

1. Course Title <b>Hindi I</b>	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
2. Transcript Title / Abbreviation <b>Hindi I</b>	
3. Transcript Course Code / Number	
4. School MBK Language Center (aka Madhu Bhasha Kendra)	
5. District	
6. City <b>Fremont, Saratoga, Sunnyvale &amp; Milpitas</b>	10. Grade Level(s) <b>7-11</b>
7. School / District Web Site <b>www. HindiOnLine.org</b>	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Contact Name: <b>Madhu Aggarwal</b> Title/Position: <b>Director of Lang Program</b> Phone: <b>(510) 682.4249</b> Fax: <b>(510) 651-9005</b> E-mail: <b>hindionline@comcast.net</b>	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
	13. Date of School Board Approval <b>n/a.</b>
14. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If so, year removed from list? _____ Under what course title? _____	
15. Is this course modeled after an UC-approved course from another school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Modeled after other foreign language courses. _____	
16. Pre-Requisites <b>None</b>	
17. Co-Requisites None	

## 18. Brief Course Description

Hindi I introduces students to the language and culture of India and Hindi speaking parts of the world. The overall goal is to develop functional communicative abilities in students to express basic communication needs in culturally appropriate ways. The skills of reading, listening, writing and speaking will be attained by students being exposed to rich authentic linguistic and cultural teaching contexts that emphasize students' developing competency in Hindi language and culture.

The course objectives include developing communication skills and understanding various aspects of culture. Cultural activities are presented to provide each student with opportunities to enhance language learning in appropriate cultural contexts. These activities include Hindi media, discussion of important Indian and American events, and field trips to local traditional ethnic cultural activities that will familiarize students with perspectives, practices and products of Hindi speaking regions of the world.

### **OBJECTIVES:**

#### Communication:

- 1) Students engage in conversations, provide and obtain information, express likes and dislikes, and feelings and emotions.
- 2) Students understand and interpret written and spoken language on a variety of familiar topics such as self and beyond self.
- 3) Students present information on concrete topics to an audience of listeners and/or readers.

#### Community and Cultural Aspect:

- 1) Students are able to participate in related cultural events in the community, and function outside the class using acquired vocabulary.
- 2) Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Hindi-speaking world.
- 3) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Hindi-speaking world.

#### Comparisons:

- 1) Students reinforce and further their knowledge of other disciplines through the Hindi language.
- 2) Students demonstrate understanding of the nature of language through comparisons of the Hindi language with their own.
- 3) Students demonstrate understanding of the concept of culture through comparisons of the Indian culture with their own.

## **Modes of Communication:**

### **1. Receptive Skills**

#### 1.1 Listening

- A. The ability to understand orally and interpret limited text that is congruent with level I language.
- B. The ability to understand varied speakers and/or taped conversations.
- C. The ability to follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

#### 1.2 Reading

- A. Given a selection, be able to comprehend the main idea of the text.
- B. Be able to construct an appropriate response that is commensurate with the expected level of performance for this stage of language development.
- C. Given a selection, read with appropriate pronunciation and intonation, and with an expected level of fluency for this level.

### **2. Productive Skills**

#### 2.1 Speaking

- A. Be able to ask and answer questions (*kya, kahan, kab, kaise, kyon*) about topics such as daily routine, family, school events, and celebrations using appropriate vocabulary and sentence structure.
- B. Students share their likes and dislikes regarding various objects, topics, people, and events in their everyday environment.
- C. Students use and respond to greetings, leave taking, and common classroom expressions in culturally appropriate ways.
- D. Students introduce themselves by giving information such as name, birthday, address, year in school, and nationality.
- E. Students ask for clarification and/or express confusion.

## 2.2 Writing

- A. Write short sentences with learned vocabulary, and gender and verb agreement.
- B. Recognize main conventionals of language (punctuation, verb agreement etc.).
- C. Write affirmative, negative and interrogative sentences that convey meaning at an appropriate level for this stage of language development.

### **COURSE CONTENT:**

#### **The Self :**

1. Family
2. Friends
3. Home
4. Rooms
5. Health
6. Likes and dislikes
7. Clothes, size, quantity, shopping and prices
8. Pets and animals

#### **Beyond self:**

1. Weather and seasons
2. Numbers, days, dates, time and months
3. Colors
4. Food and customs

### **GRAMMAR, SYNTAX, VOCABULARY:**

1. Develop vocabulary that is appropriate for this stage level
2. Learn basic sentence structure SOV (Subject, Object, Verb).
3. Classification of nouns
4. Modification of marked adjectives.
5. Agreement of nouns and adjectives with verbs.
6. Interrogatives.
7. Usage of verbs like – can, want, like
8. Negation

### **CULTURAL PROGRAM:**

For each of the content areas listed in previous section, an appropriate cultural context will be integrated into each lesson in order to provide the perspectives, practices and products that enhance the topic.

## **INSTRUCTIONAL METHODS AND/OR STRATEGIES**

The methodology employed for the course will be communication based instruction (CBI). For each lesson the following lesson format will be employed.

1. Setting of stage (Daily warm-up listening, speaking, reading)
2. Comprehensible input with appropriate comprehensible checks (new material)
3. Guided practice
4. Independent practice
5. Reflection and evaluation

## **METHODS OF EVALUATION:**

1. Oral/written quizzes
2. Unit tests
3. Homework
4. Presentations and Projects
5. Class participation
6. Semester/end of course exams

## **TEXTBOOKS:**

1. 'Hindi Pustak level I' by Madhu Aggarwal
2. 'Hindi Grammar' by Usha Jain

## **SUPPLEMENTAL MATERIALS:**

1. Hindi-English/English-Hindi Dictionary
2. Maps of India and Hindi-speaking areas of the world
3. Overhead projections, audio and text based video cassettes
4. Powerpoint presentations
5. Hindi Periodicals (nandan, champak)
6. Internet (multiple)

## **COURSE CONTEXT**

This course is the first year to a mandatory 3-year language program.