



KINGDOM OF CAMBODIA

Nation Religion King



Ministry of Education, Youth and Sport

SYLLABUS

Subject

Moral Civics

For

Upper Secondary Education

2018



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ៥០៤ អយក. ២៧

ប្រកាស
ស្តីពី

ការដាក់ឱ្យប្រើប្រាស់កម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជា
កម្រិតមធ្យមសិក្សាទុតិយភូមិ

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/០១៦៩/០១ 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 ស្តីពីការដាក់ឱ្យអនុវត្តក្របខណ្ឌកម្មវិធីសិក្សាចំណេះទូទៅនិងអប់រំបច្ចេកទេស
- តាមសំណើរបស់គណៈកម្មការនិងអនុគណៈកម្មការកែលម្អកម្មវិធីសិក្សានិងសៀវភៅសិក្សាគោល

សម្រេច

ប្រការ១ ..

ប្រកាសដាក់ឱ្យប្រើជាផ្លូវការ “កម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាទុតិយភូមិ” ។

ទំព័រ ១ នៃ ២

ប្រការ២ .-

កម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាទុតិយភូមិនេះ មានមាតិកាសំខាន់ៗ ដូចខាងក្រោម៖

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

ខ្លឹមសារលម្អិតនៃកម្មវិធីសិក្សាលម្អិតគ្រប់មុខវិជ្ជាកម្រិតមធ្យមសិក្សាទុតិយភូមិជាឧបសម្ព័ន្ធនៃប្រកាសនេះ។

ប្រការ៣ .-

បទបញ្ញត្តិទាំងឡាយណាដែលមានខ្លឹមសារផ្ទុយនឹងប្រកាសនេះត្រូវទុកជានិរាករណ៍។

ប្រការ៤ .-

អគ្គនាយកនៃអគ្គនាយកដ្ឋានរដ្ឋបាលនិងហិរញ្ញវត្ថុ អគ្គនាយកនៃអគ្គនាយកដ្ឋានអប់រំ អគ្គនាយកនៃអគ្គនាយកដ្ឋានឧត្តមសិក្សា អគ្គនាយកនៃអគ្គនាយកដ្ឋានគោលនយោបាយនិងផែនការ អគ្គនាយកនៃអគ្គនាយកដ្ឋានយុវជន អគ្គនាយកនៃអគ្គនាយកដ្ឋានកីឡា អគ្គនាយកនៃអគ្គនាយកដ្ឋានប្រធាននាយកដ្ឋានអភិវឌ្ឍកម្មវិធីសិក្សា ប្រធាននាយកដ្ឋានមធ្យមសិក្សាចំណេះទូទៅ ប្រធាននាយកដ្ឋានបណ្តុះបណ្តាលនិងក្រិតការ និងអ្នកពាក់ព័ន្ធត្រូវទទួលបន្ទុកអនុវត្តប្រកាសនេះឱ្យមានប្រសិទ្ធភាពតាមភារកិច្ចរៀងៗខ្លួនចាប់ពីថ្ងៃចុះហត្ថលេខាតទៅ។

ថ្ងៃ អាទិត្យ ១៦ ខែ មេសា ឆ្នាំ ២០១២ សំរឹទ្ធិស័ក ព.ស.២៥៦២

រាជធានីភ្នំពេញ ថ្ងៃទី ០៩ ខែ មេសា ឆ្នាំ ២០១២

រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា



Handwritten signature in blue ink over the seal and text.

បណ្ឌិតសភាចារ្យ ឃង់ ជួន ណារ៉ុន

កន្លែងទទួល :

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

បុព្វកថា

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

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

ក្រសួង សង្ឃឹមយ៉ាងមុតមាំថា កម្មវិធីសិក្សាលម្អិតនេះនឹងបម្រើជាប្រយោជន៍ដ៏មានប្រសិទ្ធភាពក្នុង ការអភិវឌ្ឍសៀវភៅសិក្សាគោល សម្ភារៈឧបទេស ឯកសារជំនួយនានាក្នុងការរៀននិងបង្រៀន និងឧបករណ៍ពិនិត្យ តាមដាន វាយតម្លៃផ្សេងៗ។

ក្រសួង សូមថ្លែងអំណរគុណយ៉ាងជ្រាលជ្រៅចំពោះអនុគណៈកម្មការមុខវិជ្ជាឯកទេសទាំងអស់ លេខាធិការដ្ឋានកែលម្អកម្មវិធីសិក្សានិងសៀវភៅសិក្សាគោល នាយកដ្ឋានអភិវឌ្ឍកម្មវិធីសិក្សា និងអ្នកពាក់ព័ន្ធ ទាំងអស់ដែលបានចូលរួមនិងដើរតួនាទីស្នូលក្នុងការសម្របសម្រួល ព្រមទាំងដឹកនាំរៀបចំតាក់តែងកម្មវិធីសិក្សា លម្អិតនេះឱ្យបានសម្រេចជាផ្លូវការឡើងនាពេលនេះ។ *លក/ក/ក*

ថ្ងៃ *អង្គារ* ថ្ងៃទី *០៤* ខែ *ឧសភា* ឆ្នាំច សំរឹទ្ធិស័ក ព.ស.២៥៦២
រាជធានីភ្នំពេញ ថ្ងៃទី *០៤* ខែ *ឧសភា* ឆ្នាំ២០១៨
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា
[Signature]
បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន

PREFACE

Education for students to have high qualification with development in all sectors is to develop them embodying the knowledge, skills and attitude balance to become full potential citizens necessary for future development agendas on individuals and the whole country.

The developemnt of curriculum reform is to acheive the quality of education and to make the betterment of living standard connecting curriculum and daily life. Ministry of Education, Youth and Sport, therefore, has reformed curriculum of all subjects, science and social studies, to be able to respond to employment demands, to benefit learners' needs and to serve investments.

Moral-Civics Syllabus is accordingly formed based on the Social Studies Syllabus for Foundation Education in 2006, Curriculum for General Foundation Education in 2006, Curriculum Standard, Social Studies in 2006, Educaiton on Anti-Corruption, Education on Global Citizenship, Education on Traffic Safety and various education situations in ASEAN community such as Singapore, Malaysia, Thailand, etc. We ensure that learners will be able to participate in social work and pursue higher education at national and international institutions.

The curriculum has been revised major contents, expectedated outcomes, study hours, guidlines, assessment, teaching methodologies and tables of syllabus from Grade 10 to 12. The expectation of each chapter will be demonstrated to teachers, parents and educators at all levels that there will be certainty to acquire students' compentencies after graduation of each grade.

The sub- committees of Moral-Civics subject at secondary education would like to express deep gratitude to the Ministry of Education, Youth and Sport who enforces and supports the process of this work successfully. We, sub committees, are delighted to recieve all constructive comments from teachers and relevant stakeholders.

Sub-committees of Moral-Civics Subject

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1. Introduction

Human being is one of the living organisms consisting of intuition and unlimited needs. Thus, people are striving for own needs everytime and this creates culture, belief, religion, society and science to serve their needs. Since 19th century, science has been developing till today, 21st century and is deemed a twoface weapon. Science issues and weapon competition as well as economy and trade situations have created complexity and challenges for living and daily communication.

Therefore, possible solutions and ethical principles have been endeavored for to educate people, mainstreaming indepth knowledge on those challenges and the world must be aware and rotate their attention on mental, spiritual and physical peace as well as value of human beings. In general, living with morality, respect and affection is the genuient requirement towards another who share the same world and this generates a peaceful world with sustainable development and harmony. Up to this context, education on morality and civics plays a vital role to fullfil the demands of individuals and to answer the mentioned questions.

“Moral-Civics” subject is procisely the cornerstone of education that enables students to become citizens equiping with global value and full potential. They are good citizens who respect the national and international laws and other codes of coducts. Furthermore, they are the new generation who respect the diversity of people, foster affections to hamanity and together peacefully preserve the value of individual, family, community and society. Last but not least, this subject will fabricate the mindset of care and love to the world and existances in the shared world.

The content of “Moral-Civics” subject guides learners to know how to conduct a research on various problems, continuous study and lifelong learning. Learners will know how to respect culture of humans in order to become purely full potential citizens of society and the whole world.

2. Goals and Objectives

The objectives of “Moral-Civics” education at Grade 10, 11 and 12 is to cultivate students’ knowledge on values of merit, human being (idea, spirit, conscience, and morality) and socio-culture and students will be shaped with high accountability for their actions and decision making. This subject is to construct self-confidence, positive attitudes, morality and decency in daily life of individuals in which students are able to handle difficult situations in family, community and society. It, moreover, is basically paramount for mental, physical and intellectual health care that enable students to slove problems legally and peacefully. On top of that, learners do not only take part in maintaining culture and civilization, but also contribute knowledge on human right and mandatory national and international laws.

This subject creates understanding about daily life in society, promotes comprehension on and loyalty towards territory, provides fundamental training on behaviors and characteristics of Cambodian people, and appries them to know their roles and responsibilities as necessary members of society who build and develop a prosperiously and harmoniously democracy-based society. Futhermore, it aims to enlighten learners as citizens who obey and respect national laws in order to ensure security, orders and society development – avoiding potentially negative behaviors – together establish a peaceful culture for all. This will be more advantageous to achieve the goals of “Moral-Civics” subject if boosting learners’ conscience to repsect and follow our tradition and culture, conserving and promoting peacefull culture, sustainably developing society and fostering good communication in region and in the world.

“Moral-Civics” Curriculum provides more knowledge as following:

- Allowing students to know social activities and encourage them to participate in maintaining security, uplifting the standard of living with well-being for individual and others, and cultivating clean environment with purely organic atmosphere.
- Making self-awareness in which students are members of society who are responsible for any social issue and have obligation to enhance the society.
- Making students feel proud of themselves and love not only themselves, family, community and society but also region and the world.
- Originating the ability of students to make consideration on the specialities of social and environmental phenomena, finding the best solutions together to solve problems, building capacity on collaboration and mutual help, demonstrating points of view and own research, and sharing with each other with peaceful spirit.
- Providing clear understanding about democracy, election and national constitution-based politics and understanding the relationship and differences between the three powers in Cambodia, legislative, executive and judicial powers.

To achieve the goal of education on “Moral-Civics” in Grade 10, 11 and 12, students will acquire three fundamental components as following:

2.1 Knowledge

- Providing learners knowledge on salient value, merit and morality of well-known philosophers in the world and how to prepare themselves as valuable persons in society.
- Instructing learners to know the histories of religion and belief and to comprehend the relationship between religions and social norms, etc.
- Furnishing comprehension to students on principal human rights, democracy, citizen right, and election responsibility or right.
- Alerting students to realize the negative effects of drugs and alcohol and training them on the advantages of mental, physical and intellectual health care.
- Creating awareness to students on humans’ intelligence, natural trend and value living, and to have consciousness on merit, equality, morality, tradition and religion.
- Cultivating understanding to students on relationship between right and public administrative law, governmental system, judicial institution in Cambodia, decentralization or centralization governance.
- Providing knowledge to students on law, human rights and relationship between human rights and perspectives of religions, society and state’s law.
- Equipping knowledge to students on the relationship between Kingdom of Cambodia and other countries in regions and in other parts of the world.

2.2 Skill

- Helping students to know the needed and wanted values of people, family and society and to know how to solve problems with merit and responsibility
- Encourage students to implement and respect the laws (natural, social and religious laws) of the state by participating, maintaining orders and security and developing the society
- Fostering students’ talent on problem solving and considering on norms and laws such as criminal law and civil law.
- Encouraging students to exercise their rights and duties as a citizen of the country legally stated in the Constitution of Kingdom of Cambodia
- Asking to students apply their capacities on critical thinking and evaluation on the advantages of religion, its role and its obligation in Cambodia as well as in the world.
- Motivating students to show and use simple fun activities in daily life, to have life skills to maintaining mental and spiritual health care, and to stay away from drugs, alcohol and gambling that ruin themselves, family and society
- Influencing students to illustrate their values of human, society, culture, religion with responsibility and to be able to use their skills to make the own decision wisely

- Appreciating students to exercise and respect the state's law and religion well with good judgement, and to participate in maintaining security, domestic orders and social orders, and to keep stability and improvement of society
- Asking students to describe and explain the three powers of Cambodia, legislative, executive and judicial powers, including the governance at provincial, district, commune, etc., and to exercise their rights and duties as citizens.
- Creating students' critical thinking skills on the benefits of good communication with neighbors, institution, society and other people around the world.

2.3 Attitude

- Teaching students to pay respect and give value to themselves, others, society and the world.
- Instructing students to equip with morality and merit and building their spirit of participation in maintenance and development of community and society with high conscience and strong responsibility.
- Shaping their heart to love their own lives, family and society and this must avoid drugs, alcohol and gambling.
- Building the spirit and interest of students to partake in development of community, national and international societies.
- Providing opportunities for students to take their high responsibilities in exercising their rights without abusing other people's right by implementing and respecting the law – the law on human right of United Nations in particular
- Educating students to respect and give values on freedom, belief on religion and religion practice, to preserve their own national identity and to conduct good communication with international community.

3. Main Principles

There are 4 major chapters of substantial topics of "Moral-Civics" curriculum. Chapter I: Human Values, Chapter II: Good Communication in Community, Chapter III: Culture and Religion and Chapter VI: Our Society. The lessons consisting in the chapters from Grade 10, Grade 11 and Grade 12 are dissimilar, yet most of them are relevant to one another. The contents of each grade will provide learners systematic competencies and Bloom's Taxonomy-based theory; remembering, understanding, applying, analyzing, evaluating and creating. These contents commence from low to high levels and according to the cognitive development of learners, situations of society and diversity of the world.

Chapter 1: Human Values

This chapter mainly focuses on:

- Emerging conscience of learners to put education as priority and to develop and preserve nations
- Boosting the appreciation of the way learners respect and exercise the laws, right and freedom appropriately
- Awarding how learners consist of morality, responsibility, human spirit and awakens as not only a core citizen of society but also a priceless man of the world.
- Inserting learners critical thinking skill, analyzing, judgement making, and evaluating crucial situations with wisdom
- Engaging the participation of learners to minister health care, ensure safety and stick with great honor for individual, family, society and humanity.
- Appreciating learners' creativity, initiation and conservation of nation's inheritance and humanity.

Chapter 2: Good Communication in Community

This chapter mainly focuses on:

- Illustrating the image of national identity, nationality and territory to learners and this inserts the awareness and preservation toward their homeland

- Fostering the respect on diversity of people by making good interpersonal communication among family, community, nation and the world and by together converting conflicts to peaceful consolidation
- Making an awareness of own duties, roles and obligations in communication with other people and authorities at all levels
- Shaping the hearts of learners to love and protect public properties as their belongs
- Providing understanding on democracy.

Chapter III: Culture, Religion and Education

This chapter mainly focuses on:

- Providing learners comprehension on culture, civilization, tradition and national pride in order to conserve the identities
- Giving learners advises to give their parents deep affection with high respect, gratitude and repayment as good children
- Inputting them general knowledge on histories and principal views of major religions in the world
- Encouraging learners to pay high respect on the diversity of the devotees of various religions (culture and civilization) and to create the happiness and harmony among religion and society
- Equipping learners with the global morality principles.

Chapter IV: Our Society

This chapter mainly focuses on:

- Inserting learners' characters with high responsibility as society's members who play vital roles in enhancing and developing the society
- Alerting the spirit of respecting religions, human rights, and national and international laws
- Embodying learners the love on humanity and environment
- Educating learners to live with morality
- Inspiring learners to set the future plans from themselves and society
- Providing an impact to learners to participate in anti-corruption campaign and to conduct social accountability
- Fostering the status of learners to be an ASEAN citizen who respects ASEAN's laws, women's rights and human rights and to fight for justice in society.

4. Teaching Hours

Grade	Weeks	Number of Hour/Week		Duration	Number of Hour/Year	
		Science	Social Science		Science	Social Science
10	35	2 hrs	3 hrs	50 mns	70 hrs	105 hrs
11	35	2 hrs	3 hrs	50 mns	70 hrs	105 hrs
12	35	2 hrs	3 hrs	50 mns	70 hrs	105 hrs

5. Implementation Guidelines

To implement "Moral-Civics" Curriculum successfully, teachers must:

- Create teaching and learning activities by accumulating students in classroom and dividing them into small groups and teachers play important roles as facilitators and instructors
- Mainstream the value of global citizen and civics education in teaching and learning activities in the main subjects and sub subjects of curriculum
- Conduct foundation-based observation in which requires students to use various ways to make the observation to seek for information and feedback of a proposed topic as their homework or additional research

- Encourage and strengthen their spirit of learning participation such as playing fun activities, doing role play, making a presentation, becoming a team leader and finding evidences and references to support their ideas
- Teach students from the ease to difficulty and from concrete existences to abstract that make them easy to understand and thus the inappropriate words in their level should be avoided
- Utilize teaching materials properly based on the contents of lesson and practice the sample work as much as possible
- Illustrate the pictures to students to make the observation and monitoring and equip the experiment materials for students to practice directly
- Inform students to prepare the experiment materials at least a day before the actual class starts
- Encourage students to ask and answer the questions, conduct research, analyse, consider, synthesize, and to practice in the sake of community and society.

Student's Practice

After completing "Moral-Civics" subject, students will be able to utilize the following principles:

- Respecting and giving value to people, animals, environment, religion, society and other cultures
- Living in harmony with other people in group, community and society regardless trend and belief
- Behaving as good citizens in family, community, society and the world
- Utilizing capacities, skills, talents and knowledge acquired from school to serve themselves, family and society
- Being a citizen who respect the social and natural laws, tradition, culture and religion of nation and the others
- Being a role model citizen of the society and the world consisting of wonderful civilization
- Helping each other, making good communication with others as brotherhood, living with morality, building solidarity and hearting nation, religion and king.

Teaching Methodology

Teaching methodology is the major priority to mainstream knowledge from teachers to students effectively in order to achieve the objective above. Teaching methodology must link with theories and direct practices in students' daily lives particularly.

Principle 1: "Moral-Civics" subject must employ student-center approach that enables students to do activities more than teachers do and this will lead to acquire knowledge, skill and attitude in each lesson according to the development of society and the world.

Principle 2: In teaching process, teachers must guide, support and encourage students to have self study and research. Teachers must be clear with teaching methodology and understand about students' cognitive and physical development to foster students on consideration, self-awareness, self-respect and respecting others. Students must be encouraged to reasonably debate, express opinions and accept other people's ideas with references. This approach includes discussion, induction, deduction, debate or exploration.

Principle 3: Teachers must provide students knowledge and skills to strengthen and gain their knowledge, experiences, talent and interest that make them feel loved and valuable with their study.

Principle 4: Applying teaching methodology must base on the contents of lessons and students' competencies connecting with their surrounding environment such as learning materials and information and communication technology (ICT).

Principle 5: Teachers must create the actual practices based on the contents in which students comprehend the reality of social events such as wedding ceremony, conferences, exhibitions, arts, national dances and traditional games through direct participation and observation. They must be given a chance to learn about culture, tradition and religious ceremonies of their nation and others and to participate in community work.

Teaching methodology is observed to be very necessary for teaching and learning process even though there is not any methodology considered as a perfect one yet. This means that from one lesson to another, teachers must apply different approaches and methods aligned with the contents. They must utilize their own techniques and be able to use teaching materials effectively to meet the aims and contents of the lessons.

6. Assessment

Assessment is very necessary and is paid attention to assess the students' performance in order to ensure the quality and effectiveness of teaching and learning at all grades. Assessment refers to the collection of information or evidences in order to make the assumption and decision as well as to find the strategy to improve teaching and learning process. The three indicators of assessment are knowledge, skill and attitude that students acquire from learning. The functions of assessment are to guide teaching and learning process to achieve the learning objectives and to measure the learning outcomes and competencies of learners in order to meet the expected outcomes of curriculum standard at national level.

Assessment is the measurement of learners' competencies based on curriculum standard to know how well their learning outcomes are. There are various types of assessment. First, teachers apply "diagnostic assessment or pre-assessment" before starting each lesson to test the level of each student. Then using "formative assessment" is the next practice to get feedback from students' understanding on the contents of lesson and teachers' teaching methodologies. Finally, "summative assessment" is made monthly, semesterly and annually at the end of lesson and academic year to measure students' learning outcomes after completing all lessons.

The objectives of assessment are:

- To measure the level of knowledge, skill and attitude of learners after finishing the lessons, chapters or any study programs at different grades and levels
- To measure how learners have changed or improved their mental process, intelligence and values such as morality, behavior, consolidation and love of culture or tradition, etc.
- To reflect the outcomes of teaching and learning that provide feedback to teachers, students, parents, school management committees and other educators to find ways to improve teaching and learning process. Providing feedback is necessary to alert the awareness to students about their strength and weakness in order to guide teaching and learning process with quality and effectiveness in pursuit of achieving the goal of education for all
- To provide information as a bridge that is advantageous for learners to make a decision for their future plan and their study at the next level.

Conditions of Assessment

To acquire the outcomes of assessment effectively and successfully, teachers must clearly determine on:

- Objectives of assessment (for what)
- Competencies or skills to be assessed (on what)
- Level of assessment (what level)
- Tools of assessment (writing, oral, role play, practice or direct observation)
- Date of assessment (when)
- Duration of assessment (how many minutes or hours)

7. Table of Syllabus

7.1. Syllabus for Grade 10

- Social science class: 105 hours (35 weeks/year) and (3 hours/week)
- Science class: 70 hours (35 weeks/year) and (2 hours/week)

Among all four chapters in grade 10, two hours have to be spent on science class

Contents	Expected Learning Outcomes	Hours
Chapter 1: Human Value		
Lesson 1: Notion of Philosophy <ol style="list-style-type: none"> 1. Concept of philosophy 2. Branches of philosophy 3. Philosophical methods 4. Doctrine of philosophy 5. Significances of learning philosophy 	Knowledge <ul style="list-style-type: none"> - Describe the concept, branches, doctrine of philosophy, philosophers and significances of philosophy Skill <ul style="list-style-type: none"> - Indicate the concept, branches, doctrine of philosophy and philosopher Attitude <ul style="list-style-type: none"> - Be spiritual in loving philosophy and using philosophical methods in solving the problems in daily living condition 	4 hrs
Lesson 2: Decency and Brahma-vihara <ol style="list-style-type: none"> 1. Definitions 2. Components of decency (decency, morality and virtue) 3. Components of Brahma-vihara (benevolence, compassion, empathetic joy and equanimity) 4. Importance of decency and Brahma-vihar 	Knowledge <ul style="list-style-type: none"> - Describe the concept of decency (decency, morality and virtue), Brahma-vihara and importance of implementation Skill <ul style="list-style-type: none"> - Illustrate the implementation and responsibility with decency (decency, morality and virtue) and Brahma-vihara Attitude <ul style="list-style-type: none"> - Inculcate the decent behavior (decency, morality and virtue) and Brahma-vihara 	4 hrs
Lesson 3: Creativity and Intellectual Property Right <ol style="list-style-type: none"> 1. Definition 2. Principles of developing creative ideas and intellectual property right 3. Using intellects for being creative Ways of solving problems with intellects 	Knowledge <ul style="list-style-type: none"> - Define the terms “creativity and intellectual property right” - Describe the value of using and solving problems with intellects Skill <ul style="list-style-type: none"> - Identify the ways of solving problems and using intellects Attitude <ul style="list-style-type: none"> - Develop the intellectual value as the power of creativity in solving the problems and comply with intellectual property rights 	4 hrs
Lesson 4: Decision <ol style="list-style-type: none"> 1. Prioritization 2. Planning guidelines of decision 3. Responsibility and decision 4. Financial decision 5. Result of making a decision 	Knowledge <ul style="list-style-type: none"> - Describe the planning guidelines of other decisions and financial decision Skill <ul style="list-style-type: none"> - Outline the decision planning and money saving Attitude <ul style="list-style-type: none"> - Be responsible for making a decision and saving money 	4 hrs
Lesson 5: Changes and Self-development <ol style="list-style-type: none"> 1. Definitions 2. Importance of self- 	Knowledge <ul style="list-style-type: none"> - Give the definitions of changes and self-development (mindset, attitude and body) 	4 hrs

<p>development</p> <p>3. Positive and negative changes Differences between human and natural changes</p>	<p>Skill</p> <ul style="list-style-type: none"> - Decipher the significances of self-development and positive changes <p>Attitude</p> <ul style="list-style-type: none"> - Stick to self-development in positive ways between human and nature 	
<p>Lesson 6: Improvement and prevention of individual and community welfare</p> <ol style="list-style-type: none"> 1. Difications 2. Strategies in improving community welfare Welfare and responsibilities of citizens 3. Participation of citizens in improving community welfare 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the meanings and strategies of improving community welfare (physical education, food safety, clean environment in living) <p>Skill</p> <ul style="list-style-type: none"> - Outline the participative activities in improving individual and citizen's welfare (safe and secured village and commune) <p>Attitude</p> <ul style="list-style-type: none"> - Love him/herself, community and help develop community 	3 hrs
<p>Lesson 7: Good and Honest Citizen</p> <ol style="list-style-type: none"> 1. Definitions 2. Personalities of good and honest Citizen 3. Value and attitude of good and honest citizen 4. Roles of good and honest citizen and peace build-up Rights and responsibilities for national and international societies 	<p>Knowledge</p> <ul style="list-style-type: none"> - Set the definition and value of good and honest citizen - Describe the personalities of good and honest citizen <p>Skill</p> <ul style="list-style-type: none"> - Illustrate the duties of good and honest citizen and peace build-up <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to maintain peace 	3 hrs
<p>Lesson 8: Needs and Rights</p> <ol style="list-style-type: none"> 1. Definitions 2. Needs and human right 3. Needs and citizen's right at community 4. Ways of changing him/herself and society through needs and rights 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the definitions, needs and human right - Describe Maslow's hierarchy of needs and rights - Describe connections between needs and citizen's right at community <p>Skill</p> <ul style="list-style-type: none"> - Utilize right needs for developing him/herself, family and community <p>Attitude</p> <ul style="list-style-type: none"> - Stick to the principles in utilizing needs and rights appropriately 	3 hrs
<p>Lesson 9: Rights and Citizen's Duties</p> <ol style="list-style-type: none"> 1. Definitons 2. Tpyes of human right 3. Principles of human right and duties of citizen 4. Rights of ethnical minority in Cambodia 5. Government's prevention and enhancement towards rights of ethnic minority 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the meaning of citizen's duties - Describe other rights of citizen in democratic society: citizen, political right, economic right (right for financial information), social right, cultural right through Cambodian constitution and international laws - Comprehend identities, rights, duties and participation of ethnic minority towards society in Cambodia <p>Skill</p> <ul style="list-style-type: none"> - Exercise his/her rights as a citizen in living nobly - Utilize and respect other ethnic minority's rights <p>Attitude</p> <ul style="list-style-type: none"> - Stick to be a good citizen complied with law guidelines. 	3 hrs

Lesson 10: Goals and Means of Participation 1. Definitions 2. Participation and challenges at local and national levels 3. Participation encouragement and solutions to challenges at local and national levels 4. Benefits of participation local and national levels	Knowledge - Define and set the goals and means - Discuss and compromise to solve the social problems at local and national levels Skill - Choose the goals complied with social law and figure out any solutions to other problems Attitude - Bear with positive attitude in utilizing means and goals in partaking to develop the society	3 hrs
Chapter 2: Good Communication in Community		
Lesson 1: Definitions 1. Types of identification 2. Importance of identification 3. The participation of protecting national identities	Knowledge - Define the term “identification” - Describe the types and importance of individual, national, regional and global identities Skill - Show and value his/her identity and others’ Attitude - Partake in maintaining national identity	3 hrs
Lesson 2: Self and Others’ Respects 1. Concept of love 2. Forgiveness 3. Honest people 4. Positive words 5. Self and others’ comparison 6. Self-mastering 7. Our value 8. Benefits of self and other’s respect	Knowledge - Illustrate the value of self and others’ respect, honesty and the acknowledgement of his/her mistakes Skill - Show the conscience in respecting him/herself and others and mastering on him/herself Attitude - Adhere to positive attitude in respecting him/herself and others	
Lesson 3: Happiness in Family 1. Definitions 2. Wedding reception 3. Child and family 4. Social functions and ethics of family	Knowledge - Define the phrase “family happiness” - Describe the conditions of happiness in family such as materialistic condition, misery condition, ethics condition and social condition Skill - Show the relationship between child and family - Show the social and ethics functions of family Attitude - Love family members and partake in contributing happiness to family	3 hrs
Lesson 4: Peaceful Community 1. Notion of peace 2. Mutual tolerance and friendly feedback 3. Alliance tie 4. Equity and justice 5. Good governance 6. Communication negotiation and advocacy with peaceful ways 7. Behavioral improvement of positive society	Knowledge - Describe the tolerance towards others and harmonization in peaceful communities Skills - Raise examples of mutual tolerance, recommendation and justice in community Attitude - Be spiritual in correcting him/herself, relatives, friends or classmates - Love peace, justice, equity and solidarity	3 hrs

<p>Lesson 5: Roles, Duties and Commitments of Citizen</p> <ol style="list-style-type: none"> 1. Roles and duties of citizen in social affair 2. Commitments to improving and protecting individual and community welfare 3. Empowerment to getting supportiveness from citizen 4. Education to getting the involvement in social development 	<p>Knowledge</p> <ul style="list-style-type: none"> - Outline the roles, duties and participation in social development - Describe the ways of improving and protecting individual and community welfare <p>Skill</p> <ul style="list-style-type: none"> - Illustrate the citizen's roles in building up and developing society <p>Attitude</p> <ul style="list-style-type: none"> - Partake in improving and protecting individual and community welfare 	3 hrs
<p>Lesson 6: Gender and Finance</p> <ol style="list-style-type: none"> 1. Definitions 2. Sex, gender and violence 3. Roles of gender and finance 4. Equity and inequity of gender 5. Importance of complying with gender roles 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms "gender and finance" - Outline the power inequality, economic inequality, quarrel, discrimination and positive analysis towards gender <p>Skill</p> <ul style="list-style-type: none"> - Outline the roles of gender and financial use of gender equity in family <p>Attitude</p> <ul style="list-style-type: none"> - Be spiritual in partaking in respecting and enhancing gender and women's roles 	3 hrs
<p>Lesson 7: Administration of Municipality, Province, Town, District/Khan</p> <ol style="list-style-type: none"> 1. Administration 2. Administrative structure of sub-national level 3. Roles and tasks of sub-national level 4. Roles and duties of governors and councils 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe administrative management and structure of sub-national administration - Differentiate the governors and councils - Outline the roles and duties of sub-national administration <p>Skill</p> <ul style="list-style-type: none"> - Decipher the administrative management, roles and duties of locality <p>Attitude</p> <ul style="list-style-type: none"> - Partake in complying with good governance with effectiveness 	3 hrs
<p>Lesson 8: Youths and Community Development</p> <ol style="list-style-type: none"> 1. Definitions 2. Roles and duties of Cambodian Youths 3. Youths as catalyst power for development 4. Youth resource development 5. Good youth 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms "youth and development" - Outline the roles and duties and participation in developing community and nation <p>Skill</p> <ul style="list-style-type: none"> - Perform roles and duties and partake in developing country <p>Attitude</p> <ul style="list-style-type: none"> - Be conscious, love his/her roles and duties in the name of a youth and society member 	3 hrs
<p>Lesson 9: Parents and Legacy</p> <ol style="list-style-type: none"> 1. Definitions 2. Relationship between parents and their child 3. Relationship between parents and their adoptive child 4. Divorce and property division 5. Legacy division and receiving 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term "heritance" - Describe the relationship between parents and legitimate children and inheritance and property division <p>Skills</p> <ul style="list-style-type: none"> - Outline the personalities of heir, types of inheritance and form of will (testament of the dead) - Differentiate between legal inheritance and hierarchic inheritance and impossible cases which cannot receive 	3 hrs

	<p>the inheritance</p> <p>Attitude</p> <ul style="list-style-type: none"> - Be spiritual in fulfilling roles and duties of inheriting which cited in inheritance right 	
Chapter 3: Culture and Religions		
<p>Lesson 1: Civilization</p> <ol style="list-style-type: none"> 1. Definitions 2. Branches of civilization 3. Connection between culture and social culture 4. Connection between Cambodian and foreign civilization 5. Value of Cambodian civilization 6. Challenges in living in the diverse culture 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “civilization” through philosophers’ theories - Describe the connection between Cambodian and foreign civilization <p>Skills</p> <ul style="list-style-type: none"> - Show the branches of civilization and its importance <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of protecting Khmer civilization 	3 hrs
<p>Lesson 2: Khmerization</p> <ol style="list-style-type: none"> 1. Definitions 2. Origins of Kh 3. The influx of foreigners and other culture 4. Socialization of Khmer 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “Khmerization” - Describe the Khmer socialization and origin <p>Skill</p> <ul style="list-style-type: none"> - Decipher the meaning of social Khmerization <p>Attitude</p> <ul style="list-style-type: none"> - Develop the love of nation, culture and society and support Khmer products 	3 hrs
<p>Lesson 3: Belief and Khmer Custom</p> <ol style="list-style-type: none"> 1. Origins of belief and creation of Khmer custom 2. Ancestors’ respect 3. Other festivities in Khmer custom 	<p>Knowledge</p> <ul style="list-style-type: none"> - Learn the origin of Khmer custom and other festivities from past till present <p>Skill</p> <ul style="list-style-type: none"> - Be able to decipher and explain Khmer custom and belief <p>Attitude</p> <ul style="list-style-type: none"> - Love and partake in conserving Khmer belief and custom 	3 hrs
<p>Lesson 4: National and Religious Festivities</p> <ol style="list-style-type: none"> 1. Definitions 2. Khmer New Year 3. Water Festival 4. Phcum Ben Day 5. Gratitude Day 6. Visak Bochea Day 7. Meak Bochea Day 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the phrases “national and religious festivities” - Identify the national and religious festivities in Khmer society such as Khmer New Year, Water Festival, Phcum Ben Day, Gratitude Day, Visak Bochea Day and Meak Bochea Day <p>Skill</p> <ul style="list-style-type: none"> - Respect and comply with Khmer New Year, Water Festival, Phcum Ben Day, Gratitude Day, Visak Bochea Day and Meak Bochea Day <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of protecting and conserving national and religious festivities 	3 hrs
<p>Lesson 5: Khmer Traditional Wedding Reception</p> <ol style="list-style-type: none"> 1. Definition of wedding reception 2. The evolution of Khmer wedding reception 3. Proposing and engagement ceremonies 4. Khmer current wedding 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “wedding reception” - Show the evolution and arrangement of Khmer traditional wedding reception <p>Skill</p> <ul style="list-style-type: none"> - Be able to arrange the wedding reception in Khmer traditional ways 	3 hrs

reception	Attitude <ul style="list-style-type: none"> - Be aware of participation, prevention and conservation of Khmer wedding ceremony. 	
Lesson 6: Parents' Good Deed <ol style="list-style-type: none"> 1. Fetus protection and birth spacing 2. Childrase of parents 3. Child's gratitude repayment and gratefulness 4. Parents are Brahma 5. Parents are first teachers 6. Parents are honorees (Ahuyeya) 	Knowledge <ul style="list-style-type: none"> - Know the hardship of parents in giving a birth, protecting fetus and raising their child Skill <ul style="list-style-type: none"> - Repay the gratitude in the name of a good child Attitude <ul style="list-style-type: none"> - Love, respect and be grateful to parents 	3 hrs
Chapter 4: Our Nation		
Lesson 1: Definition <ol style="list-style-type: none"> 1. Sense and will development 2. Job conscience and esponsibility 3. Conscience and loving our nation 	Knowledge <ul style="list-style-type: none"> - Define the term "conscience" - Describe the notion of conscience, will and sense Skill <ul style="list-style-type: none"> - Show the ways of developing the conscience, will and sense Attitude <ul style="list-style-type: none"> - Be spiritual in loving and respecting will and conscience 	3 hrs
Lesson 2: Cambodian Court Organization <ol style="list-style-type: none"> 1. Definition 2. Structure of Cambodian court organization 3. Expert court and constituents 4. Authorized police in court organization 5. Process of court organization 6. Roles and duties of Cambodian court 7. Importance of independent court organization 	Knowledge <ul style="list-style-type: none"> - Define the term "court organization" - Describe the constituents of lower and upper courts and authorization of court organization Skills <ul style="list-style-type: none"> - Find out the roles and duties of the court - Determine the roles and duties of expert courts Attitude <ul style="list-style-type: none"> - Jointly implement the law appropriately and be spiritually responsible for his/her actions 	3 hrs
Lesson 3: Equity and Inequity <ol style="list-style-type: none"> 1. Definition 2. Causes of being inequitable 3. Gaps between the rich and the poor 4. Negative impacts of inequity 5. Ways of reducing inequity 	Knowledge <ul style="list-style-type: none"> - Show the notions of equity and inequity - Describe the factors causing power inequity, economics inequity, squirrels, discrimination and negative analysis Skill <ul style="list-style-type: none"> - Show the causes of being inequitable Attitude <ul style="list-style-type: none"> - Develop the spirit of reducing inequity and enhancing equity 	3 hrs
Lesson 4: Peace and Conflicts <ol style="list-style-type: none"> 1. Definition 2. Types of conflicts 3. Causes of conflicts 4. Difficulty of conflicts and peace building 5. Significances of peace 6. The enhancement and prevention of individual and community welfare 7. Concepts of peace, common ideas and violence 	Knowledge <ul style="list-style-type: none"> - Define the terms "peace and conflict" - Describe the sources of causing conflicts and the significances of building up peace Skills <ul style="list-style-type: none"> - Show the positive and negative views of conflicts and peace - Reflect the experience of each person's views Attitude <ul style="list-style-type: none"> - Develop the spirit of solving the conflicts in peaceful ways and adhere to non-violence 	3 hrs

Lesson 5: Mental Health <ol style="list-style-type: none"> 1. Definition 2. Causes of mental problems 3. Mental stress 4. Types of mental problems 5. Ways of curing mental problems 6. Current situation of mental health in Cambodia 7. The improvement of mental health services 	Knowledge <ul style="list-style-type: none"> - Decipher the causes of mental problems - Identify the types, symptoms and ways of curing mental problems such as anxiety disorder, physical disorder, depression and post-traumatic stress Skill <ul style="list-style-type: none"> - Show the causes, types, symptoms and ways of treating mental problems Attitude <ul style="list-style-type: none"> - Jointly solve the mental problems and abstain from mental problems 	3 hrs
Lesson 6: Disadvantages of Smoking and Drinking <ol style="list-style-type: none"> 1. General knowledge about cigarette and alcohols 2. Causes of smoking and drinking 3. Current situation of drinking and smoking in Cambodia 4. Ways of escaping from drinking and smoking 	Knowledge <ul style="list-style-type: none"> - Describe the disadvantages of drinking and smoking Skill <ul style="list-style-type: none"> - Show the negative impacts and solutions of drinking and smoking Attitude <ul style="list-style-type: none"> - Develop the spirit of avoiding smoking and drinking 	3 hrs
Lesson 7: Research <ol style="list-style-type: none"> 1. Definition 2. Introduction to research 3. Literature review 4. Research methodology 5. Research outcome 6. Conclusions and recommendation 	Knowledge <ul style="list-style-type: none"> - Define the term “research” - Describe the steps of doing research Skill <ul style="list-style-type: none"> - Show the steps and ways of doing research Attitude <ul style="list-style-type: none"> - Develop the spirit of loving research 	4 hrs
Lesson 8: Census in Cambodia <ol style="list-style-type: none"> 1. History of conducting a census 2. Causes of conducting a census 3. Challenges in conducting a census 4. Significances of conducting a census 	Knowledge <ul style="list-style-type: none"> - Define the term “census” - Describe the history, challenges and significances of conducting a census Skill <ul style="list-style-type: none"> - Show the reasons and significances of conducting a census in the purpose of analyzing the occurred problems and planning for community development Attitude <ul style="list-style-type: none"> - Maintain positive attitude and actively involved in other plans for community development 	3 hrs
Lesson 9: Road Use and Traffic Laws <ol style="list-style-type: none"> 1. Road use 2. Road traffic laws 3. Traffic signs 4. Rights of road users 5. Causes of traffic accidents 6. Negative impacts of traffic accidents 7. Measures of preventing traffic accidents 	Knowledge <ul style="list-style-type: none"> - Describe the types of roads, other causes and solutions to traffic accidents - Outline the rights of road users Skill <ul style="list-style-type: none"> - Decipher the reasons and be able to solve the traffic accidents and negative impacts Attitude <ul style="list-style-type: none"> - Develop the spirit of abiding by the road traffic laws, promote and enhance the traffic law respect 	4 hrs

7.2. Syllabus for Grade 11

- Social-science class for 105 hours (35 weeks/ year)(3hrs/ week)
- Science class for 70 hours (35weeks/year) (2hrs/week)

Among all four chapters in grade 11, two hours have to be spent on science class

Contents	Expected Learning Outcomes	Time
Chapter 1 Human Value		
Lesson 1: Self-consciousness <ol style="list-style-type: none"> 1. Notion of self-consciousness 2. Necessity of self-consciousness to be a full-fledged citizen 3. Ways to building up self-confidence 	Knowledge <ul style="list-style-type: none"> - Indicate the meaning of self-consciousness and building up self-confidence to become a full-fledge citizen. Skill <ul style="list-style-type: none"> - Determine the ways to develop and bolster self-confidence Attitude <ul style="list-style-type: none"> - Adhere to positive attitude towards society. 	3 hrs
Lesson 2: Quality of Life <ol style="list-style-type: none"> 1. Definition 2. Necessity of life quality 3. Pushing factors to having life quality 4. Disturbing factors of life quality 5. Life quality and corruption 6. Raising awareness of health in community to have quality of life 	Knowledge <ul style="list-style-type: none"> - Define the definition of the word 'life quality' and determine its importance. Skill <ul style="list-style-type: none"> - Explain the pushing factors to completely have the quality of life and distracting factors Attitude <ul style="list-style-type: none"> - Develop good attitude in living and knowing how to seek for quality and meaningfulness of life 	3hrs
Lesson 3: Value of Education <ol style="list-style-type: none"> 1. Definition 2. Philosophical value of education 3. Value of ideas, consciousness, and intellectual property right 4. Value of organism 5. Importance of education 	Knowledge <ul style="list-style-type: none"> - Explain the values of philosophy, ideas, consciousness, and organism. Skill <ul style="list-style-type: none"> - Use the philosophical value, value of idea and consciousness, and value of organism for the sake of himself/ herself, family, and society. Attitude <ul style="list-style-type: none"> - Develop the spirit of appreciating education in order to become a good person. 	3hrs
Lesson 4: Human Philosophy <ol style="list-style-type: none"> 1. Definition 2. Human and god 3. Value of Cambodian 4. Deferent theories of human philosophy 5. Human and society 6. Importance of human philosophy's usages 	Knowledge <ul style="list-style-type: none"> - Determine the meaning of human philosophy, importance, and Cambodian value. Skill <ul style="list-style-type: none"> - Show the traits of human, nature, god, and Cambodian value. Attitude <ul style="list-style-type: none"> - Develop the spirit of love towards him/herself, society, and the world in the name of the Cambodian. 	3hrs
Lesson 5: Violence and Non-violence <ol style="list-style-type: none"> 1. Definition 2. Forms of violence and non-violence 3. Some aspects of non-viole 4. Drawbacks of and methods to prevent violence 5. Advantages of practicing non-violence 	Knowledge <ul style="list-style-type: none"> - Describe the meaning, types, and root causes of violence and non-violence. - Explain negative impacts of violence and strategies to prevent it. Skill <ul style="list-style-type: none"> - Indicate theories in relation to non-violence and violence. 	3hrs

	<p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of adhering to non-violence and avoiding violence. 	
<p>Lesson 6: Sincerity and Integrity</p> <ol style="list-style-type: none"> 1. Definition 2. Different views of sincerity and integrity 3. Bad impacts of not behaving in a sincere way and integrity 4. Importance of adhering to sincerity and integrity in living 5. Practicing sincerity and integrity 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the words “sincerity” and “integrity”. - Elaborate some viewpoints of sincerity and integrity. <p>Skill</p> <ul style="list-style-type: none"> - Clearly explain the significances of adhering to and practicing sincerity and integrity. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of sticking to integrity in living. 	4hrs
<p>Lesson 7: Right and Freedom</p> <ol style="list-style-type: none"> 1. Definition 2. Aspects and principles of right and freedom 3. Forms of using right and freedom 4. Difficulty in using right and freedom 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “right” and “freedom”. - Describe how to use right and freedom. <p>Skill</p> <ul style="list-style-type: none"> - Use right and freedom by complying with other people’s right. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit citizens to know right and limitation of freedom under law 	4hrs
<p>Lesson 8: Judgment</p> <ol style="list-style-type: none"> 1. Definition 2. Characteristics of judgment in accordance with developing methods 3. Judgment based on subjectivity and objectivity 4. Accurate judgment 	<p>Knowledge</p> <ul style="list-style-type: none"> - Provide the definition of the word “judgment” - Describe the meaning of the word “judgment” in a subjective and objective ways, wise and unwise ways, and think in a critical way. <p>Skill</p> <ul style="list-style-type: none"> - Differentiate the judgment in subjectivity, objectivity, and accuracy. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of thinking critically before judging something. 	3hrs
<p>Lesson 9: Right Practicing and Protecting</p> <ol style="list-style-type: none"> 1. Definition 2. General principles of using right 3. Self-defense in terms of right violation 4. Prevention from right violation 5. Youth role in collaboratively preventing right violation 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the words “right usage” and “right protection”. - Show the general principles of right use and protection <p>Skill</p> <ul style="list-style-type: none"> - Use his or her self-defense rights complied legally and youth’s roles in collaboratively preventing right violation. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respecting the rights and preventing the right violation of himself or herself, family, and society. 	3hrs
<p>Lesson 10: Moral and Science</p> <ol style="list-style-type: none"> 1. Definition 2. Humans are the organism having morality 3. Relationship between morality and science 4. Drawbacks of science lacking morality 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the words “morality” and “science”. - Indicate the relationship between morality and science. <p>Skill</p> <ul style="list-style-type: none"> - Use morality and science accurately for the sake society. 	3hrs

	Attitude - Develop the spirit of using science morally.	
Chapter 2: Good Relationship in Community		
Lesson 1: Democracy 1. Definition 2. Essential elements of democracy 3. Roles and duties of political parties in democratic society 4. Democratic election 5. Multi-party system 6. Division of power 7. Importance of practicing democracy	Knowledge - Provide the definition of the word “democracy”. - Explain right, freedom, equality, rule of law, and freedom of press, expression, and representative selection. - Describe the main principles of democracy progression and voting. Skill - Show the importance and the principles of democracy. Attitude - Develop the spirit of practicing democracy both in class and in society.	3hrs
Lesson 2: Transparency, Equality, and Equity 1. Definition 2. Different theories of transparency, equality, and equity 3. Relationship among transparency, equality, and equity 4. Pictures and significances of practicing transparency, equality, and equity	Knowledge - Define the terms “transparency”, “equality”, and “equity”. - Explain the importance of transparency, equality, and equity. Skill - Indicate philosophy of and relationship among transparency, equality, and equity. Attitude - Develop the spirit of practicing transparency, equality, and equity in both working and living.	5hrs
Lesson 3: Solidarity 1. Definition 2. Pictures of solidarity 3. Roots of solidarity 4. Impacts of solidarity 5. Political decision and people’s joining with solidarity	Knowledge - Give the definition of the word “solidarity” - Describe the root causes of solidarity Skill - Show the importance of solidarity and solutions to problems. Attitude - Develop the spirit of collaboration and solidarity.	3hrs
Lesson 4: People`s Roles in Community 1. People`s roles in community 2. Roles in economy and saving in communities 3. Roles in social affairs and environment 4. Roles in culture and tourism 5. Roles in social security 6. Collaborative activities for fair society	Knowledge - Describe people`s roles in community, cultural society, social affairs, politics, and social fair. Skill - Show what people are supposed to do in order to be involved in developing and protecting security in shelter locally and internationally. Attitude - Develop the spirit of collaboratively improving community and foreign countries.	3hrs
Lesson 5: Art of Advocacy 1. Definition 2. Types of advocacy 3. Necessity and appropriate strategy of advocacy 4. Moral of advocacy 5. Discussion and principle of expression	Knowledge - Define the term “advocacy”. - Describe the meaning and sorts of advocacy, and the principles of expression. Skill - Determine the necessity and suitable ways of advocacy.	4hrs

	<p>Attitude</p> <ul style="list-style-type: none"> - Be willing to advocate for the benefits of individuals, community, and society. 	
<p>Lesson 6: Political Party</p> <ol style="list-style-type: none"> 1. Definition 2. Rules of political party 3. Origin of political party 4. Duty of political party 5. Structure of political party 6. Political party and power 7. System of political party 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the word “political party”. - Describe various types of political party system: establishment, role, structure, and power of political party. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the system, roles, establishment, and power of political party. <p>Attitude</p> <ul style="list-style-type: none"> - Join any political party based on his or her own decision. 	3hrs
<p>Lesson 7: Standing for an Election and Election</p> <ol style="list-style-type: none"> 1. Election and election laws 2. Right of election and registering as a candidate 3. Registration and process of election 4. Universal election and non-universal election 5. Significance of election 	<p>Knowledge</p> <ul style="list-style-type: none"> - Show the process, registration, and right of voting in Cambodia. <p>Skills</p> <ul style="list-style-type: none"> - Indicate the right, role, and responsibility of people in election. - Differentiate between universal election and non-universal election. <p>Attitude</p> <ul style="list-style-type: none"> - Jointly exercise the election law in the name of a good citizen 	3hrs
<p>Lesson 8: Public Administration</p> <ol style="list-style-type: none"> 1. Definition 2. History of establishing public administration 3. Role and managerial system of administration 4. Power of public administration 5. Advantages and disadvantages of not practicing public administration in Khmer society 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “public administration”. - Describe the history of existence, role, management system, and power of public administration. <p>Skill</p> <ul style="list-style-type: none"> - Outline advantages and disadvantages of not practicing public administration in Khmer society <p>Attitude</p> <ul style="list-style-type: none"> - Collaboratively obey the laws and other regulations of society. 	3hrs
<p>Lesson 9: Public and Private Properties</p> <ol style="list-style-type: none"> 1. Public property 2. Private property 3. Transference and possession of real estate and non-real estate 4. Vandalism of public and private property 5. Conscience of taking care of public property 	<p>Knowledge</p> <ul style="list-style-type: none"> - Determine the public and private properties, and know-how. - Elaborate the vandalism of public and private properties. <p>Skill</p> <ul style="list-style-type: none"> - Distinguish between public and private properties. <p>Attitude</p> <ul style="list-style-type: none"> - Take good care of both public and private properties according to law principles 	3hrs
<p>Lesson 10: Right of Races in Cambodia</p> <ol style="list-style-type: none"> 1. Culture of ethnic minority in Cambodia 2. Various ethnicities and cultures 3. Rights of ethnic minority 4. Ethnic minority`s needs and government`s responses 5. Promotion and protection human 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the cultural identity of ethnic minority and other ethnicities in Cambodia. <p>Skills</p> <ul style="list-style-type: none"> - Indicate the rights and needs of other ethnicities - Discuss the rights and needs of ethnic minority in local and respect their uniqueness in the society. 	3hrs

right for everyone	Attitude - Love and respect ethnic minority as the name of human without discrimination.	
Chapter 3: Culture, Religion, and Education		
Lesson 1: World History 1. Definition 2. Origin of human and belief 3. Chief religions in the world 4. Respects for religions	Knowledge - Determine the term “religion”. - Describe the origin of belief and religion. Skill - Show main religions all over the world. Attitude - Respect, love, and appreciate religions.	3hrs
Lesson 2: Prom Mann- Hinduism 1. Origin 2. Veda Book 3. Social class division 4. Moka (Yoga) toward purposes 5. Stages of life 6. Needs and purposes of Hinduism 7. Practices and celebrities of Hinduism 8. Influences of Hinduism on Khmer society 9. Importance of Hinduism	Knowledge - Describe the origin, practices, and other religious ceremonies in Khmer society. Skill - Practice Hinduism for his/her own sakes Attitude - Develop positive attitude towards Hinduism.	3hrs
Lesson 3: Buddhism 1. Short history of Buddhism 2. Theory of Kama 3. Interaction of cause and effect 4. Noble truth 5. Middle path 6. Practicing Buddhist philosophy	Knowledge - Describe theories applied in Mahayana and Hinayana. Skill - Show the decent respect and practice of religion. Attitude - Develop the spirit of respect and appreciating Buddhism.	3hrs
Lesson 4: Christianity 1. Birth of Jesus 2. Priority of Christianity in Khmer society 3. Novitiation ceremony and it’s meaning 4. Sect in Christianity 5. Significance of Christianity in Khmer society 6. Philosophy of Christianity	Knowledge - Describe the origin, novitiation ceremony, meaning, importance, and philosophical theories of Christianity. Skill - Find out the origin, novitiation ceremony, meaning, importance, and philosophical theories of Christianity. Attitude - Develop the spirit of respecting and non-discriminating Christianity.	3hrs
Lesson 5: Muslim 1. Origin of Muslim 2. Priority of Muslim in Khmer society 3. Sect of Muslim 4. Significance of Muslim in Khmer society 5. Muslim philosophy	Knowledge - Describe the origin, meaning, importance, and philosophical theories of Muslim. Skill - Explain the origin, meaning, importance, and philosophical theories of Muslim. Attitude - Develop the spirit of respecting and non-discriminating Muslim.	3hrs
Lesson 6: Taoism And Shinto 1. History of Taoism and Shinto 2. Practicing Taoism and Shinto 3. Significance of Taoism and Shinto	Knowledge - Describe the history of Taoism and Shinto. - Explain the practicing and advice of Taoism and	3hrs

<p>4. Philosophy of Taoism and Shinto</p>	<p>Shinto.</p> <p>Skill</p> <ul style="list-style-type: none"> - Find out the philosophy of Taoism and Shinto. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respecting and non-discriminating Taoism and Shinto. 	
<p>Chapter 4: Our Society</p>		
<p>Lesson 1: Human and Environment</p> <ol style="list-style-type: none"> 1. Definition 2. Relationship between human and environment 3. Environment and natural resource 4. Law and policy of environment 5. Cause and effect of environmental degradation 6. Sustainable development 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “environment”. - Indicate the relationship between human and environment, cause and effect of damaging environment. <p>Skill</p> <ul style="list-style-type: none"> - Show the law and policy of environment and negative impacts of environmental degradation <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of loving and protecting natural environment. 	<p>3hrs</p>
<p>Lesson 2: Working in Private Sector</p> <ol style="list-style-type: none"> 1. Labor law 2. General working condition 3. Employee training 4. Employment contract 5. Employment condition 6. Working harm 7. Argument and solution in working 	<p>Knowledge</p> <ul style="list-style-type: none"> - Show general working condition, employee training, employment contract, employment condition, harm working, argument and solution in working. <p>Skill</p> <ul style="list-style-type: none"> - Explain employment condition and labor law that are prescribed. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the conscience about working and obeying the labor law. 	<p>3hrs</p>
<p>Lesson 3: Vocational Selection</p> <ol style="list-style-type: none"> 1. Definition 2. Vocational orientation 3. Condition in choosing skills 4. Side effect of wrongly vocational selection 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the word “vocation”. - Show how to correctly select skill centered on thinking of affordability, ability, wish, and need in job market. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the significance of vocational orientation as well as skills in banking and finance. <p>Attitude</p> <ul style="list-style-type: none"> - Be responsible for choosing skill and vocation in accordance with job market, wish, and ability. 	<p>3hrs</p>
<p>Lesson 4: Professional Ethics</p> <ol style="list-style-type: none"> 1. Definition 2. Importance of professional ethics 3. Bad impact of lacking professional ethics 4. Practice of professional ethics and responsibility for society 	<p>Knowledge</p> <ul style="list-style-type: none"> - Provide the definition of the word “professional ethics”. - Explain the importance of professional ethics and negative impacts of lacking professional ethics. <p>Skill</p> <ul style="list-style-type: none"> - Show the practice of professional ethics and responsibility for society. <p>Attitude</p> <ul style="list-style-type: none"> - Conscientiously respect and appreciate professional ethics. 	<p>3hrs</p>
<p>Lesson 5: Harm Management</p> <ol style="list-style-type: none"> 5.1 Definition 5.2 Describe kinds of harms and 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “harm”. - Indicate the importance and advantaged of 	<p>2hrs</p>

<p>harms in financial business 5.3 Importance of harm management and financial harm management 5.4 Strategy for managing harm</p>	<p>managing financial harm.</p> <p>Skill</p> <ul style="list-style-type: none"> - Use ability, procedures, and talent to manage harm personally. <p>Attitude</p> <ul style="list-style-type: none"> - Collaboratively prevent financial harm. 	
<p>Lesson 6: Public Property</p> <ol style="list-style-type: none"> 1. Definition 2. Types of public property 3. Citizens and public property 4. Effects of vandalizing public property 5. Citizens 'duty in taking care of public property 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term "public property". - Describe the types of public property. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the sorts of public property and effects of vandalizing it. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of taking care of public property. 	3hrs
<p>Lesson 7: Marriage and Family</p> <ol style="list-style-type: none"> 1. Condition for marriage 2. Right and duty in community 3. Adultery principle 4. Marrying a foreigner 5. Father`s and child`s duty 6. Devoice, property division, and child-rearing 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe condition for marriage, right, and duty in community. - Describe marrying a foreigner. - Indicate procedure and influence of divorce. <p>Skill</p> <ul style="list-style-type: none"> - Explain right and duty in family. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of responsibility in family. 	3hrs
<p>Lesson 8: Disadvantages of Using Drug</p> <ol style="list-style-type: none"> 1. Definition 2. Drug laws and regulation 3. Reasons for using drug 4. Drawbacks of using drug 5. Effective ways to avoid using drug 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the word "drug". - Describe the root causes and the negative impacts of using drug and the effective ways to refrain using it. <p>Skill</p> <ul style="list-style-type: none"> - Show the punishment on people who use and traffic drug. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of taking care of his or her health and preventing using drug. 	3hrs

7.2. Syllabus for Grade 12

- Social science class: 105 hours (35 weeks/year) and (3 hours/week)
- Science class: 70 hours (35 weeks/year) and (2 hours/week)

Among all four chapters in grade 12, two hours have to be spent on science class

Contents	Expected Learning Outcomes	Time
Chapter 1: Human Value		
Lesson 1: Notion of intellect <ol style="list-style-type: none"> 1. Instinct and intellect 2. Animal and human intellect 3. Intellect measurement 4. General notion and specialization aptitude 5. Value of intellectual property 	Knowledge <ul style="list-style-type: none"> - Define the term “intellect” - Describe the general views and each aptitude Skill <ul style="list-style-type: none"> - Show the differences between human and animal intellects and do the experiment in order to show the intellect result Attitude <ul style="list-style-type: none"> - Pay particular attention and value the intellect and new discovery 	3 hrs
Lesson 2: Value of Creativity and Prevention <ol style="list-style-type: none"> 1. Senses 2. Images 3. Discovered imagination 4. Factors of new discoveries 5. Patent law, utility model, industrial design 6. Conditions considered as new discovery 7. Achievement and prevention 	Knowledge <ul style="list-style-type: none"> - Define the terms “sense, image, discovered imagination and mind of new discovery” Skill <ul style="list-style-type: none"> - Show factors which lead to new discovery and its condition Attitude <ul style="list-style-type: none"> - Develop the creative ideas and acknowledge achievement of new discoveries 	3 hrs
Lesson 3: Common Tricks of Ideas <ol style="list-style-type: none"> 1. General comments (concept, diagnostics and comment) 2. Analysis and synthesis 3. Intuition 4. Relationship between intuition and comment 5. Intellect and type of intellect 	Knowledge <ul style="list-style-type: none"> - Describe the meaning of general comments, intellect, intuition and comment Skill <ul style="list-style-type: none"> - Show the connection between intuition, comment analysis and synthesis Attitude <ul style="list-style-type: none"> - Figure out the causes and effects clearly before making a decision intellectually 	4 hrs
Lesson 4: Tendency of human Nature <ol style="list-style-type: none"> 1. Definition 2. Types of tendency 3. Significances of tendency 4. Tendency development 	Knowledge <ul style="list-style-type: none"> - Identify the definitions of tendency and types of tendency (physical, individual, interpersonal, ideal and social tendencies) Skill <ul style="list-style-type: none"> - Describe the significances and the development of tendency Attitude <ul style="list-style-type: none"> - Develop the tendency of loving nation 	3 hrs
Lesson 5: Willingness <ol style="list-style-type: none"> 1. Definition 2. Analysis of willingness 3. Nature of willingness 4. Sources of willingness 5. Significances of being willing 6. Will development 	Knowledge <ul style="list-style-type: none"> - Define the terms “willingness and unwillingness” Skill <ul style="list-style-type: none"> - Analyze the willing actions, nature of willingness, sources of willingness and willingness development Attitude <ul style="list-style-type: none"> - Develop the spirit of doing actions with willingness 	3 hrs

<p>Lesson 6: Value of Duty, Task and Merit</p> <ol style="list-style-type: none"> 1. Definitions 2. Duties and tasks of parents and children 3. Duties and tasks of citizens and society 4. Merit and merit development 5. Duty and task comparison 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “duty and graceful task” - Outline the duties and tasks of parents and children and citizen and society <p>Skill</p> <ul style="list-style-type: none"> - Utilize the duties and tasks with merit for family and society <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to value of duties, tasks and merit actions 	3 hrs
<p>Lesson 7: Graceful and Cognitive Senses</p> <ol style="list-style-type: none"> 1. Definitions 2. Nature of graceful and cognitive senses 3. Origination of graceful and cognitive senses <ul style="list-style-type: none"> - Originated theory - Empiricism theory - Rationalism theory 4. Changes of graceful and cognitive senses 5. Responsibilities for society and morality 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “graceful and cognitive senses” - Describe the nature and origination of graceful and cognitive senses <p>Skill</p> <ul style="list-style-type: none"> - Outline the changes of graceful and cognitive senses <p>Attitude</p> <ul style="list-style-type: none"> - Stick to problem solving with merit 	4 hrs
<p>Lesson 8: Values and Ethics</p> <ol style="list-style-type: none"> 1. Value <ul style="list-style-type: none"> - Definitions - Location of value - Types of value - Classifications of value - Nature of ethical value - Value and it's significances 2. Ethics <ul style="list-style-type: none"> - Definitions - Concepts of ethics - Value of learning ethics - Marality as dignity for human - Freedom as basics of morality - Reasons for sticking to morality - Main analysis of behavior - Core value and respect in external teams 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “value and ethics” - Determine the locations of value, types of value and classifications of value <p>Skill</p> <ul style="list-style-type: none"> - Decipher between the value and ethics and be able to classify the value <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to morality in living, finance, respecting human dignity, core value and respecting others 	4 hrs

<p>Lesson 9: Responsibilities and Critical Consequences</p> <ol style="list-style-type: none"> 1. Definitions 2. Types of responsibility 3. Connection between ethical and social responsibilities 4. Other theories of responsibility 5. Critical consequences 6. Concepts of critical consequences 7. Other theories of critical consequences 8. Connection between responsibility and critical consequence 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define and describe the terms “responsibility and critical consequence” <p>Skill</p> <ul style="list-style-type: none"> - Outline the connection between ethical and social responsibilities <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of responsibility for his/her own action in the name of ASEAN and global member 	<p>4 hrs</p>
<p>Lesson 10: General Principles of Law</p> <ol style="list-style-type: none"> 1. Definitions 2. Reasons for law establishment 3. Sources, types and features of law 4. Logical structure of law 5. Functional laws in society 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “law” - Describe other identifications, features and establishment of law in order to prevent any offenses and maintain social order <p>Skill</p> <ul style="list-style-type: none"> - Interpret the general principles of law by nature, law definition and philosophical theories <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of love and implement the law appropriately 	<p>3 hrs</p>
<p>Chapter 2: Good Communication in Community</p>		
<p>Lesson 1: Other Levels of Identity</p> <ol style="list-style-type: none"> 1. Individual and membership identities in national, regional and global settings 2. Common identity, common value and negative impacts of establishing culture of universal citizen 3. Principles and complicated identities and identity diversity of universal citizen 	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify the identity and membership by level in various settings (individual, nation and globe) <p>Skill</p> <ul style="list-style-type: none"> - Show the differences of identity between philosophy and science and philosophy and society <p>Attitude</p> <ul style="list-style-type: none"> - Respect and value other identities and know how to live in diverse culture 	<p>3 hrs</p>
<p>Lesson 2: Forms of State Management</p> <ol style="list-style-type: none"> 1. Theory of state 2. State establishment 3. Power of state 4. Forms of state 5. Acknowledgement of state 6. Components of state 	<p>Knowledge</p> <ul style="list-style-type: none"> - Determine the theory of state establishment, state power and forms of state <p>Skill</p> <ul style="list-style-type: none"> - Outline the theories of establishing state power and forms of state, components of state and acknowledgement of state <p>Attitude</p> <ul style="list-style-type: none"> - Be spiritual in respecting state and using state power appropriately 	<p>3 hrs</p>

<p>Lesson 3: Matriarchy and Women's Rights</p> <ol style="list-style-type: none"> 1. Definition 2. History of matriarchy in Cambodian society 3. Women's roles in Cambodian Society 4. Women and economic management in family 5. Equality between women and men in job 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe women's roles in society <p>Skill</p> <ul style="list-style-type: none"> - Outline the equality of women and men in job <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of love and respect toward women 	3 hrs
<p>Lesson 4: Governance</p> <ol style="list-style-type: none"> 1. Definition 2. Main components of governance 3. Significances of governance 4. Leading and management complied with good governance 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the meanings of governance, main components of governance principles in Cambodia including participation, transparency, accountability, effectiveness and efficiency, law and agreement <p>Skill</p> <ul style="list-style-type: none"> - Using governance in making decisions and managing community <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of partaking in governance 	3 hrs
<p>Lesson 5: Rule of Law</p> <ol style="list-style-type: none"> 1. Definition 2. Main principles of rule of law 3. Benefits of law implementation 4. Participation in abiding by the law in school, community and society 	<p>Knowledge</p> <ul style="list-style-type: none"> - Determine the meaning, principles and benefits of rule of law <p>Skill</p> <ul style="list-style-type: none"> - Implement the law in school, community and society <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of loving and respecting rule of law 	3 hrs
<p>Lesson 6: Leadership in Community</p> <ol style="list-style-type: none"> 1. Definition 2. Types of leaders 3. Deference between leader and Manager 4. Other theories of leadership 5. Personalities of good and bad Leaders 6. Ways to become a good leader 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the leadership, roles and tasks <p>Skill</p> <ul style="list-style-type: none"> - Outline the critical features of a good leader <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of leading him/herself, family, community, country and the globe 	3 hrs
<p>Lesson 7: Political Institution in Cambodia</p> <ol style="list-style-type: none"> 1. Definition of institution 2. Types of institution 3. Constitutional institution 4. Legislative institution 5. Executive institution 6. Judiciary institution 7. Connections between legislative, executive and judiciary institutions 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the content of constitution and roles of top institutions such as legislative, executive and judiciary institutions <p>Skill</p> <ul style="list-style-type: none"> - Outline the constitutional, legislative, executive and judiciary institutions <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respect toward constitution and the improvement of legislative, executive and judiciary institutions 	3 hrs
<p>Lesson 8: Local Administration</p> <ol style="list-style-type: none"> 1. Definition 2. Structure of local administration 3. Decentralization & 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms "centralization, decentralization and deconcentration" - Describe the structure of local administration 	3 hrs

<p>deconcentration of local administration</p> <p>4. Main norms relevant to local administration</p> <p>5. Independent and dependent administrative authorities</p>	<p>Skills</p> <ul style="list-style-type: none"> - Show the differences of centralization, decentralization and deconcentration - Outline the roles of local administrative authorities <p>Attitude</p> <ul style="list-style-type: none"> - Partake in developing community 	
<p>Lesson 9: Non-Judicial Dispute Resolution</p> <p>1. Definition</p> <p>2. Root causes of dispute and Solution</p> <p>3. Reconciliation of dispute party</p> <p>4. Solutions at national and international levels</p> <p>5. Reconciliation, arbitration and punishment on allies</p> <p>6. Significances of non-judicial dispute resolution</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the causes of dispute and other ways for resolving the disputes including the financial dispute <p>Skill</p> <ul style="list-style-type: none"> - Find out the ways of resolving the disputes by reconciliation and arbitration <p>Attitude</p> <ul style="list-style-type: none"> - Stick to non-violence in resolving disputes in peaceful ways 	
<p>Lesson 10: Offense Prevention</p> <p>1. Definition</p> <p>2. Causes of offenses</p> <p>3. Forms of offenses</p> <p>4. Authorization of preventing offenses</p> <p>5. Roles of citizens in preventing offenses</p> <p>6. Negative impacts of offenses</p> <p>7. Preventive measures and abolishment of offenses</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “offense” - Describe the forms and causes of offenses and preventive measures in society <p>Skill</p> <ul style="list-style-type: none"> - Outline the negative impact, solution and roles of police in society <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of preventing and getting rid of offenses in society 	3 hrs
Chapter 3: Culture, Religion, and Education		
<p>Lesson 1: Respect of Diversity</p> <p>1. Definition</p> <p>2. The respect of variety</p> <p>3. Social structure</p> <p>4. Various elements of diversity</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Provide the definition of the word “diversity”. - Indicate the difference of culture (gender, ethnic minority, class, social status, religion, tradition, value, and belief). <p>Skills</p> <ul style="list-style-type: none"> - Explain the value of divers cultures, religions, and social structures. - Indicate 1) race of ethnic minority, gender, age...etc. 2) religion and culture 3) belief, attitude, and feeling. <p>Attitude</p> <ul style="list-style-type: none"> - Have the spirit if loving and respecting the difference of human and human society. 	3 hrs
<p>Lesson 2: Buddhism and Human Right</p> <p>1. Theory of Buddhism and human right</p> <p>2. Relationship between Buddhism and human right</p> <p>3. The practice of human right in Cambodian society</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain the theory of Buddhism and human right. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the relationship between human right and educational theory of Buddhism. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respecting and practicing the theory of Buddhism and human right. 	3 hrs
<p>Lesson 3: Religious practice in Cambodian Society</p> <p>1. Influence of Buddhism and Promanh sasna on</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the influence of Buddhism and Promanh sasna on Cambodian society and its effect. 	3 hrs

<p>Cambodian society</p> <ol style="list-style-type: none"> 2. Advantages and disadvantages of practicing Buddhism and Promanh sasna in living 3. The practice of different religions in Cambodian society 	<p>Skill</p> <ul style="list-style-type: none"> - Practice Buddhism and Promanh sasna as the value <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respecting, practicing, and being responsible. 	
<p>Lesson 4: Harmonization of Religion</p> <ol style="list-style-type: none"> 1. Definition 2. Significance of forgiveness in religious belief 3. Differences in religious practice 4. Religion of ethics minority 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the components of harmonization in three religions: Buddhism, Muslim, and Christianity. <p>Skill</p> <ul style="list-style-type: none"> - Show the advantages of practicing religion <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of respecting, loving, and appreciating. 	3 hrs
<p>Lesson 5: Universal Morality</p> <ol style="list-style-type: none"> 1. Definition 2. Historical initiation of universal morality 3. Content of universal morality 4. Reasons for social issue 5. Universal morality and globalization of economy 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “universal morality”. - Describe the historical initiation of universal morality, non-violence, life-pro, justice, collaboration, sincerity, forgiveness, partnership and associating with one another, and its main contents. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the root causes of social issue and necessity of practicing universal morality and globalization of economy. <p>Attitude</p> <ul style="list-style-type: none"> - Adhere to positive attitude 	2 hrs
<p>Lesson 6: Pride of Cambodia</p> <ol style="list-style-type: none"> 1. Definition 2. National identity 3. Culture and civilization 4. Geography 5. Sample leader 6. Characteristics of nationalism 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of pride of Cambodia - Describe the national identity, culture, civilization, geography, sample leader, and characteristics of nationalism in Cambodia. <p>Skill</p> <ul style="list-style-type: none"> - Indicate significant components making Cambodian people proud of their nation. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of loving national identity, culture, civilization, geography, and Khmer nation. 	3 hrs
Chapter 4: Our Society		
<p>Lesson 1: Preparation and Future Plan</p> <ol style="list-style-type: none"> 1. Definition 2. Components of plan 3. Determination and analysis of planning problem 4. Determine the version and strategy 5. Preparation and planning activity 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “plan”. - Describe the process, activity, time, budget, and planning. <p>Skill</p> <ul style="list-style-type: none"> - Show how to prepare and plan <p>Attitude</p> <ul style="list-style-type: none"> - Carefully plan and implement the plan. 	3 hrs
<p>Lesson 2: Safe Emigration</p> <ol style="list-style-type: none"> 1. Definition 2. Reason for emigration 3. Advantages and disadvantages of emigration 4. Secured means of 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the words “emigration”, “emigrant”, and “migration” - Give the reasons for emigration. 	3hrs

<p>emigration</p> <ol style="list-style-type: none"> 5. Ways of rescuing victims and preventing emigration 6. Tricks of bad person to provoking emigration 7. Problems for refugees, migration, and unemployment of youth 	<p>Skill</p> <ul style="list-style-type: none"> - Indicate the advantages and disadvantages of emigration and secure means of emigration - Indicate the tricks of bad person in persuading people to emigrate. <p>Attitude</p> <ul style="list-style-type: none"> - Be cautious during emigrating. 	
<p>Lesson 3: Corruption and Crime Prevention</p> <ol style="list-style-type: none"> 1. Definition 2. Causes of corruption 3. Types of corruption 4. Bad impacts of corruption 5. Prevention and solution to Corruption 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “corruption”. - Indicate character, purpose, activity, and effect of corruption. <p>Skill</p> <ul style="list-style-type: none"> - Analyze some activities indicative of corruption in society. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of loathing corruption. 	3 hrs
<p>Lesson 4: Social Accountability</p> <ol style="list-style-type: none"> 1. Definition 2. Main components of social accountability 3. Necessity of social accountability 4. Participation leading to social accountability 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the terms “accountability” and “social accountability”. <p>Skill</p> <ul style="list-style-type: none"> - Analyze any factor to make society have accountability <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of improving and being responsible in community. 	3 hrs
<p>Lesson 5: Morality and Entrepreneurship</p> <ol style="list-style-type: none"> 1. Definition 2. Necessity of social entrepreneurship 3. Opportunity for implementing social entrepreneurship 4. Youth and entrepreneurship 	<p>Knowledge</p> <ul style="list-style-type: none"> - Give the definition of the word “social entrepreneurship”. <p>Skill</p> <ul style="list-style-type: none"> - Analyze essential factors to create social entrepreneurship. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of forging social entrepreneurship. 	2 hrs
<p>Lesson 6: ASEAN And Harmonization</p> <ol style="list-style-type: none"> 1. Definition 2. Concept of ASEAN association 3. One community one destiny 4. Cambodia`s relationship with different countries in ASEAN 	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “ASEAN” and “harmonization”. - Show the concept of ASEAN community and importance of becoming a member in ASEAN association. <p>Skill</p> <ul style="list-style-type: none"> - Show the relationship between Cambodia ASEAN on diplomatic sector, politics, economy, commerce, culture, and social affair. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of loving, promoting, and collaborating as the name of ASEAN member. 	2 hrs
<p>Lesson 7: Principles of Nationality and Migration</p> <ol style="list-style-type: none"> 1. Nationality law and naturalization 2. General characteristics of migration law 3. Obtaining Cambodian 	<p>Knowledge</p> <ul style="list-style-type: none"> - Describe the general characteristics of migration law, types of foreigner such as foreign immigrant, non-foreign immigrant, and foreign immigrant privately investing. <p>Skill</p> <ul style="list-style-type: none"> - Show the types and regulation of foreigner in Cambodia. 	2 hrs

<p>citizenship and loss of nationality</p> <p>4. Kind of foreigner</p> <p>5. Foreigner regulation in Cambodia</p>	<p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of obeying migration law and forming a good relationship with different ethnics in Cambodia. 	
<p>Lesson 8: Woman and Human Right</p> <p>1. Content of global statement of woman and human right</p> <p>2. Religious and cultural version for woman right</p> <p>3. Content and meaning of 30 articles in the convention on abandoning all forms of discrimination against women</p> <p>4. Ways of promoting woman right</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain all universal statement about human right, woman right, and religious version for woman right. - Describe the meaning of convention on eliminating all forms of discrimination against women. <p>Skill</p> <ul style="list-style-type: none"> - Analyze the religious version relating women. - Show the ways to promote woman right. <p>Attitude</p> <ul style="list-style-type: none"> - Develop the spirit of promoting value and role of women in society. 	3 hrs
<p>Lesson 9: Society and Justice</p> <p>1. Definitions</p> <p>2. Initiation of society</p> <p>3. Establishment and practice of law</p> <p>4. Necessary components of social justice</p> <p>5. Citizens and obeying law</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Define the term “society”, “justice”, “law”, and “initiation of society” based on philosopher. <p>Skill</p> <ul style="list-style-type: none"> - Indicate the necessary components to form justice in society. <p>Attitude</p> <ul style="list-style-type: none"> - Collaboratively protect justice and obey the law for social security. 	3 hrs

8. References

ក. ភាសាខ្មែរ

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- ៣- APCEIU, ការអប់រំពលរដ្ឋសកល (Global citizenship Education) របស់ APCEIU និងUNES CO
- ៤- ឡុច ចាន់ថន, របាយការណ៍ស្រាវជ្រាវ “គុណភាពនៃការរៀន និងការបង្រៀន សីលធម៌ពលរដ្ឋវិជ្ជានៅកម្ពុជា” ឆ្នាំសិក្សា ២០១៤ -២០១៥ ។
- ៥- សម្តេច ជួន ណាត វចនានុក្រមខ្មែរ ភាគ១ ភាគ២ បោះពុម្ពលើកទី៥ ការផ្សាយរបស់ពុទ្ធសាសនាបណ្ឌិត្យ ភ្នំពេញ ឆ្នាំ១៩៦៧
- ៦- សុខ គាង វិទ្យាសាស្ត្រនយោបាយ ភ្នំពេញ ឆ្នាំ២០០២
- ៧- ឈុន ណារ៉េត ប្រវត្តិគំនិតនយោបាយ និងវិទ្យាសាស្ត្រនយោបាយ ភ្នំពេញ
- ៨- ក្រសួងអប់រំ យុវជន និងកីឡា និងអង្គការប្រឆាំងអំពើពុករលួយ ការអប់រំស្តីពី ការប្រឆាំងអំពើពុករលួយសម្រាប់កម្រិតមធ្យមសិក្សាទុតិយភូមិ ភ្នំពេញ ឆ្នាំ២០១៤
- ៩- ត្រីង ងា អរិយធម៌ខ្មែរសម្រាប់ថ្នាក់បញ្ចប់ ឆ្នាំ១៩៧៤
- ១០- អ៊ិន លាង ទស្សនវិជ្ជាអប់រំ សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ឆ្នាំ២០០៥
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- ១៤- ម៉យ ស៊ីណន “ទស្សនវិជ្ជាមនុស្ស” បោះពុម្ពលើកទី៣, ភ្នំពេញ , ២០១៧
- ១៥- ក្រុមសាស្ត្រាចារ្យទស្សនវិជ្ជា “គ្រឹះរបស់ទស្សនវិជ្ជា” ភ្នំពេញ , ២០០៦
- ១៦- ទស្សនវិជ្ជាសុខភាពលេខ១៥ “សុខភាពផ្លូវចិត្ត” ភ្នំពេញ , ២០០៣

ខ.ភាសាបរទេស

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9. List of Committees

គណៈកម្មការត្រួតពិនិត្យ

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

គណៈកម្មការរៀបចំកម្មវិធីសិក្សាលម្អិត

- ១- ឯកឧត្តមបណ្ឌិត ស៊ិន សេងហុក
- ២- លោកបណ្ឌិត ម៉ុក សារ៉ុម
- ៣- លោក ឡុច ចាន់ថន
- ៤- លោក ប៉ូរី វី
- ៥- លោកស្រី នូ ចន្ទី
- ៦- លោកបណ្ឌិត ចៅ លិន
- ៧- លោក ង៉ែត ធឿន
- ៨- លោក មាស ជុតិមា
- ៩- លោក ប៉េង ទិត្យសុទ្ធី
- ១០- លោក ទែន គឹមតុន
- ១១- លោកបណ្ឌិត កាង ស៊ីងឆាង
- ១២- លោក ញឹម បាក់ងន

- ១៣- លោក សាម សារ៉ុ
- ១៤- លោក ឡេង ហ្វី
- ១៥- លោក ប្រាក់ ពៅ
- ១៦- លោក ផ្លុង តូន
- ១៧- លោក យិន វណ្ណា
- ១៨- លោក បាន កក្កដា
- ១៩- លោក ជុំ សាម
- ២០- លោកស្រី ខុវ សោភ័ណ
- ២១- លោក សំ សែន
- ២២- លោក លុយ ខ្សែម
- ២៣- លោក លឹម សិរីវឌ្ឍី
- ២៤- លោក ជា សៅវ៉ាន់ថន

គណៈកម្មការត្រួតពិនិត្យ

- ១- ឯកឧត្តមបណ្ឌិតសភាចារ្យ ណាត ប៊ុនធឿន
- ២- ឯកឧត្តមបណ្ឌិតសភាចារ្យ ថ័ន្ទ សំណាញ
- ៣- ឯកឧត្តមបណ្ឌិត ជេត ជាលី
- ៤- លោកបណ្ឌិត ម៉ុក សារ៉ុម
- ៥- លោក យិន ធី
- ៦- លោក យឹម សារិន
- ៧- លោក ស៊ិន ប៊ុណ្ណា
- ៨- លោក វ៉ា រុទ្ធី

លេខាធិការដ្ឋាន

- ១- លោកបណ្ឌិត ម៉ុក សារ៉ុម
- ២- លោកបណ្ឌិត ជ័យ ចាន់ធឿន
- ៣- លោកបណ្ឌិត យុន គឹមលាង
- ៤- លោកបណ្ឌិត ម៉ម សុជាតិ
- 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 ធឿន លីនណា
- 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