

Nepali Years 3-4 Course Overview – Year A 2022

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

Term 1	Term 2	Term 3	Term 4
Module 1	Module 2	Module 3	Module 4
My Virtual School Jhola (Bag)	My School Garden	How Do I Address You?	Me, Marigold & Makhamali
<p>KEY QUESTIONS: Do you know what's in my virtual school bag?</p> <p>KEY CONCEPTS: Culture, Identity, Memories, Home, Schooling</p> <p>KEY PROCESSES: Identifying, Acknowledging, Comparing, Sharing, Exploring</p>	<p>KEY QUESTIONS: What can I find in my school garden? Who looks after our school garden? Is it different to the garden that I have/had at home?</p> <p>KEY CONCEPTS: memories, connections, stories, perspectives</p> <p>KEY PROCESSES: Identifying, Analysing, Comparing, Sharing, Reflecting</p>	<p>KEY QUESTIONS: How do I address you?</p> <p>KEY CONCEPTS: Culture, Family, Communities Relationships</p> <p>KEY PROCESSES: Identifying, Analysing, Acknowledging, Comparing, Reflecting</p>	<p>KEY QUESTIONS: What do I use the Marigold and Makhamali flowers for?</p> <p>KEY CONCEPTS: Culture, Celebrations, Significance</p> <p>KEY PROCESSES: Identifying, Inferring, Acknowledging, Celebrating, Sharing and Promoting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Introduce and share information about self to teachers, peers and community members following appropriate cultural contexts, expressions and gestures</p> <p>INFORMING Acknowledge and share information about families, things in their personal world, that includes home, schooling and community experiences and perspectives using words, phrases, sentences, gestures and support cues</p>	<p>SOCIALISING Engage in inquiry-based activities and interactions to seek and share information about their interests on natural environments, making connections to their home, school, and the world around them</p> <p>INFORMING Locate and present information related to garden, plants, vegetables, fruits and seasons, making connections to their home, school, community, and environment around them</p>	<p>SOCIALISING Collaborate and interact with teachers, peers and community members using vocabulary related to addressing people that reflects the culture, family and community relationships, social norms and contexts</p> <p>INFORMING Locate and present information related to family and community relationships, a range of cultural greetings and gestures, in different modes of communications, such as</p>	<p>SOCIALISING Engage in inquiry-based activity to interact, share and explore the cultural significance of Marigold and Makhamali flowers and their use in Nepali cultural celebrations and socio-cultural contexts</p> <p>INFORMING Identify and infer authentic information about Marigold and Makhamali flowers and their connections to cultural celebrations and socio-cultural contexts</p> <p>CREATING</p>

<p style="text-align: center;">CREATING</p> <p>Engage and create written and/or multimodal texts reflecting their language, cultural elements, social norms, values, and practices</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Identify and recognise that language is used to communicate with others as per socio-cultural contexts, gender, age and relationships that includes diverse forms of greetings, praise, and gestures to address and interact with people in Nepali speaking cultures</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Participate in letters and word recognition and formation activities to build a systemic transition in using Nepali phonemes to form simple words, phrases and sentences in Nepali</p>	<p style="text-align: center;">REFLECTING</p> <p>Identify and communicate similarities and differences of gardening systems between their home and school, that includes people involved in gardening</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Explore how the use of different languages to compare environments such as the school garden compared to the home backyard can help build stronger and positive school-home relationships</p> <p style="text-align: center;">CREATING</p> <p>Engage in shared or self-oriented activities to create a range of authentic and/or imaginative texts such as posters, short stories and picture books that reflect home yards and school gardens</p>	<p>audio-visual, oral, written and pictorial form</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE</p> <p>Identify and recognise that language is used to communicate with others as per socio-cultural contexts, gender, age and relationships that includes diverse forms of greetings, praise, and gestures to address people from Nepali speaking cultures</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Understand and identify elements of basic grammar and sentence structure and interaction patterns to respectfully address and interact with people from Nepali language cultural backgrounds</p> <p style="text-align: center;">TRANSLATING</p> <p>Translate words and phrases related to garden, home, school, communities, relationships and celebrations, and create bilingual texts such as posters and picture books</p>	<p>Engage in shared or self-oriented activities to create range of authentic and/or imaginative texts such as posters and stories that reflect the cultural significance of Marigold and Makhamali flowers in Nepali speaking cultures</p> <p style="text-align: center;">ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise that language and culture are closely connected, where through the use of language, the key information of the culturally significant things and items are acknowledged and shared in the meaning making process</p> <p style="text-align: center;">REFLECTING</p> <p>Recognise and reflect on how the Marigold and Makhamali flowers are used in Tihar celebration and their cultural significance to Nepali speaking communities</p>
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Across the year

Age-appropriate texts and CONTEXTUAL learning resources will be incorporated that support authentic language learning connected to each of the modules.

Nepali Years 3-4 Achievement Standard

By the end of Year 4, students collaborate and initiate to exchange information about self, their favourites, families, home environments, and everyday activities with peers and teachers, for example, म राम हुँ । मेरो मन पर्ने खेल सक्ने हो । मेरो परिवार नेपाल/भुटान बाट आएको हो । मेरा बाबा र तिम्मा पापा साथी-साथी अरे, हो? मेरा घरमा चार जना सदस्यहरू हुनुहुन्छ । उहाँ मेरी आमा हुनुहुन्छ । उहाँ मेरा बाबा हुनुहुन्छ । मलाई मेरा हजुरबा र हजुरआमासँग गफ गर्न मन पर्छ । मेरी सानी बहिनी छिन् । उनको नाम दीक्षा हो । मेरा दुई जना दाजु र तिन जना दिदीहरू हुनुहुन्छ । म घरको कान्छो छोरो हुँ । They use culturally appropriate body language and

gestures, and verbal expressions to greet, introduce, ask questions, and respond to others, for example, नमस्ते, मेरो नाम राम हो, तपाईंको नाम के हो नि? टाउको नन्युराऊ, बा ! सबै ठिक हुन्छ । हात बाँधेर बसेछौं, यसरी नै ध्यान दिएर सबैले सुनेका भए कस्तो राम्रो हुन्थ्यो है ! म सन्चै छु, हजुर नि? धन्यवाद ! फेरि भेटौंला ! They express wishes, apologies, thanks, appreciation, praise, likes and dislikes, and feelings, for example, स्याबास! यो अति राम्रो काम हो । तपाईंलाई सपलता मिलोस् । गल्ती भो, मलाई माफ गर्नुहोस् । म दुःखी छु । म खुशी छु । मलाई इन्द्रेणी रंग मन पर्छ । मलाई अन्धकार मनै पर्दैन । मलाई दाल, भात र तर्कारी सारै मन पर्छ । They use repetitive language when interacting in guided as well as shared activities and respond to classroom routines, and learning, for example, नमस्ते, कुर्सीमा बस्नुहोस्, कापी-कलम निकाल्नुहोस् । आज के बार हो? आज घाम लागेको मौसम छ । पहिले तपाईं भन्नुहोस् अनि म सुनाउँछु । हामी पहिले सुन्छौं, बोल्छौं, पढ्छौं अनि मात्र लेक्छौं, हुन्छ? हवस् ! धन्यवाद! When speaking and writing, they use sounds and phonemes of the Nepali language to form and structure commonly used words, phrases and sentences, especially about home and school yards and garden, vegetation, everyday activities, and celebrations, for example, स, म, प, ज, ल, घ, र, फ, थ, हा, ति, को, रे, फूल (फू+ल), मन, म गन्छु (भ+न्+छु) । सेतो फूल, रातो माटो, चिप्लो बाटो । म कविता (क+वि+ता) लेख्छु (ले+ख्+छु), मेरो घरको फूलबारीमा सयपत्री र मखमली फूलहरू फूलेका छन् । दिदी-बहिनीहरू सयपत्री र मखमलीको माला उन्न व्यास्त छन् । मेरा बाबाले मेरो स्कूलको बगैँचामा फल-फूलका विरुवा रोप्नु भयो । While interacting with peers and teacher, they identify familiar nouns, pronouns, verbs, adjectives, preposition and conjunctions in audio-visual and spoken texts and learn to apply them correctly as per the verbs, genders and number agreement, for example, मा, तल, पर, सेतो, कालो, नीलो, राम्रो, कुर्सीमा बस्नुहोस् । मेरा साथीहरू मिलान्सार हुनुहुन्छ । त्यो सुन्दर तस्विर मेरो परिवारको हो । यहाँ एउटा विरुवा छ, ढाकीमा धेरै फलहरू छन् । उहाँ कोदालोले फूलबारी खन्नुहुन्छ, हामी कोदालोले फूलबारी खन्छौं । They locate information about Nepali festivals and celebrations on pictures, posters, videos, songs, rhymes, carols, chants, music tunes, dances, and written texts. They use festival relevant vocabulary to respond to, describe, recount, and share information about how these occasions are celebrated and observed by the Nepali speaking communities, especially about the traditional and cultural significance of **Marigold and Makhamali** flowers, and the values and beliefs associated in their use during the Tihar/Deepawali festival, for example, दशैं, तिहार, साकेला, माता औंशी, कोसेली, उपहार, दशैंमा टीका, जमरा, मलाई हजुरबाले आशीर्वाद र दक्षीणा दिनु भयो, म मामा घर जान्छु । हजुरलाई दशैं/तिहारको हार्दिक शुभकामना ! They identify the use of nouns and pronouns, in different forms of sentences and correctly use them while interacting with peers, teachers and community members, for example, उ, उनि, उहाँ, मेरो एउटा साथी छ । मेरा धेरै साथीहरू छन् । तपाईंलाई मेरो घरमा स्वागत छ । मेरी आमा आउनु भयो, मेरा हाजुरबा किसान हुनुहुन्थ्यो रे । गाईले घाँस खान्छ । They distinguish between the language/dialects spoken by different Nepali speakers in different contexts and situations, such as diverse forms of greetings, gestures, and expressions. They identify the intercultural and multilingual nature of language use across diverse Nepali communities and explain how this influences their cultural identity. म झोर्ले भनि अभिवादन गर्छु , मेरा साथीहरू भने नमस्ते! नमस्कार! सेवारो! फ्याफुल्ला! छ्यान्झालो, लाशो ! भनि अभिवादन गर्छन । They interpret and translate frequently used words and phrases and simple sentences related to home and school environment, things around them, celebrations, and create word lists, labels and captions in multilingual forms, for example, म, हामी, यो, त्यो, हो, होइन, अहिले, भोलि, सोमबार, बस्नु, लेख्नु, बोल्नु, गर्नु, जानु, चाड, कलम, घर, परिवार, बजार, छिमेकी, पानी, खाना, फल, खेल, म जान्छु, त्यो मेरो घर हो, यो मेरो परिवार हो, जन्म दिन/तिहार/दशैंको हार्दिक मंगलमय शुभकामना । मेरो स्कूलमा सानो बगैँचा छ । बगैँचामा फल-फूलका विरुवाहरू छन् । Students identify themselves as members of different cultural groups and describe different words and behaviours they use when addressing and communicating with the members of diverse Nepali speaking communities, for example, सेवारो कोपा ! मेमे पनि हुनुहुँदो रहेछ, फ्याफुल्ला मेमे ! हजुरले मेरो हाजुरबालाई चिन्नु हुन्छ ?

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels 2022