

## Hindi 2

### Basic Course Information

Title: Hindi 2

Transcript abbreviations: Hindi 2

Length of course: Full Year

Subject area: Language Other than English (E) / LOTE Level 2 Hindi

UC honors designation? No

Prerequisites: Successful completion of Hindi 1 or equivalent (Required)

Co-requisites: None (Recommended)

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based or Blended (Video Meet online and classroom)

### Course Description

#### Course overview:

In this course students will continue to develop basic language skills to communicate in Hindi. The goal is to lead students to the intermediate-mid or high proficiency level in all four skills. The approach is to promote an enjoyable learning environment in which students actively use the language for communication, and to provide students with the tools that are necessary to do so. Students will learn about Indian culture through writing, speaking, reading and listening, and will compare it to their own. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students will engage in many interpersonal and presentational communication activities in Hindi representing real-life situations. The class is conducted in the target language.

#### Course Content:

#### Unit 1: My Childhood

The essential question students will answer in this unit is: How to explain events that happened in one's childhood?

Students will be able to do the following in the target language:

- describing past scenes and circumstances
- describing buildings and surroundings
- describing their life in childhood
- describing ongoing events in the past
- locating events accurately in various time frames

The students will also learn important information on life as a child in South Asia as well as the layout of South Asian homes.

The unit has comprehensive **vocabulary** lists pertaining to:

- home
- wildlife
- words that help in describing one's childhood
- words that describe a scene in the past
- vocabulary related to time expressions

Students will review the **grammar concepts** from Hindi 1 and add on to them:

- describing past circumstances using the verb 'होना' hona in the simple past
- the past habitual verb tense
- the past continuous verb tense
- clock-related time expressions
- non-clock-based time expressions
- oblique forms with expressions of time

The unit includes the following culture focus with viewings and readings in the target language: Meena is a fictional character who stars in the South Asian children's television show Meena. She is a spirited, nine-year-old girl who braves the world. She educates the children of South Asia on issues of gender, health, and social inequality through her stories. The students would focus on episodes pertaining to Meena's life as a young girl and a student.

The students can select from the following literature or another source on related topic in the target language:

- समीर का घर (Samir's House) by Deepa Balsavar
- सबसे मीठा आम (The Sweetest Mango) by Malavika Shetty
- क्यों-क्यों लड़की (Kyoon-kyoon Ladki) by Mahashveta Devi

### **Unit Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when watching episodes of "Meena" or reading the story books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities

- Journal entries [in notebooks and/or electronically]
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Unit project:** Using presentational mode, students will compare and contrast their lives with Meena's life and the lives of the main characters in the books. This could include, but would not be limited to home, school, diet, and work.

## **Unit 2: Rules and Responsibilities**

Students will be able to do the following in the target language:

- discussing rules: what you can and cannot do
- expressing compulsion: what you should and need to do
- making suggestions
- giving instructions

Students will learn some basic norms of behavior that are commonly observed in South Asian societies.

The unit has more complex tasks and projects at the end of the unit. Comprehensive **vocabulary** lists pertain to rules and responsibilities.

Students will experience the following grammar concepts in context:

- the verb सकना sakna
- Verb stem-ने देना Verb stem-ne dena
- the verb पाना pana
- expressions of compulsion
- subjunctive

The unit includes the following culture focus with viewings and readings in the target language: Meena is a fictional character who stars in the South Asian children's television show Meena. She is a spirited, nine-year-old girl who braves the world. She educates the children of South Asia on issues of gender, health, and social inequality through her stories. The students would focus on episodes pertaining to Meena's life, the rules she needs to follow and her responsibilities in the household.

The students can select from the following literature or another source on related topic in the target language:

- आग! आग! (Fire! Fire!) by Aditi Ghosh
- रेल की चौकी (Rail ki Chauki) by Ravi Ranjan Goswami
- पैसे की दुनिया (The World of Money) by Mala Kumar
- मिशन साइकिल (Mission Cycle) by Rohini Mohan

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- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- WhiteBoards/dry erase markers
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Unit project:** Using presentational mode, students will compare and contrast their responsibilities with those of Meena and the main characters in the books.

### **Unit 3: A trip to South Asia**

The essential questions students will answer in this unit is: How to make travel plans?

Students will be able to do the following in the target language:

- narrating future events
- accepting and declining invitations
- discussing travel plans, definite and possible
- booking travel tickets
- arranging lodging
- giving and following directions
- seeking information about tourist destinations

- planning and discussing travel itineraries

Students will also learn about some of the famous places in South Asia.

The unit comprehensive vocabulary lists pertaining to:

- vacations
- invitations & plans
- travel
- directions
- geography and general knowledge

Students will experience the following grammar concepts in context:

- the future verb tense
- using the subjunctive with subordinate clauses
- conjunction कि ki

The students can select from the following literature or another source on related topic in the target language:

- मरुभूमि में मालढोक by Jeyanthi Manokaran
- बीजू बुनकर का जादू Biju Spins Some Magic by Jaya Jaitly
- मेड इन इंडिया Handmade in India by Olivia Fraser

### **Unit Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot

- Compose emails
- Role play conversations in various settings
- Design and present posters

**Unit project:** Using interpersonal and presentational modes, students will prepare a presentation about tourist attractions in India. Students will research preferred tourist destinations. They will answer these questions to guide their research and presentation:

- What do the tourists see?
- What are they able to do?
- What is most appealing about these destinations?

Students will include images of the tourist destinations and maps of their locations in India. In addition to learning about tourist attractions in India, students will learn vocabulary related to travel and learn how to use future and conditional verb conjugations.

#### **Unit 4: Past Events and Experiences**

Students will be able to do the following in the target language:

- describing past events
  - giving background information to past narratives
  - describing professional experiences, life experiences, and accomplishments
  - seeing a doctor, describing symptoms and ailments
  - reading and listening to simple news items
- The students will also learn to give detailed and extended narrations of their past experiences

The unit has comprehensive vocabulary lists pertaining to:

- transitive/intransitive verb pairs
- entertainment words
- words related to narrating a story
- words pertaining to experiences and accomplishments
- parts of the body
- words describing physical conditions
- treatment words

Students will experience the following grammar concepts in context:

- perfective verb tense
- transitive and intransitive verbs
- perfective of transitive verbs - the ने ne construction
- past perfect verb tense
- कर 'kar' construction
- present perfect verb tense
- stating how long has the student been doing something

- verb चुकना 'chukna'
- ailments and physical conditions
- expressing the beginning of an action
- compound verbs

The students can select from the following literature or another source on related topic in the target language:

- मुत्तज्जी की उम्र क्या है? How Old is Muttajji? by Roopa Pai
- ध्यान सिंह 'चंद' : हॉकी के जादूगर Dhyan Singh Chand : Hockey's Magician by Dilip D'Souza
- चिपको चिपको वृक्ष बचाओ Chipko takes root by Jeyanthi Manokaran

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### **Unit project:**

1. Using interpersonal and presentational modes, students will work in groups of two to design and present a wellness service where people can go to feel better. Students will research on the Internet relaxation services, health foods, and healthful activities. They will determine which ones are most popular for people seeking to feel good physically

and mentally. Students will use this information as a guide for designing their ideal health "spa." Students will prepare a presentation including images, description, and statistics. Their objective is to convince their classmates that their health "spa" is the best place for them to feel well. Students will learn about healthful practices and related vocabulary in the target language and learn proper grammar structures as they research and design their persuasive presentation.

2. Using interpersonal and presentational modes, students will work individually to prepare a presentation about career planning using:
  - Self-Assessment
  - Explore Work/Career Options
  - Narrow Down List of Work/Career
  - Decide or Choose the Best Option
  - Set a Career Goal

**Suggested Additional assignments:**

**Cyber security:** The students will read the following literature in the target language:

- रहस्यमयी साइबर मित्र The Mystery of the Cyber Friend by Zac O'Yeah

**Project:** Using a presentational mode, students will work individually to talk about internet safety.

**Natural Resources and Climate Change:** The students can select from the following literature or another source on related topic in the target language:

- हमें तो कोई दिक्कत नहीं है! We don't have any problem! by Madhu B. Joshi
- चिपको चिपको वृक्ष बचाओ Chipko takes root by Jeyanthi Manokaran
- कछुआ Turtle Story by Kartik Shanker

**Project:** Using a presentational mode, students will work in groups of two, to talk about climate change and how it affects the natural resources.

## Suggested Course Materials

- Beginning Hindi - A Complete Course by Joshua H. Pien and Fauzia Farooqui (available at [parrotsbooks.com](http://parrotsbooks.com) and [amazon.com](http://amazon.com))
- समीर का घर (Samir's House) by Deepa Balsavar (available at [parrotsbooks.com](http://parrotsbooks.com))
- सबसे मीठा आम (The Sweetest Mango) by Malavika Shetty (available at [parrotsbooks.com](http://parrotsbooks.com))
- क्यों-क्यों लड़की (Kyoon-kyoon Ladki) by Mahashveta Devi (available at [parrotsbooks.com](http://parrotsbooks.com))
- आग! आग! (Fire! Fire!) by Aditi Ghosh (available at [storyweaver.org.in](http://storyweaver.org.in))
- रेल की चौकी (Rail ki Chauki) by Ravi Ranjan Goswami (available at [storyweaver.org.in](http://storyweaver.org.in))
- पैसे की दुनिया (The World of Money) by Mala Kumar (available at [storyweaver.org.in](http://storyweaver.org.in))
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- मेड इन इंडिया Handmade in India by Olivia Fraser (available at [storyweaver.org.in](http://storyweaver.org.in))
- मुत्तज्जी की उम्र क्या है? How Old is Muttajji? by Roopa Pai (available at [storyweaver.org.in](http://storyweaver.org.in))
- ध्यान सिंह 'चंद' : हॉकी के जादूगर Dhyan Singh Chand : Hockey's Magician by Dilip D'Souza (available at [storyweaver.org.in](http://storyweaver.org.in))
- चिपको चिपको वृक्ष बचाओ Chipko takes root by Jeyanthi Manokaran (available at [storyweaver.org.in](http://storyweaver.org.in))
- रहस्यमयी साइबर मित्र The Mystery of the Cyber Friend by Zac O'Yeah (available at [storyweaver.org.in](http://storyweaver.org.in))
- हमें तो कोई दिक्कत नहीं है! We don't have any problem! by Madhu B. Joshi (available at [storyweaver.org.in](http://storyweaver.org.in))
- कछुआ Turtle Story by Kartik Shanker (available at [storyweaver.org.in](http://storyweaver.org.in))