

Hindi Years 9 and 10 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
Module 1: MY TALENTED LIFE KEY QUESTION: How do my talents compliment my life? KEY CONCEPTS: Values, imagination, attitude KEY PROCESSES: Discussing, presenting opinions, explaining, reflecting	Module 2: TRADITIONAL APPAREL KEY QUESTIONS: Who wears what, when and why? Do brands matter? KEY CONCEPTS: Environment, variation, lifestyle KEY PROCESSES: Reviewing, analysing, planning, reflecting	Module 3: ANIMAL WELFARE KEY QUESTION: How can we value and protect animals? KEY CONCEPTS: Habitat, environment KEY PROCESSES: Researching, evaluating, understanding, identifying, monitoring	Module 4: FOLK TALES OF INDIA KEY QUESTION: Are folk tales universal? KEY CONCEPTS: Values, morality, perspective KEY PROCESSES: Reviewing, composing, discussing, identifying, analysing
CONTENT DESCRIPTIONS SOCIALISING Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school INFORMING Research, interpret and evaluate information presented from	CONTENT DESCRIPTIONS SOCIALISING Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts INFORMING Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different	CONTENT DESCRIPTIONS INFORMING Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented REFLECTING Reflect on the relationship between language, culture and identity and on how this shapes and reflects	CONTENT DESCRIPTIONS SOCIALISING Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school CREATING Use formal and informal registers to discuss and compare young people's

<p>different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented</p> <p>REFLECTING Reflect on the nature of bilingual/multilingual communication and experience</p> <p>SYSTEMS OF LANGUAGE Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions</p> <p>LANGUAGE VARIATION AND CHANGE Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction</p>	<p>perspectives</p> <p>TRANSLATING Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p>ROLE OF LANGUAGE AND CULTURE Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication</p>	<p>ways of communicating and thinking</p> <p>TRANSLATING Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures</p> <p>SYSTEMS OF LANGUAGE Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>	<p>interests, behaviours and values across different cultural contexts</p> <p>CREATING Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience</p> <p>SYSTEMS OF LANGUAGE Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features</p>
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Hindi Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं? तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ

बताओ. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो। अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ..., तुम यह कहना चाहते हो कि..., मुझे लगता है कि When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के अपने साथियों के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

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

Updated 20/12/2018