

Hindi Years 9-10 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
<p>Module 1: WE ARE FAMILY, WE ARE ONE</p> <p>KEY QUESTION(S): What makes my family special?</p> <p>KEY CONCEPTS: Culture, values, responsibilities</p> <p>KEY PROCESSES: Discussing, presenting opinions, explaining, reflecting</p>	<p>Module 2: CHOOSE YOUR OWN ADVENTURE</p> <p>KEY QUESTION(S): What is your Indian adventure? Where would you go and what would you see?</p> <p>KEY CONCEPTS: environment, lifestyle</p> <p>KEY PROCESSES: Reviewing, analysing, planning, reflecting</p>	<p>Module 3: HEALTHY EATING</p> <p>KEY QUESTION(S): Is sport a universal language?</p> <p>KEY CONCEPTS: expression, experience</p> <p>KEY PROCESSES: understanding, identifying, monitoring</p>	<p>Module 4: MADE IN INDIA</p> <p>KEY QUESTION(S): What are India's exclusive products? Why are they so popular around the world?</p> <p>KEY CONCEPTS: Exclusivity, popularity, values</p> <p>KEY PROCESSES: Reviewing, composing, discussing, identifying</p>
<p>CONTENT DESCRIPTIONS</p> <p>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</p> <p>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</p> <p>CREATING</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts</p> <p>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 perspectives</p> <p>CREATING Create imaginative or expressive texts that draw from and reflect elements of</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts</p> <p>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</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on</p>	<p>CONTENT DESCRIPTIONS</p> <p>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</p> <p>CREATING Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience</p> <p>INFORMING Present information related to social and cultural issues of interest to their peer group using different modes and</p>

<p>Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience</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>their own tastes and experience</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>LANGUAGE VARIATION AND CHANGE Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features</p>	<p>how this shapes and reflects 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>formats to take positions and to capture different perspectives</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>SYSTEMS OF LANGUAGE Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features</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>
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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 9-10 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 म सुखी जीवन को यतीत करनेके क्या उपाय ह? तुम्हारे विचार म संयुक्त और एकल पिरवार म सेकौन सी पारिवारिक संरचना आज के युग म ज्यादा उपयुक्त है? आप के विचार म आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्त के बारे म 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 करंगे, हम इस म कुछ चित्र भी मिल करके चिहने?, क्या न हम सब ..., यही उचित रहेगा। आपको इस म 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 म आपको आमंत्रित करना चाहता हूँ। म नेहा बेटी को आशीर्वाद देने जार आऊंगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्वपूर्ण अवसर म मिलने का अवसर दिया, कि तुम किसी कारणवश नहीं आ पाऊंगा। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार ह, आप क्या सोचते ह?, 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, म, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, िदली जानेवालेलोग, साइकल पर लड़की चल रही है to produce complex sentences such as म पहलेिदली जाऊँगा िफर वहाँसेबई जाऊँगा; कल म काम खम कर के आपनेसाथियो के साथ खेलनेजाऊँगा. 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.