

Khmer Years 5-7 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
<p>Module 1:</p> <p>OUR WEATHER REPORT</p> <p>KEY QUESTION: How many seasons are in a year?</p> <p>KEY CONCEPTS: Leisure, Fact/Fiction, Perspective</p> <p>KEY PROCESSES: Exchanging, Identifying, Comparing, Sequencing</p> <p>CONTENT DESCRIPTIONS</p> <p>Socialising Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p>Informing Analyse, summarise and share key ideas and information from a range of texts</p>	<p>Module 2:</p> <p>FROM FARM TO SUPERMARKET</p> <p>KEY QUESTION: Who produces our food?</p> <p>KEY CONCEPTS: Service, Transaction, Lifestyle</p> <p>KEY PROCESSES: Exchanging, Planning, Selecting, Researching</p> <p>CONTENT DESCRIPTIONS</p> <p>Socialising Participate in simple transactions such as purchasing and ordering goods and services</p> <p>Informing Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas</p>	<p>Module 3:</p> <p>FASHION WORLD</p> <p>KEY QUESTION: Why is clothing important?</p> <p>KEY CONCEPTS: Exchange, Representation, Identity,</p> <p>KEY PROCESSES: Comparing, Informing, Responding, Reflecting</p> <p>CONTENT DESCRIPTIONS</p> <p>Socialising Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'</p> <p>Informing Convey ideas and opinions by creating spoken, written and multimodal texts</p>	<p>Module 4:</p> <p>MY HOUSE</p> <p>KEY QUESTION: What type of house do you live in? What makes a house a home?</p> <p>KEY CONCEPTS: Relationship, Experience, Community</p> <p>KEY PROCESSES: Sharing, Exchanging, Performing, Creating</p> <p>CONTENT DESCRIPTIONS</p> <p>Socialising Initiate and maintain social interaction with peers and adults by seeking and offering ideas, thoughts and feelings about people, events and experiences and known</p> <p>Creating Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events</p>

<p>Creating Share and compare opinions about ideas in imaginative texts</p> <p>Systems of language Notice and use distinctive features of text organisation in Khmer</p>	<p>Translating Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning</p> <p>Reflecting Compare everyday social experiences and related language use and consider own responses and reactions and those of others</p> <p>Language variation and change Recognise the dynamic nature of language and culture</p>	<p>Reflecting Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</p> <p>Systems of language Develop pronunciation and intonation of Khmer-specific sounds high, low consonants and vowels, introduce subscripts and how to use. signs ៉ ៉៉ ៉៉ (reason change from high to low, low to high), write, read simple words, sentences, short paragraphs, short stories and punctuation “្ក”</p> <p>Role of language and culture Reflect on their own assumptions about the values, beliefs and cultural norms of Khmer speakers compared to their own</p>	<p>Creating Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events</p> <p>Translating Create simple bilingual texts and discuss what translates easily or not</p> <p>Language variation and change Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society</p>
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Across the year 

Reading program:

- age appropriate readers which support the language learning connected to each of the modules

Years 5 and 6 Achievement Standard

By the end of Year 6, students interact using spoken and written Khmer to describe and give information about themselves, family, friends, home and

school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, ល្អណាស់... គាត់ពូកែណាស់... គាត់ឆ្ងាត់ណាស់។ ខ្ញុំចូលចិត្ត.....ជាង។ ខ្ញុំគិតអីចឹងដែរ។ ខ្ញុំមិនគិតអីចឹងទេ។ accept or reject ideas, agree and disagree, for example, ខ្ញុំយល់ព្រម / មិនយល់ព្រម។ ខ្ញុំចូលចិត្ត / មិនចូលចិត្ត...។ អ្នកត្រូវហើយឧសហើយ។ They ask simple questions, for example, អ្នកចូលចិត្តទេ? អ្នកនឹងបានអ្វី? អ្នកណាខ្លះនឹងមកដល់លៀង? តើអ្នកនឹងមកទេ? They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, ចម្រៀងរបស់.....ពិរោះណាស់, ប៉ុន្តែខ្ញុំចូលចិត្ត.....ជាង។ They write descriptions, letters, messages, and narratives. They develop an understanding and pronunciation and use of Khmer-specific sounds, high, low consonants and vowels, introduce subscripts and how to use super scripts ៉្រ្រ្រ (the reasons why sounds change from high to low, low to high sound), write, read simple words, sentences, short paragraphs, short stories and use of punctuation “។, ? ”. They choose vocabulary appropriate to the purpose of the interaction, such as to describe, or to plan.

Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Cambodia and in Khmer-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Khmer to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, នេះជាឪពុក

ខ្ញុំ។ គាត់ឈ្មោះស្នេហា។ គាត់អាយុសែសិបឆ្នាំហើយ។ They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, ខ្ញុំ

ចាប់ផ្តើមចូលរៀននៅម៉ោងប្រាំបីកន្លះ។ មុខវិជ្ជាដែលខ្ញុំរៀនគឺភាសាខ្មែរ ភាសាអង់គ្លេស គណិតវិទ្យា និង

រូបវិទ្យា។ They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example,

ខ្ញុំចូលចិត្តមិត្តខ្ញុំពីព្រោះវាវាក់ទាក់ណាស់។ ខ្ញុំក៏ចូលចិត្តវាដែរដោយសារតែវាឆ្លាតណាស់។ They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create

cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, ខ្ញុំមិនអាចទៅលេងល្បែងពីព្រោះខ្ញុំត្រូវរៀន។ They use conjunctions, adjectives and adverbs to elaborate meanings, for example, លោកគ្រូគណិតវិទ្យាចិត្តល្អណាស់ ប៉ុន្តែលោកគ្រូកីឡាជួនកាលក៏ងតែងខ្លាំងពេក។

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Khmer. They analyse the impact of technology and media on communication and language forms, the influence of Khmer and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).

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

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