

Nepali Years 9-10 Course Overview – Year A 2019

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

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 3:	Module 5:	Module 7:
ME AND MY MOBILE PHONE	CULTURE SHOCK	FAMILY TREE	OUR KITCHEN
<p>KEY QUESTIONS: What if I didn't have my mobile phone? Is technology a blessing or a curse?</p> <p>KEY CONCEPTS: Technology, change, community</p> <p>KEY PROCESSES: Reflecting, discussing, expressing, exploring, debating</p>	<p>KEY QUESTIONS: What is 'culture shock'? Can cultural differences bring people together?</p> <p>KEY CONCEPTS: Culture, memories</p> <p>KEY PROCESSES: Comparing, reflecting, expressing</p>	<p>KEY QUESTIONS: How far back do you go? What number are you?</p> <p>KEY CONCEPTS: Memories, generations</p> <p>KEY PROCESSES: Comparing, reflecting, evaluating and expressing, analyzing</p>	<p>KEY QUESTIONS: Who cooks in your family? What assumptions do you have about Bhutanese/Nepali-Australian families?</p> <p>KEY CONCEPTS: Assumption, tradition</p> <p>KEY PROCESSES: Comparing, creating, reflecting, expressing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Nepali in and out of school</p> <p>REFLECTING Reflect on the nature of</p>	<p>SOCIALISING Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p> <p>INFORMING Present information related to social and cultural issues of interest to their peer group using different</p>	<p>CREATING Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</p> <p>INFORMING Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying</p>	<p>SOCIALISING Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p> <p>CREATING Create imaginative or expressive texts that draw from and reflect elements of their own tastes and</p>

<p>bilingual/multilingual communication and experience</p> <p>LANGUAGE VARIATION AND CHANGE Categorise observed changes to Nepali in domains of use such as education, media, popular culture and intercultural communication</p> <p>Module 2: THE REFUGEE/MIGRANT EXPERIENCE</p> <p>KEY QUESTION: What do I remember?</p> <p>KEY CONCEPTS: Migration, identity, memories</p> <p>KEY PROCESSES: Evaluating, comparing, sharing, experiencing</p> <p>CONTENT DESCRIPTIONS SOCIALISING Participate in activities that involve interactions, transactions,</p>	<p>modes and formats to take positions and to capture different perspectives</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that Nepali language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p> <p>Module 4: THE 'BRAVEST OF THE BRAVE'</p> <p>KEY QUESTION: How is it that the Gurkhas have had such an impact in many countries of the world?</p> <p>KEY CONCEPTS: History, discipline, Khukri (खुकुरी)</p> <p>KEY PROCESSES: Reading, writing, speaking, researching, evaluating</p> <p>CONTENT DESCRIPTIONS INFORMING Research, interpret and evaluate information presented from different perspectives in relation to</p>	<p>how culture and context affect how information is presented</p> <p>LANGUAGE VARIATION AND CHANGE Analyse variations in Nepali language use that relate to social roles, values and contexts and to the nature of the interaction</p> <p>Module 6: NEPALI LITERARY FIGURES</p> <p>KEY QUESTION: What do you know about Nepali literature?</p> <p>KEY CONCEPTS: Story, poem, language</p> <p>KEY PROCESSES: Composing, Reading, speaking, searching</p> <p>CONTENT DESCRIPTIONS SOCIALISING Use formal and informal registers to discuss and compare young people's</p>	<p>experience</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p>Module 8: OUR COLOURFUL CALENDAR</p> <p>KEY QUESTIONS: Do all cultures have festivals? Do they have them for the same reasons?</p> <p>KEY CONCEPTS: Celebration, identity</p> <p>KEY PROCESSES: Comparing, reflecting, sharing, expressing</p> <p>CONTENT DESCRIPTIONS SOCIALISING Participate in activities that involve interactions, transactions,</p>
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<p>negotiations and management of different opinions and social/cultural behaviours</p> <p>INFORMING Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives</p> <p>REFLECTING Reflect on the nature of bilingual/multilingual communication and experience</p>	<p>youth-related interests, identifying how culture and context affect how information is presented</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p>LANGUAGE VARIATION AND CHANGE Explore how using different languages to make meaning affects how they and their peers think, behave and communicate</p>	<p>interests, behaviours and values across different cultural contexts</p> <p>REFLECTING Reflect on the nature of bilingual/multilingual communication and experience</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that Nepali language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>	<p>negotiations and management of different opinions and social/cultural behaviours</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that Nepali language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>
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Nepali Years 9-10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, तपाईं कहिले आउनु भयो?, तपाईंको जीवनमा सुखी जीवन व्यतीत गर्नका लागि के उपायहरू छन्? तपाईंको विचारमा संयुक्त र एकल परिवारमा कुन चहि पारिवारिक संरचना आजको युगमा ज्यादा उपयुक्त हुन्छ? तपाईंको विचारमा अहिलेको युवा पीढीमा केको प्रभाव परिरहेको छ? तपाईं आफ्नो साथिको बारेमा केहि भन्न सक्नु हुन्छ?

They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यो ठीक छ, हामी सबै मिलेर गछौं, हामीले यसमा केही साथिहरू पनि सम्लग्न गराउनु पर्छ, यहि ठिक हुन्छ। तपाईंले यसबाट एउटा छान्नु पर्छ।

When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, तपाईंलाई धेरै बधाई छ। मेरी छोरीको शुभ विवाहमा म तपाईंलाई आमन्त्रित गर्न चाहन्छु। म कुमारी छोरीलाई आशीर्वाद दिन अवश्य आउनेछु। यो मेरो सौभाग्य हो कि तपाईंले मलाई यति महत्त्वपूर्ण अवसरमा सम्लग्न हुने अवसर

दिनुभयो।तर कारणवश म आउन नसक्ने परें।

They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, यो विषयमा तपाईंको के विचार छ? मेरो भन्नुको तात्पर्य यो हो कि ..., मलाई लाग्छ कि ।

When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ले, लाई, को, मा; and a range of tenses and participles, for example, आउ, यो, जानु, वाला, रहेछ, सकनु, पुग्नु, बजार जानेहरू, केटो साइकल कुधाइ रहेछ। to produce complex sentences such as म पहिले धरान जान्छु र त्यसपछि पोखरा जानेछु; भोली म काम सकेर साथिहरूसँग खेल्न जानेछु।

Students compare translations and interpretations of literary, community and social media texts, including those that use both Nepali and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Nepali and between Sanskrit and Devanagari script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Nepali language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Nepali and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

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

Updated 14/12/2018