

Hindi R-2 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
Module 1: SPECIAL TALENTS	Module 2: DRESS UPS	Module 3: ANIMAL KINGDOM	Module 4: BEDTIME STORIES
<p>KEY QUESTIONS: What can I do?</p> <p>KEY CONCEPTS: character, interests, leisure, emotion</p> <p>KEY PROCESSES: expressing, describing, discussing, identifying</p>	<p>KEY QUESTIONS: Guess who I am?</p> <p>KEY CONCEPTS: interests, expression, imagination, celebration</p> <p>KEY PROCESSES: describing, drawing, presenting, explaining</p>	<p>KEY QUESTIONS: Why do animals live in some places and not others?</p> <p>KEY CONCEPTS: interests, environment, habitat</p> <p>KEY PROCESSES: playing, participating, discussing, relating</p>	<p>KEY QUESTIONS: Which is my favourite bedtime story? Are bedtime stories the same around the world?</p> <p>KEY CONCEPTS: expression, history, stories</p> <p>KEY PROCESSES: describing, identifying, comparing, listening, sharing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences</p> <p style="text-align: center;">INFORMING</p> <p>Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p style="text-align: center;">INFORMING</p> <p>Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks</p>

<p>CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>REFLECTING</p> <p>Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p>	<p>CREATING</p> <p>Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi</p>	<p>CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>TRANSLATING</p> <p>Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p>	<p>CREATING</p> <p>Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Across the year 

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

Hindi Years R-2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है। They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ खत्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगे। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध.They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and

use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें। They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.

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