

Hindi Years 5-6 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: MY EXPERTISE</p> <p>KEY QUESTIONS: What do my talents tell you about me? Are we all good at the same things?</p> <p>KEY CONCEPTS: Interests, lifestyle, experiences</p> <p>KEY PROCESSES: Planning, interacting, responding, synthesising</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others</p> <p>INFORMING Convey information about aspects of language and culture in formats to suit different audiences and contexts</p>	<p>Module 2: YOU ARE WHAT YOU WEAR</p> <p>KEY QUESTIONS: Is this true? What do your clothes say about you? Do brands matter?</p> <p>KEY CONCEPTS: Pop culture, representation, expression</p> <p>KEY PROCESSES: Relating, classifying, connecting, describing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences</p> <p>INFORMING Collect, classify and compare information from a range of sources relating to social and cultural worlds</p>	<p>Module 3: MY SPECIAL CUISINE</p> <p>KEY QUESTIONS: What makes my cuisine special? How do we connect cultures through food?</p> <p>KEY CONCEPTS: Culture, experiences, traditions</p> <p>KEY PROCESSES: Creating, comparing, sharing, explaining,</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Collect, classify and compare information from a range of sources relating to social and cultural worlds</p> <p>CREATING Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource</p>	<p>Module 4: FOLK TALES OF INDIA</p> <p>KEY QUESTIONS: How are Indian stories related to reality? What can stories teach us about life?</p> <p>KEY CONCEPTS: Cultural heritage, past history</p> <p>KEY PROCESSES: Discussing, planning, evaluating, identifying, reflecting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences</p> <p>CREATING Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes</p>

<p>CREATING</p> <p>Compose and perform expressive and imaginative texts such as stories, songs based on a stimulus or concept, theme or resource</p> <p>TRANSLATING</p> <p>Create bilingual texts such as websites, posters, games and word banks to support their own and others' learning</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants</p>	<p>TRANSLATING</p> <p>Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained</p> <p>REFLECTING</p> <p>Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages</p>	<p>REFLECTING</p> <p>Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language</p> <p>TRANSLATING</p> <p>Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained</p> <p>SYSTEMS OF LANGUAGE</p> <p>Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages</p>	<p>INFORMING</p> <p>Convey information about aspects of language and culture in formats to suit different audiences and contexts</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages</p>
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Across the year 

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

Hindi Years 5-6 Achievement Standard

By the end of Year 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहते हैं। मुझे लगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से...। मैं इस

बात से सहमत हूँ कि....They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है?, मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है, मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता है? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नहीं, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करना है, मेरे हिसाब से वहाँ जाना ठीक नहीं है, यह खाना बहुत स्वादिष्ट है, हमें वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पंचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लाद्दीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिकी और बबलू, अकबर -बीरबल के किस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना. They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो। They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.

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