

Hindi R-2 Course Overview – Year B 2018

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

| Term 1 | Term 2 | Term 3 | Term 4 |
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| Module 1: | Module 2: | Module 3 : | Module 4: |
| WE ARE FAMILY, WE ARE ONE | HOORAY! IT'S THE HOLIDAYS! | LET'S GET MOVING | 10 THINGS I LOVE ABOUT INDIA |
| <p>KEY QUESTION: Who is in my family?</p> <p>KEY CONCEPTS: self, family, character, culture</p> <p>KEY PROCESSES: greeting, describing, naming, labelling, identifying</p> | <p>KEY QUESTION: What do you do during your school holidays? What do children in India do during their holidays?</p> <p>KEY CONCEPTS: Interests, Games, Weather</p> <p>KEY PROCESSES: describing, drawing, presenting, explaining</p> | <p>KEY QUESTION: What can I do?</p> <p>KEY CONCEPTS: interests, movement, performance</p> <p>KEY PROCESSES: playing, participating, imagining, selecting</p> | <p>KEY QUESTION: When you think of India, what do you see?</p> <p>KEY CONCEPTS: action learning, expression, representation</p> <p>KEY PROCESSES: noticing, describing, identifying</p> |
| CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS |
| <p>SOCIALISING: Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences</p> <p>INFORMING Use simple statements, gestures and support materials to convey factual information about self,</p> | <p>SOCIALISING Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences</p> <p>INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs,</p> | <p>SOCIALISING Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns</p> <p>INFORMING Use simple statements, gestures and support materials to convey factual information about self,</p> | <p>SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p>INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use</p> |

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| <p>family, friends and the immediate environment</p> <p>CREATING Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>REFLECTING Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p> | <p>and use the information to complete guided oral and written tasks</p> <p>CREATING Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>SYSTEMS OF LANGUAGE Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>ROLE OF LANGUAGE AND CULTURE Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi</p> | <p>family, friends and the immediate environment</p> <p>CREATING Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p> | <p>the information to complete guided oral and written tasks</p> <p>CREATING Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p> |
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Across the year 

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

Year R-2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे ह॑?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर म॑ चार लोग ह॑। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी ह॑। ये बहुत अच्छे ह॑। ये मेरी माता जी ह॑। ये बहुत सुन्दर ह॑। ये मेरे बड़े भाई ह॑। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल क॑ है। They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? म॑ आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे क॑कताब पढ़ना पसंद नह॑ है। म॑ उदास हूँ। म॑ बहुत ख॑श हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, ब॑ो बैठ जाओ, क॑कताब खोलो। जी अच्छा, ठीक है। अपनी क॑कताब िनकालो। पाठ ख॑त्म क॑आ। अब तुम सब जा सकते हो। कल िमल॑ग॑। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त, थ, ग, घ, ट, ठ, द, ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। म॑ने एक पीला फूल देखा। मेरी क॑कताब बहुत भारी है। म॑ने अपने प॑रवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। म॑ ढा॑थर्ना करने मं॑दर/ मिस्रद / गु॑ारे / िगरजाघर जाता हूँ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चल॑। They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़क॑ खड़ी है। लड़के जा रहे ह॑। लड़क॑याँ जा रही ह॑। बेटा खाना खा रहा है। बेटे खाना खा रहे ह॑, बेट॑याँ खाना खा रही ह॑। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.

Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे ह॑? तुम कैसे हो? क्या आप मेरे साथ चल॑गे? वहाँ कौन है? आप वहाँ क्य॑ जा रहे ह॑? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher. Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, खाक॑। They identify how language usage reflects where and how people live and what is important to them.

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

Updated 22/12/2017