

## 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 tool.

## Intermediate 1 (मध्यमा १)-

**Pre-requisite** - Students master skills equivalent to Beginner 3 level. New students will be tested before placing in this level.

### Communication goals-

**Vocabulary** – students will build upon the basic vocabulary learned through the Beginner 3 level to extend the topics of conversation to a few unfamiliar topics (beyond self), such as introducing an extended family member, a teacher, about school, classroom and classroom objects, daily routine, etc.

- My extended family –introduce vocabulary pertaining to other relatives and extended family, and how to introduce them in a culturally appropriate manner (using pronouns, मैं, तुम, तू, आप, हम)
- People I interact with regularly - friends, elderly strangers, teachers, etc., and introducing them in culturally appropriate manner,
- My Home- introduce vocabulary regarding home, room, objects in house, etc.
- My feelings & moods – introduce vocabulary for sad, happy, tired, hungry, thirsty, etc.,
- Senses – touch, hearing, smell, taste, sight, soft, hard, hot, cold, etc.,
- Foods – Food & Health,
- My activities – at home, school, playground, with family, etc.
- Calendar & schedule- introduce vocabulary for telling days of the week, months in the year, special festival days or special occasions, schedule activities, etc.
- Numbers- 1-50 (reinforce by simple math activities or word problems)

### Basic sentences –

- Correct sentence endings- हूँ, हो, हैं, था, थी, थे in connection with singular and plural subjects or using the plural form for expressing respect to a stranger or a person of authority,
- Simple sentences- expressing or stating in basic full sentence  
मैं आता हूँ। तुम आते हो। आप आते हैं। हम आते हैं।
- Imperative form of sentences  
तुम आओ। तू आ। आप आइये।

### Literacy Goals-

- Learn to read words according to syllables and words having three or four syllables,
- Adding basic matras to consonants (आ, इ, ई, उ, ऊ, ए, ऐ, ओ, औ)- introduce the concept that matras are only added to consonants to add a sound accent,
- Reading and writing words having one matra,
- Words with more than one matra- reading and writing words according to syllables,
- Grasp the concept that each word comprises multiple syllables, and each syllable in a word may have a different matra,
- Learn to spell according to breaking up a word into syllables and spelling each syllable to construct a word correctly.

**Textbooks** - Pankhudiyan Bhaag II Textbook and Pankhudiyan Bhaag II Practice Book.  
Hindi Vyakaran and Rachna Bhaag I.

**Teacher’s Reference Material –**

- 1) Practical Conversation Sentences,
- 2) ITRANS Devnagari Transliteration Guide,
- 3) अक्षरमाला, बारह खड़ी
- 4) गिनती तालिका
- 5) पूरक पुस्तिका (मध्यमा)  
वाक्य रचना और बोल चाल संबंधी व्याकरण
- 6) Online Hindi-English/English-Hindi Dictionary on iPad,
- 7) iPad Apps & Matching/Memory Games (Teachers may have a suggested list for students) to learn and practice matras and बारह खड़ी.