

Nepali Year 7 - 8 Course Overview – Year B 2022
 This overview was developed to cater to the majority cohort of learners: 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
Module 1: MY FAMILY	Module 2: LANGUAGE EVOLUTION WITH TECHNOLOGY	Module 4: FOLK TALES	Module 6: TEENAGE YEARS: GRADUATING FROM CHILDHOOD
<p>KEY QUESTION(S): What does family mean to me?</p> <p>KEY CONCEPTS: Identity, family</p> <p>KEY PROCESSES: Reflecting, exploring, discussing</p>	<p>KEY QUESTION: How do I text a Nepali speaker?</p> <p>KEY CONCEPTS: Connections, change and variation</p> <p>KEY PROCESSES: Interacting, communicating, recognising, analysing</p>	<p>KEY QUESTION(S): Do all stories have a message? What are their hidden meanings?</p> <p>KEY CONCEPTS: Morality, stories, folklore</p> <p>KEY PROCESSES: Interacting, exchanging, responding, reflecting</p>	<p>KEY QUESTION(S): Is life harder now than it was for our grandparents? What do young people have to deal with these days?</p> <p>KEY CONCEPTS: Age, generation, influence</p> <p>KEY PROCESSES: Identifying, expressing, discussing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>INFORMING Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate</p> <p>REFLECTING Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two</p>	<p>Informing Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests</p> <p>System of Language Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific</p>	<p>SOCIALISING Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding</p> <p>INFORMING Use different modes of communication to report on personal or shared perspectives,</p>	<p>SOCIALISING Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest</p> <p>INFORMING Access, collate and analyse information from different print and</p>

<p>LANGUAGE VARIATION AND CHANGE</p> <p>Explore how language use varies according to context, purpose, audience and mode of delivery</p>	<p>purposes</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspect of their lives</p> <p>Module 3: A VISIT TO NEPAL</p> <p>KEY QUESTION(S): How would I plan my trip?</p> <p>KEY CONCEPTS: Place, journey</p> <p>KEY PROCESSES: Communicating, collaborating, translating</p>	<p>views and experiences or to invite action or debate</p> <p>SYSTEMS OF LANGUAGE 1</p> <p>Identify correspondence between individual and combined elements of spoken and written Nepali, such as pronunciation of consonant clusters, vowels, diacritics, matras and the pronunciation and spelling of English words used in Nepali</p> <p>SYSTEMS OF LANGUAGE 2</p> <p>Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to create compound sentences, to recognise and use prefixes and suffixes and to develop metalanguage</p> <p>Module 5: REFUGEE LIFE</p> <p>KEY QUESTION(S): What do you know about being a refugee?</p> <p>KEY CONCEPTS: Culture, adaptation, connections</p> <p>KEY PROCESSES: Reporting, debating, discussing,</p>	<p>digital sources to present an overview or develop a position on selected issues or interests</p> <p>REFLECTING</p> <p>Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two</p> <p>Module 7: CELEBRATING FESTIVALS ACROSS RELIGIONS</p> <p>KEY QUESTION(S): Why do we have so many festivals? Do you celebrate Dashain?</p> <p>KEY CONCEPTS: Celebration, identity, costume</p> <p>KEY PROCESSES:</p>
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	<p style="text-align: center;">CONTENT DESCRIPTIONS</p> <p style="text-align: center;">SOCIALISING Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts</p> <p style="text-align: center;">INFORMING Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests</p> <p style="text-align: center;">TRANSLATING Translate a range of short texts used in different contexts from Nepali into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding</p>	<p style="text-align: center;">exploring</p> <p style="text-align: center;">CONTENT DESCRIPTIONS</p> <p style="text-align: center;">INFORMING Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate</p> <p style="text-align: center;">REFLECTING Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two</p> <p style="text-align: center;">LANGUAGE VARIATION AND CHANGE Reflect on changes in their own use of Nepali over time in social, community and school contexts, explaining reasons for changes or adaptations</p>	<p style="text-align: center;">Comparing, reflecting, sharing, expressing</p> <p style="text-align: center;">CONTENT DESCRIPTIONS</p> <p style="text-align: center;">SOCIALISING Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding</p> <p style="text-align: center;">REFLECTING Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two</p> <p style="text-align: center;">ROLE OF LANGUAGE AND CULTURE Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p>
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Nepali Years 7-8 Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, तपाईंलाई कस्तो छ? तपाईं कहिले पर्किनुभयो? के परिवारमा सबैलाई ठिकै छ? तपाईं के भन्न चाहनुहुन्छ? रिता मलाई माफ गर किनभने , साँच्चै भन्ने हो भने मेरो बिचारमा; म यो कुरामा सहमत छु कि..... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुनेर खुसि लाग्यो, बधाई छ । जन्म दिनको हार्दिक शुभकामना । बडो दुःखको कुरा हो; मलाई तपाईं प्रति सहानुभूति छ । तपाईं साँच्चै सहि भन्दैहुनुहुन्छ । म तपाईंसँग सतप्रतिसत सहमत छु । Students complete transactions by negotiating, planning and solving problems, for example, यो चौबन्दीलाई कति पर्छ? यो अरू कुन-कुन रंगमा उपलब्ध छ? चिया तातो होस है । म यो सामान फिर्ता लिन सक्दिन किनकि तपाईंले यसको रसिद हराउनु भएछ । They use

reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, यो विषय विवादास्पद छ , तपाईं जे भन्दै हुनुहुन्छ त्यो सहि नै छ यद्यपि अर्को दृष्टिकोणले हेर्ने हो भने When speaking Nepali, they apply pronunciation and rhythming patterns, including consonant clusters and English words used in Nepali, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु), and create compound and complex sentences by using postpositions such as हामी सबैले आफ्नो काम मेहेनत तथा लगनशिलताका साथ गर्नु पर्छ र मात्र सफलता पाईन्छ, comparative adjectives, for example, मोहन कक्षामा सबै भन्दा होसियार विद्यार्थी हो । राम अरू भन्दा अग्लो छ । and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Nepali into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Nepali and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Nepali and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between the spoken and written Nepali and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Nepali has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

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