

Preface

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

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

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1. Introduction

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

2. Objectives

2.1. History education

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

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

2.2. Learning domains of History learners

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

2.2.1. Cognitive domain:

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

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

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

2.2.2. Psychomotor domain:

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

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

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

2.2.3. Affective domain:

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

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

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

2.3. Course syllabus of the programs

To achieve the expected learning outcomes in terms of above history learning competencies, the course syllabus must correctly provide the competences as below:

2.3.1. Primary school from grade 1 to 3: (for learner from 6 to 9 years old)

It describes the relation between learners and the history learning together with the connection between learner daily life at the above age and history learning.

*Cognitive domain:

-to relate the learning outcomes and the history learning connection in daily life family, school, village and community activities.

*Psychomotor domain:

-to communicate with good manner and positive ways to nature, people and historic heritages such as family, school, village and community.

*Affective domain:

-to cultivate the good manner and in positive ways of thinking, speaking, habit with good behavior, high reasonability in daily life at school, family, village and community by using knowledge and skills acquired from history learning.

2.3.2. Primary school from grade 4 to 6: (for learner from 10 to 13 years old)

In this level of grade 4 to 6, learners with the age between 10 to 13 years old possess the intellectual ability in learning the outside world of their own zones, to see the better world, to help people with heartfelt manner, and the willing to be a good and strong citizen. The history learning at this level will persuade the learners attention to do searching on historic events, to think about the humanity and the historic places, to value the historic heritages. In order to achieve the goal that the

learners at these ages to become full-qualified Cambodian citizens and the 21st-century global citizens, the history learning for the grade 4 to 6 should provide the expected learning outcomes as below:

*Cognitive domain:

-to relate the importance of places and people as well as the achievements of the historic actors to the daily life activities at the present and the future time.

*Psychomotor domain:

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

*Affective domain:

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

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

3. Important principles

3.1. Learning and teaching approaches

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

3.2. Learning outcomes

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

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

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

3.3. Learning concepts

History curriculum focus on the next principle: “learning concept”. Learning concepts bring learners and teachers to think and to find out the answers through asking the questions on the principle contents of the lesson and formulating the findings into new knowledge from each

learning concepts of each lesson. All lessons of history subject at all level provide the principle guiding to learners to understand the learning concepts first before getting into teaching/learning activities to achieve the expected learning outcomes from the lesson.

3.4. Value of History

History is the identity and the pride of one nation. Accordingly, the people of the nation must undergo the duty to learn, to analyze, to value, to get experiences and to use the history tools for the benefits of humanity together with the ability to evaluate the present situation and to forecast those of the future. At the same way, history learning refers to the development of cognitive, psychomotor and affective learning domains in order to contribute to problem solving of the society, economy and politics as well as the contribution to the sustainable development and peace.

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

3.5. Philosophy of History

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

3.6. History and Global citizen qualification

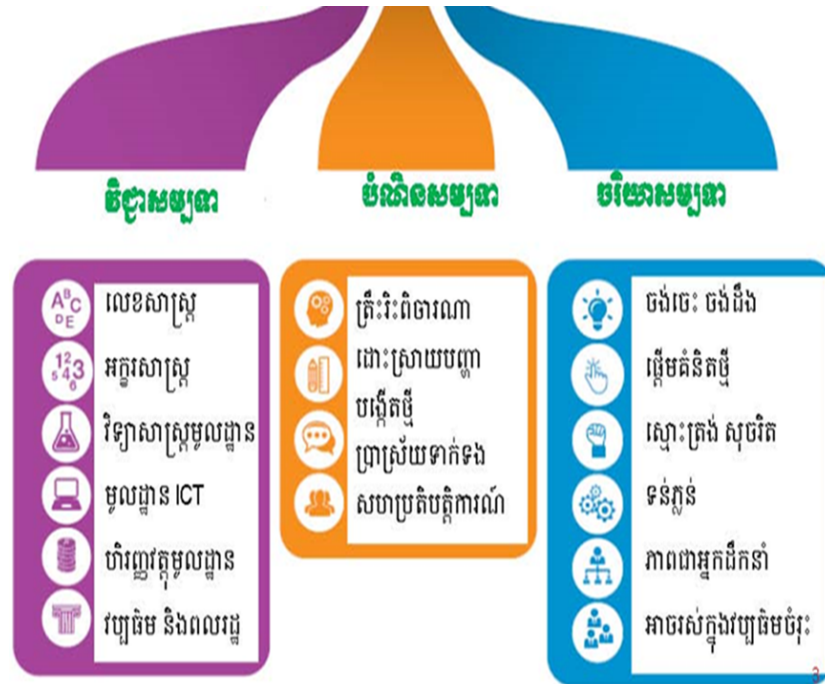
In this high technology in informatics era, the human being need the interconnection between nations, politics, cultures, societies and economy with other countries of the world. The tremendous progress of the technology drives and expands the potential globalization, so the citizens of all nations must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

- to map out the consequences of the past events into the present and future time.
- to analyze the phenomena or events of society, economy and politics by using the relevant evidences and history methods.
- to create structure and choices for the problem solving of society, politics and economy with high responsibility and creativity by using history methods and adhering to global peace keeping.

3.7. History and the 21st century learning domains

The explosive development of the technology is creating new form of revolution so-called “the 4th industrial revolution”. This new form of revolution brings the globalization with the

connection and variation between demography, society, politics, economy and living styles of human related to internet and ICT technology dependence. Many research findings shown that the development of the 4th industrial revolution has its multiplied speed faster than previous industrial revolutions. Thus, in order to assure that the next Cambodian generation live in the good living conditions, happiness and updated to the 4th industrial revolution, the general and technical education from the primary school to upper secondary school must include the 21st century learning domains in addition to the global citizenship qualification.



the 21st century learning domains

3.8. Lesson outline:

Grade 1:

1. Lesson 1: Role model in my family
2. Lesson 2: My study
3. Lesson 3: My village history
4. Lesson 4: Role model in the village
5. Lesson 5: My school history

Grade 2:

1. Lesson 1: My commune/district history
2. Lesson 2: Phnom Penh history
3. Lesson 3: Royal Palace history
4. Lesson 4: School of Fine art history
5. Lesson 5: Buddhist institute history

Grade 3:

1. Lesson 1: King Huntian and Queen Liuye
2. Lesson 2: King Pvirakvarman I
3. Lesson 3: King Jayavarman II
4. Lesson 4: King Jayavarman VII
5. Lesson 5: King Norodom Sihanouk

Grade 4:

1. Lesson 1: Foundation of history learning
2. Lesson 2: Prehistory of Cambodia
3. Lesson 3: Funan and the first state in South-east Asia
4. Lesson 4: Chenla and the braveness of the great Kings
5. Lesson 5: Angkor empire and creativity

Grade 5:

1. Lesson 1: Chaktomuk and Khmer braveness
2. Lesson 2: Longvek and sacred capital city
3. Lesson 3: Oudong and the loss of ownership
4. Lesson 4: French protectorate and Khmer heroes

Grade 6:

1. Lesson 1: Sangkum period “island of peace”
2. Lesson 2: Khmer Republic and the change
3. Lesson 3: Khmer Democracy and the tragedy
4. Lesson 4: People Republic of Kampuchea and State of Kampuchea regime
5. Lesson 5: Second Kingdom of Cambodia and common intention to solve the
problem

4. Schedule distribution of History

4.1. Primary school from grade 1 to 6

Grade	Number of learning week per year	Number of learning hour per week	Number of learning minute per hour	Number of learning hour per year
1-6	35	3	40	105

Note:

-35 learning weeks per year: 70 hours

-1 learning week: 2 hours

-1 learning hour: 50 minutes

5. Instruction of use

5.1. Teaching/Learning activities

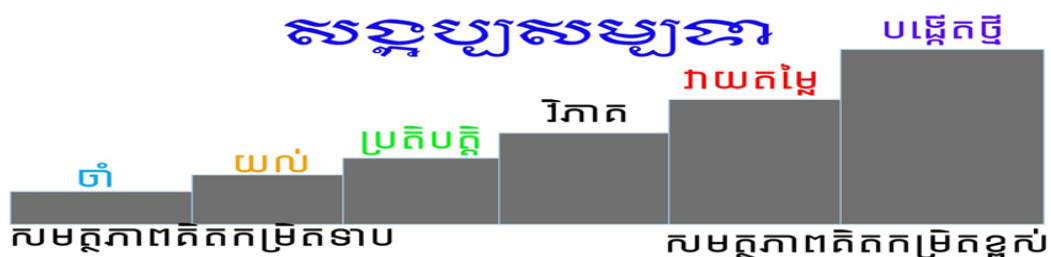
The History curriculum was renewed based on inquiry-based and learning outcome-based principle. This teaching/learning activities offer the learners the opportunities to consult the remarkable past events and to relate the past time good views to the present and to the future daily life activities. With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

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



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

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



Source: Bloom Taxonomy (Benjamin Bloom, 1956)

5.2. Instruction for text book writing

5.2.1. Structure of the text book

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

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

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

5.2.2. Principles for text book writing

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

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

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

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

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

-Content of the text book of all levels must be connected from one to other lesson.

-Content of the text book of all levels must be related to relevant historic events, social context, economy, culture and complex politics where created those historic events.

-History book must include both relevant good events with pride and bad experiences to learn so that the same errors should not happen in the future.

-Content of the history text book must be referred by relevant origin, research-based and up-to-date references with quality. The book writers should avoid the use of any documents, from the Internet, with unclear author neither from unclear sources.

-Book writer must avoid using the insulting words, race discriminating expression or woman discrimination, or any inciting that can cause anger, fury, and vengeance.

-Book writer must choose the relevant map, diagram, figures and photos with its relevant historic value and related to the text for the improvement of learner performance in terms of expected learning outcomes.

-Name, places must be well written in referring to Royal Academy of Cambodia recommendation.

-Book writer must use a consistent principle to write name, place (in foreign language) that are in-existent in the instruction list.

-Name of village, district, province, capital and town of Cambodia must be written in accordance to the last recommendation of Geography department, Ministry of Interior.

-Khmer language writing is based only on Samdech Chuon Nat Dictionary.

6. Assessment

6.1. Background

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

6.2. Value of assessment

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

- Getting regularly informed about the behavior, habits, methods and the activities of the learners and teachers.

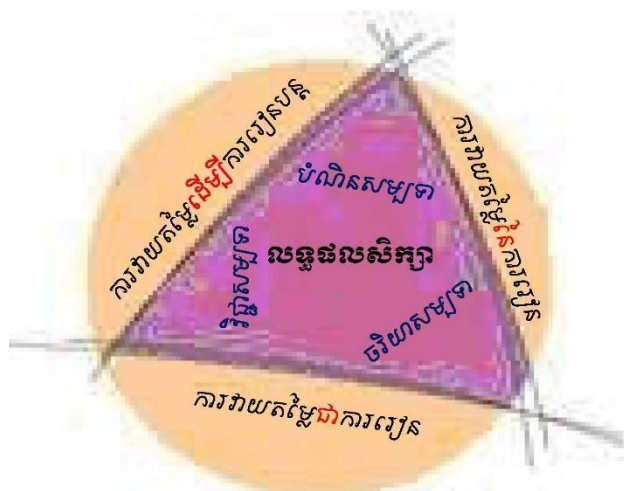
- Encouragement to the learners to learn with their best ways by improving the learning activities related to behavior, habits, methods and learning activities of the learners.

- Collection of relevant data/evidences for the improvement of eventual better teaching and learning regarding behavior, habits, methods and the teaching/learning activities.

- Collection of the useful information to share with learner parents and relevant stakeholders as well as the public on the result decision in terms of learner performances and the results of expected learning outcomes.

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

6.3. Triangle of assessment



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

principle “assessment for learning, assessment as learning and assessment of learning” as shown in the above figure.

6.4. Assessment for learning

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

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

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

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

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

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

6.5. Assessment as learning

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

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

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

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

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

6.6. Assessment of learning

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

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

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

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

7. Curriculum table

7.1. Curriculum: Grade 1

Contents	Expected learning outcomes	Duration
<p>Lesson 1: Role model in my family</p> <p>Concepts: Role model, family, order, task</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Grandmother or Grandfather 2. Father or mother 3. Broth or sister <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Among the family members, who do you like the most? Why? ● What are his/her activities that you want to follow? For what reasons? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe with ease the role model history of the family. <p>Skill:</p> <ul style="list-style-type: none"> – Define correctly the birth order of family members from oldest to youngest. <p>Attitude:</p> <ul style="list-style-type: none"> – Perform correctly task and duty in family. 	5 hours
<p>Lesson 2: My study</p> <p>Concepts: learning history</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Pre-school level 2. Kindergarten 1 3. Kindergarten 2 4. Place 5. Time <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe with ease his/her learning at primary school or at home. <p>Skill:</p> <ul style="list-style-type: none"> – Define with ease the length of study in year time at primary school. 	6 hours

<ul style="list-style-type: none"> • Before starting to learn here, did you study? Where? How many years? With whom? • Do you remember your learning activities you did? 	<p>Attitude:</p> <ul style="list-style-type: none"> – Be aware carefully of the points to love learning, friends and teachers 	
<p>Lesson 3: My village history</p> <p>Concepts: Village history, heritage</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Village history (village ancestor, reasons to name the village, resources, history length). 2. Village legacy (heritage). <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the village name where you are staying now? What is its relevant meaning? What is its history? • What are the places where villagers worship/love/preserve? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe with love the beginning history of village. <p>Skill:</p> <ul style="list-style-type: none"> – Define correctly the village resources and heritage existing at the present time. <p>Attitude:</p> <ul style="list-style-type: none"> – Preserve with love the resources and heritage present in the village. 	5 hours
<p>Lesson 4: Role model in the village</p> <p>Concepts: Achievements, villager</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Achievements 2. Good people of the village and characteristics 3. Braveness <p>Inquiry question:</p> <ul style="list-style-type: none"> • What villager that you like the most? Why? • What are his/her activities that you follow? For what reasons? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Tell the name of the villager who have remarkable achievements for the village and his/her role modelling. <p>Skill:</p> <ul style="list-style-type: none"> – Describe the important achievements of the village role model in the order from the past up to present time. <p>Attitude:</p> <ul style="list-style-type: none"> – Value, appreciate and follow the role model 	5 hours
<p>Lesson 5: My school history</p> <p>Concepts: School, preservation</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. School name history (reason of school naming). 2. Place (building, garden, tree), school resources. 3. School distance from home. 4. Time of construction (founder name) <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Tell exactly the school history by giving name, distance and location. – Inform the name of founder and the time of construction <p>Skill:</p>	6 hours

<ul style="list-style-type: none"> • How far is your school from your home? • What is the name of your school? • What you should do to keep your school clean, neat, with good environment and strong as always? 	<ul style="list-style-type: none"> – Explain with ease the reasons of school naming. <p>Attitude:</p> <ul style="list-style-type: none"> – Contribute to preserve school and to keep it clean and strong as always. 	
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7.2. Curriculum: Grade 2

Contents	Expected learning outcomes	Duration
<p>Lesson 1: My commune/district history</p> <p>Concepts: commune, district, preservation</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Commune/District name 2. Location 3. Origins (commune history or founder) 4. Reasons of naming 5. Resources or heritage of commune <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the name of the commune/district where you are actually staying? What is its meaning? Where is it located? • What are the commune/district heritage that you know? • What should you do to keep your commune/district clean, neat, covered by many tree shade? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe with ease the origin history of the commune. <p>Skill:</p> <ul style="list-style-type: none"> – Take note the resources and heritage of the commune. <p>Attitude:</p> <ul style="list-style-type: none"> – Cooperate to keep good commune environment. 	6 hours
<p>Lesson 2: Phnom Penh history</p> <p>Concepts: Phnom Penh, capital city</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Geography 2. Daun Penh hill builder 3. Document resources 4. Legacy and religion <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the name of Royal capital city of Cambodia? For what reasons that it was named? Where is it located? • What heritage was found? • For what reasons that the people in Phnom Penh collaborated together to construction Daun Penh hill? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe correctly the location and the leader role of Daun Penh to construct Daun Penh hill. <p>Skill:</p> <ul style="list-style-type: none"> – Provide with ease the reasons that Daun Penh persuaded villagers to construct Daun Penh hill and bring Korki plant from river to land. <p>Attitude:</p>	6 hours

	<ul style="list-style-type: none"> - Explain the value of religion, beliefs and solidarity. 	
<p>Lesson 3: Royal Palace history</p> <p>Concepts: King, Royal Palace</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Geography 2. Founder and date 3. Document resources 4. Heritage <p>Inquiry question:</p> <ul style="list-style-type: none"> ● Where is the Royal Palace located? When it was built and by whom? ● What were the reasons that the Royal Palace was moved? ● What were the relevant evidences? ● What we should do to preserve the Royal Palace? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe with ease the location, founder and construction date of Royal Palace. <p>Skill:</p> <ul style="list-style-type: none"> - Provide reasons of Royal Palace moving. <p>Attitude:</p> <ul style="list-style-type: none"> - Respect and value the history heritages. 	5 hours
<p>Lesson 4: School of Fine art history</p> <p>Concepts: achievements, Khmer culture</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Geography 2. Founder and date 3. Document resources 4. Heritage <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the special features of Fine art school? Where it is located? Constructed by whom? When it is built? ● What were the reasons of school creation? ● What are the relevant heritages of the school? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe with ease the location, founder and construction date of Fine art school. <p>Skill:</p> <ul style="list-style-type: none"> - Provide reasons of the school creation. <p>Attitude:</p> <ul style="list-style-type: none"> - Contribute to preserve the national heritage. 	5 hours
<p>Lesson 5: Buddhist institute history</p> <p>Concepts: achievements, education</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Geography 2. Founder and date 3. Document resources 4. Heritage <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe with ease the location, founder and construction date of Buddhist institute. <p>Skill:</p>	5 hours

<ul style="list-style-type: none"> • What are the special features of the Buddhist institute? Where it is located? Constructed by whom? When it is built? • What were the reasons of institute creation? • What are the relevant importance of the institute? 	<ul style="list-style-type: none"> – Provide the importance of the institute. <p>Attitude:</p> <ul style="list-style-type: none"> – Give respect to religion and value the national culture. 	
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7.3. Curriculum: Grade 3

Contents	Expected learning outcomes	Duration
<p>Lesson 1: King Huntian and Queen Liuye</p> <p>Concepts: Legends, tradition, marriage</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. History legends 2. Country origins and royal families 3. Tradition <ol style="list-style-type: none"> a. Queen Liuye b. King Huntian (value of Khmer tradition) 4. Khmer culture and India <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the sources of influences to Khmer tradition? • What do the legend describe towards Khmer origins and Khmer Royal families? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite with ease the legends of King Huntian and Queen Liuye. <p>Skill:</p> <ul style="list-style-type: none"> – Illustrate the sources of wedding culture “bride cloth clinging ceremony”. <p>Attitude:</p> <ul style="list-style-type: none"> – Keep ancestor tradition and accept different ideas. 	6 hours
<p>Lesson 2: King Pvirakvarman I</p> <p>Concepts: Royal achievements, education, knowledge, talent, braveness</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Biography 2. Royal achievements 3. Leadership 4. Chronology axe <p>Inquiry question:</p> <ul style="list-style-type: none"> • Who was the King Pvirakvarman I? What was his brave role modelling? • Please provide his achievements in right order (from the beginning to the last). 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite with ease the biography and royal achievements of King Pvirakvarman 1. <p>Skill:</p> <ul style="list-style-type: none"> – Compare comprehensively the good qualification of leader in terms of knowledge and talent value, flexibility, braveness to defend the nation, to reunite the country with harmony. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify comprehensively the King leadership structure to keep country in peace. 	5 hours

<p>Lesson 3: King Jayavarman II</p> <p>Concepts: Royal achievements, role modelling</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Biography 2. Royal achievements 3. Leadership 4. Chronology axe <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What was the biography of King Jayavarman II? ● Who was King Yayavarman II? What was his brave role modelling? ● Please provide his achievements in right order (from the beginning to the last). 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite with ease the biography and royal achievements of King Jayavarman II. <p>Skill:</p> <ul style="list-style-type: none"> – Compare comprehensively the good qualification of leader in terms of knowledge and talent value, flexibility, braveness to defend the nation, to reunite the country with harmony. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify comprehensively the King leadership structure to keep country in peace. 	<p>5 hours</p>
<p>Lesson 4: King Jayavarman VII</p> <p>Concepts: Royal achievements, role modelling, braveness, intention, harmony</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Biography 2. Queen 3. Royal achievements 4. Leadership 5. Chronology axe <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What was the biography of King Jayavarman VII? ● Who was King Yayavarman VII? What was his brave role modelling? ● Please provide his achievements in right order (from the beginning to the last). ● What were the remarkable contribution of the Queen to his Royal achievements? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite with ease the biography and royal achievements of King Jayavarman VII. <p>Skill:</p> <ul style="list-style-type: none"> – Compare comprehensively the good qualification of leader in terms of knowledge and talent value, flexibility, braveness to defend the nation, to reunite the country with harmony. <p>Attitude:</p> <ul style="list-style-type: none"> – Take leader role modelling of the King for his royal Brahmavihara. 	<p>6 hours</p>
<p>Lesson 5: King Norodom Sihanouk</p> <p>Concepts: Royal achievements, role modelling, braveness, intention, flexibility, independence</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Biography 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite with ease the biography and royal achievements of King Norodom Sihanouk. <p>Skill:</p>	<p>5 hours</p>

<p>2. Royal achievements 3. Leadership 4. Chronology axe</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What was the biography of King Norodom Sihanouk? ● Who was King Norodom Sihanouk? What was his brave role modelling? ● Please provide his achievements. 	<ul style="list-style-type: none"> - Compare comprehensively the good qualification of leader in terms of knowledge and talent value, flexibility, braveness to defend the nation, to reunite the country with harmony. <p>Attitude:</p> <ul style="list-style-type: none"> - Be aware of the points to love the country, peace and development. 	
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7.4. Curriculum: Grade 4

Contents	Expected learning outcomes	Duration
<p>Lesson 1: Foundation of history learning</p> <p>Concepts: History, chronology, evidence</p> <p>Contents:</p> <p>1. Observation of the past events</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What is the historic remarkable events? ● What are the learning topics of History? <p>2. Evidence and interpretation</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● How can we learn about the past? <p>3. Chronology</p> <p>a. Buddhist calendar</p> <p>b. Christian calendar:</p> <ul style="list-style-type: none"> - Decade - Century - Millennium. <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the definitions of “decade” and “century”? What is the correct way to calculate those terms? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe correctly the definition of History sciences and of Historical remarkable records. <p>Skill:</p> <ul style="list-style-type: none"> - Organize the right chronological order with correct Buddhist and Christian calendar based event evidences. <p>Attitude:</p> <ul style="list-style-type: none"> - Relate effectively the historical assumptions with the correct relevant evidences. 	5 hours
<p>Lesson 2: Prehistory of Cambodia</p> <p>Concepts: Territory, Khmer ethnic and its origins, housing , antiques, creativity, inheritance</p> <p>Contents:</p> <p>1. Khmer ethnic and their living conditions</p> <p>a. Laang spean</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - List down the artistic tools used within the Khmer prehistoric period. 	5 hours

<p>b. Kbal romeas c. Phum moull d. Samrong Sen and Mlou prey e. Angkor borei</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • Where Khmer ethnic was located for their daily living? What are the related evidences? • What are the characteristics of the Khmer ethnic housing? What are the related evidences? <p>2. Prehistoric antiques:</p> <p>a. Prehistoric painting b. Antiques</p> <p>Inquiry question:</p> <p>a. What are the similar instruments or artistic tools you use every day to those which were used in the prehistoric particular records? b. Why Khmer ethnic, in the Khmer prehistoric period, produced instrument and artistic tools?</p> <p>3. Learning exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the right thought, right speech, right habit and right action of “the qualified moral citizens with virtue” in order to keep the creation sustainability of the daily instruments and artistic tools for humanity benefits? 	<p>– Describe proficiently the Khmer ethnic origins and their daily living conditions by using the archaeological evidences.</p> <p>Skill:</p> <p>– Relate effectively the antiques to the Khmer ethnic daily living activities. – Construct with ease the link between tools used within the Khmer prehistoric period and those used in the present time.</p> <p>Attitude:</p> <p>– Compose effectively the short essay on 9-year-old boy living in the Khmer prehistoric period. – Validate independently on the right thought, right speech, right habit and positive action in the tool creation for the humanity benefits.</p>	
<p>Lesson 3: Funan and the first state in South-east Asia</p> <p>Concepts: Legend stories, state, evidences, inheritance, sustainability, 10 principles of the royal morality and virtue , positive Behaviour</p> <p>Contents:</p> <p>1. First state</p> <p>a. the creation of Funan state based on legend story (Preah Thaong and Neang Neak). b. the creation of Funan state based on Cham engraved inscription stones (King Kaudinya and Queen Soma).</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <p>– Describe with ease the creation of Funan state based on legend story. – Describe with ease the creation of Funan state based on the relevant archaeological evidences. – List effectively the principle locations and Royal capital city of Funan era based on the</p>	<p>5 hours</p>

<p>c. the creation of Funan state based on Chinese note (King Huntian and Queen Liuye) .</p> <p>d. the creation of Funan state based on evidences.</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the explanations towards the Khmer first state origins? <p>2. Geographical location</p> <ol style="list-style-type: none"> Empire of Funan Capital city <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the borders of Funan Empire comparing to the actual borders of Cambodia? What are the relevant archaeological evidences? <p>3. Dynasty and achievements</p> <ol style="list-style-type: none"> King Kaudinya and mercy principles Preah Srey Meara (Fan Shih-Man) and diligence-honesty principles <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the Kings of Funan Empire with remarkable achievements as the following Khmer generation inheritance? <p>4. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the reasons that the leader must behave with mercy, diligence, honesty? 	<p>relevant archaeological evidences.</p> <ul style="list-style-type: none"> - Give correctly the name of Kings and principle people in the Funan era. - Cite comprehensively the Royal achievements in architecture and cultural development of each Funan King. <p>Skill:</p> <ul style="list-style-type: none"> - Compare proficiently the special characteristics of Funan Kings. <p>Attitude:</p> <ul style="list-style-type: none"> - Validate comprehensively the positive quality of thought, speech, habit and action for the humanity benefits. 	
<p>Lesson 4: Chenla and the braveness of the great Kings</p> <p>Concepts: -Leadership, Queen, Principality</p> <p>Contents:</p> <ol style="list-style-type: none"> First state <ol style="list-style-type: none"> Geographic location Capital city <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the borders of Chenla empire compared to the actual borders? What are the relevant archaeological evidences left? • Where was the Chenla Capital city location compared to actual location? <ol style="list-style-type: none"> Chenla and Principality <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe with care the territory extension with relevant evidences. - List down the Royal Capital cities and principalities of Chenla era with relevant evidences. - Explain comprehensively the meaning of “Chenla” with relevant evidences. 	<p>6 hours</p>

<ul style="list-style-type: none"> • What were the Chenla main Principalities and where were its locations compared to the actual ones? <p>3. Naming Inquiry question:</p> <ul style="list-style-type: none"> • What are the comprehensive explanations and views towards the meaning of “Chenla”? <p>4. Dynasty and achievements:</p> <ol style="list-style-type: none"> a. King Bhavavarman I and his great care to people b. King Mahendravarman I and his great honesty. c. King Isanavarman I and his great peace keeping d. King Jayavarman I and his great initial ideas. e. Queen Jayadevi and her great strong brave manner. <p>Inquiry question:</p> <ul style="list-style-type: none"> • What were the ruling Kings with remarkable leadership during the Chela era? • What were the leadership qualifications and characteristics of each Chenla Kings used as role model for the next generations? • What were the great achievements of each Chenla Kings left for Khmer next generations and for the world? • For what reasons that Queen Jayadevi were fully recognized as a great Queen? <p>5. Learning exercise: Inquiry question:</p> <ul style="list-style-type: none"> • What are the good remarkable achievements and behaviour that you learn from Khmer Kings? 	<ul style="list-style-type: none"> - Cite the Kings and principle people with great achievements of Chenla era. - Explain with ease the Royal great achievements in architecture and culture done by each King of Chenla era. <p>Skill:</p> <ul style="list-style-type: none"> - Justify effectively the braveness of Khmer woman in national development. <p>Attitude:</p> <ul style="list-style-type: none"> - Validate comprehensively the positive quality of thought, speech, habit and action for the humanity benefits. 	
<p>Lesson 5: Angkor empire and creativity</p> <p>Concepts: Imperialism, geography, chronology, development, Brave patriotism, victory sites, human value, inclusiveness, participation, initiative, gratitude culture</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Geographic location and evidences <ol style="list-style-type: none"> a. Territory extension b. Capital city <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe in details the territory border of Angkor empire by using the relevant archaeological evidences. - Outline comprehensively the special characteristics 	6 hours

<ul style="list-style-type: none"> ● What were the borders of Angkor empire? What are the relevant evidences? ● What are the victory site determining characteristics of Angkor region? ● What were the construction steps of Angkor capital city? What are the relevant evidences? ● What are the reasons that Khmer ancestors built the core temples in the capital city? <p>2. Kings and commitments</p> <ol style="list-style-type: none"> a. King Jayavarman II and Imperialism/Initiative b. King Yasovarman I and Creativity c. King Udayadityavarman I and Sustainability d. King Suryavarman II and Diligence <p>Inquiry question:</p> <ul style="list-style-type: none"> ● During the Angkor empire era, what were the remarkable Kings? What were their special characteristics? ● What were their special value and philosophy of the state governance? <p>3. King Jayavarman VII</p> <ol style="list-style-type: none"> a. Biography b. Suffering of the people is the King's suffering c. the 2 Queens and the intelligent ability <p>Inquiry question:</p> <ul style="list-style-type: none"> ● How did the King Jayavarman VII mount the throne? ● What were the main factors driving the King to lead Khmer empire as one of great power in the region? What are the main contributing roles of women, especially the Queen? <p>4. Learning exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What would you do to preserve national heritage of Angkor era? ● Please compose a short essay with reasons on the 5 good qualifications of Khmer Kings that you should follow as good role model. 	<p>of Angkor empire era and the favourable geographic conditions by using the relevant archaeological evidences.</p> <ul style="list-style-type: none"> - Illustrate the strength, the important achievements and the philosophy of the era remarkable Kings to lead the country. <p>Skill:</p> <ul style="list-style-type: none"> - Summary with confidence the biography of King Jayavarman VII. - Provide effectively the examples and the concrete evidences of the woman important roles in the national development. <p>Attitude:</p> <ul style="list-style-type: none"> - Design comprehensive presentation on the people participation in preserving the valuable heritage in Angkor era. - Please compose a short essay with reasons on the 5 good qualifications of Khmer Kings that you should follow as good role model. 	
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7.5. Curriculum: Grade 5

Contents	Expected learning outcomes	Duration
<p>Lesson 1: Chaktomuk and Khmer braveness</p> <p>Concepts: Evidences, inheritance, sustainability, positive behaviour</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Capital city: <ol style="list-style-type: none"> a. Geography and Capital city qualification (Toul Basan) b. History of Chaktomuk c. Founder King d. History of Capital city based on legends <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What are the legends related to Chaktomok Capital cities? ● What were the locations of the Chaktomok capital cities? What were its favorable characteristics? ● What are the favorable characteristics of new capital city? ● What is the location of Chaktomok Royal Palace? ● What are the relevant evidences demonstrating that there were people living in the area before Chaktomok era? ● What is the characteristics of Phnom Daun Penh history? <ol style="list-style-type: none"> 2. King of Chatomuk era <ol style="list-style-type: none"> a. King Sri Raja and reunion philosophy b. Sdach Korn and the diligence in capacity building <p>Inquiry question:</p> <ul style="list-style-type: none"> – What are the vision of Founder Kings towards national building? <ol style="list-style-type: none"> 3. Chaktomok era heritage <p>Inquiry question:</p> <ul style="list-style-type: none"> – What are the Chaktomok achievements left for Khmer next generation? <ol style="list-style-type: none"> 4. Learning exercise: <p>Inquiry question:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Cite correctly the principle capital cities of Chaktomok era based on legends and relevant archaeological evidences. – Describe the brave patriotism and national consciousness together with royal achievements made by each King of Chaktomok era. – List up the heritage of Chaktomok era. <p>Skill:</p> <ul style="list-style-type: none"> – Compare comprehensively the leadership principles of each Chaktomok era King. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify naturally the non-violent way to resolve problems as principle habit. 	<p>5 hours</p>

<ul style="list-style-type: none"> • What were the leader qualification of each Chaktomok era Kings for the benefits of Khmer people and their relevant strategies to resolve country problems? 		
<p>Lesson 2: Longvek and sacred capital city</p> <p>Concepts: important person, capital city, achievements, intellectual</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Choice of Capital city <ol style="list-style-type: none"> a. Geographic location b. Founder King c. Causes of Capital city moving: <ul style="list-style-type: none"> – Geography and belief factors – Geography and commerce factors – Longvek before becoming as Capital city <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the location of Longvek Capital city? What were the reasons that the King chose this location as Capital city? • What are the relevant evidences related to daily living conditions at the location before Longvek era? <ol style="list-style-type: none"> 2. Capital city building <ol style="list-style-type: none"> a. Culture and belief c. Strategy and architecture <p>Inquiry question:</p> <ul style="list-style-type: none"> – What was the strategy of Founder Kings towards Longvek Capital city building with special characteristics? <ol style="list-style-type: none"> 3. Braveness of Khmer Kings and ancestors <ol style="list-style-type: none"> a. King Ang Chan and Gratitude b. King Barom Reachea and commitments c. King Satha 1 and sacrifice lacking d. Scholar and national building contribution 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Identify the special features and location of Capital cities with relevant history/archaeological evidence-based manner. <p>Skill:</p> <ul style="list-style-type: none"> – Analyse comprehensively the special features of Capital city/Royal Palace building as well as the country development sustainability. – Analyse with ease the importance of capital city/Royal palace planning and the sustainability of country development. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify naturally the right quality of thought, speech, habit and action to preserve country development and historic inherence for humanity benefits. 	<p>5 hours</p>

<p>e. Culture-History inheritance during Longvek era</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> - How did the characteristics and decisions of the King contribute to the state development or deficiency? • What are the inheritance of Longvek era Kings left for the next generation? • What are the role of scholars in country development contribution? 		
<p>Lesson 3: Oudong and the loss of ownership</p> <p>Concepts: important person, capital city, historical places, education, law, leadership</p> <p>Contents:</p> <p>1. Territory border</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What was the change of Khmer territory border in the past? What were the relevant evidences? <p>2. Capital city</p> <ul style="list-style-type: none"> a. Geographic location d. King founder e. Causes of Capital city moving f. Oudong city history • Geography • Commerce • Belief and city core <p>Inquiry question:</p> <ul style="list-style-type: none"> - During Oudong era, what were the locations of the capital cities? What were the relevant names? - What and where were the historical places and evidences left during Oudong era? - What were the achievements of Oudong hill? For what reasons? What were the relevant benefits to the nation? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Provide the details of Khmer territory border based on relevant evidences. - Describe historical places and cities during Oudong era based on relevant evidences. - Describe with confidence the brave patriotism of Khmer Kings to keep the national identification during the era. <p>Skill:</p> <ul style="list-style-type: none"> - Relate the historical places and relevant historical evidences for the benefits of actual economy. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify naturally the right quality of thought, speech, habit and positive action of the King during Oudong era. 	<p>6 hours</p>

<p>– What were the evidences to proof that there were people living in Oudong region before Oudong era?</p> <p>– For what reasons that the King moved the Royal Palace from Longvek to Oudong?</p> <p>3. Brave patriotism of King in Oudong era</p> <ol style="list-style-type: none"> King Chey Chettha 3 Ang Sur King Ang Tham King Ang Duong and nation building <p>Inquiry question:</p> <ul style="list-style-type: none"> How did the brave patriotism of Khmer kings in Oudong era contribute to keep national identification? <p>4. Sharing culture and solidarity</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the solution used by Kings during Oudong era to resolve the throne crisis? What were the relevant influences to the next generation? <p>5. Oudong and inheritance</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What are the benefits of the Oudong era inherence to the present time? What would the next generation cultivate to preserve the historic inheritance for the benefits of the country? <p>6. Lesson exercise:</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the benefits for people and the country provided by the fact that the King took carefully positive, open-minded behavior and power sharing culture? What were the benefits for people and the country provided by the fact that the King took with care good law practice and education as priority? 		
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<p>Lesson 4: French protectorate and Khmer heroes</p> <p>Concepts: Territory border, important person, urban planning, right and power, sovereignty</p> <p>Contents:</p> <p>1. Territory border Inquiry question:</p> <ul style="list-style-type: none"> - What were the change of Khmer territory border during French protectorate period? <p>2. Return to Phnom Penh Inquiry question:</p> <ul style="list-style-type: none"> - What were the reasons that Phnom Penh was re-chosen to become Capital city? <p>3. Phnom Penh and urban planning Inquiry question:</p> <ul style="list-style-type: none"> - What were development planning of Phnom Penh during French protectorate period? <p>4. Important person</p> <ol style="list-style-type: none"> a. King Norodom and interior sovereignty b. King Sisowath and reform c. King Sihanouk and talent d. Intellectuals and Khmer identity preservation <ol style="list-style-type: none"> i. Krom Ngoy and Khmer tradition ii. Samdech Sangha Raja Chuon Nath and new era of Khmer language <p>Inquiry question:</p> <ul style="list-style-type: none"> ● For what reasons that King Sisowath decided to take French protectorate for Cambodia? ● What were the remarkable achievements of King Sisowath? ● What were the great talent and braveness of King Sihanouk to keep and to defense the national benefits? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the change of territory border before and after the French protectorate period. - Provide reasons of the Capital city change from Oudong to Phnom Penh. - Describe the urban planning of Phnom Penh during the French protectorate period. - Describe the Kings, leaders, and Dignitaries contributing to preserve the Khmer identification during the French protectorate period. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the tasks of French senior residents to govern Cambodia. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify the value of intellectual features to preserve the national identity. 	<p>6 hours</p>
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<ul style="list-style-type: none"> • What were the contributions of Khmer intellectuals to preserve the Khmer identity? <p>5. French Senior Resident and French administration Inquiry question:</p> <ul style="list-style-type: none"> • What were the roles of French Senior Residents to govern Cambodia? <p>6. Intellectuals and national identity Inquiry question:</p> <ul style="list-style-type: none"> • Compose a short essay in terms of intellectuals contributing to preserve the national identity. 		
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7.6. Curriculum: Grade 6

Contents	Expected learning outcomes	Duration
<p>Lesson 1: Sangkum period “island of peace”</p> <p>Concepts: Island of peace, remarkable person, achievement, creativity, independence, national reunion, national building, father of national independence</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. King Norodom Sihanouk and education: <ol style="list-style-type: none"> a. Biography b. Reign period c. Royal achievements d. Father of national independence <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are the Royal achievements and legacy by King Norodom Sihanouk for the benefits of Khmer at the present time? • What and where are the education infrastructure left by the Sangkum period? • What is the positive behaviour learnt after King Norodom Sihanouk role modelling? <ol style="list-style-type: none"> 2. Important people: <ol style="list-style-type: none"> a. Chuon Nat and Khmer literature b. Vann Molyvann and urban planning 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe comprehensively the remarkable achievements of King Norodom Sihanouk. – Describe other remarkable people with relevant special achievements in politics, art, literature and architecture. <p>Skill:</p> <ul style="list-style-type: none"> – Analyse with confidence the leadership principles of King Norodom Sihanouk. <p>Attitude:</p> <ul style="list-style-type: none"> – Develop more positive behaviour to preserve the historic heritage. 	6 hours

<p>c. So Heu and education d. Sin Sisamuth and Khmer art</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> - What are the remarkable people that you should keep in mind? - What were the achievements of the remarkable people that we should keep in mind? - What is the positive behaviour learnt after remarkable people role modelling? <p>3. Island of Peace: Inquiry question:</p> <ul style="list-style-type: none"> - What were the principle approaches used by King Norodom Sihanouk to lead Cambodia to become an island of peace? • As responsible young children, what positive behavior should we follow to be able to bring new remarkable achievements to the society? 		
<p>Lesson 2: Khmer Republic and the change</p> <p>Concepts: Downtown, countryside, remarkable people, inheritance</p> <p>Contents:</p> <p>1. Ruling area of Khmer republic: Inquiry question:</p> <ul style="list-style-type: none"> • What were the changes of territory border during Khmer republic period? • For what reasons that Khmer territory border changed? <p>2. Daily living condition of the people: Inquiry question:</p> <ul style="list-style-type: none"> • What were the daily living conditions of downtown and countryside people? <p>3. Important people:</p> <ol style="list-style-type: none"> a. Lon Nol and regime change b. Sisowath Sirik Matak and sacrifice 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Describe the territory border under the Khmer Republic ruling period. - Describe the general view of downtown and countryside during the Khmer Republic ruling period. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the leadership features of remarkable dignitaries during the Khmer Republic ruling period. <p>Attitude:</p> <ul style="list-style-type: none"> - Develop more positive behavior to preserve the historic heritage. 	<p>5 hours</p>

<p>c. Son Ngoc Thanh and effort d. Long Boret and honesty e. Lon Non and strategy</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> - What are the intention of Lon Nol to resolve the national problems? - What were the sacrifice done by Sirik Matak for Khmer nation? - What were the struggle done by Son Ngoc Thanh for Khmer nation? - What were the honesty of Long Boret for Khmer republic and Khmer people? - What were the influences of Lon Non works to Khmer people? <p>4. Historical inheritance:</p> <ol style="list-style-type: none"> a. Nationalism inspiration b. Creation of Khmer-Mon c. Gratitude motivation <p>Inquiry question:</p> <ul style="list-style-type: none"> - What are the contribution of Khmer Republic leaders to defense and to preserve Khmer inheritance during difficult situation? 		
<p>Lesson 3: Khmer Democracy and the tragedy</p> <p>Concepts: Khmer rouge, Angkar, child right, child labor, child mobile unit, village child unit, child violence, ethic</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Khmer rouge leader: <ol style="list-style-type: none"> a. Pol Pot b. Nuon Chea c. Ieng Sary d. Khieu Samphan <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the supreme leaders of Khmer Democracy? ● What were the principles and leadership philosophy used by leaders of Khmer Democracy 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Cite the supreme leaders of Khmer Democracy? - Describe with ease the livelihood of the children as members of child mobile unit and village child unit during the era? - Tell with evidence-based manner the child labor and child violence during the era. - Provide the features of labor place where children were forced to work such as dam, canal, water reservoir building during the era. 	<p>6 hours</p>

<p>which bring Cambodia into a killing field?</p> <p>2. Living condition and Livelihood: Inquiry question:</p> <ul style="list-style-type: none"> ● What were the labor types that children were forced to do during Khmer democracy regime? ● What were the child mobile unit and village child unit? What were its structures? <p>3. Labor and violence: Inquiry question:</p> <ul style="list-style-type: none"> ● What were the danger risks for children during the era? What were the child right abuse met during the era? ● What were the reasons that children were forced to do unsuitable heavy labor and their right were removed? ● What were the removed child rights during the era? ● What were the mental health consequences of torture, right abuse and heavy labor to people who were children during the era? <p>4. Historical places: Inquiry question:</p> <ul style="list-style-type: none"> ● Where were the places that children were forced to do heavy labor during the era? What were the situation met during the era? ● What were the names of principle security centers and where are they located? ● What were the objectives of the security center creation? ● What were the number of geographic administration regions set by the era leaders and what were the names of the places? ● What were the regions where children suffered and died the most during the era? <p>5. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none"> ● As a responsible citizen, what should we consider and act to 	<ul style="list-style-type: none"> - Provide the features of security centers during the era. - Describe the geographic administration regions set by the regime. <p>Skill:</p> <ul style="list-style-type: none"> - Analyze the consequences of forced child right abuse labor or the livelihood of the children in child mobile unit, mental health consequences of torture, right abuse and heavy labor to people who were children during the era. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify with evidence-based manner the positive behavior in order to create social understanding, mercy and harmony to live together with peace. 	
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<p>promote and raise the awareness the child right?</p> <ul style="list-style-type: none"> ● To ensure peaceful mind to ourselves and surrounding people, what responsibility should we take carefully? 		
<p>Lesson 4: People Republic of Kampuchea and State of Kampuchea regime</p> <p>Concepts: Conflict, ethic, tri-party alliance, child right, resistance movement, solidarity, national reunion, peace</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. Liberty and human right: <ol style="list-style-type: none"> a. Liberty and livelihood b. Children and education c. Cultivation solidarity group <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What liberty did people of the regime have? ● What were right that the children obtained during the regime? ● What were the reasons that the regime created cultivation solidarity groups? <ol style="list-style-type: none"> 2. Peace and development: <ol style="list-style-type: none"> a. Tri-party alliance and resistance movement b. Negotiation and peace <p>Inquiry question:</p> <ul style="list-style-type: none"> ● What were the up-to-present benefits to the society to keep peace gained from the negotiation imitative ideas and the national reunion? 	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the revival of liberty, human right and livelihood. <p>Skill:</p> <ul style="list-style-type: none"> – Analyze the initiative ideas of national reunion by Phnom Penh government and the tri-party alliance. <p>Attitude:</p> <ul style="list-style-type: none"> – Justify with evidence-based manner the contribution of Phnom Penh government and leaders of tri-party alliance resistance movement in national reunion and peace revival. 	5 hours
<p>Lesson 5: Second Kingdom of Cambodia and common intention to solve the problem</p> <p>Concepts: reunion, reconciliation, reunitednation, election, democracy, contribution, development, nation restoration, win-win policy, sustainability</p> <p>Contents:</p>	<p>The students will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> – Describe the separation of the Khmer rouge party from the election and the creation of seceding area by Khmer rouge. – Describe with confidence the understanding behavior between Khmer politicians for democracy and the election in Cambodia. 	6 hours

<p>1. Peace and boycott: Inquiry question:</p> <ul style="list-style-type: none"> ● What were the reasons that Khmer rouge party entered into the peace negotiation process? ● What were the reasons that Khmer rouge party left the election in 1993 and created seceding area? ● Where were the seceding area of Khmer rouge? <p>2. Political parties and election: Inquiry question:</p> <ul style="list-style-type: none"> ● What were the political parties which entered in the 1993 election? ● What were the benefits to next generation left by the understanding and the value in between the political parties during the election in 1993? <p>3. Crisis and compromise: Inquiry question:</p> <ul style="list-style-type: none"> ● What approaches used by Khmer politicians to solve the politic crisis after 1993 election? ● What were the benefits from the after-1993-election reconciliation approaches used by Khmer politicians to the next generation? <p>4. Samdech Techo Hun Sen and win-win policy: Inquiry question:</p> <ul style="list-style-type: none"> ● What were the win-win policy? In what situation was it used? Where and when in Cambodia? ● What were the benefits of win-win policy to the present society? <p>5. Democracy doctrine and sustain development: Inquiry question:</p> <ul style="list-style-type: none"> ● How did the stable politic situation happen? ● How did the constitutional democracy happen? 	<ul style="list-style-type: none"> - Explain comprehensively the reconciliation approaches used after the 1993-election. - Explain with ease the win-win policy results by Khmer leaders. <p>Skill:</p> <ul style="list-style-type: none"> - Validate concisely the benefits of national union after the 1993-election. <p>Attitude:</p> <ul style="list-style-type: none"> - Justify with evidence-based manner the choices of approaches to solve the Khmer political conflicts from the 1993-election up to present time. 	
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<p>6. Lesson exercise: Inquiry question:</p> <ul style="list-style-type: none">• What were the approaches used to resolve political conflicts from the 1993-election?• What were the benefits of political conflict resolving approaches used after the 1993-election?		
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8. References:

9. Committee members:

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