

Khmer Years 7-8 Course Overview – Year C 2022 (R-10 Sequence)

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1:</p> <p>The Land of Fairy Tales and Legends</p> <p>KEY QUESTION: Who will I meet in a Fairy Tale land? What kind of interesting things can I see?</p> <p>KEY CONCEPTS: values, conflict, journey, imagination, fiction</p> <p>KEY PROCESSES: recount, describing, performing, analysing</p>	<p>Module 2:</p> <p>World Greatest Festivals</p> <p>KEY QUESTION: How many festivals are there in the world? What are my favourite festivals?</p> <p>KEY CONCEPTS: celebration, discovery, representation, communication, time, place</p> <p>KEY PROCESSES: clarifying, identifying, comparing, translating</p>	<p>Module 3:</p> <p>Our School Life Experience</p> <p>KEY QUESTION: Why is going to school important? Who will I meet at school? How much fun can I have at school?</p> <p>KEY CONCEPTS: Negotiation, resolution, systems, beliefs, time</p> <p>KEY PROCESSES: Comparing, noticing, explaining, connecting, interpreting</p>	<p>Module 4:</p> <p>Food Glorious Food</p> <p>KEY QUESTIONS: Where does food come from? What different types of food have you tried? Who do we learn cooking from?</p> <p>KEY CONCEPTS: Identity, experience, evaluation, celebration, wellbeing</p> <p>KEY PROCESSES: Expressing, classifying, labelling, explaining, creating</p>
<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Analyse, summarise and share key ideas and information from a range of texts</p> <p>CREATING Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements</p> <p>INFORMING Convey ideas and opinions by creating spoken, written and multimodal texts</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken</p> <p>CREATING Create texts for particular audiences that depict experiences or topics of interest</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences</p> <p>INFORMING Analyse, summarise and share key ideas and information from a range of texts</p>

<p>TRANSLATING</p> <p>Translate texts, discussing different versions and why these might occur</p> <p>SYSTEMS OF LANGUAGE</p> <p>Use grammatical/ Khmer knowledge to extend meanings, including knowledge of high, low sound consonants and vowels, subscripts, superscripts, independent vowels, word ending with a consonant, consonant blend, nouns, adjectives, verbs, personal pronouns, punctuations, signs and simple sentence structures.</p>	<p>TRANSLATING</p> <p>Create texts for particular audiences that depict experiences or topics of interest</p> <p>REFLECTING</p> <p>Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand the value of communicating within and across languages, and discuss the interrelationship between Khmer, English and other languages</p>	<p>TRANSLATING</p> <p>Create short bilingual texts such as captions, stories and commentaries</p> <p>REFLECTING</p> <p>Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p>CREATING</p> <p>Create texts for particular audiences that depict experiences or topics of interest</p> <p>SYSTEMS OF LANGUAGE</p> <p>Develop an understanding and use the sound system of Khmer language</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand the value of communicating within and across languages, and discuss the interrelationship between Khmer, English and other languages</p>
---	---	--	---

Khmer Years 7-8 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, *ខ្ញុំ គាត់ឈ្មោះសូណា។ គាត់អាយុវ័យសិបប្រាំបីឆ្នាំហើយ។* 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, *ចាប់ផ្តើមចូលរៀននៅម៉ោងប្រាំបីកន្លះ។ មុនវិញ្ញាណខ្ញុំរៀនគឺភាសាខ្មែរ ភាសាអង់គ្លេស គណិតវិទ្យា និង រូបវិទ្យា។*

They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *ខ្ញុំចូលចិត្តមិត្តខ្ញុំពីប្រទេសផ្សេងទៀតណាស់។ 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, *ខ្ញុំមិនអាចទៅលេងល្បែងពីប្រទេសខ្មែរបានទេ។* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *លោកគ្រូគណិតវិទ្យាចិត្តល្អណាស់ ប៉ុន្តែលោកគ្រូក៏ឡាជូនកាលតឹងតែងខ្លាំងណាស់។*

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 Khmer 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.