

## Khmer R-2 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>SINGING IN THE RAIN</b>	<b>LET'S GO SHOPPING</b>	<b>DRESS UP TIME</b>	<b>MY PLACE</b>
<p><b>KEY QUESTION:</b> What is the weather like today?</p> <p><b>KEY CONCEPTS:</b> routine, play, sharing</p> <p><b>KEY PROCESSES:</b> expressing preferences, noticing, selecting</p>	<p><b>KEY QUESTION:</b> What will I buy at the shop?</p> <p><b>KEY CONCEPTS:</b> ownership celebration,</p> <p><b>KEY PROCESSES:</b> exchanging, describing, information, identifying</p>	<p><b>KEY QUESTION:</b> What should I wear when I go out?</p> <p><b>KEY CONCEPTS:</b> performance, expression, identity</p> <p><b>KEY PROCESSES:</b> sharing, deciding, performing, connecting.</p>	<p><b>KEY QUESTION:</b> Who lives in my house with me?</p> <p><b>KEY CONCEPTS:</b> family, friendship, imagination,</p> <p><b>KEY PROCESSES:</b> participating, responding, predicting, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b> Participate in classroom routines, games, instructions and shared activities</p> <p><b>INFORMING</b> Locate specific items of information in texts using early literacy skills</p> <p><b>CREATING</b> Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming,</p>	<p><b>SOCIALISING</b> Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling</p> <p><b>INFORMING</b> Give factual information about known people, everyday objects, family celebrations and personal experiences</p>	<p><b>SOCIALISING</b> Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song</p> <p><b>CREATING</b> Create stories and perform imaginary experiences</p> <p><b>REFLECTING</b> Identify and describe aspects of self in relation to others</p>	<p><b>SOCIALISING</b> Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play</p> <p><b>CREATING</b> Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression</p>

<p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p><b>TRANSLATING</b> Share with others what they can express in Khmer, and explain how meanings are similar or different</p> <p><b>REFLECTING</b> Begin noticing what is ‘new’ or ‘interesting’ in Khmer language and culture and recognising similarities and differences between Khmer and Australian cultural practices and related language use</p> <p><b>SYSTEMS OF LANGUAGE</b> Reproduce the sounds of the Khmer language</p>	<p><b>SYSTEMS OF LANGUAGE</b> Understand that language is organised as texts</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that Khmer and English borrow words from each other</p>	<p><b>TRANSLATING</b> Create a personal or shared record of ‘interesting’ words in Khmer</p> <p><b>SYSTEMS OF LANGUAGE</b> Notice and use some aspects of the Khmer language system, including most of 15 high sound consonants, some of 23 high sound vowels and combine to write words and simple sentences, punctuation “។”</p>
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**Across the year** 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

**Achievement Standard**

By the end of Year 2, students use Khmer to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *តើអ្នកឈ្មោះអ្វី? តើអ្នករស់នៅឯណា?* and choose among options, for example, in response to questions such as *អ្នកចង់បានការមេឫស្ត្រគាប់?* They produce learnt sounds and formulaic expressions (for example, *វាឆាប់! ប៉ុន្តែខ្ញុំមិនចូលចិត្ត!*, or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Khmer pronunciation, for example, producing most of the 15 high sound consonants, some of the 23 high sound vowels and combining them to write words and simple sentences; punctuation “។” with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support

such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as ខ្ញុំអាយុ៦ឆ្នាំ។ ខ្ញុំសុខសប្បាយ! កាមេនេះនាញ!

Students know that Khmer is the national language of Cambodia. They can identify most of the 15 high sound consonants and some of the 23 vowels. They know that simple sentences follow a pattern. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Khmer words and phrases and make comparisons between Khmer and English. They know that languages borrow words from each other and provide examples of Khmer words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Cambodians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Khmer language and culture.

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 22/12/2017