsibility, center, harmony, housing, professional learning</p> <p><b>Contents:</b></p> <p>1. State and governance:</p> <p>a. Queen Liuye and first Khmers state</p> <p>b. Center-based governance (Mandala)</p> <p>Inquiry question:</p>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe proficiently the people living conditions and state governance characteristics in Funan era.</li> <li>– Summarize the Khmer culture, the Khmer writing literature growth together with the Khmer learning skills in Funan era.</li> </ul> | <p>7 hours</p> |



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| <ul style="list-style-type: none"> <li>• What is the characteristics of Funan state governance?</li> </ul> <p>2. Funan and prosperous culture:</p> <ol style="list-style-type: none"> <li>Religion</li> <li>Tradition and habit</li> <li>Art</li> <li>Artistic writing literature and literature science</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the archaeological evidences to justify the Khmer cultural prosperity during Funan era?</li> </ul> <p>3. Funan and economic growth:</p> <ol style="list-style-type: none"> <li>Agriculture</li> <li>Crafts</li> <li>Commerce</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the archaeological evidences to justify the remarkable growth of agriculture, crafts and commerce during Funan era?</li> </ul> <p>4. Living conditions:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the livelihood structure and living jobs of Khmer ethnic during Funan era?</li> </ul> <p>5. Learning exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• As a good Khmer citizen, what are your contribution for your valuable historic inherence preservation?</li> </ul> | <ul style="list-style-type: none"> <li>– Outline with precision the growth and prosperity of Khmer agriculture, crafts as well as commerce in Funan era.</li> <li>– Justify proficiently the principle roles of woman in Funan era development.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze with balance the similarities and the differences of Khmer ethic livelihood in Funan era and in present time.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Cultivate with correct manner the civilized idea, speech, habit and action to preserve Khmer historic inherence.</li> </ul> |         |
| <p><b>Lesson 4: Chenla and remarkable harmony</b></p> <p><b>Concepts:</b> Knowledge and skill, creativity, responsibility, harmony</p> <p><b>Contents:</b></p> <p>1. State and governance:</p> <ol style="list-style-type: none"> <li>Governance structure and influence</li> <li>Queen Jayadevi ruling era and national union</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the state governance structure of Chenla era? What</li> </ul>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the strong and weak points of Chenla state governance structure.</li> <li>– Explain effectively the causes of Water and Land Chenla.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze with ease the harmony during Chenla era towards</li> </ul>   | 7 hours |

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| <p>were the strong and weak points of Chenla state governance structure?</p> <p>2. Water and Land Chenla:</p> <ol style="list-style-type: none"> <li>a. Geography factors and the differences</li> <li>b. Source of engraved inscription stones and Chinese documentation</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Is it true that Chenla was separated into two dimensions?</li> </ul> <p>3. Harmonization and development:</p> <ol style="list-style-type: none"> <li>1. Religion</li> <li>2. Tradition</li> <li>3. Habit</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the relevant evidences found to justify the harmonization during Chenla era in religion, belief and tradition?</li> </ul> <p>4. Education and creativity:</p> <ol style="list-style-type: none"> <li>a. Artistic writing literature and literature science.</li> <li>b. Art and temple construction</li> <li>c. Sambor Prei Kuk temple</li> <li>d. Agriculture and craft</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the noticeable connection between education and Chenla era growth?</li> </ul> <p>5. People and living condition:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the relevant archaeological evidences showing the art, housing structure and living conditions of Khmer ethnic during Chenla era?</li> </ul> <p>6. Learning exercise:</p> <ul style="list-style-type: none"> <li>● What were the relevant evidences to justify the high creativity and innovation of Khmer ethnic during Chenla era?</li> <li>● -Please create a Khmer styled object or activity with creativity.</li> </ul> | <p>territories, beliefs, tradition and education development.</p> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>- Validate comprehensively the creative competences of Khmer ethnic during Chenla era towards art, crafts, agriculture, architecture and sciences.</li> </ul> |                |
| <p><b>Lesson 5: Angkor empire and mighty civilization</b></p> <p><b>Concepts:</b> Mighty civilization, governance art, state governance</p>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p>   | <p>8 hours</p> |

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| <p>structure, central power (Mandala), harmony, temples, achievements, sustainability, understanding, forgiving, gratitude, integration</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. The Angkor empire build-up:       <ol style="list-style-type: none"> <li>a. State governance and devaraja doctrine</li> <li>b. Religious power ruling</li> <li>c. National reunion and social ranking title nomination</li> <li>d. Peace keeping and stability</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the strategies and the governance art used by King Jayavarman II to build up the Angkor empire?</li> </ul> <ol style="list-style-type: none"> <li>2. Angkor era sustainability:       <ol style="list-style-type: none"> <li>a. Territory extension</li> <li>b. Religion harmony</li> <li>c. Gratitude-based culture</li> <li>d. Temple and infrastructure building</li> <li>e. Achievement-based culture</li> <li>f. Ancestor achievement preservation</li> <li>g. King Jayavarman VII and religion integration</li> <li>h. Roles and contribution of Khmer people</li> <li>i. Angkor era soldiers</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● How Angkor empire did to continue and preserve its mighty development in between the 9th and the 15th century?</li> </ul> <ol style="list-style-type: none"> <li>3. Angkor civilization:       <ol style="list-style-type: none"> <li>a. Language</li> <li>b. Letters and engraved inscription stones</li> <li>c. Sciences and architecture</li> <li>d. Art and popular games</li> <li>e. Beliefs and religions</li> <li>f. Tradition and rituals</li> <li>g. Law</li> <li>h. Education (first regional university)</li> <li>i. Products (Agriculture, crafts) and commerce</li> </ol> </li> </ol> <p>Inquiry question:</p> | <ul style="list-style-type: none"> <li>- Explain comprehensively the favorable factors driving the Angkor mighty civilization.</li> <li>- Describe concretely the favorable factors for the sustainability of Angkor mighty civilization in between the 9<sup>th</sup> and the 15<sup>th</sup> century.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Point out effectively the hypotheses about the Angkor mighty civilization.</li> <li>- Analyze comprehensively the factors causing the inability to sustain the Angkor era development in the last step of the era evolution.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Propose and defense the feasible projects for the contribution of Khmer civilization preservation in the 21<sup>st</sup> century.</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>• What are the hypotheses proving the Khmer mighty civilization?</li> </ul> <p>4. Deficiency of development:</p> <ol style="list-style-type: none"> <li>a. Jayavarman IV and Koh Ker</li> <li>b. Jayavarman VIII and separation</li> <li>c. Buddhism and zero temple building</li> <li>d. Irrigation system and agriculture products</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the evolution used by the historians to hypothesize about the deficiency of Angkor civilization since the 15th century?</li> </ul> <p>5. Learning exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are your valuable contributions to preserve the Khmer civilization in this 21<sup>st</sup> century?</li> </ul>  |   |         |
| <b>Chapter 2: History of the region “ the Age and the evolution”</b>  |   |         |
| <p><b>Lesson 1: Prehistory period (680.000 – 100 B.C)</b></p> <p><b>Concepts:</b> Paleolithic age, Neolithic age, Bronze age, language, tool signal, technology, beliefs, morality, living condition, art, agriculture</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Tools and living condition:       <ol style="list-style-type: none"> <li>a. Khmer culture</li> <li>b. Mon culture</li> <li>c. Champa culture</li> <li>d. Java culture</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the tools created by human in ancient time to use in daily life activities?</li> </ul> <ol style="list-style-type: none"> <li>2. Art tools and drawing:       <ol style="list-style-type: none"> <li>a. Visual art</li> <li>b. Drawing</li> <li>c. Artistic works</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the benefits of moulding, drawing and artistic works left from ancient</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– List down the using tools and living conditions of the people during the Paleolithic age, Neolithic age and Bronze age in the ancient South-East Asia.</li> <li>– Describe the artistic and moulding tools of the ancient South-East Asia culture.</li> <li>– Tell the use of signals and languages to communicate in the ancient South-East Asia.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze with ease the evolution of agriculture and technology used in daily life in the ancient South-East Asia.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Evaluate comprehensively the moral principle and beliefs of the ancient South-East Asia people</li> </ul> | 6 hours |

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| <p>South-East Asia culture to the people of the present time?</p> <p>3. Signals and languages:<br/> a. Signals used by people<br/> b. Language</p> <p>Inquiry question:<br/> <ul style="list-style-type: none"> <li>• What were the signals and languages used by people in the ancient time for the communication?</li> </ul> </p> <p>4. Agriculture and technology:<br/> a. Technology and planting<br/> b. Hunting and animal raising<br/> c. Creativity and moving</p> <p>Inquiry question:<br/> <ul style="list-style-type: none"> <li>• How did the ancient people create the methods of agriculture and technology for their daily life activities?</li> <li>• What were the reasons that ancient people created agriculture and technology tools for their daily life activities?</li> </ul> </p> <p>5. Morality and beliefs:<br/> d. Morality and human<br/> e. Beliefs and practice</p> <p>Inquiry question:<br/> <ul style="list-style-type: none"> <li>• What are the benefits of morality and belief practice for human in any period of time?</li> </ul> </p> | <p>that are still used up to the present time.</p>   |                |
| <p><b>Lesson 2: First states (1<sup>st</sup> – 8<sup>th</sup> century)</b></p> <p><b>Concepts:</b> Geography, settlement, irrigation, agriculture, beliefs, education, commerce, India, China, Buddhism</p> <p><b>Contents:</b></p> <p>1. Tools and living condition:<br/> a. Land area and planting<br/> b. Water and rice planting<br/> c. River bank and people</p> <p>Inquiry question:<br/> <ul style="list-style-type: none"> <li>• What were the ways of settlement and to earn a living during the period?</li> </ul> </p> <p>2. Beliefs and education:<br/> a. Religions and union</p>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the way of settlement and the capital cities of the first states in SEA.</li> <li>– Explain the water policy and ways to do farming.</li> <li>– Cite the ways to promote Buddhism in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze with ease the beliefs and education for the society development.</li> </ul> | <p>6 hours</p> |

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| <p>b. Letters and languages<br/>c. Temples and technologies</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the sources influencing beliefs, religions and education during the period? How?</li> <li>• What were the reasons that a nation accept beliefs or religions from outside sources?</li> </ul> <p>3. Commerce and inter-relation:</p> <p>a. Coast and commerce<br/>b. China and commerce</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the benefits of living along coast and river to people?</li> <li>• What are the reasons that people from different states must create good relationship?</li> </ul>  | <ul style="list-style-type: none"> <li>- Analyze the influence of India and China on the society evolution in SEA.</li> <li>- Relate the benefits of architectures to people of the next generation.</li> <li>- Justify the relationship between states in SEA and foreigners towards commerce purpose.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Evaluate comprehensively rice planting and grocery in SEA.</li> </ul>  |                |
| <p><b>Chapter 3: History of the world and its civilization</b></p>   |  |                |
| <p><b>Lesson 1: Prehistory and the beginning of global civilization</b></p> <p><b>Concepts:</b> human, evidences, age, livelihood, creativity, belief, planet</p> <p><b>Contents:</b></p> <p>1. Human and planet:</p> <p>a. Living areas and geography environment<br/>b. Evolution and creativity</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How do the archaeologists explain the daily activities of people and of remarkable events during prehistory period?</li> </ul> <p>2. Creativity of the ages:</p> <p>a. Paleolithic age<br/>b. Neolithic age<br/>c. Metal age</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the benefits and usefulness of the creative and artistic tools used by the people of prehistory period?</li> </ul> <p>3. Beliefs and regions of the globe:</p> <p>a. Religion and Asia<br/>b. Religion and Europe<br/>c. Religion and Africa</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the human origins on the planet, the livelihood and the evolution of human being during the prehistory.</li> <li>- Explain the importance of the creativity of human being during Paleolithic age, Neolithic age and Metal age.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Summary the religion practices along rivers of the globe during prehistory.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Evaluate comprehensively rice planting and grocery in SEA.</li> </ul> | <p>3 hours</p> |

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| <p>d. Religion and America</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were beliefs and religions of each global regions?</li> <li>• What were the relationship of people with different religions?</li> </ul> <p>4. Culture and human:</p> <ol style="list-style-type: none"> <li>a. Livelihood and ways to earn a living</li> <li>b. Needs and creativities</li> <li>c. Society and evolution</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the evolution of human society culture during prehistory?</li> </ul>  |   |                |
| <p><b>Lesson 2: Ancient Egypt and civilization</b></p> <p><b>Concepts:</b> Geography, letter, art, literature, society, architecture, beliefs, religions, pyramid, mummy</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Egypt country origins:       <ol style="list-style-type: none"> <li>a. Geography and people</li> <li>b. Society and woman right</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• Why it is said that Nile river and Egypt geography is the great gift to Egyptian people?</li> <li>• How did Egypt divide the society classes and consider the woman role in the society? What were woman right in Egypt?</li> </ul> <ol style="list-style-type: none"> <li>2. Evolution and ancient Egypt civilization:       <ol style="list-style-type: none"> <li>a. Education and youth</li> <li>b. Art and literature</li> <li>c. Architecture and sciences</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the evidences showing the mighty progress ancient Egypt in letter, art, literature, mathematics, architecture and sciences?</li> <li>• What are the legacy of ancient Egyptian people left to the actual world?</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the influences of delta area and Nile river to the creation of ancient Egypt.</li> <li>– Describe the process to govern society and woman right in ancient Egypt.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Relate the mighty progress of ancient Egypt in education, art and literature for the benefits of next generation.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Evaluate comprehensively the beliefs and religions towards the daily life of ancient Egypt people.</li> <li>– Justify with evidence-based manner the value of architecture and sciences in ancient Egypt.</li> </ul> | <p>3 hours</p> |

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| <p>3. Inheritance of Egypt civilization:</p> <ol style="list-style-type: none"> <li>a. Religions and livelihood</li> <li>b. Beliefs and next life</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the similarities and differences in terms of religion practice and next life belief between ancient Egyptian and Cambodian people?</li> </ul>  |   |                |
| <p><b>Lesson 3: Greek world and democracy</b></p> <p><b>Concepts:</b> Minoa, Troy, Sparta, Athens, law, civilization, politics, democracy, power, sciences, mathematics, philosophy, astronomy</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Greek origins and geography:       <ol style="list-style-type: none"> <li>a. Minoa and mighty progress</li> <li>b. Commerce and society relation</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What was Minoa and where is its location in actual Greece?</li> <li>● What were the commerce relation origins between Minoa and the world?</li> </ul> <ol style="list-style-type: none"> <li>2. Principality and governance:       <ol style="list-style-type: none"> <li>a. Sparta principality and military</li> <li>b. Athens principality and democracy</li> <li>c. Differences between Athens and Sparta</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the principle principalities of ancient Greece? What are its legacy?</li> <li>● What were the origins of ancient Greek civilization?</li> <li>● What were the reasons towards the might civilization of ancient Greece?</li> <li>● What were the different principle governance between Athens and Sparta?</li> </ul> <ol style="list-style-type: none"> <li>3. Greek world and conflicts:       <ol style="list-style-type: none"> <li>a. Persian war</li> <li>b. Peloponnesian war</li> <li>c. Trojan war</li> </ol> </li> </ol> <p>Inquiry question:</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe Minoa and its geography before the ancient Greece empire creation.</li> <li>– Provide the reasons of Minoan mighty civilization.</li> <li>– Describe the main principalities, its mighty progress, types and structure of governance in ancient Greece.</li> <li>– Describe the amazing characteristics of Athens people in ancient Greece.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the causes and the consequences of conflict in Greek world.</li> <li>– Relate useful Alexander the Great legacy for the benefits of actual society.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify with evidence-based manner the value of education for the mighty human society.</li> </ul> | <p>3 hours</p> |



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| <ul style="list-style-type: none"> <li>• What were the consequences of ancient Greek world wars?</li> <li>• What kind of skills that Greek youth should focus on?</li> </ul> <p>4. Alexander the Great:</p> <ol style="list-style-type: none"> <li>a. Periclark and law</li> <li>b. Sciences and art</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the main benefits of Alexander the Great legacy to the next generation?</li> </ul>   |  |                |
| <p><b>Lesson 4: Roman Empire and Republic</b></p> <p><b>Concepts:</b> Roman society, civilization, authority, power, republic, art, engineering, literature, sciences, philosophy, religion, deficiency</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Rome origins and geography:       <ol style="list-style-type: none"> <li>a. Italy and people</li> <li>b. Society and culture</li> <li>c. Woman roles and human right</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How did the Italian people come to live for the first time in Roman Empire?</li> <li>• For what reasons that Roman people focused on youth education?</li> <li>• What were the remarkable evolution made by the practice of woman right and human right in Roman society?</li> </ul> <ol style="list-style-type: none"> <li>2. Roman Republic and the power strengthening:       <ol style="list-style-type: none"> <li>a. Power and governance</li> <li>b. Roman military and conquests</li> <li>c. Republic and Roman Empire</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the physical factors inducing the mighty civilization of Rome?</li> <li>• What were the factors making Rome a great Republic and a great conqueror of the world and human?</li> </ul> <ol style="list-style-type: none"> <li>3. Human being inheritance:       <ol style="list-style-type: none"> <li>a. Religions and law</li> </ol> </li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe Rome origins and its people.</li> <li>- Provide clearly the main factors to create a great Roman society in terms of roles and right of women as well as religion practice.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the power strengthening and the change of Republic into Roman Empire.</li> <li>- Analyze the fall and the collapse of Rome Empire.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify comprehensively the importance of Rome legacy in terms of religion, architecture, engineering, law and government structure for the benefits of actual human society.</li> </ul> | <p>3 hours</p> |

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| <p>b. Engineering and architecture<br/>c. Law and Government structure</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences of the Government structure between Cambodia and ancient Roman Empire?</li> <li>• What were the religion legacy left by Rome for the human being benefits?</li> </ul>  |  |                |
| <p><b>Lesson 5: Ancient India and its civilization</b></p> <p><b>Concepts:</b> Hindu, Dravidian, <b>Arian</b>, religion, habits, human right, society classes (caste system)</p> <p><b>Contents:</b></p> <p>1. Indian Peninsula and first civilization:</p> <ol style="list-style-type: none"> <li>Hindu</li> <li>Dravidian</li> <li>Arian</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How do the archaeologists learn the first civilization of India and what were the relevant evidences?</li> </ul> <p>2. Ancient Indian Empire and governance:</p> <ol style="list-style-type: none"> <li>Chandragupta Maurya and state governance</li> <li>Chandragupta and state governance</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What is your points of view on the governance of Chandragupta Maurya and Chandragupta emperor?</li> </ul> <p>3. Buddhism and Hinduism:</p> <ol style="list-style-type: none"> <li>Hinduism and Indian people</li> <li>Buddhism and Indian people</li> <li>Ashoka and Buddhism</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the influences of Hinduism and Buddhism to Indian people?</li> <li>• Why did Ashoka accept Buddhism principles to govern the state?</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the Indian Peninsula and the state creation.</li> <li>– Describe the civilization of Hindu, Dravidian and Arian.</li> <li>– Describe the ancient Indian Empire during the era of Chandragupta Maurya and Chandragupta emperor.</li> <li>– Describe the influences of Buddhism and Hinduism to the Indian people daily life.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Relate the vision of Ashoka in the state governance and the creation of the merciful culture using Buddhism principle.</li> <li>– Analyze the caste system in Indian society.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify comprehensively the influences of Indian literature, Buddhism and Hinduism to Cambodian society.</li> </ul> | <p>3 hours</p> |

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| <p>4. Indian influence and Cambodia:</p> <ol style="list-style-type: none"> <li>a. Indian literature and Cambodia</li> <li>b. Buddhism and Cambodia</li> <li>c. Hinduism and Cambodia</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What are the influences of Hinduism and Buddhism to the Cambodian society evolution?</li> </ul>   |   |                |
| <p><b>Lesson 6: Ancient China and its civilization</b></p> <p><b>Concepts:</b> Shang Dynasty, Zhou Dynasty, Han Dynasty, culture, Taoism, Confucianism, beliefs</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Geography and human society: <ol style="list-style-type: none"> <li>a. River and human</li> <li>b. Housing and living conditions</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Why most of ancient Chinese people like to build housing along river?</li> <li>● What were the livelihood of ancient Chinese people?</li> </ul> </li> <li>2. Dynasty and first civilization: <ol style="list-style-type: none"> <li>a. Shang Dynasty and state governance structure</li> <li>b. Shang Dynasty and caste system</li> <li>c. Zhou Dynasty and belief in heaven</li> <li>d. Zhou Dynasty and territory expansion</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the first Chinese civilization?</li> <li>● How did Shang and Zhou Dynasty govern China in the ancient time?</li> </ul> </li> <li>3. Quin Dynasty and law: <ol style="list-style-type: none"> <li>a. Law and nation union</li> <li>b. Great wall and sacrifice</li> <li>c. Taxes and cruelty</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Why did Quin Dynasty consider law as main principle to make the country stronger?</li> <li>● What were the main factors causing the collapse of Quin Dynasty?</li> </ul> </li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the settlement and living conditions of Chinese people in ancient time.</li> <li>– Describe the creation of government and the cast system during Shang Dynasty.</li> <li>– Describe the state creation, belief in heaven and the state governance during Zhou Dynasty.</li> <li>– Explain the main strategies used by Zhou Dynasty to expand the territory.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the influences of religious beliefs in agriculture during ancient China time.</li> <li>– Relate effectively the influences of Confucianism and Taoism to the benefits of next generation.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify comprehensively the influences of wisdom and virtue making Han Dynasty strong, nation union and territory expansion.</li> </ul> | <p>3 hours</p> |

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| <p>4. Han Dynasty and:</p> <ol style="list-style-type: none"> <li>Emperor Wu Di, wisdom and virtue</li> <li>China and Silk route</li> <li>Public administration and woman role</li> <li>Han Dynasty and Golden age</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>What were the remarkable achievements of Han Dynasty for the next generation?</li> <li>What were the leading principle used by Han Dynasty to govern the country with strong capacities and prosperity for the next generation?</li> </ul>  |   |                |
| <p><b>Lesson 7: Middle America and its civilization</b></p> <p><b>Concepts:</b> Maya, Aztec, Inca, agriculture village, human society, letter, mathematics, capital city</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>Mayan civilization:       <ol style="list-style-type: none"> <li>Agriculture villages and commerce</li> <li>Religion and mathematics</li> <li>Letter and development idea</li> <li>People and architecture</li> <li>Deficiency and capital abandon</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>What were the living conditions of Mayan people? What were the main ways of their livelihood?</li> <li>What were the influences of Mayan beliefs, religions, mathematics, letter and sciences to contribute to the prosperity of Maya in ancient time?</li> </ul> <ol style="list-style-type: none"> <li>Aztec civilization:       <ol style="list-style-type: none"> <li>Settlement and agriculture</li> <li>Beliefs and religions</li> <li>Prosperity and deficiency</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>How did the food production of Aztec people contribute to assure their livelihood with prosperity?</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe the settlement and living conditions of Mayan, Aztec and Inca people in ancient time.</li> <li>Describe the use of letter, mathematics, sciences and religion practices of Mayan, Aztec and Inca for the social development.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Analyze effectively the main factors causing the prosperity and the fall of Mayan, Aztec and Inca civilization.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Justify comprehensively the belief and agriculture factors making the prosperity of Middle America civilization.</li> </ul> | <p>2 hours</p> |

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| <ul style="list-style-type: none"> <li>• How did the beliefs and religions practiced by Aztec people contribute to their good living conditions and jobs?</li> </ul> <p>3. Inca civilization:</p> <ol style="list-style-type: none"> <li>Religions and people</li> <li>Empire and government</li> <li>Beliefs and body preserving</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the internal conflicts causing the Inca civilization fall?</li> <li>• How was the Inca civilization created?</li> </ul>   |  |                |
| <p><b>Lesson 8: Middle East and ancient civilization</b></p> <p><b>Concepts:</b> Geography, human society, leadership, civilization, beliefs, religions, architecture, politics</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>Mesopotamian civilization:       <ol style="list-style-type: none"> <li>Geography and tribes</li> <li>Main states and Extending territory policy</li> <li>Sumerian state</li> <li>Akkadian state</li> <li>Assyrian state</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the Mesopotamia legacy for the benefits of next generation?</li> </ul> <ol style="list-style-type: none"> <li>Hebrew civilization:       <ol style="list-style-type: none"> <li>Country history and ethnic</li> <li>Main era</li> <li>Prosperous era</li> <li>Deficient Era</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the Hebrew civilization components contributing to the Middle East prosperity?</li> </ul> <ol style="list-style-type: none"> <li><b>Penesy</b> civilization:       <ol style="list-style-type: none"> <li>Geography</li> <li>Political life</li> <li>Penesy civilization</li> </ol> </li> </ol> <p>Inquiry question:</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the Geography, tribes, main states and extending territory policy.</li> <li>– Define the main causes of territory conflicts between the people of the region.</li> <li>– Describe the country history, Hebrew people, main states and prosperity era.</li> <li>– Describe the geography, political life and Penesy civilization.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze effectively the main factors causing the prosperity and the fall of Mesopotamian civilization.</li> <li>– Analyze effectively the main factors causing the prosperity and the fall of Hebrew civilization.</li> <li>– Compare the Hebrew and Penesy civilization.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify comprehensively the legacy of Mesopotamian and Hebrew civilization for the benefits of next generation.</li> </ul> | <p>3 hours</p> |

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| <ul style="list-style-type: none"><li>• What were strength of Penesy civilization in the region?</li></ul> |  |  |
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## 7.2. Curriculum: Grade 8

| <b>Chapter 1: History of Cambodia and its civilization</b>  |   |                 |
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| <b>Contents</b>   | <b>Expected learning outcomes</b>   | <b>Duration</b> |
| <p><b>Lesson 1: Chaktomuk and its identification</b></p> <p><b>Concepts:</b> Identification, solidarity, evolution, sustainability, influence, peaceful way, religions, beliefs, consciousness</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Chaktomuk and its cultural sustainability:               <ol style="list-style-type: none"> <li>a. Royal capital city naming:                   <ul style="list-style-type: none"> <li>● Srei Santhor Royal capital city name</li> <li>● Chaktomuk Royal capital city name</li> </ul> </li> <li>b. Capital city core</li> <li>c. Worshipful Capital city: Angkor</li> </ol> </li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>a. What and How did Chaktomok era preserve its identifications?</li> </ol> <ol style="list-style-type: none"> <li>2. Influences of Theravada Buddhism:               <ol style="list-style-type: none"> <li>a. Religion change</li> <li>b. Theravada Buddhism and politics</li> <li>c. Theravada Buddhism and new form of solidarity (construction of route, pagoda, bridge, pond, absence of rocky temple)</li> <li>d. Theravada Buddhism and education</li> <li>e. Theravada Buddhism and tradition</li> </ol> </li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>b. What were the influences of the change from Mahayana to Theravada Buddhism towards Khmer evolution?</li> </ol> <ol style="list-style-type: none"> <li>3. Dynasty crisis: Sri Raja, Thommo Reachea, Srei Soriyotei               <ol style="list-style-type: none"> <li>a. State governance structure</li> <li>b. Power and territory border</li> <li>c. Law and practice</li> <li>d. Dynasty and throne transferring jubilee</li> </ol> </li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>c. What were the main causes of Khmer solidarity damage and</li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Cite correctly the influences of religions and beliefs on the political decisions education and tradition during the era.</li> <li>– Define the useful activities to keep the sustainability of the National identification.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze comprehensively the possible causes of internal conflicts and its relevant consequences.</li> <li>– Analyze effectively the different methods used to reunite the nation and to resolve the internal conflicts.</li> <li>– Criticize the criteria of the reference sources relevant to Chaktomok era.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Validate the decision with consciousness.</li> </ul> | 6 hours         |

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| <p>dynasty crisis during Chaktomuk era?</p> <p>4. Dynasty crisis and solution</p> <ol style="list-style-type: none"> <li>a. Collective benefits and sacrifice</li> <li>b. Opportunity and intelligence</li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>d. How did Khmer people do during Chaktomuk era for their national reunion?</li> </ol> <p>5. Dynasty crisis and its consequences:</p> <ol style="list-style-type: none"> <li>a. 3 Kings and 3 separated territories</li> <li>b. Sovereignty and instability</li> <li>c. people and spirit</li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>e. What were the consequences of solidarity lacking towards the people and society?</li> </ol> <p>6. Throne crisis: Srey Sukonthor and Sdach Korn</p> <ol style="list-style-type: none"> <li>a. Superstition and lack of consciousness</li> <li>b. Power and own security</li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>f. What were the main causes of throne crisis among Srey Sukonthor and Sdach Korn?</li> </ol> <p>7. Ang Chan I and dynasty sustainability</p> <ol style="list-style-type: none"> <li>a. War for own power</li> <li>b. Srey Sukonthor and its relevant hypothesis</li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>g. How did King Ang Chan I do for his own dynasty sustainability?</li> </ol> <p>8. Learning exercise:<br/>If you were King Ang Chan I, would you do the war for your own power return? Why?</p> |  |                |
| <p><b>Lesson 2: Longvek and Power re-strengthening</b></p> <p><b>Concepts:</b> Identification, changes, sustainability, causes, solidarity</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Country restoration:       <ol style="list-style-type: none"> <li>a. Beliefs and leadership:</li> <li>b. Angkor and worship</li> <li>c. Law and procedure</li> </ol> </li> </ol>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Show the King efforts to protect and to preserve the country sustainability during Longvek era.</li> </ul> <p><b>Skill:</b></p> | <p>7 hours</p> |



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| <p>d. Art, Literature and letter<br/>e. Power strengthening<br/>f. Longvek: culture promotion center</p> <p>Inquiry question:</p> <p>h. How did the King manage to build sustainability for the country?</p> <p>2. Politics and leadership for the development:</p> <p>a. King Ang Chan and independence<br/>b. King Barom Reachea and recognition of Siam as neighbor state</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the reasons that King Ang Chan and King Barom Reachea protected Khmer territory from Siam invading?</li> </ul> <p>3. King Satha 1 and Longvek break-up<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the causes that Khmer could not protect Longvek fortress at the final stage of Siam invading?</li> </ul> <p>4. Consequences of Longvek fortress break-up</p> <p>a. Break-up and leadership deficiency<br/>b. Break-up and Siam influence<br/>c. Break-up and hope</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the situation of Khmer after Longvek break-up?</li> </ul> | <ul style="list-style-type: none"> <li>- Analyze comprehensively the process of country restoration based on law and religion principle.</li> <li>- Relate the decisions of King Satha 1 to the fall of his power during his throne era?</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify with relevant evidences the consequences of Longvek break-up.</li> </ul>                     |         |
| <p><b>Lesson 3: Oudong and peace keeping</b></p> <p><b>Concepts:</b> conflict, governance, literature, religion, culture, politics, society, intervention</p> <p><b>Contents:</b></p> <p>1. Oudong and deficiency:</p> <p>a. Longvek break-up and its consequences on Oudong:</p> <ul style="list-style-type: none"> <li>• State governance and challenges</li> </ul>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the main factors causing the throne crisis.</li> <li>- Analyze the influences of Mandala on Khmer politics.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Justify with relevant evidences the sustainability of Khmer tradition from Oudong era up to present time.</li> </ul> | 8 hours |

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| <ul style="list-style-type: none"> <li>● People and foundation of knowledge as well as nation future</li> </ul> <p>b. Royal conflict and throne crisis</p> <p>c. Center-based governance (Mandala)</p> <p>d. Habit to reply on neighbor countries for internal power conquering:</p> <ul style="list-style-type: none"> <li>● Hue Law and Khmer royal officers</li> <li>● Siam influences and Khmer royal dynasty</li> </ul> <p>e. Khmer society break-up and neighbor country influences:</p> <ul style="list-style-type: none"> <li>● Friendship between Khmer-Yuon</li> <li>● Siam and noble titles for Khmer</li> </ul> <p>Inquiry question:</p> <p>i. What were the main factors making Khmer society into crisis and deficiency during Oudong era?</p> <p>2. Buddhism and education:</p> <p>a. Pagoda and education</p> <p>b. Khmer writing and advices</p> <p>c. Khmer letters and litterature</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the contribution of Buddhism in Khmer education during Oudong era?</li> </ul> <p>3. Buddhism and country governance:</p> <p>a. Philosophy and governance</p> <p>b. Buddhism and leadership</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the contribution of Buddhism in Khmer society governance during Oudong era?</li> </ul> <p>4. Oudong and national economy:</p> <p>a. Infrastructure and economy</p> <p>b. Currency and Khmer economy</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the benefits of infrastructure and currency to Khmer economy during Oudong era?</li> </ul> | <ul style="list-style-type: none"> <li>- Justify the economy situation of Oudong era.</li> <li>- Analyze the long term consequences of Longvek break-up on Khmer society.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify with relevant evidences the crucial value of education and Buddhism-based country governance</li> <li>- Culture to value the intellectuals for their contribution in the country development.</li> </ul> |  |
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| <p>5. National soul preservation:</p> <ol style="list-style-type: none"> <li>a. Beliefs, tradition and habits</li> <li>b. Infrastructure</li> <li>c. Khmer writing and game rules</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the reasons that some of tradition were actually practiced and some others were vanished?</li> </ul> <p>6. Lesson exercises:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the value of education and intellectuals by the King during Oudong era?</li> <li>● What were the contribution of intellectuals in the preservation of tradition and law during Oudong era?</li> </ul>  |  |                 |
| <p><b>Lesson 4: French protectorate and modernization approaches</b></p> <p><b>Concepts:</b> protectorate, modernization approaches, power, political situation, society, resistances</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. French power recognition on Khmer territory:       <ol style="list-style-type: none"> <li>a. Khmer under Siam and Yuon pressure</li> <li>b. French power in Khmer vision</li> <li>c. Benefits for France by protectorate:           <ul style="list-style-type: none"> <li>● Location</li> <li>● Natural resources</li> <li>● Khmer reputation</li> <li>● Buffer zone</li> </ul> </li> <li>d. Protection searching from France</li> <li>e. Protectorate</li> </ol> <p>Inquiry question:</p> <ol style="list-style-type: none"> <li>j. Why did Khmer search for protectorate from France? What were the reasons that France were interested in Khmer protectorate?</li> </ol> </li> <li>2. Protectorate:       <ol style="list-style-type: none"> <li>a. Protectorate</li> <li>b. Colonization</li> <li>c. Khmer case</li> </ol> <p>Inquiry question:</p> </li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the main reasons that Cambodia became a colonized country by France.</li> <li>– Explain the French governance structure on Cambodia during the era.</li> <li>– Describe the challenges and the ways used by France to make Khmer neighbor countries to recognize France power in Khmer territory.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Validate the modernization approaches and its consequences during the protectorate era.</li> <li>– Analyze the resistance movements and the independence demands.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the consequences of French protectorate on Cambodia during 90 year-time.</li> </ul> | <p>14 hours</p> |

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| <p>k. What were the French governance structure in Indochina?</p> <p>l. Was Cambodia in Protectorate or Colonization structure?</p> <p>3. Old and new protectorate:</p> <p>a. Siam and France in Khmer context</p> <p>b. Yuon and France in Khmer context</p> <p>Inquiry question:</p> <p>m. What were the challenges to France in making Khmer neighbor countries to recognize France power in Khmer territory?</p> <p>n. What were the ways used by France to make Khmer neighbor countries to recognize France power in Khmer territory?</p> <p>4. Old culture and modernization:</p> <p>a. From monarchy to modernized state</p> <p>b. From absolute monarchy to democracy</p> <p>c. From habit to law</p> <p>d. From gifts to taxes</p> <p>e. From monk-based education to school-based education</p> <p>f. From memory to book writing</p> <p>g. From traditional practices to modern physicians</p> <p>h. From traditional agriculture to modernized one</p> <p>i. From physical work to machine</p> <p>Inquiry question:</p> <p>o. What were the challenges of modernized approach introduction to Khmer society by France? What were its relevant benefits and its bad consequences to Khmer society?</p> <p>5. Resistance movements and independence demands:</p> <p>a. People movement</p> <p>b. Royal mission for country independence</p> <p>Inquiry question:</p> <p>p. How did Cambodia get the independence from France?</p> |  |  |
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| <p>6. French protectorate and its consequences:<br/>Inquiry question:<br/>q. What were the consequences of French protectorate for Cambodia?</p>   |  |         |
| <b>Chapter 2: Regional history “SEA and its external influences (8<sup>th</sup> to 15<sup>th</sup> century)”</b>   |  |         |
| <p><b>Lesson 1: SEA and Mongol influence</b></p> <p><b>Concepts:</b> Geography, influence, China, India, Angkor, Ayutthaya, Lan Xang, commerce, Shailendra, Srivijaya</p> <p><b>Contents:</b></p> <p>1. South-East Asia geography:<br/>Inquiry question:<br/>r. What are the location of land and island territory of actual SEA?</p> <p>2. Influence of Indian and Chinese culture:<br/>Inquiry question:<br/>s. How did the SEA states receive the influences of Indian and Chinese culture?<br/>t. What were the reasons that the influence of Indian and Chinese culture are strong in SEA states?</p> <p>3. land SEA Empires:<br/>a. Angkor Empire<br/>b. Ayutthaya<br/>c. Dai viet<br/>d. Burma<br/>e. Lan Xang<br/>Inquiry question:<br/>u. What were the cultures influencing the state creation of SEA Empires?</p> <p>4. Island SEA Empires:<br/>a. Srivijava<br/>b. Majapahit<br/>Inquiry question:<br/>v. Where is the Malacca gate location in SEA map?<br/>w. What is the special features of Malacca gate in commerce by sea?</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the geography of SEA.</li> <li>– Explain the Indian-Chinese culture influences in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the state creation in SEA and state-state commerce.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the Mongol influences on SEA.</li> </ul> | 4 hours |

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| <p>x. How did Srivijava and Majapahit become rich states and island commerce great power?</p> <p>5. SEA and Mongol influence:<br/>Inquiry question:</p> <p>y. Why do you think that Mongol was very influencing in SEA region?</p>   |   |                |
| <p><b>Lesson 2: Chinese culture influence and commerce way</b></p> <p><b>Concepts:</b> China, migration, silk commerce route, politics, gifts, diplomacy, military</p> <p><b>Contents:</b></p> <p>1. Migration and commerce:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the causes of migration and Chinese commerce in SEA?</li> </ul> <p>2. Politic influence and gifts:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the Chinese politic influences to get annual gifts from SEA states?</li> </ul> <p>3. Commerce and Silk route:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the importance of Silk commerce route in Chinese culture strengthening in SEA?</li> </ul> <p>4. Commerce and Chinese businessmen:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the reasons that Chinese businessmen get lots of benefits from Silk route?</li> </ul> <p>5. Diplomatic relationship and Chinese military:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Why do you think that silk route from China to SEA region and the route from China to India are the way to strengthen Chinese culture?</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the causes of migration and Chinese commerce in SEA.</li> <li>– Show the Chinese politic influence in the region.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the role of Silk route in SEA.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the diplomatic relationship and the presence of Chinese military in their culture strengthening.</li> </ul> | <p>4 hours</p> |
| <p><b>Lesson 3: SEA and Islamic religion</b></p>   | <p>The students will be able to:</p>  | <p>4 hours</p> |

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| <p><b>Concepts:</b> Islam, commerce, Hinduism, Malacca gate</p> <p><b>Contents:</b></p> <p>1. Commerce by sea and Islamic religion:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the benefits of Arabic peninsula geography to tri-continent commerce? How?</li> <li>• How did Islamic people promote their culture in SEA?</li> <li>• Do you think the new way of commerce in South China Sea was the main way of commerce for Islamic people?</li> </ul> <p>2. Islamic religion and Hinduism:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the relevant evidences to confirm that Islamic religion played main role instead of Hinduism in Malacca?</li> </ul> <p>3. Malacca gate and Islamic religion influence:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the causes of Islamic religion in Malacca?</li> <li>• What were the relevant evidences to confirm the presence of Islamic learning centers and commerce by sea?</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the geography, culture, religions and commerce ways.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the influence of Islamic religion on Hinduism in the region.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the influence of Islamic religion in Malacca.</li> </ul>  |         |
| <p><b>Lesson 4: SEA and European influences</b></p> <p><b>Concepts:</b> Exploration age, Europe, Portuguese, Spanish, Dutch people</p> <p><b>Contents:</b></p> <p>1. Exploration:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the exploration and where did it start?</li> </ul> <p>2. Finding by Portuguese people:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the reasons of Portuguese exploration of grocery in SEA?</li> </ul>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Provide the definition and the exploration of European people in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the reasons of the exploration by Portuguese, Spanish, Dutch people in SEA.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify with relevant evidences the sovereignty preservation of Thailand from the European governance.</li> </ul> | 4 hours |

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| <p>3. Exploration by Spanish people:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the reasons of the exploration by Spanish people in SEA?</li> </ul> <p>4. Exploration by Dutch people:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the reasons of the exploration by Dutch people in SEA?</li> </ul> <p>5. Kingdom of Thailand:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What did the Kingdom of Thailand do to preserve its own sovereignty while other regional states were under control of European states?</li> <li>● What were the decision and the ways that the Kingdom of Thailand used to preserve its own sovereignty from European control?</li> </ul>   |   |                |
| <p><b>Lesson 5: SEA and Christian religion</b></p> <p><b>Concepts:</b> Christian religion, Europe, power, influence, economy</p> <p><b>Contents:</b></p> <p>1. The arrival of Europe in SEA:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What represents the arrival of European people in SEA?</li> </ul> <p>2. The power strengthening of European people:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● After the full control of politic and economy power in SEA, what did the European people do to achieve their planned mission and goals?</li> </ul> <p>3. SEA and Christian religion influence:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the relevant evidences to confirm the influences of Christian religion on politics,</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the arrival of European people in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the European power strengthening in SEA.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify with relevant evidences the influences of Christian religion on politics, economy and livelihood of regional people</li> </ul> | <p>4 hours</p> |



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| economy and livelihood of regional people?   |   |         |
| <b>Chapter 3: Global history “Finding of new land and social evolution”</b>  |   |         |
| <p><b>Lesson 1: Middle era in Europe and discovery of new land</b></p> <p><b>Concepts:</b> Monarchy, feudal system, gathering, closed economy, free exchange, capitalism, discovery, renaissance</p> <p><b>Contents:</b></p> <p>1. Beginning of middle age and feudal system creation:</p> <ol style="list-style-type: none"> <li>Europe and feudal system creation</li> <li>Europe and economy situation</li> <li>Europe and social situation</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>What were the causes making the creation of feudal system?</li> <li>What were the characteristics of feudal system?</li> <li>What were the evolution of society and economy during middle age?</li> </ul> <p>2. The mid-middle age and the creation of cities:</p> <ol style="list-style-type: none"> <li>Creation of cities</li> <li>Power-centered monarchy</li> <li>Resistance and results</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>What were the causes making the creation of cities?</li> <li>What were the characteristics of power-centered monarchy and power-sharing monarchy?</li> <li>What were the reasons of the change from power-centered monarchy to power-sharing monarchy?</li> <li>What were the reasons of the evolution from feudal system to capitalism during mid-middle age in Europe?</li> </ul> <p>3. End of middle age and land finding:</p> <ol style="list-style-type: none"> <li>World exploration</li> <li>Creation of capitalism</li> <li>Renaissance</li> </ol> <p>Inquiry question:</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe the creation of feudal state in Europe.</li> <li>Define the evolution of society, economy and politics in Europe during middle age.</li> <li>Explain the creation of cities in the world.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Analyze the evolution of power-centered monarchy into power-sharing monarchy.</li> <li>Compare the characteristics of feudal system and capitalism.</li> <li>Analyze the world exploration and relevant consequences of new land findings.</li> <li>Evaluate the resistance movements and its consequences</li> <li>Compare the new growth of traditional culture in Europe and the culture restoration of Cambodia after the genocide period.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Justify with relevant evidences the evolution of society and culture in Europe and new findings.</li> </ul> | 4 hours |

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| <ul style="list-style-type: none"> <li>● What were the reasons that the European explore the new land and what were the findings?</li> <li>● What were the consequences of the European exploration to the land owner?</li> <li>● To make a new mighty society, what were the religion and culture reform by European during the end of middle age?</li> <li>● During the end of middle age, what did Cambodia do to restore its own culture?</li> </ul> <p>4. Lesson exercise:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the inheritances of middle-age Europe to the world?</li> <li>● What are the mind education and benefits of exploration as well as the relevant findings to next generation people?</li> </ul>   |  |                |
| <p><b>Lesson 2: Bourgeoisie revolution in England and its historical meaning</b></p> <p><b>Concepts:</b> Revolution, bourgeoisie, monarchy, democracy, dictatorship, parliament</p> <p><b>Contents:</b></p> <p>1. Break-out of bourgeoisie revolution:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the main causes and the purposes of bourgeoisie revolution?</li> </ul> <p>2. Gradual process of revolution:</p> <ol style="list-style-type: none"> <li>a. Process of revolution</li> <li>b. Last step of revolution</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Why do we call the revolution in England as “the bourgeoisie revolution”?</li> <li>● How did the bourgeoisie revolution in England start?</li> <li>● How many steps found during the bourgeoisie revolution in England? What were the steps?</li> </ul> <p>3. England after the revolution and democracy:</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the causes of bourgeoisie revolution in England</li> <li>– Describe the process of revolution in England</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Compare the governance structure before and after the revolution in England.</li> <li>– Evaluate the evolution of democracy in England.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify with relevant evidences the national governance characteristics based on law ruling state criteria towards the development.</li> </ul> | <p>4 hours</p> |

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| <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Please describe the change of state governance structure before, during and after the revolution.</li> <li>● What were the global impacts of the state governance structure change in England after the revolution?</li> </ul> <p>4. Historical meaning:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● When did the democracy start in England?</li> <li>● Was the democracy in England pure after the revolution? Why?</li> <li>● In order to have full democracy, how did the English people and government prepare the politics program?</li> </ul> <p>5. Lesson exercise:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the historical benefits of the bourgeoisie revolution to England and the world?</li> <li>● What were the principle of the governance change from revolution-based structure to democracy-based structure? Why?</li> </ul> |  |                |
| <p><b>Lesson 3: War for independence and the creation of the states</b></p> <p><b>Concepts:</b> Colonist, war, independence, liberty, human right, federal states, constitution</p> <p><b>Contents:</b></p> <p>1. General situation of the 13 colonized states:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the politics, economic and social situation of the 13 states in America before the arrival of the English people?</li> </ul> <p>2. Causes of the war:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the consequences to people of America after the arrival of British colonization?</li> </ul>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Show the situation of the 13 first states along the coast of Atlantic ocean.</li> <li>– Describe the colonization by England in America.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the reasons of independence demands by the people of the states.</li> <li>– Analyze the historical meaning of first independence declaration in America.</li> <li>– Compare the human right of the people in the States before and after the independence.</li> </ul> | <p>4 hours</p> |

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| <p>3. Process of war:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the causes of wars for independence? How many steps were the wars divided into?</li> </ul> <p>4. Results and historical meaning:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Which state was the first state declaring the independence among the 13 states?</li> <li>● What were the meaning of the independence declaration to the 13 states and to the whole America?</li> </ul> <p>5. The States creation and human right:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the contribution of human right respect and liberty to the development of the States?</li> </ul> <p>6. Constitution:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What are the influences of the States constitution to the evolution of the society, the country and the world?</li> <li>● What are the structure of Federal government?</li> </ul> <p>7. Lesson exercise:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What are the benefits of people solidarity to the nation development?</li> <li>● What are the important points of human right and full law practice state to the country?</li> </ul> | <ul style="list-style-type: none"> <li>- Analyze the importance of constitution and the creation of Federal government.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the power of solidarity and human right practice towards the development of the nation and peace keeping.</li> </ul> |                |
| <p><b>Lesson 4: Bourgeoisie revolution in France and Republic state</b></p> <p><b>Concepts:</b> Encyclopedia, light age, absolute monarchy, republic, new age, revolution, bourgeoisie</p> <p><b>Contents:</b></p> <p>1. Gradual process of revolution:</p>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the existing of ideology before revolution.</li> <li>- Provide the France politics situation before revolution.</li> </ul>   | <p>3 hours</p> |

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| <p>a. Age of light and the ideology<br/>b. Politics situation and society</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What was encyclopedia and in what situation was it created?</li> </ul> <p>2. Revolution break-out:</p> <p>a. Causes of revolution break-out<br/>b. Process of revolution break-out<br/>c. Results and historic meaning</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the causes of revolution in France? How and what was its importance to French people?</li> </ul> <p>3. France after revolution :</p> <p>a. Constitution and state governance structure<br/>b. Society and economy</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes made by the bourgeoisie revolution to the French society?</li> </ul> <p>4. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes by the encyclopedia towards the decision of intellectuals and politics in France?</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the bourgeoisie revolution process and results.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the value of constitution contributing to the creation of Republic in France.</li> <li>- Evaluate the politics change in France during the era.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Develop the ways to accept creativity and positive act for the benefits of humanity.</li> </ul> |  |
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### 7.3. Curriculum: Grade 9

| <b>Chapter 1: History of Cambodia and its civilization</b>   |  |                 |
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| <b>Contents</b>  | <b>Expected learning outcomes</b>  | <b>Duration</b> |
| <p><b>Lesson 1: Sangkum period and golden age</b></p> <p><b>Concepts:</b> Politics, impartiality, peace, golden age, prestige, identity, agriculture, industry, national congress</p> <p><b>Contents:</b></p> <p>1. Cambodia and impartiality:</p> <p>a. King Norodom Sihanouk and politics<br/>b. National congress and public policy</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the evolution of politics situation of Cambodia after independence between 1953-1954</li> <li>- Describe the challenges and the decision of Cambodia in practicing the impartiality.</li> </ul> <p><b>Skill:</b></p> | 7 hours         |

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| <p>c. Impartiality and Sovereignty:</p> <ul style="list-style-type: none"> <li>● Geneva Agreement</li> <li>● Communist influence</li> <li>● Sovereignty and peace</li> </ul> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the reasons that Samdech Norodom Sihanouk transferred the throne to his father and created Sangkum period?</li> <li>● What were the consequences of the involvement of Samdech Norodom Sihanouk into politics?</li> <li>● What were the reasons that Cambodia keep impartiality during the era?</li> <li>● What were the challenges to Cambodia after the adherence of Cambodia to impartiality?</li> <li>● What were the negative and positive influence of impartiality to Cambodia during the era?</li> </ul> <p>2. Buddhism and development:</p> <p>Inquiry questions:</p> <ol style="list-style-type: none"> <li>a. What are the roles of Buddhism in national building?</li> <li>b. What were the practical steps of Buddhist social theory?</li> </ol> <p>3. Sangkum period and modernized development:</p> <ol style="list-style-type: none"> <li>a. Agriculture and Agro-industry</li> <li>b. Industry</li> <li>c. Urban planning</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>– What were the modernization of industry and agriculture in Sangkum period?</li> </ul> <p>4. Cambodia and civilization:</p> <ol style="list-style-type: none"> <li>a. Administration, security and social order</li> <li>b. Financing</li> <li>c. Infrastructure</li> <li>d. Education and Health</li> <li>e. Law and Justice system</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>– What were the development of infrastructure during the period?</li> </ul> | <ul style="list-style-type: none"> <li>– Justify the roles of Buddhism in Cambodia politics during the Sangkum period.</li> <li>– Point out the modernization of Cambodia during the period.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the building of Khmer identify during the period.</li> <li>– Develop the thinking of modesty and responsibility.</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>- What were the development in Human resource capital during the period?</li> <li>- What were the development of health sector during the period?</li> <li>- What were the solidarity spirit developed by the Sangkum period?</li> <li>- In developed countries, how do they do to apply the law and the confidence building among the people?</li> </ul> <p>5. Identity and creativity:</p> <ol style="list-style-type: none"> <li>a. Symbol</li> <li>b. Khmerization</li> <li>c. Culture and art (popular dance, religious ceremony, clothing, practice...)</li> <li>d. Literature</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the ways to strengthen the national Identify during Samgkum period?</li> <li>- What were the benefits of positive habit and modest behavior of the leader for country and the people?</li> </ul> |  |                |
| <p><b>Lesson 2: Khmer Republic and civil war</b></p> <p><b>Concepts:</b> Coup d'état, corruption, right abuse, factionalism, unclear position, law, inflation, vision</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Change of leader:       <ol style="list-style-type: none"> <li>a. Politics crisis</li> <li>b. Economy crisis</li> <li>c. Social crisis</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the causes of the leader change in 1970?</li> </ul> <ol style="list-style-type: none"> <li>2. Structure of the regime change:       <ol style="list-style-type: none"> <li>a. Definition of coup d'état</li> </ol> </li> </ol>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the causes of the leader change on the 18<sup>th</sup> March 1970</li> <li>- Explain the change of the politics regime in Cambodia context in 1970.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the influence of the movement and the people situation on economy during the period.</li> <li>- Analyze the consequences of war on education, economy and law.</li> </ul> | <p>6 hours</p> |

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| <p>b. Constitution and Parliament decision</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• The fact that “Samdech Norodom Sihanouk was removed from state leader position” was a coup d’état? Why?</li> </ul> <p>3. The state governance as Republic:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Republic Khmer governance?</li> </ul> <p>4. People and economy:</p> <p>a. Changes and people reaction</p> <p>b. Insecurity and economy situation</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the people reaction to the change of the leader and the regime?</li> <li>• What are the influences of civil war to the country economy?</li> </ul> <p>5. War and education:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the influence of civil war to education?</li> </ul> <p>6. War and law application</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What are the influence of civil war to law application?</li> </ul> <p>7. Khmer republic and vision</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• Was the vision of the leader during Khmer Republic suitable to the country situation during the period? Why?</li> <li>• What is the importance of peace keeping to the country development?</li> </ul> | <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Validate the vision of the country governance during the period.</li> </ul>   |                |
| <p><b>Lesson 3: Kampuchea democracy and revolution</b></p> <p><b>Concepts:</b> State governance, living condition, revolution, new people category, old people category,</p>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the governance structure and organizational structure of Khmer rouge.</li> </ul> | <p>8 hours</p> |



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| <p>cooperative, collectivity, genocide, ideology, evacuation, caste anger, identity</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Khmer rouge and the beginning of the power:       <ol style="list-style-type: none"> <li>a. Khmer rouge and state governance</li> <li>b. Naming Kampuchea Democracy</li> <li>c. Structure</li> <li>d. Structure of centered-based cooperative</li> <li>e. Direction and influence on people</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Who was Khmer rouge?</li> <li>● What were the politics ideology that Kampuchea democracy followed? What were its characteristics?</li> <li>● What is the meaning of “democracy” during Khmer rouge regime?</li> <li>● What were the organizational structure of Khmer rouge?</li> <li>● What were the governance of centered –based cooperative?</li> <li>● What were the influences of direction and demands of Khmer rouge organizational structure to people?</li> </ul> <ol style="list-style-type: none"> <li>2. Khmer rouge and great revolution :       <ol style="list-style-type: none"> <li>a. Evacuation of people from downtown</li> <li>b. Classification into old and new people categories</li> <li>c. Removal of personal belongings and creation of cooperative</li> <li>d. From Diploma to real practice</li> <li>e. Khmer rouge and change of all sectors</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the Khmer rouge strategy to lead the country and the people during the period?</li> </ul> <ol style="list-style-type: none"> <li>3. Slogan and law view:</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the slogan meanings referring to law view during the period?</li> </ul> | <ul style="list-style-type: none"> <li>– Explain the cooperative-based politic ideology of Khmer rouge.</li> <li>– Explain the politics ideology of Khmer rouge via slogans.</li> <li>– Explain the strategy to develop the national economy by Khmer rouge.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the causes of bringing people to learn, to be starved, to be tortured, and to be killed.</li> <li>– Analyze the Khmer rouge politics on Khmer culture and identity.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the consequences of people evacuation, violence, personal belonging removal and genocide on Khmer people.</li> </ul> |  |
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| <p>4. 4-year planning and the economy development:</p> <ol style="list-style-type: none"> <li>a. 4-year planning and direction</li> <li>b. 4-year planning and strategy</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the direction of the 4-year planning set by the regime?</li> <li>● What were the strategy used by the regime to apply the 4-year planning?</li> </ul> <p>5. Khmer rouge and refinement:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● Why did Khmer rouge kill people during the regime?</li> </ul> <p>6. Culture and Khmer identity:</p> <ol style="list-style-type: none"> <li>a. Khmer rouge and conservation</li> <li>b. Khmer rouge and new identity</li> <li>c. Identity and society consequences</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What ancestor inheritance and identity that Khmer rouge preserved during the regime?</li> <li>● What were the new identity created by Khmer rouge?</li> <li>● What were the consequence of the new identity created by Khmer rouge?</li> </ul> <p>7. Khmer rouge and the fall:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the results of Khmer rouge activities to the country, people and its organizational structure?</li> <li>● What were the consequences of people evacuation, forced labour, personal belonging removal to people during the period and up-to-present?</li> <li>● What were the consequences of the removal of school, tradition and beliefs during Khmer rouge period to Khmer society in the period and up-to-present?</li> </ul> |  |                |
| <p><b>Lesson 4: People Republic of Kampuchea and State of Kampuchea</b></p>   | <p>The students will be able to:<br/><b>Knowledge:</b></p> | <p>8 hours</p> |

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| <p><b>Concepts:</b> Front, national rescue, state governance, life quality, beliefs, education, liberty, property, sacrifice, negotiation</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. United Front for National Salvation and the national liberation:       <ol style="list-style-type: none"> <li>a. Creation of Front</li> <li>b. Process of national liberation</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● How did the United Front for National Salvation win over Khmer rouge?</li> </ul> <ol style="list-style-type: none"> <li>2. State governance:       <ol style="list-style-type: none"> <li>a. People Republic of Kampuchea</li> <li>b. State of Kampuchea</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the similarity and the difference of the state governance between Socialism and People Republic of Kampuchea?</li> </ul> <ol style="list-style-type: none"> <li>3. The national building towards national reform:       <ol style="list-style-type: none"> <li>a. From good exchange to good commerce</li> <li>b. From national property to personal belonging</li> <li>c. From liberty restriction to the open state</li> <li>d. From leaf-roof school to tile-roof school</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What were the positive consequences to Cambodian people resulted from the change from good exchange to good commerce in between 1979 to 1993?</li> <li>● What were the positive consequences to Cambodian people resulted from the provision of personal belonging?</li> <li>● What were the positive points of the provision of freedom in beliefs and communication to Cambodian people?</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the process towards success in toppling Khmer rouge regime.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Compare the state governance between Socialism and People Republic of Kampuchea.</li> <li>- Point out the social and economic change for the life quality of Khmer people.</li> <li>- Analyze the strategy to prevent the return of Khmer rouge.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the sacrifice made by the 4 parties in order to seek peace in Cambodia.</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>● What were the benefits of education development to Cambodian people and the society?</li> </ul> <p>4. The prevention of the Khmer rouge return:</p> <ol style="list-style-type: none"> <li>a. Strategy of prevention</li> <li>b. People and the participation</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the strategy used by Phnom Penh government to prevent the return of Khmer rouge?</li> <li>- How did the people participate in the prevention of Khmer rouge return?</li> </ul> <p>5. Sacrifice and the national reunion:</p> <ol style="list-style-type: none"> <li>a. 4 parties and sacrifice</li> <li>b. Reason and negotiation</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>● What sacrifice did the 4 parties make for peace and the national reunion?</li> <li>● What were the reasons that the 4 parties come up with negotiation?</li> </ul> |  |                |
| <p><b>Lesson 5: Second Kingdom of Cambodia and stability</b></p> <p><b>Concepts:</b> State government, free market, stability, integration, national reunion, law, justice, peace, development, participation, civil society</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Cambodia and new politics:<br/>Inquiry question: <ul style="list-style-type: none"> <li>● After the national election in 1993, what kind of politics used by Cambodia and what is its characteristics?</li> </ul> </li> <li>2. Cambodia and ways to keep stability in politics: <ol style="list-style-type: none"> <li>a. Constitutional amendment</li> <li>b. Nomocracy and stability in politics</li> <li>c. Integration of Khmer rouge</li> </ol> </li> </ol>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the change of politics structure and state governance after the national election in 1993.</li> <li>- Explain the process to integrate Khmer rouge and stability in politics.</li> <li>- Describe the change in economy structure from planned economy to free market based economy after the national election in 1993.</li> <li>- Describe the participation of the people and the civil society in development of society and economy.</li> </ul> | <p>5 hours</p> |

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| <p>d. Government with co-prime minister</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the strategy used by Cambodia to bring and keep peace?</li> </ul> <p>3. Cambodia and ways to the development:</p> <ol style="list-style-type: none"> <li>a. Education and sustainable development</li> <li>b. Economy and free market</li> <li>c. People and civil society</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the strategy used by Cambodia to develop society and economy?</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the evolution in education and teaching in 1990s.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Choose the way to reunite the nation after the politics crisis in 1993 and in 1998.</li> <li>- Analyze the state separation with the co-prime minister system.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the evolution of law practice by using the 1993 constitution.</li> </ul> |  |
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**Chapter 2: Regional history “Commerce and the evolution of society and economy in SEA” (15<sup>th</sup> – 18<sup>th</sup> century)**

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| <p><b>Lesson 1: New culture and European commerce</b></p> <p><b>Concepts:</b> Policy, commerce, grocery, arm, goods, waged soldier, Chinese businessmen, Portuguese businessman, Dutch businessmen, English businessmen, East Indian company</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Chinese commerce policies:<br/>Inquiry question: <ul style="list-style-type: none"> <li>● What were the Chinese commerce policy characteristics for SEA?</li> </ul> </li> <li>2. Chinese commerce and SEA:<br/>Inquiry question: <ul style="list-style-type: none"> <li>● What were the characteristics of commerce interaction between China and SEA?</li> </ul> </li> <li>3. Portuguese commerce policies:<br/>Inquiry question: <ul style="list-style-type: none"> <li>● What were the policies set by Portugal to control the grocery commerce in SEA?</li> </ul> </li> <li>4. Dutch commerce policies:<br/>Inquiry question: <ul style="list-style-type: none"> <li>● What were the policy commerce set by Holland in SEA?</li> </ul> </li> </ol> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the influence of commerce policy from China, Portugal, Holland and England in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Justify the causes of power strengthening and Chinese, Portuguese, Dutch, and English commerce in SEA.</li> <li>- Evaluate the participation of local people in commerce activities with European, Muslim as well as their influences.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the benefits of inter-connection commerce with foreigners by local people.</li> <li>- Provide explanation the importance of commerce with foreigners for the country development.</li> </ul> | <p>5 hours</p> |
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| <p>5. English commerce policies:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the policy commerce set by England in SEA?</li> </ul> <p>6. Religion and SEA people choice:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes of economy and religion made by the commerce interaction with foreigners?</li> </ul>   |   |                |
| <p><b>Lesson 2: SEA and Chinese commerce</b></p> <p><b>Concepts:</b> Malacca, Central port, community, commerce, mine, Indonesia, Burmese tin, wood, building, Ayutthaya</p> <p><b>Contents:</b></p> <p>1. Malacca port and China:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the action and the benefits of Malacca port after its recognition by China as central port of SEA in 1404?</li> </ul> <p>2. Chinese commerce in Melayu realm:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes of social economy of Melayu realm made by Chinese commerce during the period?</li> </ul> <p>3. Chinese commerce in Burma:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Chinese commerce in Burma?</li> </ul> <p>4. Chinese commerce in Ayutthaya:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes in Ayutthaya politics, economy and society made by Chinese commerce during the period?</li> </ul> <p>5. Chinese commerce in Indonesia:<br/>Inquiry question:</p> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the influence of Chinese commerce policies in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Justify the cause of power strengthening and Chinese commerce influence in SEA.</li> <li>– Validate the participation of local people in commerce with Chinese businessmen.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the benefits of commerce interaction between local people and China.</li> </ul> | <p>5 hours</p> |

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| <ul style="list-style-type: none"> <li>• What were the influence and the changes of Indonesian economy and society made by Chinese commerce during the period?</li> </ul>  |   |         |
| <p><b>Lesson 3: SEA and Portuguese commerce</b></p> <p><b>Concepts:</b> Arm, commerce, grocery, goods, waged solders, Portuguese businessmen, grocery island, war, invading war, competition, treaty, agreement</p> <p><b>Contents:</b></p> <p>1. Portugal in Malaya:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were reasons that Portuguese needed to control Malacca port?</li> </ul> <p>2. Portugal and Indonesia:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Portuguese commerce in Indonesia?</li> </ul> <p>3. Portugal and Burma:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Portuguese commerce in Burma?</li> </ul> <p>4. Portugal and Ayutthaya:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Portuguese commerce in Ayutthaya?</li> </ul> | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the influence of Portuguese commerce policies in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Justify the cause of power strengthening and Portuguese commerce influence in SEA.</li> <li>– Validate the participation of local people in commerce with Chinese businessmen and the value of waged Portuguese soldiers by SEA Kings.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the benefits of commerce interaction between local people and Portuguese as well as the value of Portuguese waged soldiers and arms.</li> </ul> | 5 hours |
| <p><b>Lesson 4: SEA and Dutch/English commerce</b></p> <p><b>Concepts:</b> Commerce, Holland, East Indian companies, competition, war, commerce center, Pattaya, Treaty of 1795, Gemstone mine</p> <p><b>Contents:</b></p> <p>1. Dutch commerce in Indonesia:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the changes of Indonesian politics, economy and society made by the influence of</li> </ul>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the influence of Dutch/English commerce policies in SEA.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Justify the cause of power strengthening and Dutch/English commerce influence in SEA.</li> </ul>  | 5 hours |

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| <p>Dutch commerce during the period?</p> <p>2. Dutch/English commerce in Ayutthaya:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Dutch/English commerce influence in Ayutthaya?</li> </ul> <p>3. Dutch commerce in Cambodia:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Dutch commerce influence in Cambodia during the period?</li> </ul> <p>4. Dutch commerce in Vietnam:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of Dutch commerce influence in Vietnam during the period?</li> </ul> <p>5. English commerce in Burma:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the characteristics of English commerce influence in Burma during the period?</li> </ul> | <ul style="list-style-type: none"> <li>– Analyze the participation of local people in commerce with Dutch/English businessmen and the value of European by SEA Kings.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>– Justify the benefits of commerce interaction between local people and Dutch/English as well as the international competition.</li> </ul>   |         |
| <b>Chapter 3: Global history and culture “Industrial revolution and imperialism”</b>   |  |         |
| <p><b>Lesson 1: Growth in Europe and fall in Asia</b></p> <p><b>Concepts:</b> Industrial revolution, sciences, technology, discovery, engine, power, social evolution, market, colonization, medicine, steam engine, explosive engine, fall</p> <p><b>Contents:</b></p> <p>1. Growth in Europe:</p> <p>a. Growth in Sciences</p> <p>b. Discovery and engine use</p> <ul style="list-style-type: none"> <li>• Engine discovery</li> <li>• New power finding</li> <li>• Engine evolution</li> <li>• Engine and agriculture</li> <li>• Engine and transportation</li> <li>• Engine and communication</li> <li>• Engine and production process</li> </ul>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>– Describe the process of sciences, technology and creativity growth in Europe.</li> <li>– Describe the fall of Asia in front of the presence of colonization great powers.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>– Analyze the positive and negative sides of industrial revolution and technology towards the world, especially Asia.</li> <li>– Analyze the general situation of economy and politics in Asia.</li> </ul> | 3 hours |



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| <ul style="list-style-type: none"> <li>● Engine and human society</li> </ul> <p>c. Consequence of industrial revolution</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the social human evolution made by the growth of sciences and technology?</li> <li>- What were the engines and new power found by the scientists during the period?</li> <li>- What were the changes made by the engine discovery and evolution to agriculture, transportation, communication, production process, and social evolution?</li> <li>- What were the influences made by the power discovery to industry, transportation and people livelihood?</li> <li>- What were the positive and negative sides made by the industrial revolution and technology to all nations around the world?</li> </ul> <p>d. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- Do the growth in sciences and technology bring really the benefits to human being?</li> </ul> <p>2. Fall in Asia:</p> <ol style="list-style-type: none"> <li>a. Politics and economy before the arrival of Europe.</li> <li>b. Politics, economy, and society of Asia towards the presence of Europe.</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the situation of politics and economy of Asia before the arrival of Europe?</li> <li>- What were the evolution of politics and economy of Asia after the arrival of Europe?</li> </ul> | <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the roles of sciences and technology in the growth of economy and industry.</li> </ul> |                |
| <p><b>Lesson 2: Power competition of imperialism in China</b></p>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p>   | <p>4 hours</p> |

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| <p><b>Concepts:</b> Power competition, treaty, disease, opium, colonization, raw materials, market, way, politics</p> <p><b>Contents:</b></p> <p>1. China before the arrival of European:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the social, politics and economic situation in China before the arrival of Europe?</li> </ul> <p>2. China situation during the arrival of European:</p> <ol style="list-style-type: none"> <li>a. First opium war and Nanjing treaty</li> <li>b. Opium disease</li> <li>c. Second opium war</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the opium war?<br/>Caused by what country? What were the relevant consequences to China?</li> </ul> <p>3. The China territory division to control by great powers:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>- Which great power did divide China to control in 19<sup>th</sup> century?</li> <li>- What were the reasons that the great powers divided China to control?</li> </ul> <p>4. China ideology in beginning of 20<sup>th</sup> century:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>- In the beginning of 20<sup>th</sup> century, what were the ideology met in China in order to change Chinese people mindset?</li> </ul> | <ul style="list-style-type: none"> <li>- Describe social situation before and during the arrival of European in China as well as the opium disease.</li> <li>- Describe the Chinese ideology in the beginning of 20<sup>th</sup> century as well as the war between China and Japan over the China control.</li> <li>- Inform the China territory division for control by imperialists.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the causes of opium war and its relevant consequences in China society.</li> <li>- Analyze the causes of China territory division by great powers.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Contribute to prevent and to avoid the opium and other psychostimulating drugs.</li> </ul> |                |
| <p><b>Lesson 3: India and England power</b></p> <p><b>Concepts:</b> Colonization, East Indian company, market, raw materials (black gold, coal mine)</p> <p><b>Contents:</b></p> <p>1. India before the arrival of English:</p>   | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the Indian society before the arrival of English colonization.</li> </ul>  | <p>4 hours</p> |

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| <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the social, politics and economic situation in India before the arrival of English?</li> </ul> <p>2. Indian situation during the arrival of English:</p> <ol style="list-style-type: none"> <li>a. Roles of East Indian company</li> <li>b. Acceptance the colonization by England</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the roles of East Indian company in India?</li> <li>- What were the reasons that Indian were colonized by England?</li> </ul> <p>3. Social and economic changes in Indian society before first world war:</p> <ol style="list-style-type: none"> <li>a. Law system in India</li> <li>b. Administration system</li> <li>c. Economy</li> <li>d. Politics</li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the changes to Indian law and administration system, economy, politics made by the presence of English during the period?</li> </ul> | <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the roles of the East Indian company and the colonization of England on India.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the contribution of society to become nomocracy.</li> </ul>  |                |
| <p><b>Lesson 4: Power of Japan in China and Korea</b></p> <p><b>Concepts:</b> Colonization, militarism, Mei E Yi reform, territory controlling war, treaty</p> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Japan and power strengthening:       <ol style="list-style-type: none"> <li>a. Mei E Yi reform</li> <li>b. Nippon Imperialist and Asia</li> </ol> </li> </ol> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were the reform by Japan to become one of developed countries as western countries?</li> <li>- What were the factors making Japan to become one of great powers in Asia?</li> </ul>  | <p>The students will be able to:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the Mei E Yi reform and its relevant consequences.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>- Analyze the Japanese power in Asia.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>- Justify the national union and harmony in society.</li> </ul> | <p>4 hours</p> |

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| <p>2. Japan power in China and Korea:<br/>Inquiry question:</p> <ul style="list-style-type: none"> <li>- What were ways used by Japan to strengthen its power in China?</li> <li>- What were ways used by Japan to strengthen its power in Korea?</li> </ul> |  |  |
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8. Glossary:

9. References:

10. Committee members:

| Name              | Affiliation          | Position                         |
|-------------------|----------------------|----------------------------------|
| Hang Chuon Naron  | MoEYS                | Minister                         |
| Sorn Samnang      | Council of Ministers | Advisor to Royal Government      |
| Khuon Vichheka    | MoEYS                | Deputy Director General          |
| Khieu Vicheanon   | MoEYS                | Deputy Inspector General         |
| Vong Sotheara     | RUPP                 | Chief of History Department      |
| Sambo Manara      | RUPP                 | Vice Chief of History Department |
| Cheng Hong        | NIE                  | Teacher trainer                  |
| Po Sokha          | NIE                  | Teacher trainer                  |
| Hor Sivy          | MoEYS                | Officer                          |
| Chit Chanvanny    | MoEYS                | Officer                          |
| Iv Saosokha       | Sosowath high school | Vice principal                   |
| Meas Phirun       | Sisowath high school | Teacher                          |
| Chhim Dyna        | MoEYS                | Officer                          |
| Ly Romnrea        | MoEYS                | Officer                          |
| Nath Bunroeun     | MoEYS                | Secretary of State               |
| Put Samith        | MoEYS                | Director General                 |
| Mok Sarom         | MoEYS                | Deputy Director General          |
| Loch Chanthan     | NIE                  | Professor                        |
| Bov Vy            | MoEYS                | Deputy Director                  |
| Hak Thomada       | MoEYS                | Deputy Director                  |
| Chhim Sokunvireak | MoEYS                | Deputy Director                  |
| Nou Channy        | NIE                  | Professor                        |