



KINGDOM OF CAMBODIA

Nation Religion King



Ministry of Education, Youth and Sport

SYLLABUS

Subject

Moral Civics

For

Lower Secondary Education

2018



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ៥០៦ អយក. (២៧)

ប្រកាស

ស្តីពី

**ការដាក់ឱ្យប្រើប្រាស់កម្មវិធីវិសិក្សាលម្អិតគ្រប់មុខវិជ្ជា
កម្រិតមធ្យមសិក្សាបឋមភូមិ**

រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

- បានឃើញរដ្ឋធម្មនុញ្ញនៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រឹត្យលេខ នស/រកត/០៩១៣/៩០៣ ចុះថ្ងៃទី២៤ ខែកញ្ញា ឆ្នាំ២០១៣ ស្តីពីការតែងតាំងរាជរដ្ឋាភិបាលនៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រឹត្យលេខ នស/រកត/១២១៣/១៣៩៣ ចុះថ្ងៃទី២១ ខែធ្នូ ឆ្នាំ២០១៣ ស្តីពីការកែសម្រួលនិងបំពេញបន្ថែមសមាសភាពរាជរដ្ឋាភិបាលនៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រឹត្យលេខ នស/រកត/០៤១៦/៣៦៨ ចុះថ្ងៃទី០៤ ខែមេសា ឆ្នាំ២០១៦ ស្តីពីការកែសម្រួលនិងបំពេញបន្ថែមសមាសភាពរាជរដ្ឋាភិបាលនៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រមលេខ០២/នស/៩៤ ចុះថ្ងៃទី២០ ខែកក្កដា ឆ្នាំ១៩៩៤ ដែលប្រកាសឱ្យប្រើច្បាប់ស្តីពីការរៀបចំនិងការប្រព្រឹត្តទៅនៃគណៈរដ្ឋមន្ត្រី
- បានឃើញព្រះរាជក្រមលេខ នស/រកម/០១៦៩/០១១ ចុះថ្ងៃទី២៤ ខែមករា ឆ្នាំ១៩៩៦ ដែលប្រកាសឱ្យប្រើច្បាប់ស្តីពីការបង្កើតក្រសួងអប់រំ យុវជន និងកីឡា
- បានឃើញព្រះរាជក្រមលេខ នស/រកម/១២០៧/០៣២ ចុះថ្ងៃទី០៨ ខែធ្នូ ឆ្នាំ២០០៧ ដែលប្រកាសឱ្យប្រើច្បាប់ស្តីពីការអប់រំ
- បានឃើញអនុក្រឹត្យលេខ១៥៦ អនក្រ.បក ចុះថ្ងៃទី១៨ ខែកក្កដា ឆ្នាំ២០១៦ ស្តីពីការរៀបចំនិងការប្រព្រឹត្តទៅរបស់ក្រសួងអប់រំ យុវជន និងកីឡា
- បានឃើញប្រកាសលេខ៣០២ អយក.ប្រក ចុះថ្ងៃទី៩ ខែមីនា ឆ្នាំ២០១៧ ស្តីពីការដាក់ឱ្យអនុវត្តក្របខណ្ឌកម្មវិធីវិសិក្សាចំណេះទូទៅនិងអប់រំបច្ចេកទេស
- តាមសំណើរបស់គណៈកម្មការនិងអនុគណៈកម្មការកែលម្អកម្មវិធីវិសិក្សានិងសៀវភៅវិសិក្សាគោល

សម្រេច

ប្រការ១ .-

ប្រកាសដាក់ឱ្យប្រើជាផ្លូវការ "កម្មវិធីវិសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាបឋមភូមិ" ។

១៧/១ ២០២

ប្រការ២ .-

កម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាបឋមភូមិនេះ មានមាតិកាសំខាន់ៗ ដូចខាងក្រោម៖

- សេចក្តីផ្តើម
- គោលបំណង
- គោលគំនិតសំខាន់ៗ
- របាយម៉ោងសិក្សា
- ការណែនាំអនុវត្ត
- ការវាយតម្លៃ
- តារាងកម្មវិធីសិក្សា

ខ្លឹមសារលម្អិតនៃកម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាបឋមភូមិជាឧបសម្ព័ន្ធនៃប្រកាសនេះ។

ប្រការ៣ .-

បទបញ្ញត្តិទាំងឡាយណាដែលមានខ្លឹមសារផ្ទុយនឹងប្រកាសនេះត្រូវទុកជានិរាករណ៍។

ប្រការ៤ .-

អគ្គនាយកនៃអគ្គនាយកដ្ឋានរដ្ឋបាលនិងហិរញ្ញវត្ថុ អគ្គនាយកនៃអគ្គនាយកដ្ឋានអប់រំ អគ្គនាយកនៃអគ្គនាយកដ្ឋាន
ឧត្តមសិក្សា អគ្គនាយកនៃអគ្គនាយកដ្ឋានគោលនយោបាយនិងផែនការ អគ្គនាយកនៃអគ្គនាយកដ្ឋានយុវជន
អគ្គនាយកនៃអគ្គនាយកដ្ឋានកីឡា អគ្គនាយកនៃអគ្គនាយកដ្ឋាន ប្រធាននាយកដ្ឋានអភិវឌ្ឍកម្មវិធីសិក្សា
ប្រធាននាយកដ្ឋានមធ្យមសិក្សាចំណេះទូទៅ ប្រធាននាយកដ្ឋានបណ្តុះបណ្តាលនិងវិក្រឹតការ និងអ្នកពាក់ព័ន្ធត្រូវ
ទទួលបន្ទុកអនុវត្តប្រកាសនេះឱ្យមានប្រសិទ្ធភាពតាមភារកិច្ចរៀងៗខ្លួនចាប់ពីថ្ងៃចុះហត្ថលេខាក្រោយទៅ។

ថ្ងៃ ពុធ ១៧ ខែ មេសា ឆ្នាំ ២០១៦ ស័រីទ្វីប្រឹក ព.ស.២៥៦២
រាជធានីភ្នំពេញ ថ្ងៃទី ០៩ ខែ មេសា ឆ្នាំ ២០១៤



រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

(Handwritten signature in blue ink)

បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន

កន្លែងទទួល :

- ទីស្តីការគណៈរដ្ឋមន្ត្រី
- អគ្គលេខាធិការរាជរដ្ឋាភិបាល
- ឧទ្ធរណ៍យុវជនក្រសួង អយក
"ដើម្បីជូនជ្រាបជាព័ត៌មាន"
- អង្គការក្រោមឱវាទក្រសួងអប់រំ យុវជន និងកីឡា
- មន្ទីរអប់រំ យុវជន និងកីឡារាជធានី ខេត្ត
- ដូចប្រការ៤ "ដើម្បីអនុវត្ត"
- ឯកសារ កាលប្បវត្តិ អគ.អ

មុព្វកថា

ការអប់រំជាវិស័យគន្លឹះមួយក្នុងការរួមចំណែកអភិវឌ្ឍធនធានមនុស្ស សំដៅជំរុញឱ្យសង្គមនិងសេដ្ឋកិច្ច រីកចម្រើន។ បច្ចុប្បន្ននេះ សង្គមនិងសេដ្ឋកិច្ចមានការអភិវឌ្ឍនិងការរីកចម្រើនដែលជាកម្លាំងចលករជំរុញឱ្យមាន ការកែលម្អការអប់រំ ដើម្បីអាចឆ្លើយតបទៅនឹងការវិវត្តថ្មីៗរបស់សង្គមនិងសេដ្ឋកិច្ច។ ប៉ុន្តានទសវត្សរ៍ចុងក្រោយនៃ សតវត្សរ៍ទី២០និងដើមសតវត្សរ៍ទី២១នេះ សង្គមនិងសេដ្ឋកិច្ចឈានដល់បរិបទថ្មីដែលមិនធ្លាប់មានកន្លងមកដោយ ពិភពលោកកាន់តែបើកចំហ ការប្រកួតប្រជែងកាន់តែស្រួចស្រាលជាងមុន វិស័យបច្ចេកវិទ្យា និងវិទ្យាសាស្ត្រកាន់តែ ទំនើបនិងប្រសើរឡើង។ កត្តាទាំងនេះនាំឱ្យប្រទេសប្រជាធិបតេយ្យនានាខិតខំពង្រឹងធនធានមនុស្សរបស់ខ្លួន ដើម្បី តាមឱ្យទាន់និងអាចឈរជើងប្រកបដោយឧត្តមភាពក្នុងបរិបទថ្មីនៃសង្គមនិងសេដ្ឋកិច្ចរបស់ពិភពលោក។

ដើម្បីឆ្លើយតបនឹងតម្រូវការរីកចម្រើនរបស់សង្គមនិងសេដ្ឋកិច្ចថ្មី ក្រសួងអប់រំ យុវជន និងកីឡា បានដាក់ចេញនូវការកែទម្រង់កម្មវិធីសិក្សាអប់រំចំណេះទូទៅដែលជាមូលដ្ឋានសម្រាប់ឱ្យអ្នកសិក្សាអាចបន្តការសិក្សា និងទទួលបានការបណ្តុះបណ្តាលផ្សេងៗទៀត សំដៅលើកម្ពស់គុណភាពធនធានមនុស្សប្រកបដោយវិជ្ជាសម្បទា បំណិនសម្បទា ចរិយាសម្បទា និងកាយសម្បទា ដែលជាធាតុសំខាន់ក្នុងកម្មវិធីសិក្សា។ កម្មវិធីសិក្សាលម្អិតនេះ ចែកជាបីកម្មវិធីសិក្សាដាច់ដោយឡែកពីគ្នាតែប្រទាក់ក្រឡា និងគាំទ្រគ្នា។ កម្មវិធីសិក្សាលម្អិតកម្រិតមធ្យមសិក្សាបឋម ភូមិនេះ បានបន្ថែមម៉ោងសិក្សាច្រើនជាងមុនទៅក្នុងកម្មវិធីសិក្សា។ ការកែទម្រង់កម្មវិធីសិក្សានៅកម្រិតមធ្យមសិក្សា បឋមភូមិ សំដៅកសាងមូលដ្ឋានគ្រឹះសម្រាប់ការអប់រំនៅកម្រិតបន្តដោយពង្រីកវិសាលភាពចំណេះដឹង បំណិន ការអប់រំសីលធម៌ គំនិតច្នៃប្រឌិត គំនិតបង្កើតថ្មី និងស្មារតីសហគ្រិនភាព ព្រមទាំងផ្តល់នូវចំណេះដឹងមូលដ្ឋាន ផ្នែកបច្ចេកវិទ្យា បំណិនសតវត្សរ៍ទី២១ និងបំណិនសិក្សាពេញមួយជីវិត ដើម្បីឱ្យក្លាយខ្លួនជាបុគ្គលល្អដែលមាន ប្រយោជន៍សម្រាប់ខ្លួនឯង គ្រួសារ សហគមន៍ ប្រទេសជាតិ និងពិភពលោក។

ក្រសួង សង្ឃឹមយ៉ាងមុតមាំថា កម្មវិធីសិក្សាលម្អិតនេះនឹងបម្រើជាប្រយោជន៍ដ៏មានប្រសិទ្ធភាពក្នុង ការអភិវឌ្ឍសៀវភៅសិក្សាគោល សម្ភារៈឧបទេស ឯកសារជំនួយនានាក្នុងការរៀននិងបង្រៀន និងឧបករណ៍ពិនិត្យ តាមជាន់ វាយតម្លៃផ្សេងៗ។

ក្រសួង សូមថ្លែងអំណរគុណយ៉ាងជ្រាលជ្រៅចំពោះអនុគណៈកម្មការមុខវិជ្ជាឯកទេសទាំងអស់ លេខាធិការដ្ឋានកែលម្អកម្មវិធីសិក្សានិងសៀវភៅសិក្សាគោល នាយកដ្ឋានអភិវឌ្ឍកម្មវិធីសិក្សា និងអ្នកពាក់ព័ន្ធ ទាំងអស់ដែលបានចូលរួមនិងដើរតួនាទីស្នូលក្នុងការសម្របសម្រួល ព្រមទាំងដឹកនាំរៀបចំតាក់តែងកម្មវិធីសិក្សា លម្អិតនេះឱ្យបានសម្រេចជាផ្លូវការឡើងនាពេលនេះ។ *NSH/JS*

ថ្ងៃ *ព្រហស្បតិ៍* ៧ ខែ *សីហា* ឆ្នាំ *ស៊ីហ្គា* សំរឹទ្ធិស័ក ព.ស.២៥៦២
រាជធានីភ្នំពេញ ថ្ងៃទី *០៥* ខែ *សីហា* ឆ្នាំ២០១៨



បណ្ឌិតសភាចារ្យ ឯង ជួន ណារ៉ុន

Preface

Educating and teaching students to have progressive qualification and stay balanced in their knowledge, skill, attitude and physical appearance are to make them become full-fledged citizens referring to involve them to help develop the country.

The evolution of curriculum development has led to better quality of education and makes citizens' livelihood wealthier through the enhancement of learning which equips them with their daily living condition. That is why, Ministry of Education, Youth and Sport has updated and modernized all curriculums of every subject both science and social study subjects in pursuit of meeting market demand, learners' benefits and investors as well.

Curriculum of moral-civics subject has designed and developed based on the syllabus of social study subject for basic education 2006, core curriculum for basic general education 2006, curriculum standard of social studies 2006, anti-corruption education, global citizen education, road traffic safety education, financial management, national law, curriculum framework of general and technical education and curriculums of ASEAN countries namely: Singapore, Malaysia, Thailand, etc. which ensure that all learners are capable of involving in social activities and pursue their studies at other educational institutions in both local and foreign countries.

Main contents, expected learning outcomes, time, implementation guidance, evaluation, teaching methods and syllabus chart in grade 7-9 in this curriculum have been updated and the expected learning outcomes will indicate teachers, students' parents and educators at all levels to be aware that when students finish each grade, they will be fully competent.

Sub-committee of moral-civics subject at lower secondary school level would like to express profound gratitude to Ministry of Education, Youth and Sport which compromises and supports us to successfully develop and design this syllabus and we are pleased to receive any feedback and constructive criticism from teachers and relevant stakeholders.

Sub-committee of Moral-Civics Subject

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1. Introduction

Educating and teaching students to have progressive qualification and stay balanced in their knowledge, skill, attitude and physical appearance are to make them become full-fledged citizens referring to involve them to help develop the country.

Cambodian educational trend as well as educational trend in other countries is alike. Nowadays, Royal Government of Cambodia has set the strategic plan referring to develop the countries through improving every sector with consistency like intensifying agricultural sector, continuing and building up more physical infrastructure, developing technical part and building up capacity and enhancing human resources. A part from what we have mentioned, capacity building and human resource development are the roles and responsibilities of education sector in our country.

The evolution of curriculum improvement has led to better quality of education and makes citizens' livelihood wealthier through the enhancement of learning which equips them with their daily living condition.

As mentioned earlier, Ministry of Education, Youth and Sports has updated and modernized every curriculum of all subjects both science and social study subjects in order to respond to market demand, learners' benefits, investors, sustainable development and harmonized living.

New curriculum of moral-civics subject as well as other subjects not only equip students with knowledge but also mainstream the value of morality, decency in getting on well with other people in society. To respond to this objective and goal, this moral-civics syllabus has been developed and designed based on the social study subject syllabus for basic education 2006, core curriculum for basic general education 2006, curriculum standard of social studies 2006, anti-corruption education, global citizen education, road traffic safety education, dissemination of financial management, national law, curriculum framework of general and technical education and curriculums of ASEAN countries namely: Singapore, Malaysia, Thailand, etc. which ensure that all learners are capable of involving in social activities both locally and internationally.

Current moral-civics syllabus for lower secondary school indicates the learning outcome for teachers, students' guardians and educators at all levels to be aware that students who completely finish this curriculum at each level will gain full capacity.

Moral-civics syllabus for lower secondary school level describes the objectives, important contents of the whole curriculum, the implementation of curriculum, time, teaching methods, evaluation and syllabus column for grade 7-9.

2. Goals and Objectives

The common goal of moral-civics education for grades 7, 8 and 9 is to educate students to know value and virtue, be responsible for their actions and decision, be self-confident, have positive attitude toward others, be moral and decent in living, and know how to figure out the problems in family, community, nation and the globe. This subject is to involve learners to conserve culture, civilization, national identity as well as knowledge about human rights and important laws in other countries. Studying this subject will alert students to understand about livelihood in the society, inculcate them to love their territory, grow their mindset to be global citizens with necessary basic characteristics in the name of democracy builders referring to live peacefully both in our country and the globe. Starting from the awareness of morality value about security and safety, it will lead students to abide by the country law, which involves them to help keep peace, safety, social order and do not commit other debaucheries contrary to people's satisfaction; plus, they can jointly build up peaceful culture, develop the society with sustainability and understand the good relationship with the world.

Through learning activity participation and habitual practice, it will make learners aware of various activities in terms of ensuring safety and convenient living condition for themselves and their people and make learners aware that they are members of society.

Moral-civics subject has the following goals:

- Jointly contribute to family happiness, cultivate pride and love towards nation and countries in the region.
- Develop students' capacity of critical thinking about specific feature of phenomena in the region and communicate with one another as well as build up their capacity of thinking and researching.
- Develop students' interests towards festivities and ceremonies of other nations and think and analyze the meaning of those ceremonies.
- Grow students' awareness of election, politics, constitution and relationship between parliament, government and court.

In order to achieve the common goals of moral-civics education in grade 7, 8 and 9, students will be equipped with three main basic competencies as follows:

1.1 Knowledge

- Understand the main value of virtue and indicate the ways of readiness with morality.
- Find out the negative impacts of drug abuse and come up with the solution.
- Figure out the ways of mental health protection and the significances of taking care of mental health.
- Find out the wit, trend of human nature and values.
- Be knowledgeable about laws, conditions of labor law, human right such as democracy, citizen's right, right and responsibilities and right for election.
- Understand about hierarchy of government, judiciary institution and managerial system of centralization, decentralization and deconcentration.
- Be knowledgeable about origins of religion, religious belief and connections between religion and society.
- Be knowledgeable about other laws, human rights and human right relationship with other religious concepts.
- Find out Khmer attitude, religious ceremonies, wedding receptions, relationship and peaceful solution to the conflicts.
- Be knowledgeable about the ties between Cambodia and other countries in world.

1.2 Skill

- Know the value as human with virtue and responsibilities.
- Identify the value as human and be responsible for living.
- Be willing to take care of mental health and intelligence.
- Abide by national and international laws in pursuit of helping maintain security, social order and develop the society.
- Utilize your own skills in making decision to choose the right careers in the future.
- Show the procedures and processes of criminal and civil cases.
- Exercise your rights and duties as the citizen which was cited in Cambodian constitution.
- Analyze the significances of religion's roles and responsibilities in society.
- Show various ways in sightseeing in order to abstain from drug abuse.
- Outline the responsibilities of legislative, executive and judiciary institutions and locality administration.
- Carry out your rights and duties as citizens.
- Develop main skills in taking care of mental health, family, community and country.
- Analyze important relationships with other countries in the world.

1.3 Attitude

- Value yourself and others.
- Adhere to morality, decency and virtue.
- Inculcate to jointly help develop the community and society.
- Be responsible for carrying out your rights without harming others' rights.

- Love yourself and family by not abusing drug.
- Respect the freedom of others' religious belief.
- Be moral and responsible for living.
- Bear positive attitude in daily living.
- Abide by the laws, human right and perform the duties as a good citizen.
- Respect and value the freedom and practice of religious belief.
- Maintain national identity with foreign countries.

3. Main Principles

Moral-civics subject is defined as two main principles: current situation of society and approaches for developing and equipping students' capacity with knowledge and skills in solving other issues in family, community, country and the globe with responsibility.

3.1 Current situation of society

This point focuses on relative topics as follows:

- Human and family values: morality, decency, virtue, domestic violence prevention, decision making, intellectual value, faithful citizen, needs and ambition, goals and approaches, anti-corruption.
- Good cooperation: friendly and mutual advice, happiness in family, rights and duties, rights and freedom of self-defense, provincial and municipal first court, law and road traffic safety and environmental protection.
- Culture and religions: social and cultural relations and architecture of Angkor Wat temple.
- Nation: Jobs and youths, peace and conflicts.

3.2 Solutions

Solutions and problem analysis in current situation of society focus on:

- Change mindset of negative people to be good citizens and expose them to have the positive mindset in the society.
- Family, nation and globe can lead to live together with harmonization, peace and sustainable development.

4. Teaching Hours

Grade	Number of weeks in a year	Number of hours in a week	Number of minutes in an hour	Number of hours in an academic year
7-9	35	2	50	70

5. Implementation Guidelines

In order to take this moral-civics subject into practice successfully and effectively, teachers should:

- Arrange teaching and learning activities by assigning as group work in the class.
- Work as a facilitator and compromiser and help poor-graded students a lot.
- Disseminate the educational values of global citizen in every part of lessons in the curriculum.
- Guide students to learn to observe based on scientific basics in order for them to gain and give information by linking with practical solutions in the community.
- Motivate and push students to participate in study activities such as games, role-plays, presentation as a group and know how to find evidences to proof and defend their ideas.
- Teach students from easy to difficult points, concrete to abstract things and simplify lessons rather than use difficult words and phrases beyond students' comprehension.
- Utilize the teaching materials and practice other samples as much as possible.

- Show samples and guide students to observe and demonstrate in front of students.
- Intrigue students to find the tools and details before teaching the lesson.
- Encourage students to be brave in asking questions and assign problems for them to figure out.
- Train them to do more research, analyze, think critically, synthesize, create, innovate and apply it in their communities.

Teaching Methodology

- **Principle 1:** Teaching by focusing on activities facilitated and led by students in the purpose of equipping them with knowledge, skill and attitude by applying student-centered methods.
- **Principle 2:** Teaching by focusing on activities which help and stimulate students to aware of self-learning techniques actively, effectively and responsibly in order to find out, think critically and apply their knowledge to their daily livelihood by using modern teaching techniques (cooperative and observing teaching approaches).
- **Principle 3:** Teaching needs to continue and improve students' knowledge, experience, talent and interests in order for them to love and value their studies.
- **Principle 4:** Teaching needs to link theories and practices in the surroundings through teaching methods and teaching aids as well as various and up-to-date communication and information technology.

Based on mentioned principle, teachers need to apply various and diverse teaching methods as follow:

- Teach moral-civics subject with varieties of teaching methods depending on techniques and flexibility of teachers complied with students' comprehension, living and livelihood.
- It can be taught by providing theory, cooperative work, study tour, role-plays, storytelling, or other creative and lively activities which are practical and actively involved by students.
- Teaching moral-civics subject is to cultivate ideas and love towards national culture, have good attitude, good habit and nobility, think critically and reasonably, be a citizen who does not discriminate other nations, culture and religions and do merit complied with norm of national and universal ethics.
- Teaching moral-civics subject, teachers should apply modern techniques such as group discussion, collaborative, interview, lecture, problem solving, lesson study, inquiry-based learning approaches; for example, teaching social studies, we also use inquiry-based learning approach which is responsive to student-centered method and it also allows students to think critically, observe, and do research based on four ways in order as follows:
 - Creating problems by teachers or students: teachers should check and monitor students' performance on their research, homework which are assigned and raise some questions related to daily lessons.
 - Seeking for ways and ideas in order to solve the problems (causes and effects): teachers assign students to do the activities, observe other pictures and explain and illustrate those pictures.
 - Verifying and evaluating the explanation and illustration: Expand the data content into practice in their communities through analysis, problem comparisons.
 - Solving problems, synthesizing, concluding the advertisements (real assurance, evidence and specific explanation): students brief important contents and then do research on other documents through homework, data collection and set it as a chart, graph for making a comparison and come up with new ideas.

6. Assessment

Assessing students' learning outcome is to focus on knowledge, skill, and attitude. Assessment is a way to measure students' ability in order to know what level of their learning outcome is, information, or evidence is to assume, decide, and find way so as to help improve their learning process and teachers' methods based on details and standard of study program and be aware whether the result of students depends on details and standard of study program after each unit is finished.

Evaluation of studying and teaching is the sustainable process for analyzing and proving students' ability level after the process of learning and teaching both in class and outside the class in order to respond the study result expected in national study program.

Evaluation has to be based on suitable judgment of study result of each class level.

6.1 Importance of evaluation

Evaluation of students' result is a crucial element of teaching and learning. In general, the significances of evaluation are as following:

- Measure students' knowledge, skill, and attitude after finishing studying each content of unit, chapter, or study program in each class and level
- Measure the changes or improvement in mentality and any values such as morality, attitude, collaboration, loving culture and tradition, so on and so forth
- Indicate the result of learning and teaching by informing information to teachers, students, students' guardian, school managers, and educators in order to explore further methods improving quality and effectiveness of learning and teaching
- Find out the strengths and weaknesses of students and ameliorate those weaknesses in learning and teaching on time
- Evaluate and improve study programs step by step
- Provide data which help decide the future of students in pursuing education

6.2 Conditions in evaluation

In order for the result of evaluation to be effective, and successful, teachers have to clearly determine some important points as following:

- Purposeful evaluation
- Ability or skills to be evaluated
- Level of evaluation
- Forms of evaluation (essay, oral question, practice, and direct observation)
- Date of evaluation
- Duration of evaluation (minutes or hours)

6.3 Procedures of assessment

Assessment is based on the following procedures:

- Assessment of students' result is based on the level of each class
- Assessment of learning outcome by comparing to the standard and details of study programs
- Assessment through national examination, and so on
- Assessment is to be carried out by teachers in every subject on the purpose of evaluating the result of each student by focusing on knowledge, skill, and attitude in

each lesson. Assessment procedures include oral questions and exercise, discussion, observation, homework, examination, and research with the purpose of evaluating study result of each class. Teachers have to analyze, discuss, and explain the outcomes of assessment to choose and adjust the learning and teaching methodologies.

The result of assessment reflects the ways of teaching, and it also is used to assess school. Assessment of the students` learning outcomes in each class has to be conducted as following:

- Perpetual assessment: it is carried out during teaching every unit
- Step by step assessment: it happens after finishing each part of lesson which is focused on knowledge, skill, and attitude
- Monthly and semester assessment: it is taken place in the end of every month or semester in an academic year. Teachers and school managers had better handle the students` result in each step to students and students` guardian. Students have to get crystal clear information in relation to their strengths, weaknesses, and steps which they are supposed to continue practicing in so as to better their learning outcome.

7. Table for Syllabus

7.1 Syllabus for Moral-Civics, Grade 7 (70 Hours)

Contents	Expected Learning Outcomes	Hours
Chapter 1: Me and My Family		12 hrs
Lesson 1: Family and Roles in Developed Society <ol style="list-style-type: none"> 1. The definition of "Family" and types of family 2. Roles and responsibilities of each family member 3. Disadvantages of nuclear and extended families 	Knowledge <ul style="list-style-type: none"> - Define the term "<i>Family</i>" based on other documents - Describe the types of <i>extended and nuclear families</i> Skill <ul style="list-style-type: none"> - Determine the roles and responsibilities of each household member in accordance with the real situation of his or her own family - Show the difficulties of nuclear and extended families through group discussion Attitude <ul style="list-style-type: none"> - Respect, love and pay attention to each household member 	4 hrs
Lesson 2: Good Relationship in Family <ol style="list-style-type: none"> 1. Good communication and happiness in family 2. Benefits of good relationship in family 3. Good communication with noble attitude 	Knowledge <ul style="list-style-type: none"> - Explain the phrases "<i>Good relationship</i>" and "<i>Happiness in family</i>" - Outline the benefits of good relationship in family based on lesson Skill <ul style="list-style-type: none"> - Determine the noble attitude for making communication in family 	4 hrs

	<p>Attitude</p> <ul style="list-style-type: none"> - Respect and strictly stick to family's discipline - Inculcate noble attitude in national communication 	
<p>Lesson 3: Jobs and Labour Law</p> <ol style="list-style-type: none"> 1. Seeking for job information 2. Job options 3. Labour law 4. Significances of right job options 	<p>Knowledge</p> <ul style="list-style-type: none"> - Tell the ways of seeking for job information through other sources, e.g. newspaper, magazines, internet and so on. - Tell the interaction between job, labour law and right job option. <p>Skill</p> <ul style="list-style-type: none"> - Briefly make presentation on any career to friends and others related to their living standard <p>Attitude</p> <ul style="list-style-type: none"> - Frequently value the jobs and individual job opportunity creation and grab this opportunity for his/her own sake 	3 hrs
<p>Lesson 4: Why Self-management?</p> <ol style="list-style-type: none"> 1. Self-management 2. Notifications of activities with self-management? 3. Significances of self-management 4. Notifications of behavior with financial responsibility and non-responsibility 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the term "<i>Self-management</i>" - Explain the notifications of activities with self-management - Elaborate the significances of self-management <p>Skill</p> <ul style="list-style-type: none"> - Define the self-management plan on daily task for his/her own sake, family, schools, communities and daily, weekly and monthly study plan - Determine his/her own task and distinguish the needs and preferences complied with family's economic growth - Arrange daily plans for themselves, family, community and daily, weekly and monthly study plan - Assign his/her own task and differentiate between need and passion (finance) <p>Attitude</p> <ul style="list-style-type: none"> - Adhere oneself to self-managed plan in daily task - Display plan arrangement and implement those plans especially spending and saving 	4 hrs
<p>Lesson 5: Mental Pressure</p> <ol style="list-style-type: none"> 1. General notions about mental pressure 2. Causes of mental pressure 3. Negative impacts of mental pressure and decision 4. Solutions towards mental pressure 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the phrase "<i>mental pressure</i>" - Decipher the causes of mental pressure <p>Skill</p> <ul style="list-style-type: none"> - Determine right and wrong activities - Seek for ways to overcome and sort out mental pressure problem - Say "NO" to inappropriate activities and circumstances in communication 	3 hrs

	<p>Attitude</p> <ul style="list-style-type: none"> - Value the right activities and strictly adhere to that principle 	
<p>Lesson 6: Does money own everything?</p> <ol style="list-style-type: none"> 1. Meaning of money power 2. Limitation of money power 3. Right alternatives of managing money power successfully in life 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the meaning of “<i>power and limitation of money</i>” - Describe the utilization and limitation of money power <p>Skill</p> <ul style="list-style-type: none"> - Analyze the money power managing with critical thinking and do not overvalue money and material - Choose the right ways in managing money power in order to succeed in life <p>Attitude</p> <ul style="list-style-type: none"> - Develop the ideas of contentment, mercy and love integrity 	3 hrs
<p>Lesson 7: Drug Abuse Abolishment</p> <ol style="list-style-type: none"> 1. What is drug? 2. Types of drugs 3. Negative impacts of abusing drug 4. Preventive measures and prohibition of drug 5. Community’s roles in prohibiting drug deal and abuse 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the concept “<i>drug</i>” - Outline the types of drug and its impacts of abusing drug towards him/herself, family, national and international communities - Describe the preventive measures and prohibition of drug abusing and dealing through newspaper images, magazines and interview victims <p>Skill</p> <ul style="list-style-type: none"> - Clearly determine the harmfulness of drug abuse and keep away for drug abuse and deal - Identify the community’s roles in disseminating sources of drug information and drug abuse prohibition and the negative impact of drug abuse <p>Attitude</p> <ul style="list-style-type: none"> - Promote the champagne against drug trafficking and prevention - Tell friends the negative impacts of drug in order to keep away from it. 	4 hrs
Chapter 2: My Community		16 hrs
<p>Lesson 1: Friendship and Friend Association</p> <ol style="list-style-type: none"> 1. Friendship 2. Characteristics of notifying good friends and bad friends 3. Retention of good friendship 4. Importance of friendship tie 	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify the characteristics of good friends and bad friends <p>Skill</p> <ul style="list-style-type: none"> - Depict the characteristics of good relationship between boys and girls - Show the selection of keeping and enhancing the long-term friendship - Find ways to drag bad friends to be on the right track 	4 hrs

	<p>Attitude</p> <ul style="list-style-type: none"> - Value good friendship such as understanding, prevention, trust, honesty and help. 	
<p>Lesson 2: Donation</p> <ol style="list-style-type: none"> 1. What is donation? Why donation? 2. Characteristics of donation 3. Participation in donating 4. Significances of donation in family, community, society and Cambodian Red Cross 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the concept “<i>Donation</i>” - Describe the characteristics of “<i>Donation</i>” - Outline the significances of “<i>donation</i>” in family, community, national and international Red Cross <p>Skill</p> <ul style="list-style-type: none"> - Outline the sharing of family and community toward victims and share empathy <p>Attitude</p> <ul style="list-style-type: none"> - Value the significances of donation, participation of donating and sharing condolences to victims 	4 hrs
<p>Lesson 3: Responsibility</p> <ol style="list-style-type: none"> 1. Concept of “Responsibility” 2. Notifications of behavior with responsibility and non-responsibility 3. Feature and financial responsibility 4. Effects of responsible and non-responsible behavior 	<p>Knowledge</p> <ul style="list-style-type: none"> - Tell the concept of responsibility - Tell notifications of behavior with responsibility and non-responsibility - Tell the ways of saving and managing money effectively <p>Skill</p> <ul style="list-style-type: none"> - Manage family’s economic plan - Categorize the differences of behavior with responsibility and non-responsibility <p>Attitude</p> <ul style="list-style-type: none"> - Value the behavior with responsibility and behave responsibly - Be responsible for financial decision with stimulated condition 	4 hrs
<p>Lesson 4: Safety in Travelling</p> <ol style="list-style-type: none"> 1. Roads and vehicles 2. Traffic law 3. Traffic lights and signs 4. Bicycle and motorcycle checks 5. Road use and priority right 	<p>Knowledge</p> <ul style="list-style-type: none"> - Illustrate the types of roads and vehicles which are used along the road - Decipher the contents of traffic law - Tell the meanings of “traffic lights and signs and road uses with safety” <p>Skill</p> <ul style="list-style-type: none"> - Identify the ways and means of travelling and safe driving - Conduct role-plays of traffic light and sign use, priority signs and vehicle check before travelling <p>Attitude</p> <ul style="list-style-type: none"> - Inculcate to obey traffic rules and be always cautious during travelling 	4 hrs
Chapter 3: Culture and Religion		16 hrs
<p>Lesson 1. Buddhism and Education</p> <ol style="list-style-type: none"> 1. What is religion? 2. Sources of Buddhism 3. Buddhism education 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the concept of “religion” - Outline and brief the origin and belief of Buddhism 	4 hrs

<p>4. Values and practices of Buddhist's advice 5. Buddhism and economical education</p>	<ul style="list-style-type: none"> - Describe main Buddhist's advice in daily living condition <p>Skill</p> <ul style="list-style-type: none"> - Practice good educational theories for yourself and society <p>Attitude</p> <ul style="list-style-type: none"> - Abide by the Buddhist's advice with conscience 	
<p>Lesson 2: Hinduism and Education</p> <ol style="list-style-type: none"> 1. Sources of Hinduism belief 2. Belief influences on Hinduism 3. Principle education of Hinduism in living condition 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the origins and belief of Hinduism - Narrate principle education of Hinduism in daily living <p>Skill</p> <ul style="list-style-type: none"> - Identify the influences of Hinduism practices in Cambodian society such as praying rituals, wedding reception, etc. - Analyze good and bad points of Hinduism practices <p>Attitude</p> <ul style="list-style-type: none"> - Value and acknowledge Hinduism followers 	4 hrs
<p>Lesson 3: Angkor Wat Temple and Identity</p> <ol style="list-style-type: none"> 1. Angkor Wat temple 2. Meaning and reign of erecting 3. Angkor Wat temple as the identity of national culture 4. Angkor Wat temple and tourist attraction 5. Angkor Wat temple prevention and maintenance 	<p>Knowledge</p> <ul style="list-style-type: none"> - Tell the location of Angkor Wat temple and meaning of erecting this temple - Tell the meaning of erecting Angkor Wat temple from reign to reign <p>Skill</p> <ul style="list-style-type: none"> - Outline the significances of Angkor Wat temple and its tourist attraction - Set up the measures of preventing and conserving Angkor Wat temple <p>Attitude</p> <ul style="list-style-type: none"> - Inculcate to participate in any activities, love and protect Angkor Wat temple 	4 hrs
<p>Chapter 4: Our Society</p>		12 hrs
<p>Lesson 1: Gender and Human Right</p> <ol style="list-style-type: none"> 1. Sex and gender & human right 2. Cambodian mindset and gender 3. Roles of women in Cambodian society 4. Impacts of discrimination and mental illness 5. Main measures for sustaining gender equity 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define "<i>sex, gender and human right</i>" - Identify human mindset in terms of gender - Identify the differences between "<i>sex, gender and human right</i>" <p>Skill</p> <ul style="list-style-type: none"> - Illustrate the participations of women in developing family and society - Show the negative impacts of gender discrimination on women & men and girls & boys - Set up the principle measures which each family and community should take into practice based on mindset, gender and give equal opportunities between men and women <p>Attitude</p> <ul style="list-style-type: none"> - Value gender equity and change the mindset in order to give equal opportunities for men and women 	4 hrs

<p>Lesson 2: First Notion of Law</p> <ol style="list-style-type: none"> 1. What is law? 2. Why is law established? 3. Significances of law establishment and law-abidingness 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “law” - Explain why law is set up - Interpret the causes of law establishment and law-abidingness <p>Skill</p> <ul style="list-style-type: none"> - Determine the significances of law-abidingness and law implementation <p>Attitude</p> <ul style="list-style-type: none"> - Abide by the law and stick to the regular law implementation 	<p>4 hrs</p>
<p>Lesson 3: Prevention and Prohibition of Sexual Harassment</p> <ol style="list-style-type: none"> 1. Sexual harassment 2. Forms and causes of sexual harassment 3. Filing the complaint 4. Preventive measures and prohibition of sexual harassment 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of sexual harassment, civil complaint and criminal complaints - Describe the forms and negative impacts of sexual harassment and types and purposes of complaints <p>Skill</p> <ul style="list-style-type: none"> - Identify the argument parties of complaints through filling in civil and criminal complaints as a case study - Fill in other different forms of complaints - Figure out the preventive measures and prohibition of sexual harassment <p>Attitude</p> <ul style="list-style-type: none"> - Participate in promoting preventive measures and prohibition of sexual harassment 	<p>4 hrs</p>
<p>Lesson 4: Election and Citizen’s Duties</p> <ol style="list-style-type: none"> 1. General overview about election 2. Goals of election 3. Types and processes of election 4. Differences between communal and general election 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the concept and goals of election - Describe the types of communal and general election <p>Skill</p> <ul style="list-style-type: none"> - Discuss the advantages and disadvantages of your representatives selection process through the demonstration of selecting the class monitor - Find out the differences of general and communal election such as commune/Sangkat council election, national election, province/municipal/ district/Khan elections and senate member election <p>Attitude</p> <ul style="list-style-type: none"> - Comply with democratic principles 	<p>4 hrs</p>

7.2 Syllabus for Moral-Civics, Grade 8 (70 Hours)

Content	Expected Learning Outcomes	Hours
Chapter 1: Me and My Family		26 hrs
Lesson 1: Rights and Child Convention <ol style="list-style-type: none"> 1. General notion of children's rights 2. Types of children's rights 3. Rights and duties of children 4. Causes of setting up children's rights 5. Negative impacts of leaving children behind 6. Protection of children's rights 	Knowledge <ul style="list-style-type: none"> - Define the terms "children's rights" and four main children's rights - Tell rights and duties which all children are required to do and comply with Skill <ul style="list-style-type: none"> - Find out negative impacts and reasons why parents give up their children - Come up with good ways in protecting children who are given up Attitude <ul style="list-style-type: none"> - Protect and pay particular attention to abandoned children and reduce the rate of giving up children 	4 hrs
Lesson 2: Rights for Living with Integrity <ol style="list-style-type: none"> 1. General overview about rights 2. Main rights for the disabled 3. Negative impacts of discriminating the disabled 4. Significances of respecting rights and getting on well with individual, group, society and nation 	Knowledge <ul style="list-style-type: none"> - Describe the notion of rights and principle rights of the disabled and their participation in developing nation - Outline the negative impacts of discriminating the disabled's living conditions Skill <ul style="list-style-type: none"> - Determine preventive measures towards the rights of the disabled and their participation in improving nation's economy - Identify the significances of respecting the rights and good communication between individuals, group, society and nation Attitude <ul style="list-style-type: none"> - Promote and respect the disabled's rights 	4 hrs
Lesson 3: Unity in Family <ol style="list-style-type: none"> 1. Unity in family 2. Resources and sizes of family 3. Code of conducts in family 4. Relationship and loyalty in family 5. Relationship in/with family and neighbors 6. Values in family 	Knowledge <ul style="list-style-type: none"> - Explain the meanings of unity, code of conducts and good community in family - Outline good communication of family member and loyalty in/with family and neighbors Skill <ul style="list-style-type: none"> - Outline the significances of each household member's honesty towards family and neighbors - Decipher the positive impacts of unity in/toward family and neighbors Attitude <ul style="list-style-type: none"> - Express love and respect towards household members in order to gain more harmony 	3 hrs
Lesson 4: Harmonization in Family <ol style="list-style-type: none"> 1. Definition of "harmonization" 2. Factors and indicators causing harmony in family 	Knowledge <ul style="list-style-type: none"> - Define the term "<i>harmonization</i>" - Explain the reasons and some activities causing harmony in family and society 	3 hrs

<ol style="list-style-type: none"> 3. Significances and harmony in family 4. Causes and difficulties of argument in family 5. Peaceful solutions to argument in family 	<ul style="list-style-type: none"> - Tell the causes and difficulties of argument in family <p>Skill</p> <ul style="list-style-type: none"> - Identify the means of mental and physical happiness and build up mental strengths - View the means of maintaining harmony in the family - Identify the causes of conflicts and find ways to prevent them - Show the peaceful ways of each student in solving the argument <p>Attitude</p> <ul style="list-style-type: none"> - Highly appreciate the harmony in family, society and globe - Pay more attention to and express love and respect on family, community and other nations 	
<p>Lesson 5: Right Alternatives and Decision</p> <ol style="list-style-type: none"> 1. General overviews about behavior 2. Types of behavior and behavioral performances 3. Alternatives of behavioral performance and its value 4. Right decision 5. Say “NO” to inappropriate behavior 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “<i>behavior</i>” - Illustrate the types of appropriate and inappropriate behavior <p>Skill</p> <ul style="list-style-type: none"> - Distinguish between acceptable and unacceptable behaviors in society - Figure out the key points serving for right alternative selection - Play role “say no” to inappropriate action <p>Attitude</p> <ul style="list-style-type: none"> - Inculcate and adhere to positive attitude accepted by society 	4 hrs
<p>Lesson 6: Participation in Preventing and Curbing Offenses</p> <ol style="list-style-type: none"> 1. What is offense? 2. Offensive activities and guilt 3. Activities in preventing and curbing offenses 4. Advantages of preventing and curbing offenses 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the illegal activities - Identify any activities in order to prevent and curb other offenses occurring in Cambodian society <p>Skill</p> <ul style="list-style-type: none"> - Discuss and come up with preventive measures towards other offenses - Outline the benefits of preventing and curbing offenses - Demonstrate the reasons why law is implemented by indicating a case study linked to living condition based on reasons <p>Attitude</p> <ul style="list-style-type: none"> - Participate in preventing and curbing offenses as well as implement law effectively 	4 hrs
<p>Lesson 7: Justice and Injustice</p> <ol style="list-style-type: none"> 1. Legal, illegal, just and unjust acts 2. Negative impacts of illegal and unjust acts 3. Other solutions to unjust issues 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “justice and injustice” based on pictures and other documents <p>Skill</p> <ul style="list-style-type: none"> - Discuss negative impacts caused by illegal and unjust acts in society - Seek for ways to prevent, curb and solve illegal 	4 hrs

	<p>acts in society</p> <p>Attitude</p> <ul style="list-style-type: none"> - Participate in supporting just and legal actions - Adhere to problem solving with fairness 	
Chapter 2: My Community		16 hrs
<p>Lesson 1: Safety of Explosive Elements in Community</p> <ol style="list-style-type: none"> 1. General safety in community 2. Notions of gun and explosive elements 3. Types of guns and explosive elements 4. Laws relevant to utilizing guns and explosive elements 5. Negative impacts and preventive measures on guns and explosive elements 6. Participation in maintaining safety in community 	<p>Knowledge</p> <ul style="list-style-type: none"> - Outline the safety in community and identity of guns and explosive elements - Describe the types of guns and explosive elements - Outline the regulations, laws relevant to holding guns <p>Skill</p> <ul style="list-style-type: none"> - Discuss and find out the negative impacts of using guns and explosive elements towards children, families and communities - Find out the preventive measures on gun and explosive element use in community - Conduct campaigns and disseminate against gun and explosive element use <p>Attitude</p> <ul style="list-style-type: none"> - Be cautious and participate in implementing laws for better safety in community 	2 hrs
<p>Lesson 2: Traffic Safety in Community</p> <ol style="list-style-type: none"> 1. Overview about traffic accidents 2. Factors causing traffic accidents 3. Negative impacts caused by traffic accidents 4. Responsibilities for safety in community 	<p>Knowledge</p> <ul style="list-style-type: none"> - Depict the traffic accidents - Illustrate other reasons such as people, roads, traffic signs, laws which cause traffic accidents - Explain the negative impacts caused by traffic accidents <p>Skill</p> <ul style="list-style-type: none"> - Record and take note the statistics of traffic accidents in community - Figure out the effective ways in preventing and avoiding traffic accidents in community - Come up with ways in disseminating and avoiding from traffic accidents such as designing leaflets... <p>Attitude</p> <ul style="list-style-type: none"> - Involve in preventing and avoiding traffic accidents - Be cautious while driving in the sake of life safety both yourself and others 	4 hrs
<p>Lesson 3: Responsibilities in Driving</p> <ol style="list-style-type: none"> 1. Tolerance in driving 2. Road traffic laws 3. Responsibilities while driving 4. Significances of obeying traffic rules while driving 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the behavior with morality and patience while driving - Outline the traffic rules which indicate the roles and responsibilities of drivers <p>Skill</p> <ul style="list-style-type: none"> - Determine the activities with morality and responsibility of drivers 	4 hrs

	Attitude <ul style="list-style-type: none"> - Stick to traffic rules obeying while driving 	
Lesson 4: Participating Spirit in Designing and Developing Action Plans <ol style="list-style-type: none"> 1. Plans and arrangement 2. Processes of developing action plans 3. Significances of action plans and activity implementation 4. Financial plan development 	Knowledge <ul style="list-style-type: none"> - Explain the processes of designing and developing action plans Skill <ul style="list-style-type: none"> - Designing and developing action plans with responsibility - Create and design action plans daily, monthly and annually - Evaluate the activities in schools daily, monthly and annually - Develop work plan with responsibility, transparency and supportiveness with both finance and activities Attitude <ul style="list-style-type: none"> - Pay particular attention on developing action plans and implement them accordingly 	4 hrs
Chapter 3: Culture and Religions		12 hrs
Lesson 1: Khmer Popular Games <ol style="list-style-type: none"> 1. What is the popular game? 2. Types and origins of Khmer popular games 3. Meaning and significances of Khmer popular games 	Knowledge <ul style="list-style-type: none"> - Define the phrase “<i>Khmer popular game</i>” - Elaborate the names of Khmer popular games which are always played in other traditional ceremonies Skill <ul style="list-style-type: none"> - Describe the meanings and significances of Khmer popular games - Show how to play Khmer popular games Attitude <ul style="list-style-type: none"> - Love, prevent and play Khmer popular games in national ceremonies 	4 hrs
Lesson 2: Christianity and Islam’s Believes <ol style="list-style-type: none"> 1. Christianity and Islam’s origins 2. Christianity and Islamic education 3. Importance of Christianity and Islamic education 	Knowledge <ul style="list-style-type: none"> - Briefly depict the origins of Christianity and Islam - Describe the significances of main Christianity and Islamic education Skill <ul style="list-style-type: none"> - Discover the core principles of Christianity and Islamic believes Attitude <ul style="list-style-type: none"> - Adhere to an education which is not contrary to good principles - Respect the believes of other religions 	4 hrs
Lesson 3: Funerals in Cambodia <ol style="list-style-type: none"> 1. Overview about funerals 2. Arrangement and performance of traditional funerals 3. Significances of traditional funerals in Cambodian society and other races 4. Conclusion 	Knowledge <ul style="list-style-type: none"> - Identify the performances and custom of funerals - Explain the meaning of funerals Skill <ul style="list-style-type: none"> - Classify the orderly activities in other traditional ceremonies 	4 hrs

	Attitude <ul style="list-style-type: none"> - Conserve and protect the national tradition and custom 	
Chapter 4: Our Society		16 hrs
Lesson 1: Differentiations of Identity <ol style="list-style-type: none"> 1. What is the national identity? 2. Cambodian identity 3. Other national identities 4. Differences and values of other national identities 	Knowledge <ul style="list-style-type: none"> - Identify Cambodian national identity and other national identities Skill <ul style="list-style-type: none"> - Outline Cambodian national identity and other national identities - Figure out the differences between Cambodian national identity and other national identities Attitude <ul style="list-style-type: none"> - Value Cambodian national identity and other national identities - Help prevent and maintain his/her national identity 	4 hrs
Lesson 2: Law Implementation <ol style="list-style-type: none"> 1. What is law? 2. Where are the sources of law? 3. General overview of law 4. Law adoption and implementation 5. Significances of law implementation 	Knowledge <ul style="list-style-type: none"> - Define the term “law” in general - Explain the sources and overview of law Skill <ul style="list-style-type: none"> - Think of reasons why law is set up and implemented - Show the significances of law implementation Attitude <ul style="list-style-type: none"> - Value, abide by and implement the law appropriately 	4 hrs
Lesson 3: Provincial/Municipal Court <ol style="list-style-type: none"> 1. Structure of provincial/ municipal court 2. Membership and roles of provincial/ municipal court officials 3. Significances of provincial/municipal court’s function performances 	Knowledge <ul style="list-style-type: none"> - Describe the court system, membership, authority and roles of provincial/municipal court officials Skill <ul style="list-style-type: none"> - Outline the rights and processes of filing the complaints to provincial/municipal court Attitude <ul style="list-style-type: none"> - Abide by and implement the law appropriately 	4 hrs
Lesson 4: Justice Police <ol style="list-style-type: none"> 1. Membership of justice police and officials 2. Roles and responsibilities of justice police 3. Duties of justice police in security and safety of people 4. Relationship between people and justice police 	Knowledge <ul style="list-style-type: none"> - Indicate the membership of justice police - Explain the roles, responsibilities and membership of justice police Skill <ul style="list-style-type: none"> - Show the relationship between people and justice police in implementing the law such as filling in the forms and other legal documents Attitude <ul style="list-style-type: none"> - Cooperate with justice police in implementing the law 	4 hrs

7.3 Syllabus for Moral-Civics, Grade 9 (70 Hours)

Contents	Expected Learning Outcome	Hours
Chapter 1: Me and My Family		26 hrs
Lesson 1: Self-defense <ol style="list-style-type: none"> 1. Basics of children’s rights 2. Children’s right implementation and tricks of bad people 3. Cheating activities 4. Self-preventive measures and disagreement to persuasion 	Knowledge <ul style="list-style-type: none"> - Elaborate children’s needs and four main children’s rights - Elaborate the types of persuasion which causes other dangers Skill <ul style="list-style-type: none"> - Illustrate self-preventive measures in order to avoid allusion and fraudulence from bad people - Choose self-preventive measures and rejection Attitude <ul style="list-style-type: none"> - Develop the mindset of being cautious of allusion and persuasion and jointly respect and implement children’s rights 	3 hrs
Lesson 2: Respecting Others <ol style="list-style-type: none"> 1. Human value and attitude towards others 2. Causes of respect, discrimination and guilt 3. Respectful attitude 4. Negative impacts of discrimination 	Knowledge <ul style="list-style-type: none"> - Decipher human value and individual’s attitude toward others - Describe the forms of discrimination towards others such as age, sex, color, races... - Elaborate the mistakes and guilt relevant to discrimination and incitement leading to discrimination Skill <ul style="list-style-type: none"> - Illustrate negative impacts of discrimination towards physical capacity and dignity in living condition - Figure out some ways to improve and eliminate discrimination Attitude <ul style="list-style-type: none"> - Respect and value others 	3 hrs
Lesson 3: Good Relationship in Family <ol style="list-style-type: none"> 1. Family setting up 2. Personalities of parents in managing family 3. Duties of child towards grateful people 4. Family’s conflict and solutions in family 5. Parents’ advices 6. Negative impacts of giving up family 7. Negative impacts of immigration 	Knowledge <ul style="list-style-type: none"> - Describe personalities of parents in managing family and duties of child towards grateful people - Tell the causes of conflicts and peaceful solutions in family - Illustrate negative impacts of giving up family Skill <ul style="list-style-type: none"> - Conduct role-play in various situations among family members who follow and do not follow parents’ advice - Discuss and report the difficulties which cause any alternatives in various situations - Show the negative impacts of giving up family and immigrating Attitude <ul style="list-style-type: none"> - Pay attention, improve livelihood and value family - Develop the spirit of love and protection of family 	4 hrs

	relationship	
Lesson 4: Jobs and Social Security Fund <ol style="list-style-type: none"> 1. Career goals 2. Administrative tasks 3. Job conditions and trainings 4. Morality and professional conscience 5. Significances of professional ethics 6. Conditions of social security fund 7. Employment contract 	Knowledge <ul style="list-style-type: none"> - Determine the goals and conditions of job which he/she seeks for - Explain the needs of training or in-service training courses in order to develop the capacity - Illustrate the value and of job which he/she works for with professional conscience and ethics Skill <ul style="list-style-type: none"> - Identify the goals and make up his/her mind to choose one job which matches to his/her ability - Prove decision in selecting any career for him/herself - Fill in the application form of his/her selected job - Determine the significances of social security fund Attitude <ul style="list-style-type: none"> - Value his/her decision and be creative in making job opportunities for him/herself - Adhere to professional ethics in fulfilling his/her work 	4 hrs
Lesson 5: Honesty <ol style="list-style-type: none"> 1. What is honesty? 2. Personalities of sticking to honesty 3. Buddhist's concepts pertinent to honesty 4. Connection between honesty and dishonesty 5. Impacts of adhering to honesty 	Knowledge <ul style="list-style-type: none"> - Explain the term "honesty" - Illustrate the features of sticking to honesty - Decipher the connection between honesty and dishonesty - Tell concepts and advices of Buddhism which are related to honesty Skill <ul style="list-style-type: none"> - Prove the actions or any activities which link to honesty and dishonesty linking to real situation Attitude <ul style="list-style-type: none"> - Strictly adhere to honest action and decision for life and society 	4 hrs
Lesson 6: Education about Anti-corruption <ol style="list-style-type: none"> 1. What is "corruption"? 2. Forms and activities of corruption 3. Challenges of corruption 4. Anti-corruption institutions 	Knowledge <ul style="list-style-type: none"> - Explain the general concepts of anti-corruption Skill <ul style="list-style-type: none"> - Determine any actions which are considered as the forms of corruptions and non-corruption Attitude <ul style="list-style-type: none"> - Grow the mindset of innocence in order to share knowledge and wisdom about anti-corruption and find out the anti-corruption institutions 	4 hrs
Lesson 7: Maintaining Personal Safety <ol style="list-style-type: none"> 1. What is traffic safety? 2. Safe travelling 3. Fines and punishment 	Knowledge <ul style="list-style-type: none"> - Depict the traffic safety and safe travelling - Describe the law implementation, fine and punishment towards road traffic law abuse - Explain the ways of loading cargo and people and using lights and vehicle sound correctly and parking safely Skill <ul style="list-style-type: none"> - Identify the safe attitude during driving - Check other parts of vehicles regularly - Identify the loading of goods and people as well as 	4 hrs

	<p>parking safely and using lights and vehicle sound correctly</p> <ul style="list-style-type: none"> - Implement the speed of driving and racing during driving vehicles safely <p>Attitude</p> <ul style="list-style-type: none"> - Be always cautious with safety during driving - Abide by the traffic law and adhere to morality during driving 	
Chapter 2: My Community		16 hrs
<p>Lesson 1: Khmer Attitude</p> <ol style="list-style-type: none"> 1. Khmer tradition and custom practice 2. Communication as universal citizen 3. Influences of complying with Western countries 4. Good relationship in family 5. Value of Khmer attitude 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define national tradition when meeting and universal features - Describe the relevant influences which result in good relationship with one another <p>Skill</p> <ul style="list-style-type: none"> - Show the differences of good communication between Cambodia and other nations - Prove noble Khmer attitude which creates good communication among people in society <p>Attitude</p> <ul style="list-style-type: none"> - Value good relationship among other nations - Stick to Khmer noble attitude 	4 hrs
<p>Lesson 2: Friendship</p> <ol style="list-style-type: none"> 1. Friendship 2. Friendship making and retention 3. Types and features of friendship Friendship and conflict 4. Influenced factors on friendship ties 5. Consequences and solutions to squirrels 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe ways of making and maintaining friendship - Depict consequences of squirrel which can happen in friendship - Tell the causes of squirrel towards friendship <p>Skill</p> <ul style="list-style-type: none"> - Prove the solutions and friendly choices in order to maintain friendship - Discuss and report the consequences which occur on other choices in those situations and negative impacts on friendship through setting up and conducting short role-plays indicating various situations which influence friendship: helping each other during hard time, causing conflicts because of fighting for things - Discuss any situations which influence friendship between female and male friends <p>Attitude</p> <ul style="list-style-type: none"> - Love one another, help solve the problems and help each other in need 	4 hrs
<p>Lesson 3: Democracy Awareness</p> <ol style="list-style-type: none"> 1. What is “democracy”? 2. Forms of democracy 3. Principles of democracy Characteristics of democracy 4. Administrative management in democratic society 5. Significances of voting in democratic society 6. Significances of democracy 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “democracy” - Describe the basic principles of democracy - Explain the roles of political parties in democratic countries - Explain the ways of implementing principles of democracy and significances of democracy in voting <p>Skill</p> <ul style="list-style-type: none"> - Discuss the processes of democracy and its 	4 hrs

<p>7. Choosing leaders 8. Voices of voting</p>	<p>significances</p> <ul style="list-style-type: none"> - Illustrate and explain some main principles of democracy - Show the causes of mainly abiding by the law in democratic society - Outline the roles and duties of opposition parties in national assembly of democratic society <p>Attitude</p> <ul style="list-style-type: none"> - Jointly improve and implement democracy in Cambodia 	
<p>Lesson 4: Leadership</p> <ol style="list-style-type: none"> 1. The meaning of leadership 2. Types and ways of leading 3. Functions of leaders 4. Responsibilities and effectiveness of leading 5. Involvement and leading in Community 6. Significances of leadership 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the meanings of “leader” and “leadership” - Narrate the main duties of leaders - Tell the types and ways of leading - Describe the models of effective leaders in various situations such as in community, sport teams, organizations and countries <p>Skill</p> <ul style="list-style-type: none"> - Show the ways of leading and leading structure of local community and responsibilities of leaders at low level - Prove the personalities of good leaders with effectiveness <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to select leaders complied with a democratic way 	4 hrs
Chapter 3: Culture and Religion		12 hrs
<p>Lesson 1: Traditional and Religious Ceremonies</p> <ol style="list-style-type: none"> 1. Purposes and meanings of religious ceremonies 2. Purposes and meanings of traditional ceremonies 3. Processes and arrangements of ceremonies 4. Influences of religious ceremonies and education 5. Connections between human right and Buddhism 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe other religious ceremonies in Cambodian society which is held annually (Meak Bochea, Pisak Bochea, Pchum Ben, New Year, Kathen, Water Festival...) - Narrate the processes of arranging each ceremony <p>Skill</p> <ul style="list-style-type: none"> - Follow and practice other believes which belong to Khmer - Illustrate negative points which always happen during each ceremony - Discuss the links between human right and religion <p>Attitude</p> <ul style="list-style-type: none"> - Value the significances of national ceremony - Involve in Khmer religious ceremonies - Love and conserve religious ceremonies 	4 hrs
<p>Lesson 2: Wedding Receptions and Decision</p> <ol style="list-style-type: none"> 1. What is wedding reception? 2. Custom of wedding reception and decision 3. Rights and law on marriage 4. Rights and duties of spouse 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the meaning of “wedding reception” - Describe the various conditions between men and women who are illegible to get married - Depict the rights and duties of spouse - Describe the conditions of marriage between Cambodian citizens and foreigners) <p>Skill</p>	4 hrs

	<ul style="list-style-type: none"> - Illustrate the meaning and purposes of getting married - Outline the parental roles towards children's decision in choosing wife or husband <p>Attitude</p> <ul style="list-style-type: none"> - Love and care for our national tradition and custom 	
<p>Lesson 3: Ta Prohm Temple, Banteay Kdei and National Identity</p> <ol style="list-style-type: none"> 1. Ta Prohm and Banteay Kdei Temples 2. Meanings of erecting temples through each reign 3. Ta Prohm and Banteay Kdei temples as identities of national culture 4. Ta Prohm and Banteay Kdei Temples and tourist attraction 5. Prevention and maintenance of Angkor Wat temple 	<p>Knowledge</p> <ul style="list-style-type: none"> - Seek for information which indicates the name of Angkor Wat temple and the meanings of erecting temples - Tell the meanings of benevolence, compassion, empathetic joy and equanimity - Tell the significances of Angkor Wat temple and tourist attraction <p>Skill</p> <ul style="list-style-type: none"> - Show the names of temples in his/her community - Determine the preventive measures of protecting Angkor Wat temple - Set up participating measures in protecting Angkor Wat temple <p>Attitude</p> <ul style="list-style-type: none"> - Inculcate the participation in loving and protecting Angkor Wat temple 	4 hrs
Chapter 4: Our Nation		16 hrs
<p>Lesson 1: Human Right and Current Living Condition</p> <ol style="list-style-type: none"> 1. What is human right? 2. Reasons of initiating human right 3. Main principles of human right 4. International pact and convention about human right 5. Involvement in protecting and respecting human right 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the meaning of human right - Describe the reasons of initiating human right - Narrate the division of human right and natural right of people - Illustrate the Buddhism and human right <p>Skill</p> <ul style="list-style-type: none"> - Illustrate the personal rights in self-defense, taking over, following or demanding something - Show the meaning of human right and human right history <p>Attitude</p> <ul style="list-style-type: none"> - Jointly abide by human right and implement his/her right 	4 hrs
<p>Lesson 2: Right and Duties of Citizen</p> <ol style="list-style-type: none"> 1. Definitions of right and duty 2. Personal right of citizen 3. Duties of citizen in implementing the law 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms "right and duty" - Understand the rights of Cambodian citizen such as political right, economy, sociality and culture - Describe the rights of jointly developing society through other sectors - Understand the duties of citizen in implementing the laws such self-defense, respecting others' right and jointly developing the society <p>Skill</p> <ul style="list-style-type: none"> - Determine the rights and the duties in order to be involved in political, economic, social and cultural tasks - Tell the rights of receiving financial information 	4 hrs

	<p>such as loan, debt payment and deposit in financial institutions</p> <ul style="list-style-type: none"> - Explain the rights and responsibilities in the name of credit receivers <p>Attitude</p> <ul style="list-style-type: none"> - Jointly implement the rights and duties as a citizen 	
<p>Lesson 3: Conditions of Contract and Employment Law</p> <ol style="list-style-type: none"> 1. Definition of employment contract 2. Type of jobs and employees 3. Types of employment contract 4. Job requirements 5. The removal of employment contract 	<p>Knowledge</p> <ul style="list-style-type: none"> - Outline the meaning and types of employment contracts which include periodical, non-periodical and probation employment contracts - Decipher the conditions of job enrollment such as jobs for children and women without discrimination <p>Skill</p> <ul style="list-style-type: none"> - Determine the employment condition for youths and women - Determine the roles of employers and employees - Describe the job value which he/she works with conscience and professional ethics <p>Attitude</p> <ul style="list-style-type: none"> - Abide by the employment law and be cautious while working in order to avoid any incidents 	4 hrs
<p>Lesson 4: ASEAN Community</p> <ol style="list-style-type: none"> 1. Countries in ASEAN 2. Reasons of setting up ASEAN 3. ASEAN principles of solving conflicts 4. Advantages of becoming ASEAN members 5. Main legal documents in ASEAN community 	<p>Knowledge</p> <ul style="list-style-type: none"> - Tell the names of countries in ASEAN community - Tell the reasons of setting up ASEAN community - Explain the benefits of participating in ASEAN community - Tell the names of currency in ASEAN community <p>Skill</p> <ul style="list-style-type: none"> - Conduct role-play of ASEAN member countries - Conduct role-play of ASEAN member countries' involvements in building up peace in community <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to the ASEAN principles and make cooperation on every sector - Adhere to peaceful solution in solving any conflict in the region 	4 hrs

8. References

- គោលនយោបាយអភិវឌ្ឍកម្មវិធីសិក្សាឆ្នាំ ២០០៥ ដល់ ២០០៩
- កម្មវិធីសិក្សាគោលសម្រាប់អប់រំមូលដ្ឋានចំណេះទូទៅឆ្នាំ ២០០៦
- កម្មវិធីសិក្សាលម្អិតសិក្សាសង្គមសម្រាប់អប់រំមូលដ្ឋានចំណេះទូទៅឆ្នាំ ២០០៦
- កម្មវិធីសិក្សាប្រទេសសិង្ហបុរីឆ្នាំ ២០១២
- កម្មវិធីសិក្សាលម្អិតអាស៊ានឆ្នាំ ២០១២
- ASEAN Curriculum Sourcebook ២០១២
- ការអប់រំភាពជាពលរដ្ឋសកល ប្រធានបទ និងវត្ថុបំណងនៃការសិក្សា UNESCO 2015
- សៀវភៅសិក្សាសង្គមថ្នាក់ទី៧ដល់ថ្នាក់ទី៩ឆ្នាំ ២០០៧
- ការអប់រំស្តីពីការប្រឆាំងអំពើពុករលួយសម្រាប់មធ្យមសិក្សាបឋមភូមិឆ្នាំ ២០១៦
- ការអប់រំស្តីពីសុវត្ថិភាពចរាចរណ៍បឋមសិក្សាឆ្នាំ ២០០៥
- សៀវភៅកម្ពុជាប្រជាធិបតេយ្យឆ្នាំ ១៩៧៥-១៩៧៩ (មជ្ឈមណ្ឌលឯកសារកម្ពុជា)
- ក្របខណ្ឌកម្មវិធីសិក្សាអប់រំចំណេះទូទៅ និងអប់រំបច្ចេកទេសឆ្នាំ ២០១៥
- សុវត្ថិភាពឆ្នាំ១៩៦០

9. List of Committees

គណៈកម្មការគ្រប់គ្រង

- ១- ឯកឧត្តមបណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន
- ២- ឯកឧត្តមបណ្ឌិតសភាចារ្យ ណាត ប៊ុនធឿន
- ៣- លោកជំទាវ ឃុន រចនា
- ៤- ឯកឧត្តម ពុត សាមិត្ត
- ៥- លោកបណ្ឌិត ម៉ុក សារ៉ុម
- ៦- ឯកឧត្តមបណ្ឌិត ស៊ិន សេងហុក
- ៧- លោក អោ សៀម

គណៈកម្មការរៀបចំកម្មវិធីសិក្សាលម្អិត

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|------------------------------|-----------------------|
| ១- ឯកឧត្តមបណ្ឌិត ស៊ិន សេងហុក | ១៣- លោក សាម សារ៉ុ |
| ២- លោកបណ្ឌិត ម៉ុក សារ៉ុម | ១៤- លោក ឡេង ហ្វី |
| ៣- លោក ឡុច ចាន់ថន | ១៥- លោក ប្រាក់ ពៅ |
| ៤- លោក ប៉ូរី វី | ១៦- លោក ផ្លុង តួន |
| ៥- លោកស្រី នូ ចន្ទី | ១៧- លោក យិន វណ្ណា |
| ៦- លោកបណ្ឌិត ចៅ លិន | ១៨- លោក បាន កក្កដា |
| ៧- លោក ង៉ែត ធឿន | ១៩- លោក ជុំ សាម |
| ៨- លោក មាស ជុតិមា | ២០- លោកស្រី ខុវ សោភ័ណ |
| ៩- លោក ប៉េង ទិព្យសុទ្ធី | ២១- លោក សំ សែន |
| ១០- លោក ទែន គឹមតុន | ២២- លោក លុយ ឡែម |
| ១១- លោកបណ្ឌិត កាង ស៊ីងឆាង | ២៣- លោក លឹម សិរីឌ្ឍី |
| ១២- លោក ញឹម បាក់ងន | ២៤- លោក ជា សៅវ៉ាន់ថន |

គណៈកម្មការត្រួតពិនិត្យ

- ១- ឯកឧត្តមបណ្ឌិតសភាចារ្យ **ណាត ប៊ុនរៀន**
- ២- ឯកឧត្តមបណ្ឌិតសភាចារ្យ **ច័ន្ទ សំណាញ**
- ៣- ឯកឧត្តមបណ្ឌិត **ជេត ជាលី**
- ៤- លោកបណ្ឌិត **ម៉ុក សារ៉ុម**
- ៥- លោក **យិន ធី**
- ៦- លោក **យឹម សារិន**
- ៧- លោក **ស៊ុន ប៊ុណ្ណា**
- ៨- លោក **វ៉ា វុទ្ធី**

លេខាធិការដ្ឋាន

- ១- លោកបណ្ឌិត **ម៉ុក សារ៉ុម**
- ២- លោកបណ្ឌិត **ជ័យ ចាន់អឿន**
- ៣- លោកបណ្ឌិត **យុន គឹមលាង**
- ៤- លោកបណ្ឌិត **ម៉ម សុផាតិ**
- ៥- លោក **អុន ស៊ីវុធា**
- ៦- លោក **យិន ធី**
- ៧- លោក **យឹម សារិន**
- ៨- លោក **ហាក់ ធម្មតា**
- ៩- លោកស្រី **វ៉ាន់ លីណា**

ជំនួយការបច្ចេកទេសកុំព្យូទ័រ

- ១- លោក **លឹម សុត្តារិទ្ធ**
- ២- លោក **អេង វណ្ណារិទ្ធ**
- ៣- លោក **មឿន លិនណា**
- ៤- លោក **ជួន ចៅ**

ATTITUDES

Personal, Family and Society Development
Entrepreneurship and Leadership
Responsibility
Fraternity
Integrity

KNOWLEDGE

Literacy and numeracy
Foreign languages
Information and Communication Technology

SKILLS

Analysis and creativity
Communication and teamwork
Applying knowledge