

Curricula and Text Book Guidelines-

This document outlines guidelines for Marlboro Hindi School (MHS) Curricula and ESHI Text Books. 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 9 classes- three classes at each Level, Beginner, Intermediate and Advance (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. New textbooks to be introduced this school year are designed according to this pedagogical requirement. New textbooks cover more material than what can be covered in one class, for example, 2 Beginner Level textbooks span for three Beginner Level classes.

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 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.

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, है, हैं, था, थी, थे, थीं 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। यह गुब्बारा है। ये गुब्बारे 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.

Text Book-

Students will receive two packages. Students begin with review of प्रथमा २ book before going over to मध्यमा १ book. Students continue with मध्यमा १ book in Intermediate 2 class the following year before transitioning to मध्यमा २ book at an appropriate point in their Intermediate 2 class.

Teacher's Reference Material –

- 1) Practical Conversation Sentences,
- 2) ITRANS Devnagari Transliteration Guide,
- 3) अक्षरमाला, बारह खड़ी
- 4) गिनती तालिका
- 5) Online Hindi-English/English-Hindi Dictionary on iPad,
- 6) iPad Apps & Matching/Memory Games (Teachers may have a suggested list for students) to learn and practice matras and बारह खड़ी,

Intermediate 2 (मध्यमा २)-

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

Communication goals-

Vocabulary – students will build upon the basic vocabulary learned through the Intermediate 1 level to extend the topics of conversation to comparisons, perspective and expressing opinion in simple situations.

- Preferences –introduce vocabulary pertaining to comparisons- थोड़ा, ज़्यादा, कम, बहुत, सही, गलत
- Food for health, fitness and strength – food pyramid and calorie requirement/spending chart/table, a balanced Indian diet (balance of calorie intake/use), foods that are good for health, foods that make us feel good, (STEM theme-one can bring in simple math here to reuse Hindi numbers),
- Food Chain and Food Cycle – simple words to describe these (STEM theme),
- My feelings & moods – reaction words- for example what we do when we feel sad, happy, tired, hungry, thirsty, angry, sleepy, etc.
- Nature & outdoor words- simple weather words, landforms, objects found outdoors, etc., water and air cycles (STEM theme),
- My activities – Outdoor activities & sports kite flying, trekking, swimming, visiting places- picnic, zoo, park, temple, tourist attraction (if students respond well one can bring in simple science concepts like different muscles used in walking, or kite flying, etc.),
- Telling time of the day- vocabulary pertaining to times in a day (morning, evening, etc.), connecting daily routine to different times of the day,
- Planning activities with friends and family- use vocabulary for telling days of the week, months in the year, etc. to plan activities for special festival days or special occasions, schedule activities, etc.
- Numbers- review 1-50 and expand to 100, introduce words for large numbers सौ, हजार, दस हजार (reinforce by simple time and distance word problems, creating survey about favorite activities, favorite foods, daily calories intake and use, etc. (STEM theme activities)),

Literacy Goals-

- Concept of half-letters- combining sounds together, क् = half क, (प + क् + का = पक्का)
- Reading and writing half-letters correctly by using phonetics,

- Introducing phonetic special letters for combination sounds- (क् + श = क्ष, त् + र = त्र, श् + र = श्र, ग् + य = ज्ञ, ऋ),
- Mastering proper usage of Interrogative words (reading and writing) asking questions,
- Identifying familiar words and phrases from textbook and other reading material, advertisements, signs, labels, menus, train/bus schedule etc.,
- Simple conjunctives- reading and writing connected sentences- मैं और मेरी बहन स्कूल जाते हैं, जैसे, जब, तब, etc.,
- Reading comprehension- multiple sentences or short paragraphs to understand simple idea,
- Describing - using more than one sentence or short paragraph to convey a simple idea,
- Identifying simple subject-object-verb pattern in a simple sentence construction.
- Identifying singular and plural subjects and associated verb conjugation (Stretch Goal).

Text Book-

Students will receive two packages. Students begin with review of मध्यमा १ book (and Work Book) they received in Intermediate 1 class. They will transition to मध्यमा २ book at an appropriate point during their Intermediate 2 class and use the same book the following year in Intermediate 3 class.

Teacher's Reference Material –

- 1) Practical Conversation Sentences,
- 2) ITRANS Devnagari Transliteration Guide,
- 3) Online Hindi-English and English-Hindi Dictionary on iPad,
- 4) iPad Apps & Matching/Memory Games, specific research material from the Internet,
- 5) Grammar rules/books (Kirit Shah Book, for example).