

Hindi Years 7-8 Course Overview – Year B 2022 (Foundation to Yr 7)

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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| <p>Module 1: WE ARE FAMILY, WE ARE ONE</p> <p>KEY QUESTION(S): How do you maintain balance between family and friends?</p> <p>KEY CONCEPTS: Identity, interests, feelings, lifestyle, experiences</p> <p>KEY PROCESSES: Planning, interacting, responding, synthesising</p> | <p>Module 2: CHOOSE YOUR OWN ADVENTURE</p> <p>KEY QUESTION(S): What are the benefits of travelling? Why travel to India?</p> <p>KEY CONCEPTS: Variation, environment, representation, adaptation</p> <p>KEY PROCESSES: Translating, comparing, reviewing, recognising</p> | <p>Module 3: HEALTHY EATING</p> <p>KEY QUESTION(S): What makes my cuisine healthy?</p> <p>KEY CONCEPTS: Health, traditions, experiences</p> <p>KEY PROCESSES: Creating, comparing, sharing, explaining</p> | <p>Module 4: MADE IN INDIA</p> <p>KEY QUESTION(S): What do India's different cultures contribute to its products?</p> <p>KEY CONCEPTS: Cultural heritage, belonging</p> <p>KEY PROCESSES: Discussing, planning, evaluating, identifying</p> |
| <p>CONTENT DESCRIPTIONS</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 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>CREATING Interpret and compare representations of values, characters and events from a</p> | <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts</p> <p>INFORMING Collect, classify and compare information from a range of sources relating to social and cultural worlds</p> <p>TRANSLATING Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'</p> | <p>CONTENT DESCRIPTIONS</p> <p>CREATING Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation</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>REFLECTING Discuss the nature of identity and of cultural experience, considering the</p> | <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts</p> <p>CREATING Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation</p> <p>INFORMING Use different modes of communication to report on personal or shared</p> |

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| <p>range of traditional and contemporary imaginative texts</p> <p>TRANSLATING 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>SYSTEMS OF LANGUAGE 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>LANGUAGE VARIATION AND CHANGE Explore how language use varies according to context, purpose, audience and mode of delivery</p> | <p>REFLECTING 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>LANGUAGE VARIATION AND CHANGE 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>ROLE OF LANGUAGE AND CULTURE Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p> | <p>dynamic and responsive relationship between the two</p> <p>SYSTEMS OF LANGUAGE 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>ROLE OF LANGUAGE AND CULTURE Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p> | <p>perspectives, views and experiences or to invite action or debate</p> <p>SYSTEMS OF LANGUAGE 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>LANGUAGE VARIATION AND CHANGE Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives</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 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, आपका क्या हाल है? आप कब वापस आये? पिरवार मऱ सब कैसेहऱ? आप कहना क्या चाहतेहऱ? रमा मुझेमाफ़ करना लेकिन मुझेलगता हैकि ..., सच पूछो तो मेरेविचार से; म इस बात से सहमत हूँकि ... 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। जऱमिदन की हाऱदरक शुभकामनाय। बडेदुऱख की बात है; मुझेआप सेसहानुभूति है। आप िबलकुल सही कह रहेह। मऱ आप सेसौ प्रितशत सहमत हूँ. Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा िकितनेका है? यह और कौन कौन सेरंग मऱ उपलध है? खानेमऱ िमचौर थोड़ी थयादा डालना। चाय गरमा गरम होनी चाऱिए। हम यह सामान वाऱपिस नहींलेसकतेक्यिक आपनेरसीद खो दी है. They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, यान देनेकी बात हैक..., यह एक और िदलचाप पहलूहै...; जो आप कह रहेह वह ठीक हैमगर यिद दूसरेऱषिटकोण सेदेखा जाए तो यह कहना गलत नहींहोगा िक... यह िवषय िववादाऱपद 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 तूम अगर समय पर काम करोगेतो खेल सकोगे। हम सब को अपना कायर् मेहनत और सची लगन सेकरना चाहिये जिस सेहमेसफलता मिले। मम अभी लिखूंगा ताकिक समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुंदर है। मोहन अपनी कक्षा मम सब सेहोशियार है। राम थोड़ा लबा है। हेमा सेअधिक 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.