

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.

Advance 2 (उच्चतर २)-

Pre-requisite- students master skills equivalent to Advance 1 level. New students will be tested before placing in this level.

Communication goals-

Vocabulary – It is expected that students at this level have sufficient vocabulary for conversation in most familiar topics. The emphasis should be on using the vocabulary and sentence pattern with better accuracy. Lessons should shift more towards project based approach so that students get opportunity to apply what they learned in earlier classes and create with language using known vocabulary and sentence structure and progress towards more formal forms of expressions. Students should be able to read news online and understand headlines and some content from the visuals. Students should be able to figure out meanings of unfamiliar words from the context and substitute them with known words or expressions while summarizing the contents. Students should be able to express their opinion in simple connected sentences. Students should be able to differentiate tenses from the verbs. New vocabulary should be introduced in the context of projects they will be doing. Some suggestions are-

- STEM themes- Environmental issues, ecology, pollution, conservation, wildlife.
- Gathering facts and figures and interpreting data from surveys using small and large numbers (STEM theme activities),
- Outdoor activities- Indian sports, kite flying, cycling, trekking, visiting a place of historic importance, etc.,
- Subjects in school- introduce words for different subjects they learn in school, connection with different professions, etc. (may be connected to a STEM theme),
- Travel experiences- famous places visited,
- Festivals and their relevance in Indian Culture, comparison with local festivals,

Literacy Goals-

- Review commonly used masculine and feminine subjects/objects –guessing gender of a noun (subject or object) by verb conjugation usage – रमेश आया/ गीता आई, हाथी आया/चिड़िया आई, बन्दर खाता है/गाय खाती है, कागज़ रखा है/मेज़ रखी है, खरबूजा अच्छा था/मिठाई अच्छी थी (need not go into details of how to change from masculine to feminine),
- Review and practice, simple singular and plural subjects or objects or subjects or objects that are treated as plural, according to gender using correct verb conjugation, गधा है/गधे हैं, गाय है/गायें हैं, लड़का गया/लड़के गये, तितली उड़ी/तितलियाँ उड़ीं, घोड़ा दौड़ा/घोड़े दौड़े, शेर बैठा था/शेर बैठे थे, हाथी चल रहा था/हाथी चल रहे थे

MHS Curricula – Advance II

- Introduction to cases (कारक) and post-positions (विभक्ति) - ने, को, से, etc. (Stretch Goal),
- Changing from singular to plural forms with and without the use of case (singular लड़का- लड़के (ने, को, से, etc.), (plural लड़के- लड़कों (ने, को, से, etc.)), (singular गाय- गाय (ने, को, से, etc.), (plural गाय- गायों (ने, को, से, etc.)) (This is a difficult concept and may require a lot of exercise to practice but can be done in one unit),
- Review parts of speech-noun, pronoun, verb and adjective, and their use in proper form with respect to gender, numbers and tenses,
- Tense- simple present, past and future forms of most commonly used verbs and simple rules to transpose verbs in one tense to another for masculine and feminine nouns, singular or plural nouns (Stretch Goal),
- Practice using conjunctives in two different tenses- reading and writing connected sentences in descriptions में और मेरी बहन एक साथ स्कूल जाते हैं, जहाँ पार्क था, वहाँ बस रुकती है, जब होमवर्क खतम हो जाता है तब मैं खेलने जाता/जाती हूँ, वह बीमार था, इसलिये कमज़ोर है
- Reading comprehension- increase fluency and accuracy in reading, guessing meanings of unfamiliar words from the context,
- Describing – writing paragraph length description, or short stories using connected sentences in logical order, on iPad using StoryKit,

Textbooks - Manjuree Bhaag IV Textbook with Practice Book.

Hindi Vyakaran and Rachna Bhaag IV.

Teacher’s Reference Material –

- 1) Practical Conversation Sentences,
- 2) ITRANS Devnagari Transliteration Guide,
- 3) पूरक पुस्तिका (उच्चतर)
भारत जानो एवं आज के समाचार।
- 4) Online Hindi-English/English-Hindi Dictionary on iPad,
- 5) iPad Apps & Matching/Memory Games (Teachers may have a suggested list for students) to learn and practice matras and बारह खड़ी.
- 6) Additional resources may be tapped from YouTube video clips, headline news from online Hindi newspapers, BBC Hindi service etc. Reading material may be used to introduce new vocabulary and sentence pattern.