

1. Course Title Hindi IV	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 Hindi IV	
3. Transcript Course Code / Number	
4. School: Madhu Bhasha Kendra, Fremont (aka MBK Language Center)	
5. District: WASC Accredited Heritage Language School with no affiliation to a District	
6. City: Fremont	10. Grade Level(s) 10 th -12 th
7. School / District Web Site www. HindiOnline.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Contact Name: Madhu Aggarwal Title/Position: Director of Language Program Phone: (510) 682.4249 Fax: (510) 651-9005 E-mail: hindionline@comcast.net	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 n/a
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 Modelled after other level IV Foreign/World Language courses _____	
16. Pre-Requisites Hindi III or equivalent	
17. Co-Requisites No more than 70 units including Hindi IV	

18. Brief Course Description

Students enrolled in the Hindi IV will learn functional use of the language necessary to effectively communicate in Hindi, using more extended language to express their views on the following themes: current events, school events, extra curricular activities, use of technology, environment protection, holiday/event planning , hospitality and social etiquette, health and healthy living, part-time jobs, personal relationships, peer pressures, generational gaps, and social issues in Hindi speaking parts of the world and their own.

Course Domains:

Content:

Students:

1. acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines via the target language--Hindi.
2. develop the language competency to address topics related to self and immediate environment, including social relationships, historical and cultural figures, people in community, zoo and farm animals, fables, interacting with people in the community, community issues and current events, social and regional customs, environmental concerns, media, internet, television, radio, film, transportation, lodging, itineraries, landmarks, curricular and extra-curricular interests and events, professions and careers, clothing and fashion, medical care, and effects of technology in the modern world and global economy.

Communication:

Students:

1. communicate and receive messages effectively using planned language in form of paragraphs and strings of paragraphs.
2. use Hindi language to convey message while responding to real situations.
3. use language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences.
4. engage in oral and written communication.
5. interpret literary texts presented in written or oral form.
6. present to an audience of listeners and readers of Hindi language.
7. participate in and close a conversation, ask and respond to questions.
8. demonstrate understanding of the general meaning, key ideas, and some details in authentic texts and/or literature.
9. produce and present appropriate written and oral products in culturally authentic ways.

Cultural Aspects:

Students:

1. demonstrate knowledge of relationship among the perspectives, practices and products of the Hindi-speaking world such as contributions to literature, the arts and science along with daily living practices, shared traditions, and common patterns of behavior acceptable to a society.
2. select culturally appropriate responses to variety of situations.
3. describe similarities and differences within the culture of Hindi speaking world and culture around them.

Structures:

Students:

1. use linguistically and grammatically appropriate structures to in both oral and written communications.
2. employ paragraph level discourse to produce formal communications.
3. identify similarities and differences in the paragraph level discourse of the languages they know.

Settings:

Students:

1. use elements of language and cultural practices that are appropriate for a given situation.
2. know when to use formal and informal language that is appropriate for the setting.
3. seek cultural and language practice opportunities outside the classroom.

Mode of Communications:

I. Interpretive: Listening

Students:

- A. demonstrate the ability to understand and interpret oral and written texts at Stage II-III.
- B. are able to understand varied speakers including those transmitted via multi-media presentations.
- C. display the ability to understand instructions in the target language to complete tasks at Stage II-III.

II. Interpretive: Reading

Students:

- A. read with appropriate pronunciation and intonation, given a text selection at Stage II-III in target language
- B. comprehend and interpret authentic texts at Stage II-III
- C. construct appropriate response to writing prompts that is commensurate with Stage II-III

III. Presentational: Speaking

Students:

- A. are able to ask for additional information to clarify meaning in oral communication
- B. engage in role-playing different cultural situations in culturally appropriate ways.
- C. analyze an event or a news or a short-story in detail.
- D. respond to oral questions or statements in detail using appropriate diction and sentence structure.

IV. Presentational: Writing

Students:

- A. compose complete paragraphs to express their thoughts.
- B. recognize the need for and punctuate appropriately.
- C. write affirmative, negative and interrogative sentences at an appropriate level for Stage II-III
- D. draft a detailed paragraph in Hindi using acquired academic language that narrates what is appropriate for expository texts.

COURSE CONTENT: GRAMMAR, SYNTAX, VOCABULARY:

Students:

1. analyze key grammatical structures in the context of the daily readings and writings.
2. increase their level of language proficiency appropriate for Stage II-III.
3. read, comprehend and summarize articles from newspapers, magazines, television and internet on related topics.
4. relate what they read to their personal lives and compare and contrast the differences.
5. interpret literary texts including poetry that will enhance the topics addressed in the cultural program.

CULTURAL PROGRAM:

Students:

1. define the role of culture in their chosen professions and career goals
2. identify cultural issues related to health and medical care
3. familiarize themselves with recipes and cuisines of India and Indian Food
4. select culturally appropriate clothing and fashion for different Indian cultural events
5. learn the background of historical sites and famous monuments
6. recognize significant historical figures
7. develop travel plans and lodging and itineraries that take them to authentic historical and cultural sites of India
8. plan and participate in activities that are appropriate to celebrate different holiday events and festivals of India

INSTRUCTIONAL METHODS AND/OR STRATEGIES

1. Daily practice focus on integrating the four skills: listening, speaking, reading and writing
2. Paired/group activities/cooperative learning/communicative activities that engage students in the language and culture of Hindi speaking world.
3. Role playing in skits and authentic communicative exchanges
4. Journal entries
5. Language structure and vocabulary development in context
6. Reading comprehension checks
7. Listening comprehension: audio and video
8. Language modeling using multimedia presentations
9. Videos in Hindi about Indian culture and cultural events
10. Music and the visual and performing arts

METHODS OF EVALUATION:

Following formative and summative methods of evaluation will be used.

Formative

1. In class student completion of tasks
2. In class student performance/presentations
3. Oral and written tests/quizzes
4. Homework
5. Beyond classroom activities

Summative

1. Student Projects/presentations
2. Unit tests
3. End of Semester and year-end exams

TEXTBOOKS:

1. Intermediate Hindi Reader by Usha R. Jain, published by Center for South Asia Studies, University of California Berkeley, 1999.
2. Advance Hindi Grammar by Usha R. Jain, published by Center for South Asia Studies, University of California Berkeley, 2007.

SUPPLEMENTAL MATERIALS:

1. Literary Texts in Hindi (Folk Tales and classic literature)
2. Maps of India and Hindi-speaking areas of the world
3. Multimedia – power point presentations
4. Cultural and Text based Audio and video recordings.
5. Magazines and Newspapers (Sarita, Grihshobha, Nandan, Namaste etc.)
6. Internet (Door into Hindi)
7. <http://www.google.com/transliterate/indic> for typesetting
8. Video Clips for Listening Comprehension by Herman ji
9. Television – News, movies and programs in Hindi
10. Hindi-English/English-Hindi Dictionary

COURSE CONTEXT:

This course is a level IV World Language course, meeting the A-G requirements for High School language program.