

### General Curricula and Textbook Guidelines-

This document outlines guidelines for Marlboro Hindi School (MHS) Curricula and the recommended textbooks. The curricula guidelines are consistent with the MHS goals that students first acquire ‘functional conversational skills’ in commonly used Hindi Language (बोल-चाल की भाषा). Students acquire literacy, grammar and nuances of the language as they make progress in conversational skills. This is consistent with the modern language learning paradigms.

The curricula are organized into 7 classes - three classes at the beginners level, two classes at the intermediate level and two classes at the Advance level (क्रमशः प्रथमा, मध्यमा और उच्चतर). It is expected that a student masters basic goals outlined for each class before moving to the next class. Students entering MHS will be tested for appropriate placement. For a solid foundation, the curricula is designed to have substantial overlap between classes at the same level to provide ample opportunity to retain, reuse and recycle language. The textbooks and additional class material are designed according to this pedagogical requirement.

The curriculum at each Proficiency Level focuses on developing communication skills (in all three communication modes namely, Interpretive, Interpersonal and Presentational) in a context that students can readily relate to in their everyday life. However, it is important to include literacy training (reading and writing) for improving accuracy, articulation and confidence building towards using the language **spontaneously**. Focus on literacy increases gradually as training progresses through Beginner to Advance Levels.

**Note for the Teachers:** The curricula outlined here are guidelines for the material to be covered in a school year. These are not Lesson Plans. It is not mandatory to finish the curriculum in a year. There is sufficient overlap between the classes. Communication and Literacy goals are defined separately. It is up to the teacher to determine the content/volume in each topic depending upon the pace of the class and teacher’s assessment about how much language students can absorb, retain, and use spontaneously. Teachers have to plan for spiraling up or down in Lesson Plans. The emphasis should be to create a ‘student centered’ learning environment where students are provided opportunity to interact with each other in the **target language** more often to practice the language **by themselves** (than listening to the teacher) through well designed activities and technology tools.

**Beginner 3 (प्रथमा 3)-**

**Communication goals-**

**Vocabulary** – Using “Show & Tell” methods and memorized phrases, student should be able to name people they see and objects they use in their everyday life. Students should be able to construct simple sentences on their own (need not be very accurate). Following contexts are suggested for basic vocabulary (not necessarily in that order).

- About Me & My Family (मेरा परिचय) -limit to facts about self (introducing self, parents and siblings, grandparents, stating age, boy or girl, introducing friends, teachers,)
- Colors (मेरे आस-पास कितने रंग)-review basic colors and add more colors from everyday objects such as house, objects found in household and nature, clothing articles, every day and special occasion foods, toys and games,
- Body Parts (मेरे अंग)-limit to external parts and what a child feels or perceives with it, more body parts such as ankles, knee, elbow, wrist, some internal organs such as heart, brain, stomach, etc.
- Pet and Wild Animals (मेरे जानवर दोस्त या मित्र)- different animals around us, commonly adopted pets or seen in a farm or a zoo, their description (body structure, color etc.), what do different animals eat,
- Food (मेरा खाना)-food helps me grow strong and foods that I like for my birthday party, on a special occasion, on a picnic,
- Clothes (मेरे कपड़े)-limit to what they wear every day in different weather, special occasion clothes worn by different people at home, clothes worn by grandparents,
- Places I go (घर, स्कूल, पार्क, मंदिर, रास्ता, अस्पताल, लाइब्रेरी, सिनेमाघर, स्विमिंग पूल, etc.), and basic directions (front, back, right, left, up, down),
- My things (मेरी चीज़ें/वस्तुएँ)-things that I own and love, I see around the house or in school, things that I use every day,
- Games (मेरे प्रिय खेल)-limit to their sports and games that they like and action words with them,
- Numbers- review 1-50

**Basic sentences** – student should be able to spontaneously respond to few basic questions using simple sentences

तुम्हारा नाम क्या है? रंग क्या है? यह क्या है? अच्छा है/अच्छा नहीं है।  
यह कौन है? कौनसा/कौनसे रंग/फल/जानवर/चिड़िया..... है/हैं।  
क्या करता/करती हूँ। क्या करता/करती है। क्या करते हैं। मुझे पसन्द है/पसन्द नहीं है।

**Literacy Goals-** Basic vowels and consonants, make simple words without matra.

**Stretch Literacy Goals** introduction to basic three matras (आ, इ, ई).

Use iPad/iPod Apps to learn/practice writing/constructing words from phonetic sounds, learn simple words with one (आ, इ, ई) matras.

**Books -** Prathama 2 Textbook and Exercise Book (ESHI Beginner 2books).

Shabd Rachnaa (Books from India)

**Teacher’s Reference Material –**

- 1) Practical Conversation Sentences,
- 2) ITRANS Devnagari Transliteration Guide,
- 3) अक्षरमाला,
- 4) गिनती तालिका
- 5) पूरक पुस्तिका (प्रथमा)

Days of the week, Months of the year, Seasons Names, Emotions (Moods), Daily Routine, Dot- and Craft-based activities.

- 6) iPad Apps & Matching/Memory Games (Teachers may have a suggested list for students), and phonetic Apps to learn/record, listen and correct pronunciation, using Speak board to listen to correct sentences.