

## Nepali Years 5-6 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
<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
<b>As I Grow</b>	<b>My Changing World</b>	<b>We are Many but We are One</b>	<b>Let's Celebrate Together</b>
<p><b>KEY QUESTIONS:</b> What would I like to be in the future?</p> <p><b>KEY CONCEPTS:</b> Educational Aspirations, Values &amp; Norms, Personal Identity</p> <p><b>KEY PROCESSES:</b> Analysing, Reflecting, Creating, Expressing, Valuing, Accepting</p>	<p><b>KEY QUESTIONS:</b> How can I type Nepali on my Digital Device? Does the technology help me connect with my families and communities?</p> <p><b>KEY CONCEPTS:</b> Identity, memories, Change, perspectives</p> <p><b>KEY PROCESSES:</b> Analysing, Comparing, Sharing, Accepting, Reflecting</p>	<p><b>KEY QUESTIONS:</b> What community do I belong to?</p> <p><b>KEY CONCEPTS:</b> Culture, Intercultural Relationships, Harmony, Diversity</p> <p><b>KEY PROCESSES:</b> Identifying, Analysing, Acknowledging, Reflecting and Promoting</p>	<p><b>KEY QUESTIONS:</b> What are the cultural festivities that are celebrated in my community?</p> <p><b>KEY CONCEPTS:</b> Culture, Tradition, Celebrations, Communities, significance</p> <p><b>KEY PROCESSES:</b> Identifying, Inferring, Acknowledging, Celebrating and Sharing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b> Collaborate and interact with teachers, peers and community members to share and exchange information and opinions about different professions, their own hobbies, preferences, goals, educational aspirations and personality identity</p>	<p><b>SOCIALISING</b> Engage in inquiry-based learning to share and exchange ideas on how they connect with families, relatives, friends and community people through the use of technology</p> <p><b>INFORMING</b> Identify, compare and present information about the differences and similarities of how technology is</p>	<p><b>SOCIALISING</b> Participate in shared learning activities to collaborate and share thoughts, information and experiences that reflect intercultural understanding</p> <p><b>INFORMING</b> Identify, acknowledge and present information related the diverse Nepali speaking communities, their</p>	<p><b>SOCIALISING</b> Engage and collaborate in inquiry-based learning to identify, acknowledge, share and exchange authentic information about different celebrations that Nepali speaking communities observe every year</p> <p><b>INFORMING</b> Research, analyse and infer authentic information presented in a range of</p>

<p><b>INFORMING</b> Locate, analyse and present information about community people working in different professions to reflect and make connections to their personal world and future goal</p> <p><b>CREATING</b> Participate in shared learning activities to create a range of texts in different modes of communication that reflect their future goals and personal identity</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Acknowledge and make connections between cultural practices, norms and the language, and understand how these relationships are interconnected and shape one to becoming a responsible community member</p> <p><b>TRANSLATING</b> Translate frequently used words, everyday used phrases and sentences in Nepali on the focused topics, and create bilingual texts such as posters, picture books and charts that interpret and carry community sense and cultural meaning</p>	<p>being used by both the older and younger generations to communicate and keep connected to their families, relatives, friends and communities</p> <p><b>CREATING</b> Participate in self-oriented and shared learning activities to create a range of bilingual texts in the form of posters, slides and stories, that reflect the socio-cultural contexts and change</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand how the Nepali letters and phonemes are incorporated on the English keyboard in a range of digital devices, and implement them to transfer and create a range of texts with purpose</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Identify and recognise that languages change, and new vocabulary evolves overtime and varies as per the change in generations, society and place</p>	<p>cultural practices, norms and values, and intercultural relationships</p> <p><b>CREATING</b> Listen to, read and view a range of authentic texts based on diverse communities, and create folk stories, picture books and posters to reflect their cultural elements such as gestures, greetings, costumes, and dialects</p> <p><b>REFLECTING</b> Notice how interacting and behaving reflect cultural identity and intercultural relationships</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that Nepali language is influenced by and influences other languages/dialects and cultures of the diverse Nepali speaking communities to communicate in different socio-cultural contexts</p> <p><b>TRANSLATING</b> Interpret and translate spoken, written and non-verbal communication that are based on different school, home, communities, and cultural contexts</p>	<p>Audio-visual and written texts about cultural celebrations of Nepali speaking communities</p> <p><b>CREATING</b> Identify different celebrations that are observed by Nepali speaking communities throughout the year, and create authentic texts describing characters, settings, significance, and process of celebrations</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Make connections between the Nepali culture and the language/dialects, and understand how these relationships are interconnected and are reflected through different cultural festivities and celebrations</p> <p><b>REFLECTING</b> Notice and acknowledge how participating and celebrating reflect cultural identity and intercultural relationships</p>
---	---	--	---

**Across the year** 

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

By the end of Year 6, students initiate and use modelled language in their interactions with peers, teachers and community members to convey and exchange information about self, their families, school and communities, for example, छ्यान्झालो! मलाई राम भनेर चिन्छन । नमस्कार, म नेपाली भाषी समुदायको एक सदस्य हुँ । मेरो समाज सांस्कृतिक रूपमा धनी छ । उहाँ मेरी देमा हुनुहुन्छ । उहाँ मेरा फुपाजु हुनुहुन्छ । मलाई मेरा हजुरबा र तिम्रा मेमेसँग गफ गर्न धेरै मन पर्छ । मेरी सानी बहिनी राम्ररी खेल्छिन् । उनको नाम दीक्षा हो, तर म उनलाई कान्छी भनेर बोलाउँछु । म घरको कान्छो छोरो हुँ र इमानदार छु । They use culturally diverse gestures, body language, and verbal expressions to greet, introduce, ask questions for clarification, and respond to others in different contexts and situations, for example, नमस्ते, मेरो नाम राम हो, तपाईं नि? मलाई ठिकै छ, हजुरलाई? अहो ! हाम्रो भेट नभएको पनि वर्षौं भएछ, है ! आशा छ सबैलाई सन्धै छ भन्ने ! धेरै धन्यवाद ! फेरि भेटौंला है! सेवरो कसरी गरिन्छ? मैले जाने अनुसार, सेवरो भुईँ छुदै हात जोडेर गरिन्छ । They express wishes and appreciation, apologies, and thanks, likes and dislikes, preferences, share opinions, aspirations and future goals using complete sentences, appropriate pronunciation, rhythms and intonation, for example, मेरो मान्यता अनुसार, राम्रो कार्यलाई सधैं समर्थन गर्नु पर्छ । तपाईंलाई सफलता मिलोस्, मेरो शुभकामना छ, हजुरलाई! । मेरो मन पर्ने पेसा शिक्षक हो, तर भविष्यामा म डक्टर बन्छु । आज म धेरै खुशी छु । मलाई इमान्दार र सहयोगी व्यक्ति मन पर्छ । मलाई सँधै अध्यारो भएको मन पर्दैन । दाल, भात र तर्कारीमा अझै गुन्द्रुको अचार अति सुहाउँछ । They use repetitive, expressive and descriptive language when interacting in guided as well as shared activities, and respond to classroom routines, instructions and learnings, for example, नमस्ते, कुर्सीमा बस्नुहोस्, कापी-कलम निकाल्नुहोस् । पहिले तपाईं भन्नुहोस् अनि म सुनाउँछु । हामी पहिले सुन्छौं, बोल्छौं, पढ्छौं अनि मात्र लेक्छौं, हुन्छ? हवस् ! धन्यवाद! म नेपालीमा राम्ररी बोल्न सक्छु । तिहारमा घरहरू दीया, माला र बतिले सजाइन्छ । When speaking and writing, they use sounds and phonemes, and high frequency Nepali words to form words, structure phrases and sentences on the relevant topics, following the basic rules of Nepali syntax and morphology system, for example, क, म, र, न, ल, घ, ता, खि, सु, बे, फूल (फू+ल), मन, म भन्छु (भ+न्+छु) । म कविता (क+वि+ता) लेख्छु (ले+ख्+छु) । They identify familiar nouns, pronouns, verbs, adjectives, preposition and conjunctions in a range of spoken, written and multimodal texts on familiar topics and apply them as per verbs, gender and number agreement while creating, interacting and sharing information with peers, teacher and community members and families, for example, मा, तल, पर, सेतो, कालो, नीलो, राम्रो, कुर्सीमा बस्नुहोस् । मेरा साथीहरू मिलान्सार हुनुहुन्छ । यी पुराना तस्विरहरू मेरो परिवारको हो, यो सानो बालक म नै हुँ । यो दौरा सुरुवाल धेरै साल अगाडिको हो । उ, उनि, उहाँ, मेरो एउटा साथी छ । मेरा धेरै साथीहरू छन् । तपाईंलाई मेरो घरमा स्वागत छ । मेरी आमा आउनु भयो, मेरा हाजुरबा किसान हुनुहुन्थ्यो । गाईले दूध दिन्छ । They locate information about different Nepali festivals and celebrations on pictures, photos, posters, videos, songs, rhymes, carols, chants, music tunes, dances, and written texts. They use festival relevant vocabulary to respond, describe, infer and share information about how these festivals or occasions are celebrated and observed in the family and Nepali speaking communities, for example, दशैं, तिहार, साकेला (उभौलि र उधौलि) बर्षको दुइ चोटी मनाइन्छ, यो किरात समुदायले मनाउने ठूलो पर्व हो । आमा, मामाघर के कोसेली लिएर जाने हो ? चाड पर्वमा उपहार साटासाट गर्ने चलन छ, हाम्रो । दशैंमा मलाई हजुरबाले टीका, जमरा, आशीर्वाद र दक्षिणा दिनु भयो, म मामा घर जान्छु । यो तस्विरमा मेरी आमाले मलाई टीका लगाउदै हुनुहुन्छ । हजुरलाई दशैं/तिहारको हार्दिक शुभकामना ! दशैंको रातो र सेतो टीका र जमराको महत्व के हो? । They interpret and translate frequently used words and simple phrases related to home, school, things around them, celebrations, and create word lists, labels and captions in multilingual form, 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, मेरो घर, मेरो परिवार, जन्म दिन/चाडपर्वको हार्दिक मंगलमय शुभकामना । Students identify themselves as members of different cultural groups and infer different words and behaviours they observe and implement when communicating with members of diverse Nepali speaking communities. They distinguish between the language/dialects spoken by different Nepali speakers in different social and cultural contexts and situations, such as at home, community celebrations, and at school environment and wider audiences, for example, सेवरो कोपा! ए ! मेमे पनि हुनुहुँदो रहेछ । फ्याफुल्ला मेमे ! हजुरले मेरो हाजुरबालाई चिन्नु हुन्छ ?

हामीलाई यस पालीको दशैं-तिहार उत्सवमा निमन्त्रणा गर्नु भएकोमा धेरै धन्यवाद ! हाम्रो क्रिस्मस क्यारोलमा पनि उपस्थित भइदिनुहोस् है । हाम्रो चाड पर्वको समयमा मेरो स्कुलको घण्टि मार्फत दशैं-तिहारको धुन बज्छ । They reflect and explain how and why their own use of Nepali has changed over time and varies as per the change in generations, society and place, for example, मेरा बाबाले दुध तताएर ठेकीमा लगाउनु हुन्थ्यो । मेरी आमा धारामा गई गाग्रिमा पानी ल्यानु हुन्थ्यो । म प्रतेक दिन सावर गर्छु । म बजारबाट दुध किन्छु । मैले मेरा अमेरिकामा हुने मामा सँग ZOOM मार्फत गफ गरें । They identify the intercultural and multilingual nature of language use across diverse Nepali speaking communities and explain how this influences their cultural identity.

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