

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.

Contents

1. Introduction	3
2. Objectives	3
3. Important principles	5
4. Schedule distribution of History	9
5. Instruction of use	9
6. Assessment	11
7. Curriculum table	14
7.1. Curriculum: Grade 7	14
7.2. Curriculum: Grade 8	30
7.3. Curriculum: Grade 9	44
8. Glossary:	49
9. References:	49
10. Committee members:	49

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, 21st-century qualification criteria and qualified History learning competencies. The world of 21st - 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. Upper secondary school from grade 10 to 12: (for learner from 15 to 17 years old)

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 21st learning domain qualification and global citizenship qualification. In this level of grade 10 to 12, learners with the age between 15 to 17 years old are youth. At these ages, youth try their best to develop their independency with the different ways of thinking compared to their parents, to create relationship with friends, outside world and their teachers. Moreover, the learners need the competence development such as such as cognitive, psychomotor and affective domain development to execute their tasks, to serve people 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 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.

***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 their principles of good behavior, morality and virtue for the benefits of humanity.

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 21st 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 9th 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.

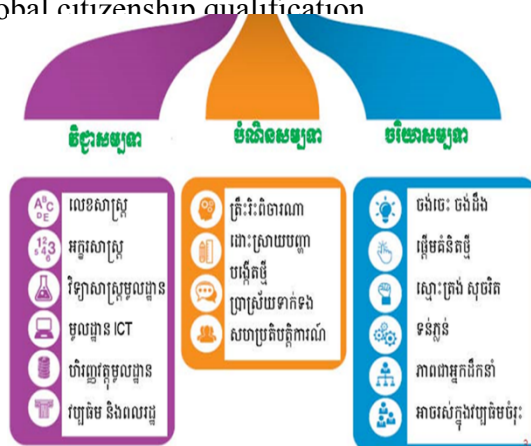
3.6. History and Global citizen qualification

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 21st century learning domains

The explosive development of the technology is creating new form of revolution so-called “the 4th 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 4th 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 4th industrial revolution, the general and technical education from the primary school to upper secondary school must include the 21st century learning domains in addition to the global citizenship qualification



the 21st century learning domains

3.8. Lesson outline:

Grade 10:

Chapter 1: Cambodia history in regional and global context

1. Lesson 1: History and its criteria for judgment
2. Lesson 2: Khmer prehistoric particular records and interaction
3. Lesson 3: Funan “the great power of the region”
4. Lesson 4: Chenla and its remarkable way to excellence
5. Lesson 5: Angkor and the regional Great powers

Chapter 2: History of the region “Colonization and the social evolution in SEA” (19th – 20th century)

1. Lesson 1: European colonization in SEA
2. Lesson 2: Melayu realm and colonization by England
3. Lesson 3: Vietnam and colonization by France
4. Lesson 4: Indonesia and colonization by Holland

Chapter 3: History of the world “first world war and crisis in Europe” (1914-1939)

1. Lesson 1: Great powers before first world war and the world crisis
2. Lesson 2: First world war and its consequences
3. Lesson 3: Versailles treaty and its value to Germany
4. Lesson 4: League of nations and its failure

Grade 11:

Chapter 1: Cambodia history in regional and global context

1. Lesson 1: Chaktomok and new capital city
2. Lesson 2: Longvek and Siam power
3. Lesson 3: Oudong and power competition between Siam and Yuon
4. Lesson 4: Cambodia and France protectorate

Chapter 2: History of SEA and independence (20th century)

1. Lesson 1: SEA and end of colonization in Europe
2. Lesson 2: Melayu realm and independence
3. Lesson 3: Vietnam and independence
4. Lesson 4: Indonesia and independence

Chapter 3: History of the world “Second world war and the world division”

1. Lesson 1: World and crisis between the 2 world wars
2. Lesson 2: Second world war and consequences
3. Lesson 3: United nations and peace target

4. Lesson 4: Middle East and race issues

Grade 12:

Chapter 1: Cambodia history in regional and global context

1. Lesson 1: Sangkum period and cold war
2. Lesson 2: Khmer Republic and Foreigner influences
3. Lesson 3: Kampuchea democracy and its Friends/Enemies
4. Lesson 4: People Republic of Kampuchea and State of Kampuchea
5. Lesson 5: Second Kingdom of Cambodia and stability

Chapter 2: ASEAN (1967-present)

1. Lesson 1: ASEAN and challenges
2. Lesson 2: ASEAN and globalization

Chapter 3: Cold war and globalization (1947-Present)

1. Lesson 1: Liberal ideology of great power and NATO
2. Lesson 2: Communism ideology great powers and NGOs
3. Lesson 3: Cold war and its impacts
4. Lesson 4: General issue of the world and globalization after the cold war
5. Lesson 5: World and 3rd industrial revolution

4. Schedule distribution of History

Upper secondary school from grade 10 to 12

History	Chapter 1: Cambodia history	Chapter 2: Regional history	Chapter 3: Global history	Total number of learning hour
Grade 10	-Social science strand: 70 hours -Science strand: 35 hours	-Social science strand: 40 hours -Science strand: 20 hours	-Social science strand: 30 hours -Science strand: 15 hours	-Social science strand: 140 hours -Science strand: 70 hours
Grade 11	-Social science strand: 70 hours -Science strand: 35 hours	-Social science strand: 40 hours -Science strand: 20 hours	-Social science strand: 30 hours -Science strand: 15 hours	-Social science strand: 140 hours -Science strand: 70 hours
Grade 12	-Social science strand: 70 hours -Science strand: 35 hours	-Social science strand: 40 hours -Science strand: 20 hours	-Social science strand: 30 hours -Science strand: 15 hours	-Social science strand: 140 hours -Science strand: 70 hours

Note:

-35 learning weeks per year x 4 hours: 140 hours

-35 learning weeks per year x 2 hours: 70 hours

-1 learning week: 4 hours

-1 learning hour: 50 minutes

5. Instruction of use

5.1. Teaching/Learning activities

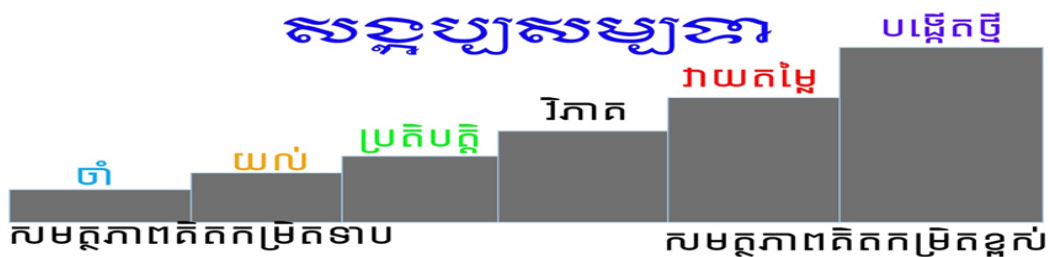
The History curriculum was renewed based on inquiry-based and learning outcome-based principle. This teaching/learning activities offer the learners the opportunities to consult the remarkable past events and to relate the past time good views to the present and to the future daily life activities. With 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.

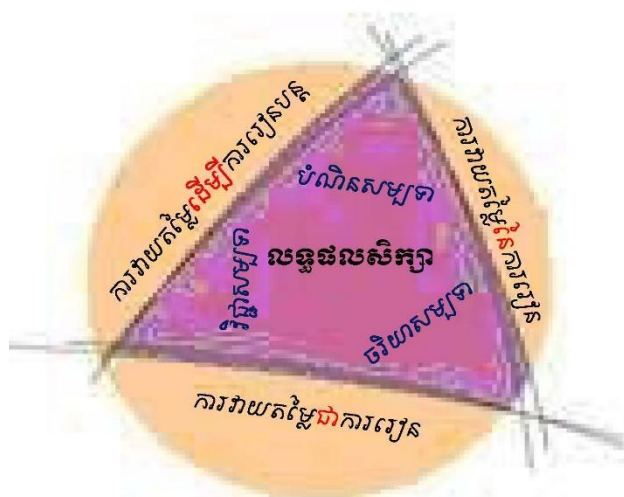
-Encouragement to the learners to learn with their best ways by improving the learning activities related to behavior, habits, methods and learning activities of the learners.

-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 10

Chapter 1: Cambodia history in regional and global context		Duration (hour)	
Contents	Expected learning outcomes	S.S	S.S.S
<p>Lesson 1: History and its criteria for judgment</p> <p>Concept: History, evidence, usefulness of historic particular records</p> <p>Contents:</p> <p>1. Different views on historic particular records</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What are the different views on Historic particular record definition? <p>2. Historic particular records or History science?</p> <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Discuss proficiently the different views on the “Historic particular record” and “History science” similarity and differences. <p>Skill:</p> <ul style="list-style-type: none"> Explain appropriately the roles and usefulness of history learning. Validate with confidence the suitable and impartial criteria of documents and evidences used in Khmer history study. <p>Attitude:</p>	4 hour s	8 hours

<ul style="list-style-type: none"> • What are the definitions of “Historic particular record” and “History science”? <p>3. Documents and evidences in Khmer historic particular records</p> <ol style="list-style-type: none"> Antiques Chinese documents Engraved inscription stones Royal Genealogical history European log note Living evidences <p>Inquiry question:</p> <ul style="list-style-type: none"> • Would documents and evidences used as references in Khmer historic particular records be reliable? Why? <p>4. Usefulness of historic particular records</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the benefits of history learning? 	<ul style="list-style-type: none"> – Choose with ease the reliable historical documents with relevant solid evidences. 		
<p>Lesson 2: Khmer prehistoric particular records and interaction</p> <p>Concept: Origins, politics, relationship, foreign influences, economy, agriculture, crafts, commerce, exchange</p> <p>Contents:</p> <ol style="list-style-type: none"> Khmer ethnic and origins <ol style="list-style-type: none"> Khmer ethnic origins based on archaeological findings Khmer ethnic origins based on linguistics findings <p>Inquiry question:</p> <ul style="list-style-type: none"> • When were Khmer ethnic found? What are the reliable hypothesis on Khmer ethnic origins on the actual Khmer territory? <ol style="list-style-type: none"> State governance and social-economy <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the connection between prehistoric state governance and Khmer socio-economy? Goods exchange: <p>Inquiry question:</p> 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the preservation of Khmer domestic tradition and rituals with the global interaction. <p>Skill:</p> <ul style="list-style-type: none"> -Explain proficiently the influences of foreign relationship to the Khmer tradition, rituals, agriculture, crafts and commerce during Khmer prehistoric period. -Analyze correctly the Khmer origins and civilization during Khmer prehistoric period. <p>Attitude:</p> <ul style="list-style-type: none"> -Compile effectively the relevant information of the combination between “Khmer and foreign culture” resulting in positive effects to the Khmer ethnic. 	7 hours	14 hours

<ul style="list-style-type: none"> • What were the characteristics of domestic and international goods exchange? <p>4. Relationship and Cultural development</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the foreign cultures that Khmer ethnic accepted to align and create their own culture? What were the characteristics of this culture mixture? 			
<p>Lesson 3: Funan “the great power of the region”</p> <p>Concept: Great power, inter-relation, currency, pride, “traditional and new” ideas, evidences, arguments</p> <p>Contents:</p> <p>1. Norkor Phnom, Funon, Funan or Suvarnabhumi?</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the reasons that the Khmer empire was called Norkor Phnom, Funon, Funan or Suvarnabhumi? <p>2. Vyadharapura</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the reasons that there were many capital cities with same name “Vyadharapura”? <p>3. Geography and economy power:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the remarkable favorable factors of Khmer geography to promote its economic development? <p>4. Development policy:</p> <ol style="list-style-type: none"> Domestic products Water policy Urbanization: City mastermind, architecture Financial system and commerce Education and notes Religion harmonization <p>Inquiry question:</p> <ul style="list-style-type: none"> • What kind of development driving Khmer as a leading nation in the region during Funan era? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – List comprehensively the reasons and evidences to name the Khmer empire in Funan era. – Describe with ease the principles of “the traditional and new ideas” to name the capital city. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze effectively the influences of Indian and Chinese culture towards Khmer culture. – Illustrate with precision the factors bringing the Funan era prosperity (economy, commerce, water policy, harmonization policy...) – Identify the factors bringing the end of Funan era. <p>Attitude:</p> <ul style="list-style-type: none"> – Preserve the Khmer ancestor reputation and the Funan civilization. 	8 hours	16 hours

<p>5. Inter-relation between Khmer and India Inquiry question:</p> <ul style="list-style-type: none"> How Khmer ethnic culture were affected by the Indian culture? What kind of changes in Khmer culture made by the Indian culture influence? <p>6. Inter-relation between Khmer and China Inquiry question:</p> <ul style="list-style-type: none"> What were the changes in Khmer society and economy made by the influence of Chinese-Khmer relationship? <p>7. Inter-relation between Khmer and ASEAN Inquiry question:</p> <ul style="list-style-type: none"> What were the benefits and disadvantages made by the inter-relationship between Khmer and ASEAN? <p>8. Khmer and other kingdoms Inquiry question:</p> <ul style="list-style-type: none"> What were the benefits to Khmer society made by the relation with other foreign countries? <p>9. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> How did Khmer society become a center power in ASEAN during Funan era? 			
<p>Lesson 4: Chenla and its remarkable way to excellence:</p> <p>Concept: Pride, great power, inter-relation, currency, evidences, arguments</p> <p>Contents:</p> <ol style="list-style-type: none"> Remarkable local events Inquiry question: <ul style="list-style-type: none"> What were the remarkable local events influencing Chenla economy, culture and politics? Remarkable regional and international events as well as its influences on Chenla era 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe remarkable local and international events influencing the evolution of Chenla Chenla economy, culture and politics. Explain clearly the occurrence of rocky temple construction and the importance of rocky temples towards King and people. <p>Skill:</p>	6 hours	12 hours

<p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the remarkable international events influencing Chenla economy, culture and politics? <p>3. Rocky temple and evolution</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that past Khmer Kings build temples in rock? What was the evolution of rock temple styles from Funan to Chenla era? <p>4. World heritage and Sambor Prei Kuk temple</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the meaning of world heritage? What are the requirements needed to classify Sambor Prei Kuk as world heritage? <p>5. Written evidences and Chela history</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What caused the uncertainty of Chenla era? What should we do to escape from the same errors? <p>6. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What status and characteristics that Cambodia should demonstrate to gain benefits from the regional and global evolution? 	<ul style="list-style-type: none"> - Compare proficiently the special characteristics of temple constructions in Funan and Chenla era. - Point out the special characteristics of Sambor Prei Kuk temple and its nomination as world heritage. <p>Attitude:</p> <ul style="list-style-type: none"> - Construct with confidence the short essay on the shortage of written documents as evidences on Chenla era and the uncertainty of Chenla history. 		
<p>Lesson 5: Angkor and regional Great powers</p> <p>Concept: Great power, initiative and ownership, Khmer influence, deficiency, Sustainability, global value</p> <p>Contents:</p> <p>1. From Empire to Regional Great power:</p> <ol style="list-style-type: none"> Geopolitics Governing art <p>Inquiry question:</p> <ul style="list-style-type: none"> • How did the Khmer geopolitics contribute to the Khmer mighty civilization building? • What were the strengths of Khmer doctrine and governance art 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Explain comprehensively the main factors driving Angkor into regional great power. - Cite with confidence the main factors keeping Angkor empire to sustain its ownership from the 9th to the 15th century. <p>Skill:</p> <ul style="list-style-type: none"> - Point out the evidences hypothesizing that Angkor is one of regional great powers. 	8 hours	16 hours

<p>compared to the other states of region?</p> <p>2. Angkor and initiative/ ownership:</p> <ol style="list-style-type: none"> a. Solidarity and sustainability b. Creativity and development c. Role fulfilment and law obedience d. War and patriotism e. Great power and alliance <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the favorable factors for the Angkor empire to sustain its ownership from the 9th to the 15th century? <p>3. Khmer influence in the region</p> <ol style="list-style-type: none"> a. Language and Khmer letter in the region b. Art and Khmer architecture in the region c. Education and its dissemination d. Khmer products and commerce e. Offerings and alliances f. War and occupation g. g. Angkor capital city and temptation of nearby states <p>inquiry question:</p> <ul style="list-style-type: none"> ● What were the factors and the evidences used to conclude that Angkor was one of regional great power? <p>4. Influence and local evolution:</p> <ol style="list-style-type: none"> a. Internal evolution and deficiency b. Influence of regional and global evolution <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the influences of Khmer foreign politics and neighbor country politics, including China, on the Angkor empire development? <p>5. Angkor empire achievements and global value</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Why did Angkor art and architecture achievements demonstrate eternal value for both Khmer and the world? <p>6. Lesson exercise:</p> <p>Inquiry question:</p>	<ul style="list-style-type: none"> - Analyze with ease the regional evolution and its influences to the Angkor empire stability. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify with confidence the global value of Khmer Royal achievements during Angkor era. - Compose effectively short essay on King architecture and culture achievements in Angkor empire for the benefits towards Khmer next generation in the present and in the future time. 		
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<ul style="list-style-type: none"> • What were the main helpful benefits of King architecture and culture achievements in Angkor era towards the humanity in the present and in the future time? 			
Chapter 2: History of the region “Colonization and the social evolution in SEA” (19th – 20th century)			
<p>Lesson 1: European colonization in SEA</p> <p>Concept: Colonization, intervention, direct governance, indirect governance, influence, consequence, resistance, collaboration, modernization, reform</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. European colonization in SEA and causes: Inquiry question: <ul style="list-style-type: none"> • What were the reasons that European colonized SEA region? 2. Reaction of local people to colonization by great powers: Inquiry question: <ul style="list-style-type: none"> • What were the reactions of local people to the colonization by great powers? 3. Colonization and influences: Inquiry question: <ul style="list-style-type: none"> • What were the influences of the colonization to SEA? 4. Lesson exercise: Inquiry question: <ul style="list-style-type: none"> • What are the consequences of different views and ideas? • What do we do to keep dignity, peace and to avoid war when we have different views and ideas? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the influences of the power strengthening of Europe in SEA region. <p>Skill:</p> <ul style="list-style-type: none"> – Validate the causes of power strengthening and influence by Europe in SEA. – Justify the resistances of local people to European power strengthening and influence. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the conflicts caused by the disrespect and devalue to different views and ideas. 	5 hour s	10 hours
<p>Lesson 2: Melayu realm and colonization by England</p> <p>Concept: Governance, colonization, impacts, direct control, indirect control, intervention influence, resistance, cooperation, modernization, reform</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Colonization by England in Melayu realm and causes: 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the influences of the power strengthening of England in SEA region. <p>Skill:</p> <ul style="list-style-type: none"> – Validate the causes of power strengthening and influence by England in Melayu realm. 	5 hour s	10 hours

<p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that England colonized SEA region? <p>2. Malaysian people and colonization by England:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reactions of Malaysian people to the colonization by England? <p>3. Colonization by England and Melayu realm development:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the developments provided by the colonization by England to Melayu realm? <p>4. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the bad consequences caused by the colonization by England in Melayu realm? 	<ul style="list-style-type: none"> - Justify the resistances of Malaysian people to England power strengthening and influence. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the bad and good consequences of colonization by England in Melayu realm. 		
<p>Lesson 3: Vietnam and colonization by France</p> <p>Concept: Governance, colonization, impacts, direct control, indirect control, intervention influence, resistance, cooperation, modernization, reform</p> <p>Contents:</p> <p>1. Colonization by France in Vietnam and causes:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that France colonized Vietnam? <p>2. Reaction of Vietnamese people to the colonization by France:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reactions of Vietnamese people to the colonization by France? <p>3. Colonization by France and reform:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the bad and good consequences of colonization by France in Vietnam? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the influences of the power strengthening of France in Vietnam. <p>Skill:</p> <ul style="list-style-type: none"> - Validate the causes of power strengthening and influence by France in Vietnam. - Justify the resistances of Vietnamese people to France power strengthening and influence. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the intelligence and braveness of Vietnamese people to react to the colonization by France. 	5 hours	10 hours

<p>4. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the evidences showing that Vietnamese people were intelligent and brave in problem resolution in terms of France power strengthening in their own motherland? 			
<p>Lesson 4: Indonesia and colonization by Holland</p> <p>Concept: Governance, colonization, impacts, direct control, indirect control, intervention influence, resistance, cooperation, modernization, reform</p> <p>Contents:</p> <p>1. Indonesia and colonization by Holland in Indonesia: Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that Holland colonized Indonesia? <p>2. Indonesian people and Holland power strengthening: Inquiry question:</p> <ul style="list-style-type: none"> • What were the reactions of Indonesian people to the power strengthening of Holland in Indonesia? <p>3. Colonization by Holland and reform: Inquiry question:</p> <ul style="list-style-type: none"> • What were the relevant impacts of colonization by Holland in Indonesia? <p>4. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the relevant evidences showing that Indonesian people were intelligent and brave in problem resolution in terms of Holland power strengthening in their own motherland? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the influences of the power strengthening of Holland in Indonesia. <p>Skill:</p> <ul style="list-style-type: none"> – Validate the causes of power strengthening and influence by Holland in Indonesia. – Justify the reaction of Indonesian people to Holland power strengthening and influence. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the contribution of Holland in Indonesia reform and the relevant consequences of colonization by Holland. 	5 hours	10 hours
<p>Chapter 3: History of the world “first world war and crisis in Europe” (1914-1939)</p>			
<p>Lesson 1: Great powers before first world war and the world crisis</p>	<p>The students will be able to:</p> <p>Knowledge:</p>	4 hours	8 hours

<p>Concept: Competition, power, military alliance, crisis</p> <p>Contents:</p> <p>1. Great powers and its competition: Inquiry question:</p> <ul style="list-style-type: none"> • What were the causes of great power competition? <p>2. Creation of military alliance groups and the world security: Inquiry question:</p> <ul style="list-style-type: none"> • What were the world security impacts influenced by the military alliance groups created by great powers? <p>3. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • How would the youth contribute to prevent the armed violence? 	<ul style="list-style-type: none"> – Provide the causes of the great power competition. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the causes to create the military alliance groups and its impacts to the world security. <p>Attitude:</p> <ul style="list-style-type: none"> – Contribute to prevent the use of violence and military to cause the insecurity of the society. 		
<p>Lesson 2: First world war and its consequences</p> <p>Concept: Excuse to make war, power strengthening, failure of Germany, war consequences</p> <p>Contents:</p> <p>1. War causing triggers: Inquiry question:</p> <ul style="list-style-type: none"> • What were the causes of the first world war? <p>2. Process of war: Inquiry question:</p> <ul style="list-style-type: none"> • How many phases met in the first world war? How did it happen? <p>3. End of war: Inquiry question:</p> <ul style="list-style-type: none"> • Did Germany really end the war because of peace in Reton? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the possible causes of war events, wars and the participating countries. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the end of first world war and the failure of Germany. – Analyze the war consequences and its impacts on politics, economy and society in Europe and in the world. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify with evidence manner the loss and the bad impacts of war to the society and human life. – Validate the value of discussion and sharing culture. 	4 hours	8 hours

<p>4. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the impacts of the first world war to politics, economy and society of the participant countries and the whole world? 			
<p>Lesson 3: Versailles treaty and its value to Germany</p> <p>Concept: Versailles treaty, Germany, war</p> <p>Contents:</p> <p>1. Versailles treaty and its important meanings: Inquiry question:</p> <ul style="list-style-type: none"> • What were the importance meanings of Versailles treaty? <p>2. Versailles treaty and Germany: Inquiry question:</p> <ul style="list-style-type: none"> • What were the importance meanings of Versailles treaty to Germany? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the important meanings of Versailles treaty. <p>Skill:</p> <ul style="list-style-type: none"> – Validate the value of Versailles treaty to Germany. <p>Attitude:</p> <ul style="list-style-type: none"> – Validate the loss size and the bad impacts of war to the society and human life. – Validate the value of discussion and sharing culture. 	3 hour s	6 hours
<p>Lesson 4: League of nations and its failure</p> <p>Concept: League of nations, security, world</p> <p>Contents:</p> <p>1. Reasons and league of nation creation Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons of league of nation creation? <p>2. Causes and league of nation failure Inquiry question:</p> <ul style="list-style-type: none"> • What were the causes of league of nation creation failure? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the preparation and the process of the league of nations. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the causes of league of nations failure in its mission. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the importance of law application and the international treaty to keep the world peace. 	4 hour s	8 hours

7.2. Curriculum: Grade 11

Chapter 1: Cambodia history in regional and global context		Duration (hour)	
Contents	Expected learning outcomes	S.S	S.S.S
Lesson 1: Chaktomok and new capital city	The students will be able to: Knowledge:	6 hour s	12 hours

<p>Concept: Impacts, interaction, relationship, Capital city, intervention, influences, Ayutthaya, commerce</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The change of Capital city (Toul Basan, Chaktomok, Kampong Siem, Banteay Prei Nokor, Pursat, Boribo) <ol style="list-style-type: none"> a. Capital city existence b. Chaktomok and important capital cities <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Why did the Khmer King change the Capital city form Angkor to Tould Basn and then, from Toul Basan to Chaktomok? ● What were the reasons that there were lots of Capital cities in Chaktomok era? 2. Cambodia in regional and global context: <ol style="list-style-type: none"> a. Politics and Chinese commerce b. Commerce competition in South-East Asia c. Influence on Cambodia: <ul style="list-style-type: none"> ● Politics ● Commerce <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the influences of regional and global politics/changes to Cambodia? ● What were the influences of Khmer politics and changes to regional and global countries? 3. Ayutthaya and Khmer: <ol style="list-style-type: none"> a. Ayuthaya origins: <ul style="list-style-type: none"> ● State governance ● Indigenous people <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the reasons that Ayuthaya intervened into Khmer internal conflict? <ol style="list-style-type: none"> b. Internal conflicts and external intervention <ul style="list-style-type: none"> ● Throne and Power conflict/ grabbing ● Leader and lacking of sacrifice ● Dynasty continuity habit <p>Inquiry question:</p> 	<ul style="list-style-type: none"> - Explain comprehensively the reasons of the priorities for the existence of many Capital cities in Chaktomok era. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze effectively the impacts of the Chinese politics and commerce, the European arrival and Malacca development on economy, culture and politics of Cambodia. - Analyze the interventions of Ayutthaya in Khmer internal conflicts. <p>Attitude:</p> <ul style="list-style-type: none"> - Propose with ease the reasonable and comprehensive decisions. 		
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<ul style="list-style-type: none"> • What were the consequences of Ayutthaya interventions? <p>4. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What are the good lesson learn from the Khmer Kings decisions in each era for the benefits of Khmer next generation? • If you were a Khmer King, what should you do and not to do in order to keep peace and sustainable development of Cambodia? 			
<p>Lesson 2: Longvek and Siam power</p> <p>Concept: Inter-relation, own benefits, regional solidarity, reasons, evidences, arguments, searching</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The international evolution and impacts on Longvek <ol style="list-style-type: none"> a. Longvek and Europe b. Longvek and Đại Việt-Laos c. Longvek and Siam <ul style="list-style-type: none"> • Ayuthaya and Longvek in King Ang Chan era • Ayuthaya and Longvek in King Barom Reachea era • Ayuthaya and Longvek in King Satha 1 era <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the influences of global politics/economy changes to Cambodia during the era? <ol style="list-style-type: none"> 2. Solidarity and Prosperity Inquiry question: <ul style="list-style-type: none"> • What were lesson learns for next generation from the good/bad relationship between Burma-Siam-Khmer-Laos? 3. History notes and reasons <ol style="list-style-type: none"> a. Fall of Longvek fortress based on Siam notes b. Fall of Longvek fortress based on ancestor notes c. Fall of Longvek fortresses based on European notes <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain comprehensively the consequences of inter-relation between Khmer and foreign countries. <p>Skill:</p> <ul style="list-style-type: none"> – Compare correctly the impacts of the Siam economy/politics evolution on Khmer society during the era of King Ang Chan, King Barom Reachea and King Satha 1 – Analyze completely the necessity of the solidarity between countries in the region. <p>Attitude:</p> <ul style="list-style-type: none"> – Validate with the evidence-based manner the remarkable historic events. 	6 hour s	12 hours

<ul style="list-style-type: none"> • What were the possible explanation on the causes of Longvek fortress fall? 			
<p>Lesson 3: Oudong and power competition between Siam and Yuon</p> <p>Concept: Influence, depending state, integrity, power expansion, Khmer slogan “During the rise of water level, fish eats ant. During the fall of water level, ant eats fish”</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The arrival of Europe and its influence on Cambodia Inquiry question: <ul style="list-style-type: none"> • What were the influences of the European arrival to Cambodia politics, commerce, economy, education and religion during the era? 2. Diplomacy relation and Cambodia commerce Inquiry question: <ul style="list-style-type: none"> • What were the countries that Cambodia had diplomacy and commerce relation during the era? What were the relevant benefits from this relation? 3. Siam-Yuon and power competition towards Cambodia Inquiry question: <ul style="list-style-type: none"> • What were the reasons that Siam and Yuon competed towards Khmer occupation? What were the consequences of Siam-Yuon power competition to Khmer society? 4. Ways to escape from Siam-Yuon power: Inquiry question: <ul style="list-style-type: none"> • What were the ways used by King Ang Duong to create relationship with France? What were the results and the consequences of the efforts to make relationship with France by King Ang Dung? 5. Learning exercise: Inquiry question: 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe proficiently the impacts of the European arrival towards Khmer politics, commerce, economy, education and relation. - Cite effectively the diplomatic relation and commerce between Khmer and foreign countries. - Outline the politics power of Siam and Yuon on Khmer society during Oudong era. - Describe the beginning of the relationship between King Aung Duong and France as well as the relevant results. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze with right consciousness the power competition between Siam and Yuon towards Khmer occupation. - Validate the decisions and the ways that Khmer used to escape from Siam and Yuon power. <p>Attitude:</p> <ul style="list-style-type: none"> - Cultivate the habits to value human solidarity and understanding spirit. 	9 hour s	18 hours

<ul style="list-style-type: none"> Were the decisions and the ways to escape from Siam-Yuon occupation by the King Ang Duong suitable to the era situation? 			
<p>Lesson 4: Cambodia and France protectorate</p> <p>Concept: Inter-relation, politics, striving for independence, nationalism, war, positive and negative consequence, great power, colonization</p> <p>Contents:</p> <ol style="list-style-type: none"> European great power and Cambodia sovereignty Inquiry question: <ul style="list-style-type: none"> What European great power who took benefits or owned ASEAN as its colonies? What were the reasons that those European did not focus to colonize Cambodia? Cambodia and first world war Inquiry question: <ul style="list-style-type: none"> What were the influence of first world war on French decision changes towards Cambodia? Cambodia and second world war <ol style="list-style-type: none"> Japanese influence on Cambodia Inquiry question: <ul style="list-style-type: none"> What were the Japanese influences on Cambodia during second world war? Cambodia and independence Inquiry question: <ul style="list-style-type: none"> What were the benefits took by Cambodia from France weakness during second world war? Return of France and reform Inquiry question: <ul style="list-style-type: none"> What were the influence of second world war on French decision changes towards Cambodia? Cambodia and Thai extreme nationalism <ol style="list-style-type: none"> Battambang during second world war Pro-Thailand Khmer issarak 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe effectively the tendency and the interest of other European great power other than France to colonize Cambodia. Cite comprehensively the consequences of first world war on Cambodia society and economy. <p>Skill:</p> <ul style="list-style-type: none"> Analyze comprehensively the influence of second world war on politics situation, society and economy of Cambodia. Point out the impact of nationalism on Cambodia. Analyze with evidence based manner the influence of Cochinchina on Cambodia. Analyze the regional and global politics influences on Cambodia independence clam. <p>Attitude:</p> <ul style="list-style-type: none"> Validate comprehensively the value of positive relationship to resolve relevant problems. 	13 hours	26 hours

<p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the influences of Thai extreme nationalism on culture, politics society and sovereignty of Cambodia? <p>5. Cochinchina power on Cambodia</p> <ol style="list-style-type: none"> High ranking officer nomination Administration border identification Commerce limitation <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the influence of Cochinchina power on Cambodia during France protectionship period? <p>6. Cambodia and complete independence</p> <ol style="list-style-type: none"> Neighbor countries and Khmer issarak movement <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the contribution of the neighbor countries to create and support the growth of Khmer issarak movement and Pro Viet-minh Khmer? <ol style="list-style-type: none"> Position of King Sihaknouk and Independence <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that King Sihaknouk position was to push the Cambodia independence from France? <ol style="list-style-type: none"> Cold war and Cambodia independence <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the influence of cold war to the striving of Cambodia independence clam? <ol style="list-style-type: none"> Geneva conference in 1954 <p>Inquiry question:</p> <ul style="list-style-type: none"> • What meaningful value of Geneva conference to Cambodia independence? <p>7. Learning exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • Based on independence clam, for those who have different politics tendencies, what positive 			
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relationship should be made and preserved for the national benefits and positive results?			
Chapter 2: History of SEA and independence (20th century)			
<p>Lesson 1: SEA and end of colonization in Europe</p> <p>Concept: anti-colonization, independence claiming, nationalism, state of nation, sovereignty, independence, resistance movement, cooperation</p> <p>Contents:</p> <p>1. Nationalism groups and anti-colonization activities</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> Who were the nationalism groups? How did they do to claim for the independence? <p>2. World evolution and independence movements</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the contribution of the world movement to end the colonization? <p>3. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> To write down the triggering factors for the ending of colonization in SEA? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe the factors promoting the independence movement in SEA. <p>Skill:</p> <ul style="list-style-type: none"> Analyze comprehensively the world situation triggering the independence gain in SEA. <p>Attitude:</p> <ul style="list-style-type: none"> Validate comprehensively the inter-relation between people in the region and in the world. 	5 hours	10 hours
<p>Lesson 2: Melayu realm and independence</p> <p>Concept: anti-colonization, independence claiming, nationalism, state of nation, sovereignty, independence, resistance movement, cooperation</p> <p>Contents:</p> <p>1. Second world war and independence claiming</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the influences of the second world war in later independence claiming? <p>2. England and the reaction to the independence claiming</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Cite the influences of second world war to the independence claiming movement in Melayu realm. Explain the influence of cold war in triggering the independence claiming in Melayu realm. <p>Skill:</p> <ul style="list-style-type: none"> Analyze the independence claiming before the cold war period in Melayu realm. Point out the England policy to react to the independence claiming movements in Melayu realm. 	5 hours	10 hours

<p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the measures set by England responding to stop the independence claiming movements? <p>3. Revolution and independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • How did the Melayu realm obtain the full independence? <p>4. Melayu realm after independence Inquiry question:</p> <ul style="list-style-type: none"> • What were the situation of Melayu realm during the cold war? <p>5. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the relation between the internal and external country movements to claim the independence? 	<ul style="list-style-type: none"> – Point out the causes and process of Melayu realm to claim successfully the independence. – Conclude the Melayu realm status after obtaining the independence. <p>Attitude:</p> <ul style="list-style-type: none"> – Validate comprehensively the decision and the activities of people in the past to react to any event. – Justify the inter-relation between people in the country, in the region and in the world. 		
<p>Lesson 3: Vietnam and independence</p> <p>Concept: anti-colonization, independence claiming, nationalism, state of nation, sovereignty, independence, resistance movement, cooperation</p> <p>Contents:</p> <p>1. Second world war and independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • What were the influences of the second world war in later independence claiming in Vietnam? <p>2. France and the reaction to the independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • What were the measures set by France responding to stop the independence claiming movements? <p>3. Revolution and independence claiming Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite the influences of second world war to the independence claiming movement in Vietnam. – Explain the influence of cold war in triggering the independence claiming in Vietnam. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the independence claiming before the cold war period in Vietnam. – Point out the France policy to react to the independence claiming movements in Vietnam. – Point out the causes and process of Vietnam to claim successfully the independence. – Conclude the Vietnam status after obtaining the independence. <p>Attitude:</p>	5 hour s	10 hours

<ul style="list-style-type: none"> • How did Vietnam obtain the full independence? <p>4. Vietnam after independence Inquiry question:</p> <ul style="list-style-type: none"> • What were the situation of Vietnam during the cold war? <p>5. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the relation between the internal and external country movements to claim the independence? 	<ul style="list-style-type: none"> - Validate comprehensively the decision and the activities of people in the past to react to any event. - Justify the inter-relation between people in the country, in the region and in the world. 		
<p>Lesson 4: Indonesia and independence</p> <p>Concept: anti-colonization, independence claiming, nationalism, state of nation, sovereignty, independence, resistance movement, cooperation</p> <p>Contents:</p> <p>1. Second world war and independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • What were the influences of the second world war in later independence claiming in Indonesia? <p>2. Holland and the reaction to the independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • What were the measures set by Holland responding to stop the independence claiming movements? <p>3. Revolution and independence claiming Inquiry question:</p> <ul style="list-style-type: none"> • How did Indonesia obtain the full independence? <p>4. Indonesia after independence Inquiry question:</p> <ul style="list-style-type: none"> • What were the situation of Indonesia during the cold war? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Cite the influences of second world war to the independence claiming movement in Indonesia. - Explain the influence of cold war in triggering the independence claiming in Indonesia. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the independence claiming before the cold war period in Indonesia. - Point out the Holland policy to react to the independence claiming movements in Indonesia. - Point out the causes and process of Indonesia to claim successfully the independence. - Conclude the Indonesia status after obtaining the independence. <p>Attitude:</p> <ul style="list-style-type: none"> - Validate comprehensively the decision and the activities of people in the past to react to any event. - Justify the inter-relation between people in the country, in the region and in the world. 	5 hours	10 hours

<p>5. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What were the relation between the internal and external country movements to claim the independence? 			
Chapter 3: History of the world “Second world war and the world division			
<p>Lesson 1: World and crisis between the 2 world wars</p> <p>Concept: Economic crisis, dictatorship, Fascism, Nazism, militant regime, Newdal</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The crisis explosion after the first world war <ol style="list-style-type: none"> a. Economic crisis and finance b. Politics crisis c. Social cirsis <p>Inquiry question:</p> <ul style="list-style-type: none"> • After the first world war, what were the economic, financing, politics and social crisis that any countries in Europe met? <ol style="list-style-type: none"> 2. The crisis resolution <ol style="list-style-type: none"> a. Economic and financing crisis b. Politics and social crisis <p>Inquiry question:</p> <ul style="list-style-type: none"> • How did the government of European country and the U.S resolve the economic, financing and social crisis? <ol style="list-style-type: none"> 3. Great powers before the second world war and ambition <ol style="list-style-type: none"> a. Economic crisis and finance b. Politics crisis c. Social crisis <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the politics regime practiced by the world great powers before the second world war? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the causes of the crisis after the first world war in France, England, Germany and the U.S. - Explain the status of politics, economy, military of the great powers before the second world war. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze comprehensively the decision and the measures of the relevant governments to resolve the problems. - Analyze the emerging causes of the socialism, dictatorship and militant regime in the world. <p>Attitude:</p> <ul style="list-style-type: none"> - Validate comprehensively the state governance and problem resolution in peaceful way. 	4 hour s	8 hours
<p>Lesson 2: Second world war and consequences</p> <p>Concept: Germany issue, middle Europe, Balkan, middle East, Roma, Berlin, Tokyo, alliance, atomic boom</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the issues happened in Middle and Far East. - Explain the causes of wars and the process of the second world war. 	4 hour s	8 hours

<p>Contents:</p> <ol style="list-style-type: none"> 1. Important issues before the second world war <ol style="list-style-type: none"> a. Germany issue b. Middle Europe c. Balkan region d. Middle East e. Far East f. Great power trick before war <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the politics regime practiced by Germany to control the world order? ● What were the consequences of the great power clashes in Europe and in Balkan? ● Point out the tricks of great powers and its consequences. <ol style="list-style-type: none"> 2. War triggering causes <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the triggering causes of the second world war? <ol style="list-style-type: none"> 3. War process <ol style="list-style-type: none"> a. Germany and the second world war b. Japan and the second world war <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the process of the second world war? ● What were the countries participating to the second world war? <ol style="list-style-type: none"> 4. War ending <p>Inquiry question:</p> <ul style="list-style-type: none"> ● How did the second world war take the end? ● Did Japan really lose the war by the atomic boom used in Japan? ● What were the bad impacts of the second world war? 	<p>Skill:</p> <ul style="list-style-type: none"> – Analyze the great power tricks before the second world war and its consequences – Analyze the causes of great power clashes to strengthen the power in Middle Europe and Balkan peninsula. – Analyze the consequences of war towards society, economy and politics. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the importance of the contribution to prevent the violence. – Validate the size of loss and the bad impacts of war on society, politics, economy and human life. 		
<p>Lesson 3: United nations and peace target</p> <p>Concept: Goals, principle, peace security, mighty state, development, justice</p> <p>Contents:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the reasons, goals and principle of UN creation. – Provide the criteria and institutions cited in article 1 and 2 of UN constitution. 	4 hours	8 hours

<p>1. Reasons and process of the UN creation Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons to create the UN? • How was the UN created? <p>2. Goals and principles of the UN Inquiry question:</p> <ul style="list-style-type: none"> • What were the UN goals? • What were the UN principles? <p>3. Other institutions of the UN Inquiry question:</p> <ul style="list-style-type: none"> • What are the other institutions of the UN? • What are their roles? <p>4. UN evolution Inquiry question:</p> <ol style="list-style-type: none"> UN role during the cold war period UN role after the cold war <p>Inquiry question:</p> <ul style="list-style-type: none"> • Please compare the performance of UN during and after the cold war period? 	<p>Skill:</p> <ul style="list-style-type: none"> – Analyze the role and mission of UN in cold war. <p>Attitude:</p> <ul style="list-style-type: none"> – Contribute to resolve the problems in our communities with peaceful way. – Contribute to respect and to obey the human right to live and the national/international law. 		
<p>Lesson 4: Middle East and race issues</p> <p>Concept: multi-nationality, religion, Islam, Israel, Christian, oil resource, Nile river</p> <p>Contents:</p> <p>1. Reasons and process of the UN creation Inquiry question:</p> <ul style="list-style-type: none"> • What are the main issues of the Middle East? Please cite the causes of those issues? • What are the reasons that Islamic religion discrimination are found in the Middle East? <p>2. Impact of the world wars and the state creation in Middle East Inquiry question:</p> <ul style="list-style-type: none"> • How were the countries in Middle East created? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the situation of society, country, people and religion in Middle East. – Describe the living conditions of the people in Middle East during the first and the second world war. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the reasons causing the conflicts in Middle East. – Justify the Great Powers intention on the countries in Middle East. – Analyze the role and the right of women in Middle East society. <p>Attitude:</p> <ul style="list-style-type: none"> – Validate the value of the contribution to raising the woman right awareness and religion non-discrimination. 	3 hours	6 hours

<ul style="list-style-type: none"> How do the countries in Middle East dominate do to dominate each other? 			
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7.3. Curriculum: Grade 12

Chapter 1: Cambodia history in regional and global context			Duration (hour)	
Contents	Expected learning outcomes	S.S	S.S.S	
<p>Lesson 1: Sangkum period and cold war</p> <p>Concept: Neutrality, cold war, international pressure, tendency, resistant movement, inter-relation</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Cold war influence and neutral politics <ol style="list-style-type: none"> a. Great power influence b. Thailand issue challenge c. Vietnam issue challenge <ul style="list-style-type: none"> • North Vietnam • South Vietnam <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the challenges and difficulties of Cambodia to take neutral politics? What were the resolution to those issues? <ol style="list-style-type: none"> 2. Sangkum period and democracy <ol style="list-style-type: none"> a. Westernized democracy b. Democracy and Sangkum period <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the reasons that Cambodia changed to take democracy tendency during cold war context? • Please compared to the neighbor countries, what were the democracy situation of Cambodia during the period? <ol style="list-style-type: none"> 3. Tendency and nation separation <ol style="list-style-type: none"> a. Khmer Serei movement b. Khmer Communist movement c. Farmer rebellion movement <ul style="list-style-type: none"> • Samlot cases • Ratanakiri cases <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the bad and good influences of great powers on Cambodia politics during the period? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Explain the neutral politics during cold war. - Explain the tendency of democracy in Cambodia. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze effectively the impacts of great powers on Cambodian politics. - Explain the interest conflicts inside the country causing the internal failure and separation. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the country development by using the history learning. - Create the habit of thinking and positive act in order to accept different beliefs and politics tendency. 	7 hour s	14 hours	

<ul style="list-style-type: none"> Was the influence of great powers or the nation internal conflicts to cause the failure and nation separation in Cambodia during the period? <p>4. Foreign affairs and Social-economy evolution</p> <ol style="list-style-type: none"> Cambodia and the U.S Cambodia and China Cambodia and Soviet Cambodia and Socialists Cambodia and regional countries <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the foreign affairs relation influences on Cambodian social and economic development during the period? <p>5. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> According to history learning experiences, what are the main principles to develop a country? What are the next generation youth behaviors to be cultured in order to prevent the national solidarity failure causing internal conflicts? What are the benefits of valuing different ideas and beliefs to the country development? 			
<p>Lesson 2: Khmer Republic and Foreigner influences</p> <p>Concept: Foreign relying policy, cold war, Vietnam war, great powers, resistance movement, front, support, booming, ideology, national reconciliation</p> <p>Contents:</p> <ol style="list-style-type: none"> Great power and state governance change in Cambodia <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the influences of China and the U.S competition on Cambodian politics in 1990s? <ol style="list-style-type: none"> Cambodia and Vietnam war <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Explain the cold war influences on state governance change in Cambodia. Explain the Vietnam war influence on Cambodia during the period. <p>Skill:</p> <ul style="list-style-type: none"> Analyze the relationship between Khmer Republic and the U.S. Analyze the relationship between China and the Cambodia National United Front. 	7 hours	14 Hours

<ul style="list-style-type: none"> ● What were the influences of China and the U.S competition on politics and stability in Cambodia? <p>3. Cambodia and the U.S</p> <ol style="list-style-type: none"> a. Role of the U.S on Cambodia b. U.S aids and consequences <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the roles of the U.S on governance state change in Cambodia? ● What were the positive and negative impacts of the U.S supports to Cambodia during the period? <p>4. China and Cambodia National United Front</p> <ol style="list-style-type: none"> a. China and Cambodia National United Front b. China aids to Cambodia National United Front and its consequences <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the positive and negative impacts of the China supports to Cambodia National United Front? <p>5. U.S and the booming in Cambodia</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the impacts of the U.S booming in Cambodia? <p>6. Cambodia and the national reconciliation</p> <ol style="list-style-type: none"> a. Position of Khmer Republic b. Position of Cambodia National United Front c. Position of the U.S and China <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Why did Cambodia fail to make the national reconciliation after the Vietnam war since 1973? <p>7. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the influences of the foreigners and great powers to politics, security and economy in Cambodia? 	<ul style="list-style-type: none"> - Analyze the influences of the U.S booming on Cambodia during the period. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the war consequences and internal politics resolution ways. 		
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<p>Lesson 3: Kampuchea democracy and Friends/Enemies</p> <p>Concept: Foreign relying policy, cold war, Vietnam war, great powers, resistance movement, front, support, booming, ideology, national reconciliation</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Success of Khmer rouge <ol style="list-style-type: none"> a. Internal factors b. External factors <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the impacts of the nationalist resistance movements in 1940s to the evolution of the Khmer rouge regime arrival? ● What were the strategies used by Khmer rouge to get supports from Khmer people? ● What were the contribution of neighbor countries and great powers in supporting the success of Khmer rouge regime arrival? ● What were the relevant factors contributing to the Khmer rouge regime arrival? <ol style="list-style-type: none"> 2. Socialism and Communism <ol style="list-style-type: none"> a. Theory b. Principle c. Application <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the principles of Socialism and Communism used by Khmer rouge? <ol style="list-style-type: none"> 3. Foreign affairs politics <ol style="list-style-type: none"> a. Khmer rouge alliance b. United Nation c. Khmer rouge enemy <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the countries who supported Kampuchea democracy? What were the relevant supporting activities and its impacts on Cambodia? ● What were the countries who did not support Kampuchea democracy? What were the 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Explain the reasons how the Khmer rouge took the power in Cambodia. - Describe the influence of socialism and communism on the Kampuchea democracy. - Describe the foreign affairs and the supports of the foreign countries to Kampuchea democracy. - Describe the commerce relationship between Kampuchea democracy and other foreign countries. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the impacts of regional and international politics on the collapse of Kampuchea democracy. - Compare the genocide impact on country development and people mental health in Cambodia and in the world. <p>Attitude:</p> <ul style="list-style-type: none"> - Compose short essay of living experiences in cooperatives and personal belonging removal in Kampuchea democracy period. 	<p>8 hour s</p>	<p>16 Hour s</p>
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<p>relevant supporting activities and its impacts on Cambodia?</p> <p>4. Abroad commerce Inquiry question:</p> <ul style="list-style-type: none"> ● What were the countries that Kampuchea Democracy had good relation and commerce with? Why? <p>5. Collapse of Khmer rouge regime</p> <ol style="list-style-type: none"> a. Death of China leader and impacts on Cambodia b. China and Soviet competition impact on Cambodia c. Border issue of Cambodia d. Non-support of the people e. Solidarity breakdown in Khmer rouge team <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the contribution of the regional and global factors to the collapse of Khmer rouge regime? ● What were the contribution of border conflicts with neighbor countries to the collapse of Khmer rouge regime? <p>6. About the genocide in the world</p> <ol style="list-style-type: none"> a. Definition b. Germany c. Yugoslavia d. Rwanda e. Iraq <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Is there any genocide in other countries? How did it happen? In what structure? How was it ended? What were the consequences to the next generation? ● What are the similarities and the differences of genocide in Cambodia and in other countries in the world? 			
<p>Lesson 4: People Republic of Kampuchea and State of Kampuchea</p> <p>Concept: Negotiation, national restoration, UNTAC, sovereignty, election</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Explain the main reasons that the United Front for National Salvation took the victory over Khmer rouge? 	<p>7 hour s</p>	<p>14 Hour s</p>

<p>Contents:</p> <ol style="list-style-type: none"> 1. United Front for National Salvation and victory <ol style="list-style-type: none"> a. Internal factors b. External factors <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the factors to create the United Front for National Salvation? ● What were the contribution of neighbor countries and great powers to the victory of the United Front for National Salvation? <ol style="list-style-type: none"> 2. Cambodia and the international attitude <ol style="list-style-type: none"> a. Cambodia and communism b. Cambodia and Freedom world c. Cambodia and United Nations d. Cambodia and ASEAN <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the countries and the civil communities who supported People Republic of Kampuchea? Why? ● What were the concrete activities of aids supported by the foreign countries to Cambodia? ● What were the countries who did not support Cambodia during period? Why? ● What were the concrete activities of non-supporting act to Cambodia? <ol style="list-style-type: none"> 3. Cambodia and the negotiation <ol style="list-style-type: none"> a. Cambodia and international community b. Positive impacts of the negotiation <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the important roles of the international community to make peace negotiation for Cambodia? ● What were the positive results of peace negotiation to Cambodia up to present? <ol style="list-style-type: none"> 4. Paris agreement and conflicts in Cambodia <ol style="list-style-type: none"> a. Paris agreement 	<p>Skill:</p> <ul style="list-style-type: none"> – Analyze the international attitude towards People Republic of Kampuchea. – Analyze the cold war influences on peace negotiation for Cambodia. – Reflect on benefits of Paris peace negotiation towards Cambodia up to present time. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the good relationship with international community to peace keeping in Cambodia. 		
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<p>b. UNTAC and the election management</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the important benefits of Paris agreement to Cambodia? • What were the important mission of UNTAC in Cambodia? • What were the contributing roles of UNTAC in making the Paris agreement for peace in Cambodia? <p>5. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the impacts of good relationship with the international community to peace keeping in Cambodia? 			
<p>Lesson 5: Second Kingdom of Cambodia and stability</p> <p>Concept: Foreign affairs, aids, commerce investment, foreign influence, sovereignty, ASEAN, inflation, economic crisis, harmony, human right, democracy, United Nations</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Diplomacy and international cooperation <ol style="list-style-type: none"> a. Cambodia and ASEAN b. Cambodia and international c. Cambodia and United Nations <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the benefits of ASEAN and international diplomacy relationship to politics and economy of Cambodia? <ol style="list-style-type: none"> 2. Cambodia and the development <ol style="list-style-type: none"> a. Human right b. Democracy c. Development aids d. Economic aids <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were sector targets of development aids? What were its benefits to the HR development contribution? • What were the roles of the United Nations structure in Cambodia country restoration? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the benefits of diplomacy relation in the region, ASEAN and in the world. – Describe the international aids to the country development. – Explain the reasons of international investment increasing rate. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the benefits and challenges of ASEAN integration. – Analyze the benefits of international commerce relationship. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the international compromise on crisis in 1997. – Compose short essay on social harmony and factors making sustainable development and peace. 	6 hour s	12 Hour s

<p>3. Cambodia and ASEAN Inquiry question:</p> <ul style="list-style-type: none"> ● What were the benefits and challenges of the Cambodia integration into ASEAN in terms of society, economy and politics? ● What were the reasons we have support and non-support vision to Cambodia integration into ASEAN? <p>4. Commerce and investment</p> <ol style="list-style-type: none"> a. Cambodia and Asia b. Cambodia and Europe c. Cambodia and the U.S d. Cambodia and Australia <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Why were there a remarkable increase of international investment in Cambodia at the end of 1990s and in 2000s? <p>5. Politics crisis and resolution</p> <ol style="list-style-type: none"> a. International compromise and politics stability b. Peace and social hamony <p>Inquiry question:</p> <ul style="list-style-type: none"> ● How did Cambodia resolve the crisis in 1997? What were the condition of international compromise in the crisis resolution? <p>6. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> ● Is the way of politics resolution in 1997 suitable to the actual situation of Cambodia? Why? ● What are the benefits of regional and international integration to Cambodia? ● What do people need the social stability? ● What are the good qualification of the people in the country with social stability? 			
<p>Chapter 2: ASEAN (1967-present)</p>			

<p>Lesson 1: ASEAN and challenges</p> <p>Concept: Definition, evolution, principles, member, benefits, economy, challenges</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. ASEAN and its creation <ol style="list-style-type: none"> a. ASEAN definition and its creation b. ASEAN principles and juridical identification <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What is the full word of “ASEAN”? What were the reasons to create ASEAN? ● What are the “principles and juridical framework” of ASEAN? ● What are the criteria to become a member of ASEAN? <ol style="list-style-type: none"> 2. Old and new members <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the country members of ASEAN? ● What are the benefits of becoming ASEAN member? <ol style="list-style-type: none"> 3. Challenges to create ASEAN <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the challenges to create ASEAN? <ol style="list-style-type: none"> 4. ASEAN evolution <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What is the evolution of ASEAN? ● What are the positive and negative impacts of ASEAN evolution to its members? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the definition of ASEAN and reasons to create ASEAN. – List up the ASEAN members and its main principles. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the reasons to create ASEAN and the benefits of its creation. – Reflect on the ASEAN principles and the challenges of its creation. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the solidarity of the nations in the region and the living together with harmony. – Validate the value of the importance of the understanding for the sustainable development. – Recognize the similarities, the differences and the diversity of ASEAN nations. 	8 hour s	16 Hour s
<p>Lesson 2: ASEAN and globalization</p> <p>Concept: Challenges, great powers, economy, benefits, partners, security, forum, process, cooperation</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. ASEAN and cold war context <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What is impacts of the cold war on ASEAN members? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the challenges of ASEAN in terms of politics, economy and military towards the impact of great powers. – Describe the process of ASEAN in order to strengthen the regional security. – Describe the mutual benefits between ASEAN and its members, especially 	12 hour s	24 Hour s

<p>2. Conflicts in ASEAN Inquiry question:</p> <ul style="list-style-type: none"> • What were the conflicts between ASEAN members? What were the relevant resolutions? <p>3. Creation of ASEAN free trade area (AFTA) Inquiry question:</p> <ul style="list-style-type: none"> • What were the benefits to create AFTA? <p>4. Creation of ASEAN regional forum (ARF) Inquiry question:</p> <ul style="list-style-type: none"> • What were the benefits to create ARF? <p>5. ASEAN cooperation and its partners</p> <ol style="list-style-type: none"> ASEAN plus 1 ASEAN plus 2 ASEAN plus 3 Cambodia and “ASEAN plus 3” <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the meaning of “ASEAN plus 1”? • What is the meaning of “ASEAN plus 2”? • What is the meaning of “ASEAN plus 3”? • What is the meaning of “Cambodia and ASEAN plus 3”? • What is the benefits of ASEAN cooperation with its partners? <p>6. Development of ASEAN economy Inquiry question:</p> <ul style="list-style-type: none"> • What are the main sectors of ASEAN economy? • What is the potential of ASEAN economy? Why do the great powers come to ASEAN? <p>7. Potential and challenges</p> <ol style="list-style-type: none"> Singapore Thailand Vietnam Lao PDR Burma 	<p>between Cambodia and ASEAN members/its partners.</p> <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the available ASEAN process to keep politics stability and harmony. – Analyze the causes of ASEAN conflicts and its peaceful resolution. – Analyze the evolution of Cambodian economy in the region and in the world context. – Analyze the reasons of the ASEAN plus its partners. – Analyze the potential and challenges of the 5 ASEAN country members. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the contribution of the youth to peace keeping and sustainable development. – Validate the contribution to preserve and to promote the ASEAN culture. 		
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<p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the potential and challenges of the 5 above ASEAN members? • What are the vision of great powers about ASEAN? 			
Chapter 3: Cold war and globalization (1947-Present)			
<p>Lesson 1: Liberal ideology of great power and NATO</p> <p>Concept: Cold war, ideology, military alliance, free market, capitalism, democracy, human right, planning, marshal</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The leading countries with liberal ideology <ol style="list-style-type: none"> a. The U.S and the cold war b. The Great Britain and European water c. Republic of France and Western Europe <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the countries with liberal ideology? What are their politics to protect and to strengthen their ideology? • Why do the great powers with liberal ideology strengthen their influence in the world? • What are the mission of NATO in liberal ideology world? • Point out the economic politics of the great power with liberal ideology. <ol style="list-style-type: none"> 2. Liberal world and creation of NGOs <ol style="list-style-type: none"> a. Europe b. Asia c. Africa d. America <p>Inquiry question:</p> <ul style="list-style-type: none"> • What NGOs did the great powers with liberal ideology create in order to protect their alliances? What are the missions and goals of those NGOs? <ol style="list-style-type: none"> 3. Lesson exercise: <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the politics and economy of the U.S, England and France. – Explain the mission of NGOs in liberal ideology world. <p>Skill:</p> <ul style="list-style-type: none"> – Compare the structure of politics used by the 3 great powers. <p>Attitude:</p> <ul style="list-style-type: none"> – Value the peace culture promotion sharing. 	<p>3 hour s</p>	<p>6 Hour s</p>

<ul style="list-style-type: none"> • What are the important roles of the U.S, England and France in the world? 			
<p>Lesson 2: Communism ideology great powers and NGOs</p> <p>Concept: Cold war, ideology, communism, socialism, comecon, cominform, collective economy, 5-year planning, alliance</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. The leading countries with communism ideology <ol style="list-style-type: none"> a. Soviet Union and cold war b. China and cold war <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the countries with communism ideology? What are their politics to protect and to strengthen their ideology? • What are the economy structure of the countries with communism ideology? • Why do the great powers with communism ideology strengthen their influence in the world? <ol style="list-style-type: none"> 2. Creation of NGOs in Communism world <ol style="list-style-type: none"> a. Cominform b. Comecon c. Warsar pact <p>Inquiry question:</p> <ul style="list-style-type: none"> • What NGOs did the great powers with communism ideology create in order to protect their alliances? What are the missions and goals of those NGOs? <ol style="list-style-type: none"> 3. Neutral countries <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the neutral movement? What are the neutral countries ? What are the process used by neutral countries to protect themselves? • 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the causes and the missions of communism ideology world creation. – Describe the economy and politics of Soviet Union and China after the second world war. <p>Skill:</p> <ul style="list-style-type: none"> – Compare the structure of politics used by China and Soviet Union. – Analyze the creation of communism ideology world and the neutral movement together with its impacts. <p>Attitude:</p> <ul style="list-style-type: none"> – Value the contribution of peace keeping and social development. 	3 hour s	6 Hour s
<p>Lesson 3: Cold war and its impacts</p>	<p>The students will be able to:</p> <p>Knowledge:</p>	3 hour s	6 Hour s

<p>Concept: Cold war, technology, arms, territory distribution, confrontation, atomic boom crisis</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Definition <ol style="list-style-type: none"> a. Cold war b. Causes c. Event causing cold war and its ending <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the main causes of cold war? <ol style="list-style-type: none"> 2. Its impacts <ol style="list-style-type: none"> a. Europe b. Asia c. Middle East issues d. America and Cuba issues <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the main impacts of cold war on the nations in Europe, Asia, Middle East and America? ● Compare the politics, economy and society regime between liberal and communism ideology world? 	<ul style="list-style-type: none"> - Describe the influencing power competition of the liberal and communism ideology world. - Describe the expansion of cold war making civil war, insecurity, destruction, separation, damage in the third world. - Describe the events causing the starting and the ending of cold war. <p>Skill:</p> <ul style="list-style-type: none"> - Explain the positive and negative impacts of cold war on small countries in the world. - Analyze the tricks used by great powers during cold war period. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the ways and the strategies to prevent war destroying the world peace and development. 		
<p>Lesson 4: General issue of the world and globalization after the cold war</p> <p>Concept: Environment, food security, war, terrorism, immigrants, globalization, G7, G8, states with sovereignty, multi-nations, green revolution</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. General issues of the world <ol style="list-style-type: none"> a. Introduction b. Environment issues c. Population increase and immigration d. Food security issues e. War and terrorism issues <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the common main issues threatening the people living since 1991? <ol style="list-style-type: none"> 2. Globalization <ol style="list-style-type: none"> a. Globalization evolution b. Developed countries and globalization <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the global tendency of politics, social, economic evolution. - Describe the relation and the importance of globalization for the human resource development. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the impacts of human acts on nature and other people. - Explain the roles of state and international NGOs in globalization process. <p>Attitude:</p> <ul style="list-style-type: none"> - Contribute to resolve the global issues with the consideration on both small and big issues. - Prepare the country for the globalization. 	3 hours	6 Hours

<ul style="list-style-type: none"> • What are the main roles of globalization? • What was the green revolution? What were the factors showing that the green revolution is not suitable for the actual situation? • Why do the ex-pro-communist countries cannot strongly build the democracy up to present? • What are the evolution to the world made by globalization? 			
<p>Lesson 5: World and 3rd industrial revolution</p> <p>Concept: Globalization, continentalization, social evolution, telecommunication, internet, digital, sustainability, development, economic innovation, cooperative economy, capital distribution, human resource capital, complete skill/knowledge</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Globalization and continentalization <ol style="list-style-type: none"> a. Globalization b. Continentalization <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the globalization and the continentalization? • How do the globalization and the continentalization promote the continental and global economic and politics relationship? <ol style="list-style-type: none"> 2. Social evolution and economic innovation <ol style="list-style-type: none"> a. Social evolution b. Economic innovation c. Capital distribution d. Cooperative economy <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the social evolution, economic innovation, capital distribution and cooperative economy? What are their relevant roles in sustainable development? <ol style="list-style-type: none"> 3. Human resource capital and complete skill/knowledge <ol style="list-style-type: none"> a. Human resource capital 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Explain the important roles of globalization, continentalization, economic innovation, cooperative economy, social evolution and capital distribution. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the important roles of telecommunication, digital and the internet in human resource development, social evolution and economic innovation. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify the value of human resource capital and complete skill/knowledge for the 3rd industrial revolution and sustainable development. 	3 hour s	6 Hour s

<p>b. Complete skill/knowledge Inquiry question:</p> <ul style="list-style-type: none"> ● What are the human resource capital and the complete skill/knowledge? ● What are their relevant roles in the promotion of the third industrial revolution and the sustainable development? 			
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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