

## Hindi Year 8 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
<b>Module 1:</b> <b>MY TALENTED LIFE</b> <b>KEY QUESTION:</b> How am I a genius? <b>KEY CONCEPTS:</b> Identity, interests, imagination <b>KEY PROCESSES:</b> Planning, interacting, responding, synthesising	<b>Module 2:</b> <b>TRADITIONAL APPAREL</b> <b>KEY QUESTION:</b> Who wears what, when and why? <b>KEY CONCEPTS:</b> Variation, environment, lifestyle <b>KEY PROCESSES:</b> Translating, comparing, reviewing, recognising	<b>Module 3:</b> <b>ANIMAL WELFARE</b> <b>KEY QUESTION:</b> How do we look after our animals? <b>KEY CONCEPTS:</b> Habitat, environment <b>KEY PROCESSES:</b> Creating, comparing, sharing, explaining	<b>Module 4:</b> <b>FOLK TALES OF INDIA</b> <b>KEY QUESTION:</b> How do cultures contribute to folk tales? <b>KEY CONCEPTS:</b> Cultural heritage, representation <b>KEY PROCESSES:</b> Discussing, planning, evaluating, identifying
<b>CONTENT DESCRIPTIONS</b> <b>SOCIALISING</b> 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 <b>INFORMING</b> Use different modes of communication to report on personal or shared perspectives,	<b>CONTENT DESCRIPTIONS</b> <b>SOCIALISING</b> Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts <b>INFORMING</b> Collect, classify and compare information from a range of sources relating to social and cultural worlds	<b>CONTENT DESCRIPTIONS</b> <b>INFORMING</b> Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests <b>REFLECTING</b> Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two	<b>CONTENT DESCRIPTIONS</b> <b>SOCIALISING</b> Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts <b>CREATING</b> Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts

<p>views and experiences or to invite action or debate</p> <p><b>TRANSLATING</b></p> <p>Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations</p>	<p><b>TRANSLATING</b></p> <p>Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'</p> <p><b>REFLECTING</b></p> <p>Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p>	<p><b>TRANSLATING</b></p> <p>Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p>	<p><b>CREATING</b></p> <p>Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes</p>
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### Hindi Years 7 and 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, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ...

They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत खुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है. They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है...; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, 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, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमें सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Hindi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two. Students identify the relationship between individual and combined elements of spoken and written Hindi 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 Hindi 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.**

Updated 20/12/2018