

KHMER Years 9-10 Course Overview – Year C 2022 (R-10 Sequence)

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: People in my community</p> <p>KEY QUESTIONS: How do I connect with my community?</p> <p>KEY CONCEPTS: relationship, experience, community</p> <p>KEY PROCESSES: sharing perspectives, exchanging</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues</p> <p>CREATING Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings</p>	<p>Module 2: Family Tree</p> <p>KEY QUESTIONS: Where does my family come from?</p> <p>KEY CONCEPTS: experience, identity, intercultural sensitivity</p> <p>KEY PROCESSES: suggesting, explaining, designing, evaluating, translating, comparing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views</p> <p>INFORMING Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues</p> <p>REFLECTING Investigate and share family and</p>	<p>Module 3: The world I live in</p> <p>KEY QUESTIONS: How do we look after our world?</p> <p>KEY CONCEPTS: event, experience, narrative, relationships</p> <p>KEY PROCESSES: negotiating, suggesting, questioning, explaining, comparing, story, translating</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations</p> <p>TRANSLATING Create bilingual texts that reveal aspects of Australian culture for Khmer-speaking audiences and vice versa</p>	<p>Module 4: Celebrations, now and then</p> <p>KEY QUESTION: How have traditional celebrations changed?</p> <p>KEY CONCEPTS: celebration, interaction, relationship</p> <p>KEY PROCESSES: informing, responding, expressing, questioning, reflecting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions</p> <p>INFORMING Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences</p>

<p>TRANSLATING Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts</p> <p>SYSTEMS OF LANGUAGE Use appropriate Khmer pronunciation, stress and intonation in increasingly complex sentences and texts</p> <p>LANGUAGE VARIATION AND CHANGE Understand that language use has the power to influence social relationships, beliefs and values</p>	<p>cultural traditions and experiences, considering how these have shaped and continue to shape personal identity</p> <p>SYSTEMS OF LANGUAGE Extend knowledge of Khmer high, low sound consonants and vowels, the role of superscripts, words ending with consonants, consonant blends and complex word combinations</p> <p>ROLE OF LANGUAGES Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning</p>	<p>REFLECTING Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p> <p>SYSTEMS OF LANGUAGE Analyse and apply linguistic, cultural and textual features of specific text types</p> <p>LANGUAGE VARIATION AND CHANGE Recognise how Khmer language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact</p>	<p>CREATING Create a range of imaginative texts, considering how to represent ideas, characters and events</p> <p>LANGUAGE VARIATION AND CHANGE Investigate how language varies according to context and speakers</p>
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Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Khmer Years 9-10 Achievement Standard

By the end of Year 10, students use written and spoken **Khmer** to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas.

They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, វាអស់កំឡុង ដូច្នេះវាមិនទៅលេងប្រាំទេ។ ខ្ញុំមិនចូលចិត្តអ្វីដែលនោះទេពីព្រោះវាកំសត់ណាស់! មុនដំបូងយើងទៅរោងកុន

បន្ទាប់មកយើងបានទៅទិញកាដេម។

They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests.

In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example,

..... ខ្ញុំយល់ថាអត្ថបទទាំងនេះពិបាកអានណាស់។

They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, តាមរបៀបខ្ញុំពីគំនិតខ្ញុំ.....ទំនោរខ្ញុំវិញ

..... ដោយខ្លួនខ្ញុំផ្ទាល់។ យុវជនយុវនារីមានចំណាប់អារម្មណ៍នឹងនិយាយប្រាប់។

They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.

Students reflect on their experience of learning **Khmer** language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

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