

STANDARDS FOR LEARNING HINDI:

Novice to Superior Levels

This document is based on the World-Readiness Standards for Learning Languages and has benefited from the previous language-specific standards for Arabic, Chinese, French, and other languages. The progress indicators for Novice, Intermediate, Advanced, and Superior levels for all 11 standards reflect an ideal learning scenario. However, every Hindi program will need to reconfigure the learning outcomes based on their learners' home background, age, number of contact hours, and learning environment (e.g., immersion programs, Sunday schools, regular public schools). This document also has several sample learning scenarios for different levels of Hindi learners that demonstrate how Hindi Standards and important 21st Century Skills can be incorporated into performance-based holistic instruction.

The national committee of 12 experienced Hindi teachers that has created these standards comes from different schools (public and community-based) and universities across the nation. It took about three years (2006–2009) to complete the first draft of the Hindi Standards under the expert guidance of Professor June K. Phillips, who was the Project Director of the National Standards published in 1999 (*Standards for Foreign Language Learning in the 21st Century*). The draft version of the Hindi Standards was circulated widely in the profession for several years for feedback from Hindi experts. The current version of the Hindi Standards reflects valuable feedback received from the profession and alignment with the latest version of the Standards, which has a clear focus on proficiency and 21st Century Skills.

The Standards for Learning Hindi: Novice–Superior Levels is an important document that will guide curriculum developers and teachers of Hindi for articulating standards-based curriculum, instruction, and assessment in schools and colleges. It will serve as a road map for standards-based instruction with clear outcome goals in terms of the 5 Cs (Communication, Cultures, Connections, Comparisons, and Communities) and proficiency levels (Novice, Intermediate, Advanced, and Superior).



HINDI

World-Readiness Standards for Learning Languages

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WORLD-READINESS STANDARDS FOR LEARNING HINDI

| GOAL AREAS | STANDARDS | | |
|---|---|---|--|
| COMMUNICATION Communicate effectively in Hindi in order to function in a variety of situations and for multiple purposes | Interpersonal Communication: Learners interact and negotiate meaning in spoken or written conversations in Hindi to share information, reactions, feelings, and opinions. | Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed in Hindi on a variety of topics. | Presentational Communication: Learners present information, concepts, and ideas in Hindi to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| CULTURES Interact with cultural competence and understanding in Hindi | Relating Cultural Practices to Perspectives: Learners use Hindi to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture of the Hindi-speaking communities. | Relating Cultural Products to Perspectives: Learners use Hindi to investigate, explain, and reflect on the relationship between the products and perspectives of the culture of the Hindi-speaking communities. | |
| CONNECTIONS Connect with other disciplines and acquiring information and diverse perspectives in order to use Hindi to function in academic and career-related situations | Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using Hindi to develop critical thinking and to solve problems creatively. | Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the Hindi language and its culture. | |
| COMPARISONS Develop insight into the nature of Hindi language and its culture in order to interact with cultural competence | Language Comparisons: Learners use Hindi to investigate, explain, and reflect on the nature of language through comparisons between Hindi and the other language(s) they know. | Cultural Comparisons: Learners use Hindi to investigate, explain, and reflect on the concept of culture through comparisons between the cultures of the Hindi-speaking communities and their own. | |
| COMMUNITIES Communicate and interact with cultural competence in Hindi in order to participate in multilingual communities at home and around the world | School and Global Communities: Learners use Hindi both within and beyond the school to interact and collaborate in their community and the globalized world. | Lifelong Learning: Learners set goals and reflect on their progress in using Hindi for enjoyment, enrichment, and advancement. | |

INTRODUCTION: HINDI LANGUAGE AND ITS STATUS

HINDI LANGUAGE

Modern Standard Hindi is an official language of India along with English. Both Hindi and English function as lingua franca in most parts of the country. Among the 22 major national languages listed in the Constitution of India, Hindi is the most widely spoken language in the country. According to the 2001 Census of India, approximately 41% of the people of India speak Hindi (or its regional varieties) as their first language. The percentage of Hindi speakers increases to more than 50% if we add the number of second language speakers of Hindi.

Hindi is an Indo-Aryan language that belongs to the Indo-Iranian branch of the Indo-European language family. It is distantly related to other languages in the Indo-European family such as English, German, French, and Italian. It has descended from Sanskrit and is a sister to other Indo-Aryan languages like Gujarati, Punjabi, Marathi, or Bengali. Hindi has incorporated words from Persian, Arabic, Turkish, and Portuguese. For example, the Hindi word **किताब** (*kitaab*¹: “book”) is from Arabic, **मेज़** (*mez*: “table”) from Portuguese, **सरकार** (*sarkaar*: “government”) from Persian, and **तोप** (*top*: “cannon”) is from Turkish. In the 19th and 20th centuries, during and after the British rule, Hindi borrowed extensively from English. In fact, the influence of English on Hindi is actually greater after the British left than it was during their rule in India due to the dominance of English in higher education and the global economy. Today, Hindi–English code mixing and code switching has given rise to a mixed variety of Hindi, known as *Hinglish*, which is used frequently in informal register of Hindi. It is not uncommon to see urban Hindi speakers starting their sentence in Hindi and finishing it in English or vice-versa. For example: *I told you कि मैं नहीं जा सकता* (*I told you ki mai nahi jaa saktaa*: “I told you that I cannot go.”).

There are a number of regional varieties or dialects of Hindi. Some of its major varieties with a sizeable population are Awadhi, Braj, Bhojpuri, and Rajasthani. These varieties differ in varying degrees from the standard Hindi in phonetics, phonology, morphology, lexicon, and grammar. In fact, some of the dialects may even be considered separate languages because of their centuries-long oral literary traditions and limited mutual intelligibility between them and the standard Hindi. Most dialect speakers of Hindi, however, can understand and speak standard Hindi because they learn it in school and are exposed to it through newspapers, TV, and Hindi films.

HINDI AND URDU

Hindi and Urdu are listed as two different languages in India’s Constitution. Although they both have common conversational vocabulary, identical function words, and the same grammar, they are treated as two different languages because of their distinct socio-religious identities. The two languages use different scripts, and they borrow their literary and formal vocabularies from different sources. Hindi is written in Devanagari (same as Sanskrit), goes from left to right, and tends to borrow its high

vocabulary mostly from Sanskrit. Urdu is written in Nastaliq (Perso-Arabic script) that goes from right to left and it borrows its high vocabulary from Arabic and Persian. Note that even though the colloquial varieties of Hindi and Urdu used in everyday conversations and Hindi films are similar, their formal and literary varieties are mutually incomprehensible because of different vocabularies and cultural references.

In several American universities, elementary Hindi and Urdu are taught together as Hindi-Urdu courses. In these courses, students learn both Hindi and Urdu scripts, and the focus is on the shared conversational language. In second year and beyond, Hindi and Urdu are taught as separate languages because the focus shifts from conversational to formal and literary language. However, lately there has been a growing trend in schools and colleges to teach Hindi and Urdu as two separate languages right from the beginning because of the increased focus on culture and literacy skills.

CHARACTERISTICS OF THE HINDI LANGUAGE

Hindi writing is syllabic and has no separate capital letters. Its letters hang below the line whereas English letters sit on the line. There are important differences between the Hindi and English sound systems. Unlike English, vowel length and vowel nasalization generate meaning distinction in Hindi. For example, कम (*kam*) means “less” and काम (*kaam*) means “work;” पूछ (*puuch*) means “ask” and पूंछ (*puñch*) means “tail.” Hindi also makes a distinction between unaspirated and aspirated consonants, and dental and retroflex consonants. For example, पल (*pal*) means “moment” and फल (*phal*) means “fruit;” दाल (*daal*) means “lentil” and डाल (*Daal*) means “branch of a tree.” Hindi script is largely phonetic (one sound per letter and one letter per sound) and this makes reading or writing in Hindi a relatively easy task.

The basic word order in Hindi is Subject-Object-Verb, but it is flexible. Major constituents of a sentence (subject, object, and verb) can be moved around in a simple sentence for pragmatic reasons such as expressing emphasis, providing an afterthought, or for flagging new information. Hindi has postpositions and not prepositions as these are placed after their nouns and pronouns. All nouns in Hindi are either masculine or feminine. This means an arbitrary gender is assigned to the nouns which have a neuter gender in English. For instance, किताब (*kitaab*: “book”) is a feminine noun in Hindi and दरवाज़ा (*darvaazaa*: “door”) is a masculine noun. It is important to learn the gender of each noun because the verb agrees with the gender and number of its subject or object in Hindi. Further, there are no definite or indefinite articles in Hindi. Indefiniteness is indicated by the word एक (“one”) or an indefinite pronoun and definiteness through a definite pronoun, context, or word order.

Politeness and respect are grammatically coded in the Hindi language. There are three different second person pronouns: तू [*tu*], तुम [*tum*], and आप [*aap*] “you”) and three corresponding imperative forms of a verb (आ [*aa*], आओ [*aaao*], आइये [*aaiye*] “come”) for expressing different levels of politeness or formality. Respect may also be indicated by the use of a plural form of a noun, pronoun or verb. For example, राम दशरथ के बड़े बेटे हैं (Gloss: Ram Dashraths older [pl. form] son [pl. form] are [pl. form]: “Ram is Dashraths older son.”) Hindi also has a special respect particle जी (*jii*), which can be used after the first or last name of a person (e.g., गुप्ता जी “Gupta Ji,” संजय जी “Sanjay Ji”) or after a title (गुरु जी “Guru Ji”) or kinship term (चाचा जी “Uncle Ji”). This polite marker may also be used with words like “yes” and “no” for expressing politeness (जी हाँ (*jii haā*:

polite “yes”), जी नहीं (*jii nahiī*: polite “no”).

CULTURE

The culture associated with the Hindi language is one of the oldest in the world and is constantly evolving and adapting to new concepts. It is rich and complex, but a few salient features can be pointed out as being at the core of the culture. Continuing traditions is central to the culture of the Hindi speech community. Classical forms of dance and music are still prevalent in India, and these traditions are also being preserved by Indian-Americans. Festivals, both religious and non-religious, are also being preserved through elaborate and colorful celebrations. Traditional foods continue along with McDonalds’ french fries and Domino’s pizza. The serving and preparation of food for festivals are almost ritualistic, and abundant food is a staple of every celebration. Prosperity, hospitality, and opulence are also equated with displays of abundant food.

Family is an essential unit of the community, and Hindi uses a highly articulated kinship system with very specific terms for each relationship. Extended or ‘joint families’ are the norm in India although the nuclear family is beginning to form roots in the country. Interestingly even though families are not physically together all the time, they remain ‘undivided’ in concept. The wishes of the elders in an extended family are respected and their advice is generally followed, no matter where they live. The family name and honor are ideals by which to live. Families play an important role in choosing marriage partners. For this reason, arranged marriages are still very common in India. There is a preference for traditional marriage customs and wedding ceremonies in India as well as among Indians living overseas.

The notion of service or duty is central to the community, and a basic theme is that family comes before self. Thus, society places emphasis on collectivism over individualism. It values conformity, as well as respect for gender, age, and status. Juniors usually give their opinion only when specifically asked; to question a senior can be viewed as an act of rebellion in a traditional setting.

WHY STUDY HINDI

Many students learn Hindi for heritage purposes as a way of identifying with Indian culture or to be a part of the South Asian diasporic community. They want to be able to interact with South Asian families or friends in a meaningful way. Others learn to fulfill their foreign language requirement or for travel, business, and work. Because Hindi is the most widely spoken language in India, it is an invaluable tool of communication for all travelers, businessmen, and students of South Asian civilization. India’s recent economic boom has also made it imperative for business and management students to study Hindi.

As the use of Hindi expands beyond its traditional South Asian borders, Hindi is becoming an important medium of entertainment and world communication. It is already making its presence felt in the arts through songs, theater productions, movies, and television and radio programs. Outside India, Hindi is used in radio broadcasts by the BBC, Deutsche Welle, Voice of America, (VOA), Radio Moscow International, and many radio stations of the diaspora in the Caribbean, Mauritius, the United States, Britain, and many other countries. Hindi movies are popular in many African nations, the Middle East, Southeast Asian countries, many Caribbean countries and in North America. In fact, many students want to learn Hindi just to understand Hindi movies without English subtitles.

Another compelling motivation to study Hindi is to gain the unique perspective of Indian culture, philosophy, and society through direct interaction with Hindi speakers and original texts. The socio-cultural information coded in Hindi expressions such as इज़्ज़त (*izzat*: “honor”), ख़ानदान (*khaandaan*: “family”), and धर्म (*dharm*: duty, “religion”) is not easy to capture through their English translations. For this reason, researchers in the fields of health, social work, and anthropology, find it beneficial to study Hindi and gain direct access to meaning.

Hindi has been classified as a strategic language by the U.S. government, so many jobs in the federal government require the knowledge of Hindi language and culture. Competence in Hindi can also enhance career options of many professionals in the private sector because more and more local banks, hospitals, police departments, and law firms in the United States prefer to hire bilingual employees who can serve the needs of a growing Indian-American community.

THE STATUS OF HINDI LANGUAGE STUDY IN THE UNITED STATES

The teaching of Hindi in the United States dates back to the late 1950s when programs in South Asian languages were formally established as an integral and crucial component of the National Defense Educational Act (NDEA) of 1958. For the first time, under the Title VI Act, the federal government encouraged American students to study the less commonly taught languages (LCTLs), including South Asian languages. Hindi was the first South Asian language introduced in American colleges and universities. By the late 1960s, Hindi had gained popularity and it became one of the most widely taught South Asian languages at colleges and universities in the United States. At present, Hindi is taught in almost 100 colleges and universities at various levels: elementary, intermediate, advanced, and beyond.

Recent government initiatives, combined with the growing awareness in the Indo-American community for preserving their heritage language and culture, have pushed to increase the number of heritage and public schools for Hindi. Today, there are heritage schools for Hindi in almost all major cities of the United States where there is a concentration of Indians. Profiles of several community-based schools can be found in the database of the Heritage Language Programs, Center of Applied Linguistics (www.cal.org/CALWebDB/Heritage/Default.aspx). Hindi has been already introduced as a world language in some public schools of New Jersey, New York, California, and Texas. Also, many STARTALK summer programs (startalk.umd.edu) for learners and instructors of Hindi have been held every year in the country since 2008. These are intended for expanding and improving the teaching and learning of Hindi, a strategically important world language for the United States.

In order to prepare the next generation of global professionals in Hindi, the Hindi Urdu Flagship Program was established at the University of Texas at Austin in 2006 (www.hindiurduflagship.org). It offers intensive instruction to undergraduates in Hindi and Urdu for four years to “enhance their academic degrees through the achievement of ACTFL Superior Level proficiency and cultural competence” in Hindi. Other government initiatives that prepare Americans from a variety of fields and career paths to use Hindi in professional and formal contexts include CLS (Critical Language Scholarship) Program and NSLI-Y (National Security Language Initiative for Youth). The CLS (www.clscholarship.org) program offers summer Hindi institutes in India and the NSLI-Y (www.nsliforyouth.org) provides opportunities to American youth for learning Hindi in India through summer and academic year programs.

A variety of print and online materials are available for teaching and learning Hindi as a foreign

language at the college level. However, currently there is a paucity of standards-based instructional materials for K–12 learners. UNICODE fonts for Devanagari are available for reading online Hindi newspapers and magazines. Learners can easily write e-mails, blogs, etc. in Devanagari on all computer platforms. Online Hindi–English and English–Hindi dictionaries are also available. For assessment, there are ACTFL accredited testers for measuring learners’ oral and written proficiency in Hindi against the standard ACTFL Proficiency Scale. Online STAMP (Standards-Based Measurement of Proficiency) tests (casls.uoregon.edu/pages/tools/stamp.php) are also available for reading and listening skills in Hindi.

ABOUT HINDI STANDARDS

The Hindi Standards organized around the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) emphasize effective and culturally appropriate communication in the three modes—Interpersonal, Interpretive, and Presentational—on a variety of content areas for multiple purposes with global Hindi-speaking communities. Also, they contribute to an overall development of cognitive knowledge and awareness about the target language, culture, and society. Each of the 5 Cs is supported by two or more content standards that elaborate what students are expected to know and be able to do at different developmental stages of proficiency.

The progress indicators for each of the standards describe typical student performances at the Novice, Intermediate, Advanced, and Superior levels of proficiency in Hindi. They are neither prescriptive nor exhaustive but they are cumulative in nature. For example, Advanced-level students are expected to exhibit the progress indicators of the lower levels as well as the progress indicators of their own level. The progress indicators outlined in this document do not constitute a curriculum or syllabus for any Hindi course. Rather they are intended to assist educators at the level of individual classroom, school, district, or college in developing standards-based curricula, instructional materials, and assessment tools. Every Hindi program will have to reconfigure learners’ outcomes based on their students’ home background (heritage or non-heritage), age, prior exposure to Hindi, number of contact hours, and learning environment (immersion or non-immersion).

The sample Hindi learning scenarios for Novice, Intermediate, Advanced, and Superior levels will serve as a starting point for teachers to conceptualize how the three modes of communication, culture, and other standards might be woven into a unit or lesson. Also, they demonstrate strategies for incorporating 21st Century Skills into instruction for helping students develop essential life and career skills required in today’s global and digital age.

TRANSLITERATION RULES

Vowels

| | | | | | | | | | | |
|---|----|---|----|---|----|---|----|----|---|----|
| अ | आ | इ | ई | उ | ऊ | ए | ऐ | ऋ | ओ | औ |
| a | aa | i | ii | u | uu | e | ai | r̥ | o | au |

Consonants

| | | | | |
|---|----|---|----|---|
| क | ख | ग | घ | ङ |
| k | kh | g | gh | ṅ |

| | | | | |
|---|----|---|----|---|
| च | छ | ज | झ | ञ |
| c | ch | j | jh | ñ |

| | | | | | | |
|---|----|---|----|---|----|----|
| ट | ठ | ड | ढ | ण | ड़ | ढ़ |
| T | Th | D | Dh | N | R | Rh |

| | | | | |
|---|----|---|----|---|
| त | थ | द | ध | न |
| t | th | d | dh | n |

| | | | | |
|---|----|---|----|---|
| प | फ | ब | भ | म |
| p | ph | b | bh | m |

| | | | |
|---|---|---|---|
| य | र | ल | व |
| y | r | l | v |

| | | | |
|----|----|---|---|
| श | ष | स | ह |
| sh | Sh | s | h |

| | | |
|-----|----|----|
| क्र | ज़ | फ़ |
| q | z | f |

Nasalized Vowels

A *tilde* sign is placed over a vowel to indicate nasalization.

Example: हैं = *haĩ*: “are”

¹ See [p. 10](#) for transliteration rules used in this document.

Progress Indicators

Each of the 5 Cs—Communication, Cultures, Connections, Comparisons, and Communities—around which Hindi Standards are organized, are supported by two or more content standards. There are a total of 11 standards; Communication has three and the rest of the goal areas each have two. This section provides a brief description of each of the standards and the progress indicators that describe what Hindi learners are expected to know and be able to do with their Hindi skills at the Novice, Intermediate, Advanced, and Superior levels of proficiency. As previously noted, the progress indicators given here are neither prescriptive nor exhaustive; they are just samples of typical learners' progress at the different levels of proficiency. Also, they are not based on any particular Hindi program so they will have to be reconfigured for each Hindi program depending on learners' background, contact hours, program type (e.g., Sunday school, public school, immersion or non-immersion program), etc. It is important to remember that the progress indicators are cumulative in nature. In other words, learners are not only expected to exhibit the progress indicators of their own level but for all the lower levels as well.

GOAL AREA: **C**OMMUNICATION



Communicate effectively in Hindi in order to function in a variety of situations and for multiple purposes

This goal focuses on developing learners' communicative competence in Hindi and enables them to handle two-way and one-way communication in informal and formal contexts. Teachers build learners' communicative ability in Hindi by providing them with opportunities to interact with other Hindi speakers through real-time face-to-face conversations and/or through written chats in Hindi. Learners' communicative abilities are also enhanced by providing them with opportunities to interpret authentic spoken and/or written Hindi texts. Developing oral and written presentational skills is equally important for expressing ideas, feelings, opinions, or sharing information in Hindi.

This goal includes three content standards. The first focuses on interpersonal communication, the second on interpretive communication, and the third on presentational communication.

Interpersonal Communication

Learners interact and negotiate meaning in spoken or written conversations in Hindi to share information, reactions, feelings, and opinions.

This standard focuses on two-way communication via conversation or written exchange of messages. Hindi students can quickly learn a number of useful words and phrases that allow them to interact in everyday situations. However, their ability to speak and write accurately on a variety of topics in a culturally appropriate manner in diverse informal and formal situations develops gradually. Students who come with a heritage background in Hindi or another Indian language often develop their informal conversational speaking and listening skills faster than non-heritage students. However, heritage students do not necessarily have an advantage over non-heritage students when it comes to acquiring written or formal Hindi. Over a period of time, both heritage and non-heritage students are able to develop their ability to perform a wide variety of interpersonal communicative tasks in speech and writing in informal and formal contexts.

Sample Progress Indicators, Novice Level

- Students address, greet, and take leave using socio-culturally appropriate Hindi expressions and gestures. Examples: नमस्ते (*namaste*: “Hello”); आप कैसे हैं? (*aap kaise haĩ*: “How are you?”); हैलो शीला, तुम कैसी हो? (*hailo shiilaa, tum kaisii ho*: “Hello Sheila, how are you?”); अच्छा, बाय! (*acchaa, baay*: “OK, bye!”); अच्छा, फिर मिलेंगे (*acchaa phir milẽge*: “OK, see you again.”).
- Students give and follow simple routine commands and instructions in order to participate in age-appropriate routine classroom activities and games. Examples: सुनिए (*sunie*: “Please listen!”); बैठिए (*baiThiye*: “Please sit down!”); किताब खोलिए (*kitaab kholiye*: “Please open [your] book!”); इधर देखो! (*idhar dekho*: “Look here!”).
- Students introduce themselves, family members, and friends. Examples: मेरा नाम नील है। (*meraa naam niil hai*: “My name is Neil”); यह मेरा भाई है। (*yah meraa bhaaii hai*: “This is my brother”); वह मेरी दोस्त माया है। (*vo merii dost maayaa hai*: “She is my friend Maya.”).
- Students ask and answer simple questions about topics such as family, daily activities, weather, and holidays. Examples: यह कौन है? (*yah kaun hai*: “Who is this?”); यह मेरी बहन है। (*yah merii bahan hai*: “This is my sister”); कितने बजे हैं? (*kitne baje haĩ*: “What time is it?”); दस बजे हैं। (*das baje haĩ*: “It is ten o’clock.”); दीवाली कब है? (*diivaalii kab hai*: “When is Diwali?”); मालूम नहीं। (*maaluum nahiĩ*: “[I] don’t know.”).
- Students share likes and dislikes with each other regarding people, food, objects, colors, daily routines, and various activities. Examples: मुझे मटर-पनीर पसंद है। (*mujhe maTar paniir pasand hai*: “I like peas and cheese [dish].”); रवि को यह फ़िल्म नहीं पसंद। (*ravi ko yah filam pasand nahiĩ*: “Ravi does not like this film.”).

Sample Progress Indicators, Intermediate Level

- Students express their needs and desires for everyday objects and activities by creating simple sentences. Examples: मुझे ठंडा पानी चाहिए। (*mujhe ThanDaa paanii caahiye*: “I want cold water.”); मैं घर जाना चाहती हूँ। (*maĩ ghar jaanaa caahtii huũ*: “I want to go home.”);

नीना को नाचना और गाना अच्छा लगता है। (*niinaa ko naacanaa aur gaanaa acchaa lagtaa hai*: “Nina likes to dance and sing.”).

- Students acquire goods and services using a variety of simple Hindi questions and expressions. Examples: यह कुर्ता कितने का है? (*yah kurtaa kitne kaa hai?*: “How much is this shirt?”); मुझे दो कुर्ते दीजिए। (*mujhe do kurte dijiye*: “Please give me two shirts.”); क्या स्कूटर खाली है? (*kyaa skooTar khaalii hai?*: “Is [this] scooter-rickshaw available?”); लाल किला चलेंगे? (*laal quilaa chalenge*: “Will [you] go to Red Fort?”).
- Students follow and give directions in Hindi for participating in age-appropriate activities. Examples: आप यहाँ से दो ब्लॉक सीधे जाइए, वहीं पर तंदूर रेस्टोरेंट है। (*aap yahaā se do blaak siidhe jaaiye, vahiñ par tandoor resTorenT hai*: “You go straight for two blocks [and] Tandoor restaurant is right there.”); रंगोली बनाने के लिए पहले नीला रंग लीजिए और फिर लाल। (*rangolii banaane ke liye pahle niilaa rang lijiye phir laal*: “For making rangoli, first use the blue color and then red.”).
- Students exchange information with peers or native Hindi speakers about their daily schedule, weekend plans, and on other topics, such as sports, vacations, and hobbies. Examples: मैं रोज़ तीन बजे स्कूल से आता हूँ लेकिन आज चार बजे आया। (*mañ roz tiin baje skool se aataa huñ lekin aaj caar baje aayaa*: “Everyday I come from school at 3 o’clock but today I came at 4 o’clock.”); शाम को मैं दोस्तों के साथ बेसबॉल खेलूंगा और रात को पढ़ूंगा। (*shaam ko mañ dostō ke saath besbaal kheluñgaa aur raat ko paRhuñgaa*: “I’ll play baseball with [my] friends in the evening and at night I’ll study”).
- Students tell familiar stories and describe people, places, and things in simple Hindi.

Sample Progress Indicators, Advanced Level

- Students discuss in Hindi, orally or in writing, topics such as Gandhi’s role in India’s independence, India’s rural economy, and higher education in India.
- Students share their memorable childhood experiences or future travel plans with their friends in Hindi.
- Students discuss and compare in Hindi cross-cultural trends in clothing, hair styles, jewelry, music, etc., in India and America.
- Students develop and propose solutions to issues and problems that are of concern to the members of their own and target culture through group work in Hindi. Examples: sustainable living, unemployment, and poverty.
- Students discuss and analyze in Hindi age-appropriate Hindi short stories or movies based on diaspora themes.

Sample Progress Indicators, Superior Level

- Students discuss and express their opinions in Hindi on controversial topics, such as a ban on child labor, caste-based affirmative action in India, and use of animals for research.
- Students discuss and analyze in Hindi modern literary texts (poetry or prose) written by classic authors, such as Premchand, Mahadevi Verma, and Mohan Rakesh.
- Students exchange and support their perspectives at length in Hindi on abstract topics, such as

regionalism in Indian politics, economic inequality, and formulation of nationhood in post-colonial Hindi cinema.

- Students work in groups and propose solutions to complex global issues by structuring arguments and developing hypotheses in Hindi, on topics such as national security, affordable health care, and the threat to diversity in the age of globalization.
- Students discuss and analyze editorials in Hindi to gauge authors' intent, tone, and beliefs expressed through his or her choice of words, idioms, and discourse organization.

Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed in Hindi on a variety of topics.

This standard focuses on the understanding and interpretation of a variety of informal and formal oral, visual, and written texts in Hindi. In the Interpretive mode there is “one-way” listening or reading; there is no opportunity for exchange of ideas or active negotiation of meaning between the listener/viewer and the speaker or the reader and writer. Heritage learners of Hindi often develop their ability to interpret everyday spoken Hindi faster than the non-heritage learners because of their prior exposure to conversational Hindi at home or in the community. However, when it comes to the formal variety of spoken Hindi, which is loaded with Sanskrit-based vocabulary and idiomatic usages, they have little advantage over the non-heritage learners. Learning to interpret basic written texts in Hindi such as road signs or illustrated story books is fairly easy because Devanagari script is mostly phonetic and has a fixed number of letters written from left to right. A major challenge is in interpreting higher-level written Hindi texts such as news articles, editorials, and essays because of high Hindi vocabulary, neologisms, cultural references, and multiple complex sentences.

Sample Progress Indicators, Novice Level

- Students follow routine class instructions in Hindi. Examples: किताब खोलिए। (*kitaab kholiye*: “Open [your] book.”); ध्यान से सुनिए। (*dhyaan se suniye*: “Listen carefully!”); बैठ जाओ। (*baiTh jaao*: “Sit down!”).
- Students match simple oral or written descriptions of people, objects, or activities in Hindi with their corresponding pictures or illustrations.
- Students catch relevant information from predictable short public announcements made at railway stations, theatres, etc. in Hindi. Examples: कृपया अपने सैल फ़ोन बंद कर दें। (*krpyaa apne sail fon band kar de*: “Please turn off your cell phones!”); आगरा के लिए गाड़ी प्लेटफ़ार्म नंबर दो से जाएगी। (*aagraa ke liye gaaRii pleTfaarm nambar do se jaayegii*: “The train for Agra will depart from platform number two.”).
- Students follow maps, simple oral directions, and instructions in Hindi for games, washing clothes, assembling things, etc.
- Students identify the main idea of familiar Hindi songs, popular cultural stories, and other simple narratives when strongly supported by visuals.

Sample Progress Indicators, Intermediate Level

- Students understand the main idea of simple conversations in Hindi that they overhear in public

places. They can demonstrate their understanding by retelling a conversation to a friend.

- Students understand the main themes and some details of age-appropriate comic books, sitcoms, plays, etc. in Hindi. They can demonstrate their understanding through graphic representations or a list of follow-up questions.
- Students identify the principal characters and comprehend the main themes in age-appropriate short stories written in simple Hindi and a straightforward style. They can demonstrate their comprehension by making bullet point notes or through PowerPoint slides.
- Students understand the main idea and many details of informational news reports in Hindi about weather, accidents, festivals, film awards, etc. They can demonstrate their understanding by noting the key points of a news report or creating a list of follow-up questions.
- Students comprehend main ideas and many details of oral and printed texts in Hindi, such as TV interviews, cultural program flyers, and travel brochures. They can demonstrate their comprehension by summarizing or discussing the information.

Sample Progress Indicators, Advanced Level

- Students understand main ideas and most details of articles in Hindi newspapers and magazines on a variety of topics of general interest. Examples: health, science, business, and education. They can demonstrate their understanding by expressing their reactions to the information.
- Students demonstrate an understanding of main idea and significant details of oral and written Hindi texts (e.g., documentaries, speeches, written reports) on topics such as politics, history, and economics. They can demonstrate their understanding by follow up discussions on those topics.
- Students understand the main plot, subplot, and the roles of characters in popular literary texts, such as Bhagwati Charan Verma's short story प्रायश्चित (praaayshcit) and Mannu Bhandari's novel आप का बंटी (aapkaa banTii). They can demonstrate their understanding by writing a book report.
- Students understand descriptions of arts, crafts, architecture, and historical monuments given by tourist guides in Hindi. They can demonstrate their understanding by commenting and asking probing questions for investigating details.
- Students understand most details of Hindi movies and follow twists and turns in their plots without relying on English subtitles. They can demonstrate their understanding by retelling plots and critiquing them.

Sample Progress Indicators, Superior Level

- Students understand important concepts presented in academic lectures and recorded or written discussions on literary and social science topics such as Dalit Literature, medical ethics, and environmental issues. They can demonstrate their understanding by taking detailed notes and adding their comments in the margins.
- Students gain a deeper understanding of authors' perspectives expressed in Hindi editorials on complex social, political, and international issues in Hindi newspapers and online portals such as अमर उजाला (amar ujaalaa) and जनसत्ता (jansattaa) through discussions and debates.
- Students interpret the analyses and critique of Hindi literary writings, such as Nemichand Jain's अधूरे साक्षात्कार (adhuure saakShaatkaar) and Ram Vilas Sharma's प्रेमचंद और उनका युग (premchand aur unkaa yug).

- Students appreciate humor and sarcasm in Hindi TV shows, poetry, plays, and in other expository writings by expressing appropriate emotional response orally or in writing.
- Students understand cultural, religious, and national symbolism expressed in Indian art, paintings, Hindi films, etc. They can demonstrate their understanding by identifying symbols and engaging in public debates surrounding them through blogs or essays.

Presentational Communication

Learners present information, concepts, and ideas in Hindi to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

In the Presentational mode, students communicate information or their thoughts to their listeners or readers with whom they are not in personal contact. It is essentially one-way communication via speaking or writing. This mode of communication is generally one that the student has had time to think about, to draft, and to revise to assure that the message is sent as intended. In gaining oral competence in this mode, beginning heritage students of Hindi may have some advantage over the non-heritage students because of their prior familiarity with colloquial Hindi. However, they have no advantage over the non-heritage students when it comes to writing because they often have little prior exposure to Devanagari, the Hindi script. Also, the formal variety of Hindi which is laced with Sanskrit-based vocabulary and complex structures is like a new variety of Hindi for the heritage learners. Despite the challenges, however, both heritage and non-heritage students are able to develop their presentational skills in speaking and writing in informal and formal contexts over a period of time.

Sample Progress Indicators, Novice Level

- Students fill out simple forms with personal information, create to-do lists or write short notes in Hindi.
- Students recite popular Hindi songs, poems, or India's national anthem in class or at a cultural show in their school, college, or community.
- Students introduce their family by making a family tree in Hindi or by showing pictures of their family members with brief captions (i.e., their names, age, and hobbies) in Hindi.
- Students list important facts about their favorite sports person, scientist, or singer in Hindi.
- Students write down three or four simple questions in Hindi that they would like to ask their favorite Bollywood actor or cricket player.

Sample Progress Indicators, Intermediate Level

- Students make a slideshow presentation of their family vacation and provide short descriptions of people, places, and activities in Hindi.
- Students present short skits or plays in Hindi based on cultural, literary, or historical stories they may have read in their Hindi class or otherwise.
- Students prepare videos in Hindi describing interesting products (e.g., a new app or electronic game) and practices (e.g., sports, parties) of American culture to share with their peers in India.
- Students video-record their favorite bedtime stories or memorable experiences in Hindi and post them on social media.

- Students make a flyer in Hindi for an Indian cultural show (e.g., dance, instrumental music) by incorporating information such as time, day, location, and a brief introduction of the artist.

Sample Progress Indicators, Advanced Level

- Students retell a story of their favorite Hindi film in Hindi but with a new ending.
- Students summarize their action plan for raising awareness about eco-friendly products in India in Hindi.
- Students create a webpage in Hindi with pictures and descriptions of their school and city and e-mail the link to their Hindi-speaking e-pals in India.
- Students write a review of a new Indian restaurant, a Hindi movie, or a book for a local Hindi newspaper.
- Students write and perform a short play in Hindi on a cross-cultural topic, such as dating or arranged marriage.

Sample Progress Indicators, Superior Level

- Students write original stories, poems, plays, or essays in Hindi for an online publication.
- Students make class presentations in Hindi analyzing a literary work for its content, style, and language. Possible authors and works include Mohan Rakesh's आधे अधूरे (*aadhe adhuure*), Krishna Baldev Vaid's उसका बचपन (*uskaa bacpan*) and Krishna Sobti's ऐ लड़की (*ai laRkii*).
- Through speech or writing in Hindi, students analyze, evaluate, and critique the content of a documentary film or article on a controversial economic or social issue such as NREGA (National Rural Employment Guarantee Act) and Narmada Dam.
- Students write and create videos in Hindi on cross-cultural notions of time, friendship, politeness, etc., for helping newly arrived foreign students and other immigrants from India to assimilate easily in American culture.
- Students express and support their opinion in a college debate in Hindi on global controversial issues by weighing the pros and cons of different viewpoints. Topics might include future of higher education, national security and civil liberties, or nuclear proliferation.

GOAL AREA: CULTURES



Interact with cultural competence and understanding

This goal focuses on cross-cultural understanding and prepares students to interact in a culturally

appropriate manner with Hindi speakers. India is a plural society and it has absorbed products and practices from various cultures (e.g., Mughal, Portuguese, Persian, British) over its more than 5,000-year old history. Students identify and understand products, practices and perspectives of India's "big C" and "small C" cultures. They analyze patterns of social interactions across gender, age, level of formality, etc., and act in a culturally sensitive manner. This goal includes two content standards: the first emphasizes relationship between cultural practices and perspectives and the second, cultural products and perspectives.

Relating Cultural Practices to Perspectives

Learners use Hindi to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture of Hindi-speaking communities.

This standard focuses on patterns of cultural practices in social interactions, customs, activities, institutions, etc., of Hindi speech communities in India and overseas. The cultural moorings of Indians are so strong that even overseas Indians maintain their food habits, social customs, and religious practices through many generations. There are Indian markets, theatres, temples and cultural centers in almost all major cities in the United States. By observing or participating in Indian cultural practices, students are able to understand the underlying perspectives of the community.

Sample Progress Indicators, Novice Level

- Students use appropriate Hindi expressions and body language for greetings, leave taking, showing respect, etc. Examples: greeting elders with folded hands, offering seat to elders, and the use of the respect particle जी (*jii*).
- Students play Indian games such as cricket or खो खो (*kho kho*), and gain perspectives on leisure time activities of young people in India.
- Students watch video clips in Hindi of popular Hindu festivals such as *Durga Puja* and *Vijayadashami* and gain perspectives on representations of good over evil in Indian culture.
- Students gain perspective on family structure in India by observing joint family system in India (where children, parents and grandparents live together) and the use of elaborate kinship terms in Hindi. (There are different kinship terms for maternal and paternal sets of grandparents, uncles, and aunts in Hindi.)
- Students gain understanding about social etiquette in Indian culture by observing patterns of thanking (whom to thank or not thank) or paying compliments, especially across gender, etc.

Sample Progress Indicators, Intermediate Level

- Students gain cross-cultural perspectives on animals by observing practices of worshiping cows, using bullocks for ploughing fields, and using camels for transporting heavy loads in different parts of India.
- Students observe practices related to food in India and gain different perspectives associated with them. Examples: most Hindus don't eat beef, strict Jains don't eat after sunset, and food becomes प्रसाद (*prasada*) after it is offered to God.
- Students understand practices and perspectives associated with seasons (e.g., सावन [*saavan*: "monsoon"], मकर संक्रांति [*makar saṁkṛānti*: "spring"]); early life (e.g., नामकरण [*naamkaran*:

“naming ceremony”], मुंडन [*mundan*: “child’s first head shave”]); etc.

- Students gain perspectives on symbols of good luck in Indian culture by observing cultural practices, such as using *swastika* symbol in special religious ceremonies, making colorful *rangoli* designs on festivals, and using Ganesha’s image on wedding invitations.
- Students observe marriage customs prevalent in north India and understand their cultural significance. Examples: जयमाला (*jayamaalaa*), the ceremony of exchanging garlands by bride and groom; सात फेरे (*saat phere*), the ceremony of walking around the sacred fire seven times by bride and groom; and मांग भरना (*maāg bharnaa*), the ceremony where groom puts सिंदूर (*sindoor*: “vermillion”) in bride’s hair parting.

Sample Progress Indicators, Advanced Level

- Students become aware of cross-cultural practices associated with holy rivers of India and their cultural importance. Examples: when a loved one dies Hindus scatter his or her ashes in the Ganges (a holy river) and people take bath in holy rivers to get rid of their sins.
- Students reflect on practices of hiring young children for domestic help or as servers at roadside teashops in India and gain perspectives on issues of child labor and poverty in India.
- Students attend instrumental or vocal music concerts and gain perspectives on घराना (*gharana* music: “different schools of music”) and their different styles.
- Students gain perspectives on Indian theatre art by observing performances of Hindi नुक्कड़ (*nukkaD*) drama, stage plays, puppet shows, etc.
- Students gain perspectives on marketing by observing spending patterns of young Indians on fast food, electronics, cosmetics, and cars.

Sample Progress Indicators, Superior Level

- Students gain perspectives on caste-based national issues in India by reading articles and watching debates in Hindi about Indian government’s controversial quota-based affirmative action for helping historically oppressed classes in India.
- Students investigate practices of *village panchayats* (local judiciary system practiced in Indian villages) and gain perspectives on forms of legal system in India.
- Students examine patterns of inter-caste marriages, divorce, and remarriage in India and gain perspectives on changing social values in urban India.
- Students analyze business practices of different Indian communities (e.g., Gujaratis, Marwaris, Sindhis, etc.) in India and the United States and gain perspectives on the role of family connections, trust, language, etc.
- Students gain perspectives on forms of democracies by observing practices of Indian political parties for differentiating their electoral pockets along religious and caste lines.

Relating Cultural Products to Perspectives

Learners use Hindi to investigate, explain, and reflect on the relationship between the products and perspectives of the culture of Hindi-speaking communities.

This standard focuses on tangible (e.g., foods, clothing, and jewelry) and intangible (e.g., literature, structure of primary education, electoral system) cultural products and the perspectives associated

with them. In the big cities of America, it is easy to visit small Indian markets and learn about the tangible products of India. However, in order to gain knowledge about intangible products of Indian culture, students must dig deeper into oral and written texts in Hindi. They need to analyze and reflect on how different products relate to the traditions and beliefs of Indian people.

Sample Progress Indicators, Novice Level

- Students identify major rivers of India on a map and gain cultural perspectives on India's holy rivers by watching Hindi video clips of people taking holy bath at Ganges, Yamuna, Kaveri, etc.
- Students label everyday tangible cultural products in Hindi such as साड़ी (*saaRii*), समोसा (*samosaa*), लड्डू (*laDDuu*), चूड़ियाँ (*cuuRiyaā*), पाज़ेब (*paazeb*), and they gain perspective on Indian clothing, food, jewelry, etc.
- Students experience expressive products of Indian culture (e.g., puppet show, dance, and drama) and gain perspectives on Indian culture.
- Students gain perspectives on national and historical symbols of India by recognizing products such as India's national flag, national anthem, and the Red Fort.
- Students gain perspectives on India's cultural diversity by watching video news clips of Diwali, Id, and Christmas celebrations in Hindi.

Sample Progress Indicators, Intermediate Level

- Students use authentic restaurant menus in Hindi to gain perspectives on what Indians eat for breakfast, lunch, and dinner.
- Students read short descriptions in Hindi about famous historical monuments of India (e.g., Taj Mahal, Gateway of India, and Konark Sun Temple) and gain perspectives on the political history of India.
- Students gain perspectives on Indian performing arts by experiencing Hindustani vocal music and dance (e.g., *Kathak*, *Bharatnatyam*, *Bhangra*).
- Students gain perspectives on India's independence struggle by reading short biographies of famous Indian freedom fighters, such as Mahatma Gandhi, Bhagat Singh, and Sardar Patel.
- Students watch a video clip in Hindi about the daily life of a family in an Indian village and gain perspectives on life in rural India.

Sample Progress Indicators, Advanced Level

- Students reflect on Hindi TV advertisements of consumer products (e.g., cosmetics, clothes, cars) and gain perspectives on modern concepts of beauty, fashion, luxury, etc., in Indian culture.
- Students gain perspectives on Mughal and western influences on Indian culture by reflecting on Indian architecture, paintings, music, and language.
- Students gain perspectives on changing status of women in Indian society by observing portraits of women (heroines, mothers, and wives) in old and new Hindi movies.
- Students gain perspectives on attitudes and perspectives of Indian society on social issues (e.g., divorce, remarriage, and marrying a widow with a child), and disabilities (e.g., blindness, hearing impairment, and dyslexia) through Hindi literature and films.
- Students gain perspectives on deep-seated beliefs and traditions of Hindi speakers by analyzing

popular cultural stories in Hindi. Examples: सत्यनारायण की कथा (*satyanaaraayaN kii kathaa*), करवा चौथ की कथा (*karvaa cauth kii kathaa*), सावित्री और सत्यवान की कहानी (*saavitrii aur satyavaan kii kahaanii*).

Sample Progress Indicators, Superior Level

- Students gain perspectives on caste-related social and political issues in India by reflecting on YouTube video clips dealing with the lives of *Brahmins* and untouchables in India.
- Students analyze Hindi and English editorials in Indian newspapers to gain perspectives on political ideologies of Hindi and English authors and the relationship between language and attitudes.
- Students explore Hindi literary writings of pre-independent India and gain perspectives on socio-political conditions in colonial India.
- Students read economic and business news articles in Hindi and gain perspectives on India's future economic growth.
- Students analyze Hindi jokes, humorous poems, and comedy TV shows to gain perspectives on the social, cultural, and linguistic tapestry of Indian humor.

GOAL AREA: CONNECTIONS



Connect with other disciplines and acquiring information and diverse perspectives in order to use Hindi to function in academic and career-related situations.

This goal underscores the interdisciplinary knowledge and insights that are gained through language acquisition to promote lifelong learning. Included in this goal are two content standards. The first encourages the building and expansion of knowledge of other disciplines such as history, music, science, culture, health, politics, and business through the use of Hindi. The second focuses on broadening and deepening students' knowledge base by gaining diverse perspectives on everyday realities and global issues through Hindi language and culture.

Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using Hindi to develop critical thinking and to solve problems creatively.

Students use Hindi to reinforce and advance their knowledge about what they have learned in other subject areas, for example, social studies, music, science, geography, literature, business, and history.

Students are able to integrate the knowledge gained in their language classes and other classes through the use of age-appropriate materials and interdisciplinary tasks in Hindi. The cross-disciplinary activities not only help students reinforce and expand their knowledge base in other disciplines, but also help them advance their communication and critical thinking skills in Hindi.

Sample Progress Indicators, Novice Level

- Students demonstrate an understanding about basic concepts learned in mathematics by using Hindi vocabulary related to days of the week, months, quantities, measurements, etc.
- Students enhance and expand their knowledge of music by learning the Hindi names of popular Indian musical instruments (e.g., *sitar*, *tabla*, *harmonium*) and identifying their sounds.
- Students reinforce and expand their knowledge of ornithology and biology by listening to Hindi stories of birds (e.g., crow, parrot, heron) and animals (e.g., monkey, lion, donkey).
- Students develop their knowledge of geographical terms and concepts by identifying the Hindi names of directions (north, south, east, and west) and writing the names of Indian states, rivers, and mountains on a map in Hindi.
- Students reinforce their knowledge about the human body by labeling different body parts and their main functions in Hindi.

Sample Progress Indicators, Intermediate Level

- Students enhance their knowledge about wildlife by making a PowerPoint presentation in Hindi about the steps that Indian government is taking to save the endangered animals of India such as tigers, rhinos, and elephants.
- Students broaden their knowledge about science by reading short biographies of famous Indian scientists and their accomplishments, such as Homi Bhaba, J.C. Bose, and J. Abdul Kalam in age-appropriate Hindi books and online Hindi portals.
- Students broaden their understanding of world cultures by learning about foods, celebrations, games, and crafts of people in different regions of India by talking with friends and community members in Hindi.
- Students expand their knowledge about music by familiarizing themselves with the lives and works of popular Indian singers (e.g., Lata Mangeshkar), musicians (e.g., Ravi Shankar), and lyricists (e.g., Gulzar) by reading their brief online biographies in Hindi.
- Students build and expand their knowledge about world history by studying maps, timelines, and reading brief descriptions of India's historical monuments (e.g., Taj Mahal, Hawa Mahal, and *Sanchi Stupa*) in Hindi.

Sample Progress Indicators, Advanced Level

- Students enhance their knowledge about border conflicts in South Asia by reading the history of Indo-Pak conflict over Kashmir in Hindi.
- Students reinforce and expand their knowledge about world religions by comparing and contrasting popular beliefs and myths of different major religions of India (e.g., Hinduism, Islam, Sikhism) in Hindi.
- Students reinforce and broaden their knowledge about world history by comparing America's with

India's struggle for independence from the British in Hindi.

- Students enhance their understanding about environmental issues by investigating specific causes of pollution in major urban centers of India and the steps that are being taken to improve the situation by watching media reports and reading news articles in Hindi.
- Students build and enhance their appreciation of literature by reading Hindi short stories of Premchand, a celebrated writer famous for his stark realism.

Sample Progress Indicators, Superior Level

- Students increase their understanding of globalization by investigating the impact of outsourcing and foreign investments on India's economy through scholarly articles in Hindi.
- Students broaden and deepen their understanding of correlations between education and economic growth and poverty and crime by reading and analyzing reports, articles and editorials on these topics in Hindi.
- Students deepen their knowledge about horrors of war, humanity, and humaneness by reading and analyzing Hindi literary texts dealing with Indo-Pak partition. Examples: Bhisham Sahni's *अमृतसर आ गया है* (*amritsar aa gayaa hai*), Krishna Sobti's *ज़िंदगीनामा* (*zindagiinaamaa*), and Amrita Pritam's *पिंजर* (*pinjar*).
- Students reinforce and broaden their understanding of international relations by reading and analyzing specific Hindi news items and editorials dealing with relations between India and the United States.
- Students learn about diaspora communities by writing a term paper in Hindi investigating and comparing the history and experiences of diasporic Indians in the United States and in another country such as Britain, Canada, Australia, Guyana, or South Africa.

Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through Hindi language and its culture.

Students use their Hindi-language skills to acquire new information and gain diverse perspectives available through Hindi language and culture. This provides the learners with a new window to the world and broadens their horizon in terms of ideas, thoughts, and contributions of Hindi writers, artists, musicians, scientists, and philosophers, etc. Students initially gain information in a school setting but as they become proficient users of Hindi, they seek out information of their interest by interacting with Hindi speakers, community, media, and rich online resources in Hindi.

Sample Progress Indicators, Novice Level

- Students gain a unique perspective about planets through their Hindi names and animated mythological stories associated with different planets, such as *सूर्य* (*suurya*), *मंगल* (*maṅgal*), *शनि* (*shani*), *राहु* (*raahu*), and *केतु* (*ketu*).
- Students gain awareness about the unique ancient Indian knowledge of astronomy by identifying famous observatories in India such as Jantar Mantar in Delhi and the Solar Observatory in Udaipur, Rajasthan.
- Students gain awareness about the differences in animal species that are common in India versus

those found in other parts of the world through children's story books in Hindi. For example, the Indian elephant and rhino are different from their African counterparts.

- Students expand their knowledge about flowers, plants, and trees, and they learn about their significance in Indian society through cultural stories in Hindi. Examples: lotus is the national flower of India and in Hinduism it represents beauty and non-attachment, तुलसी (*tulsii*: “basil”) is considered a holy plant and its leaves are used for medicinal purposes, and the पीपल (*piipal*: “fig”) tree is considered sacred and it is a symbol of prosperity in Hinduism and Buddhism.
- Students learn about different Indian cuisines and gain perspectives on different types of vegetarian diets practiced in India through YouTube recipes in Hindi. For example, most Hindus don't eat meat and fish, some Hindus abstain from onion and garlic also, and strict Jains don't eat meat, fish, onion, garlic, and root vegetables.

Sample Progress Indicators, Intermediate Level

- Students gain awareness about different calendar systems through India's official Saka Calendar that is used alongside the Gregorian calendar. The Saka Calendar calculates days and times of festivals and religious occasions according to the actual position of the sun and moon.
- Students gain knowledge about India's contributions to the green movement by learning about India's wind, solar, and गोबर (*gobar*: “cow dung”) gas technologies through YouTube clips in Hindi.
- Students gain new perspectives on health and sickness by reading a short article in Hindi about Ayurveda, an ancient Indian science of life that treats people through natural herbs and lifestyle changes.
- Students gain diverse perspective on art by reading about second century, B.C. Buddhist paintings and sculptures in Ajanta caves (a UNESCO World Heritage Site) in a Hindi tourist guide.
- Students gain new perspectives on forms of governments and justice systems by watching video clips about *panchaayat* (village) elections and by reading short stories retold in simple Hindi such as Premchand's पंच परमेश्वर (*pañch parmeshvar*).

Sample Progress Indicators, Advanced Level

- Students enhance their appreciation of arts by watching Hindi films, plays, and classical music concerts.
- Students expand their knowledge about health issues by investigating and evaluating conditions of clean water and sanitation in non-urban areas through volunteer work and conducting interviews in Hindi.
- Students enhance their knowledge about urban planning and development by learning about ancient planned cities like Mohenjo-Daro and Harappa and the trading and agrarian practices in these ancient civilizations through news articles and documentaries in Hindi.
- Students investigate deforestation and other environmental issues in India and write a short report in Hindi about the famous *Chipko Movement* led by local women in northern India that saved the destruction of trees in their region.
- Students broaden their knowledge about space science by reading articles and watching YouTube clips about India's missions to moon and Mars in Hindi.

Sample Progress Indicators, Superior Level

- Students broaden their knowledge about philosophy by reading and evaluating selected verses of Bhagavad Gita (a literary and spiritual masterpiece) and its commentaries in Hindi that focus on ethical and moral struggles of human beings.
- Students expand their knowledge about world literatures and gain Indian perspective on feminism through short stories and novels in Hindi.
- Students gain diverse perspectives on international economics and politics by reading articles and editorials in Hindi on topics such as Indo-China trade deals, Indo-American relations, and microfinancing.
- Students broaden their perspectives on language diversity and language policy by discussing and evaluating issues such as the Three Language Formula and the role of English in multilingual India in Hindi.
- Students gain perspectives on colonialism by listening to scholarly debates and reading academic articles in Hindi about the long-term positive and negative impacts of the British colonization on the fabric of Indian society.

GOAL AREA: **COMPARISONS**



Develop insight into the nature of Hindi language and culture in order to interact with cultural competence.

This goal encourages students to enhance their awareness about how different languages and cultures organize their thoughts and express their worldview. By making comparisons students not only gain a better understanding of Hindi language and its culture but also of the English language and the dominant American culture. This goal consists of two content standards. The first focuses on comparisons of the language systems including their sounds, structures, and rules of usage. The second emphasizes cultural similarities and differences through comparisons of products, practices, and perspectives.

Language Comparisons

Learners use Hindi to investigate, explain, and reflect on the nature of language through comparisons of Hindi and the other language(s) they know.

As students learn the new sounds and structures of Hindi, they find themselves comparing and contrasting it with English or other languages they may know. Teachers can build on this natural curiosity by encouraging classroom activities that help them understand how Hindi and English are

similar or different in their sounds and writing system, basic word order, morphology, structures, discourse organization, rules of language use, etc.

Sample Progress Indicators, Novice Level

- Students become aware of distinctive relationship between sounds and meaning in a language by using Hindi words with meaning contrast due to presence or absence of aspiration, retroflexion, nasalization, vowel length, etc. Examples: काली (*kaalii*: “black”); खाली (*khaalii*: “empty”); दर (*dar*: “rate”); डर (*Dar*: “fear”); है (*hai*: “is”); हैं (*haĩ*: “are”); बल (*bal*: “strength”); बाल (*baal*: “hair”).
- Students become aware of non-Roman writing systems by writing Hindi in Devanagari script, which is syllabic in nature. In Hindi, words hang below the line and the top bar combines letters into a word.
- Students discover differences and similarities in writing mechanics such as punctuation marks and capitalization through comparisons of Hindi and English. In Hindi, there are no capital letters and all punctuation marks are the same as in English, except for “period.”
- Students gain awareness that not all languages use articles for indicating definiteness or indefiniteness by comparing Hindi and English. Hindi has no definite or indefinite articles but it has alternative ways of indicating those semantic features.
- Students become aware of borrowings among languages when they list Hindi words used in English (e.g., *jungle*, *guru*, *yoga*, *khaki*) and English words used in Hindi (e.g., *computer*, *taxi*, *car*, *television*).
- Students recognize there are no word-to-word equivalents across languages by taking notes on instances such as the Hindi word नमस्ते (*namaste*), which is used for both greeting and leave-taking but for which English has two separate words, hello and goodbye.

Sample Progress Indicators, Intermediate Level

- Students demonstrate awareness about natural versus grammatical gender in languages by making lists of masculine and feminine abstract nouns in Hindi. Hindi assigns an arbitrary masculine or feminine gender to all inanimate and abstract nouns because there is no neuter gender in Hindi. Examples: खिड़की (*khiRkii*: “window”) and कल्पना (*kalpanaa*: “imagination”) are feminine nouns but दरवाज़ा (*darvaazaa*: “door”) and शोर (*shor*: “noise”) are masculine nouns in Hindi.
- Students demonstrate awareness about differences in agreement rules in languages by describing people, places, and things in Hindi. Modifiers agree with the nouns they modify for number and gender in Hindi. Verbs usually agree with the number and gender of the subject but under some conditions they agree with the object.
- Students recognize that languages may differ in their basic word order by comparing Hindi and English. The basic word order in Hindi is Subject-Object-Verb, whereas in English, it is Subject-Verb-Object.
- Students become aware of code mixing and code switching in languages by listening to natural Hindi conversations. Hindi speakers not only frequently mix English words and phrases in their informal speech, but they may also switch from Hindi to English or vice-versa depending on the topic and context.

- Students identify formal and informal registers in a language by using Hindi in informal and formal contexts. The gap between formal register (*shudh* Hindi) and informal register (Hindustani or Hinglish) is much more pronounced in Hindi as compared to English. For example, पानी (*paanii*: “water”) and इन्तज़ार (*intzaar*: “wait”) are used in informal register of Hindi, while their synonyms जल (*jal*: “water”) and प्रतीक्षा (*pratiikShaa*: “wait”) are used in the formal register.

Sample Progress Indicators, Advanced Level

- Students identify the function of grammatical case in languages by comparing forms of personal pronouns and pronouns in Hindi and English. Both nouns and pronouns have oblique case forms in Hindi when followed by a postposition (e.g., लड़कों को [*laRkō ko*: “to the boys”]; मुझ को [*mujh ko*: “to me”]; उन को [*un ko*: “to them”]), whereas in English, only personal pronouns have oblique forms (e.g., me, him, them).
- Students recognize semantic shades of synonyms in languages by paying attention to the use of numerous commonly used synonyms in Hindi. Examples: पानी (*paanii*), जल (*jal*), and नीर (*niir*) mean “water;” औरत (*aurat*), नारी (*naarii*), and महिला (*mahilaa*) mean “woman;” and हवा (*havaa*), वायु (*vaayu*), and पवन (*pavan*) mean “air.”
- Students identify politeness features in different languages. For example, in Hindi, there are three second-person pronouns तू, तुम, and आप (*tu*, *tum*, and *aap*: “you”) and each one is increasingly polite on the politeness scale in a public discourse.
- Students recognize that there is not always one-to-one structural correspondence between different languages by providing examples from Hindi. For example, the English construction ‘to have’ is expressed through different structures in Hindi depending on its semantics. Examples: मेरे पास काली कार है (*mere paas kaalii kaar hai*: “I have a black car”); मेरे दो भाई हैं (*mere do bhaaii hai*: literal: “My two brothers are.” “I have two brothers.”); and मुझे बुखार है (*mujhe bukhaar hai*: literal: “To me there is a fever.” “I have a fever.”).
- Students identify functions of discourse connectors for an effective and coherent communication in a language. Examples of Hindi discourse connectors that help build ideas are: हालांकि...फिर भी (*haalañki*: “although ... even then”); एक ओर ... दूसरी ओर (*ek or ... duusarii or*: “on one hand ... on the other hand”); इस के फलस्वरूप (*is ke phalsvaruup*: “consequently”); आखिरकार (*aakhirkaar*: “finally”).

Sample Progress Indicators, Superior Level

- Students compare expressions of different linguistic notions (e.g., volition and intentionality) in languages by citing Hindi examples. Hindi uses different verbs to indicate volitional and involitional acts, and intentional and unintentional acts. Examples: मुझे नाचना है (*mujhe naacnaa hai*: “I have to dance.” [indicates volition]); मुझे नाचना पड़ेगा (*mujhe naacnaa paRegaa*: “I will have to dance.” [indicates non-volition or compulsion]); मैंने अपनी उंगली काट ली (*maïne apnii uṅgalii kaaT lii*: “I cut my finger.” [indicates an intentional act]); and मेरी उंगली कट गई (*merii uṅgalii kaT gayii*: “My finger got cut.” [indicates an unintentional act]).
- Students analyze and compare how different semantic notions (e.g., actor, agent, experiencer) and

language functions (e.g., expressing gratitude; offering an apology; giving, accepting, or rejecting a compliment) are expressed in Hindi and English.

- Students analyze and compare discourse organization in Hindi and English. For example, in Hindi, the main point is generally expressed at the end in an essay, after stating and developing supporting arguments. In English, however, the main point is stated in the beginning and is followed by supporting arguments.
- Students compare standard Hindi with its regional varieties, such as Bhojpuri-Hindi, Bombay-Hindi, Punjabi-Hindi, and Dakhini Hindi.
- Students compare and contrast slangs, taboo expressions, and euphemisms in Hindi and English.

Cultural Comparisons

Learners use Hindi to investigate, explain, and reflect on the concept of culture through comparisons between the cultures of Hindi-speaking communities and their own.

As students expand their knowledge of world cultures through Hindi, they discover similarities and differences in products, practices, and perspectives of Indian and American cultures. With guidance and appropriate activities, they learn to observe, interpret, and express themselves in culturally appropriate ways in global Hindi-speaking communities.

Sample Progress Indicators, Novice Level

- Students greet in socio-culturally appropriate ways in Hindi such as using ‘*namaste*’ with teachers and other elders, and ‘hello’ with friends.
- Students experience differences in eating styles (e.g., eating with hands instead of silverware and sitting on floor instead of table) in Eastern and Western cultures by eating at Indian restaurants and participating in religious feasts in the community.
- Students learn about cross-cultural tangible products by identifying Hindi names of Indian foods, clothing, and means of transportation.
- Students identify cross-cultural celebrities (e.g., actors, writers, cricket players) by reading popular Hindi magazines.
- Students identify cross-cultural hobbies and interests through e-chats in Hindi with their peers in India.

Sample Progress Indicators, Intermediate Level

- Students gain cross-cultural awareness by investigating similarities and differences between school (e.g., length of school year, amount of homework) and family life (e.g., everyday chores at home, family festivals) in India and America by interviewing their Indian e-pals in Hindi.
- Students contrast verbal and nonverbal behaviors in Indian and American cultures by observing expressions of friendliness and respect (e.g., terms of address, greetings, tone of voice) and body language (e.g., eye contact, patting, hugging, holding hands) of Hindi speakers.
- Students compare how popular festivals and holidays (such as Independence Day, Diwali, and Christmas) are celebrated in Indian and American cultures.
- Students examine cross-cultural products by comparing similar Indian and American TV shows. Examples: *Who Wants to Be a Millionaire* and its Hindi version कौन बनेगा करोड़पति (*kaun*

banegaa karoRpati), *American Idol* and its Hindi version *Indian Idol*, etc.

- Students comment on cross-cultural advertisements by watching ads of international consumer products such as Coke, Pepsi, and Colgate toothpaste in Hindi.

Sample Progress Indicators, Advanced Level

- Students investigate cross-cultural perspectives on dating, after-school jobs, and drinking by chatting with high school or college students in India in Hindi.
- Students examine cross-cultural concepts of fun, personal space, independence, etc., through interviews in Hindi.
- Students compare gender roles in Indian and American societies through Hindi plays and short stories.
- Students discuss similarities and differences between expressions of politeness, courtesy dissent, or disagreement across cultures in Hindi.
- Students compare the higher education system of India with that of the United States based on their discussions in Hindi with the international students from India in their school or community.

Sample Progress Indicators, Superior Level

- Students critically analyze notions such as “nationalism” and “nationality” as depicted in similar and contrasting Hindi and English movies on war and anti-war themes. Examples: रंग दे बसंती (*rang de basantii*), रिफ्यूजी (*rifyuugii*), *Flight 93*, *Black Hawk Down*.
- Students analyze and compare Indian and American legal and social systems in Hindi by studying topics such as *Village Panchayat* (local judiciary system practiced in Indian villages) and Anti-Dowry Act (to curb the dowry system) of India.
- Students examine contemporary Hindi and English news in Indian and American media and compare issues covered, styles of reporting, level of formality, candidness in interviews, and language choices.
- Students discuss and evaluate in Hindi India’s caste-based affirmative action for uplifting its historically backward communities and compare it with America’s affirmative action policy.
- Students compare and contrast content, target, and style of humor in Hindi and English in popular stand-up comedy shows.

GOAL AREA: COMMUNITIES



Communicate and interact with cultural competence in Hindi in order to participate in multilingual communities at home and around the world.

This goal includes two content standards. The first focuses on the use of Hindi within and beyond the classroom for practical and social reasons. The second focuses on gaining lifelong personal enrichment and enjoyment through the use of Hindi at home and abroad in diverse cultural contexts.

School and Global Communities

Learners use Hindi both within and beyond the school to interact and collaborate in their community and the globalized world.

This standard emphasizes the use of Hindi as a tool for communication within school, in the community, on the Internet, and in overseas Hindi-speaking communities for personal, social, professional, and academic needs. Through exploration projects and interaction with Hindi speakers, students gain a better understanding of their family, neighbors, community, and the world. They also enhance their opportunities for business, research, and employment at home and abroad.

Sample Progress Indicators, Novice Level

- Students sing Hindi songs and dance to the tunes of popular Indian music at their annual school or community events such as India Day, Diwali, and Navaratri.
- Students play Indian games in their Hindi club or at annual outdoor community events. Examples: लूडो (*luuDo*: a board game); रम्मी (*rummii*: a card game); खो-खो (*kho-kho*: a tag sport); and क्रिकेट (*krikeT*: “cricket”).
- Students share holiday or party pictures of their family, friends, and pets and tell who is who in the pictures in Hindi.
- Students eat Indian food at their school’s India Day event or at a local Indian restaurant and talk about their food preferences in Hindi.
- Students create a collage of Indian people, monuments, and marketplaces with simple descriptions in Hindi and display it on Multicultural Day event at their school or in the community.

Sample Progress Indicators, Intermediate Level

- Students put on an Indian fashion show in their school or community. Each student walks down the ramp in style and describes his or her clothing.
- Students show their posters or multimedia PowerPoint presentations in Hindi about the lives of famous Indian sports personalities or scientists at their Hindi culture club or community event.
- Students participate in language games such as अन्ताक्षरी (*antaakSharii*), a game where each contestant sings a song starting with the last consonant or vowel of previous contestant’s song, बूझो तो जानें (*buujho to jaan?*) a game of solving Hindi riddles, and कौन बनेगा करोड़पति (*kaun banegaa kroRpati*) Hindi version of *Who Wants to Be a Millionaire* at their Hindi club picnic.
- Students create recipe cards in Hindi of their favorite Indian food items (snack, dessert, drink, or relish) and share them with their friends through social media.
- Students impersonate Indian film actors or politicians and speak their popular dialogues in Hindi.

Sample Progress Indicators, Advanced Level

- Students perform plays in Hindi based on historical, cultural, or popular stories at their school or community event.
- Students create a video to document experiences of the first-generation, Hindi-speaking immigrants in their community. After editing and adding a brief introduction to it in Hindi, they post it on YouTube.
- Students take part in a Hindi essay competition on a cultural topic organized by their school or community.
- Students write a blog in Hindi discussing the main causes of poverty in rural India and steps that needs to be taken urgently to eradicate it in the next two decades.
- Students watch a Hindi film and discuss it in their Hindi club or with their friends in the community in Hindi.

Sample Progress Indicators, Superior Level

- Students volunteer their language interpretation services in the community to assist hospitals, banks, police, retirement homes, etc.
- Students write original short stories, poems or plays in Hindi and submit them for publication in online Hindi literary portals.
- Students participate in debates in their Hindi club or community events on topics such as immigration, democracy, and inequality.
- Students publish research-based articles in Hindi on social issues of Indian-American community (e.g., domestic violence, hyphenated identity, parental pressure) in online Hindi newspapers.
- Students watch a video episode of a popular Hindi TV talk show called सत्यमेव जयते (*Satyamev Jayte*) that explores the issue of medical malpractice in India. They discuss the issue, express their opinions in detail, and propose solutions for the problem in their Hindi club at school or in the community.

Lifelong Learning

Learners set goals and reflect on their progress in using Hindi for enjoyment, enrichment, and advancement.

This standard focuses on opportunities for lifelong learning and personal enrichment through Hindi. Students read Hindi texts, listen to Indian music with Hindi lyrics, watch TV shows and movies, and interact with Hindi speech communities for pleasure and enhancement of their worldview. Students who have an opportunity to go to India, especially in non-urban places in northern India, acquire an immersion experience in Hindi language and its culture.

Sample Progress Indicators, Novice Level

- Students listen, hum, and sing popular age-appropriate poems and songs in Hindi for pleasure.
- Students watch age-appropriate Hindi movies and popular animated cultural stories (e.g., Jataka, Akbar, and Birbal) in Hindi for pleasure.
- Students fill out forms in Hindi at a local community event for entering a contest for winning two free tickets to an Indian music concert.
- Students create bilingual advertisements in Hindi and English for consumer products such as Bombay Pizza and Ganesh Samosa for fun.

- Students read Hindi street signs, store signs, and instructions at tourist places (e.g., जूते यहां उतारें [juute yahañ utaarē: “Please take off your shoes here!”]; फ़ोटो खींचना मना है [foTo khiīcanaa manaa hai: “Photography is prohibited!”]) during their travels to India.

Sample Progress Indicators, Intermediate Level

- Students listen to Hindi music and songs for pleasure and become familiar with famous Indian musicians, singers, and music styles (e.g., folk, classical, Bollywood).
- Students watch folk and classical Indian dance performances (e.g., *Bhangra*, *Bharta Natayam*) and read their brief descriptions in online Hindi sites.
- Students watch popular Hindi TV shows, such as Zee Cine Awards, *Boogie-woogie*, and *Indian Idol* for entertainment.
- Students read sports and entertainment news in online Hindi newspapers such as *Webdunia* and *Navabharat Times* for personal enrichment.
- Students chat with their e-pal friends about their current and future plans in Hindi.

Sample Progress Indicators, Advanced Level

- Students keep up with India’s political and business news for personal enhancement by reading Hindi newspapers or watching Hindi news.
- Students read Hindi short stories written by diaspora authors for enhancing their knowledge about diaspora themes and issues.
- Students read and respond to Hindi blogs on topics of their interest, such as education, politics, and health.
- Students watch Hindi movies for entertainment and compare them with Hollywood films made on similar themes.
- Students visit South Asian exhibits in their local museums and read articles in Hindi to enhance their knowledge about Indian art, culture, and history.

Sample Progress Indicators, Superior Level

- Students join a virtual Hindi book club and they discuss a book every month in Hindi through Google Hangout.
- Students watch videos of Hindi comedy sitcoms (e.g., ज़बान संभाल के [zabaan sambhaal ke: “Watch Your Tongue”]; आफ़िस आफ़िस [aafis-aafis: “Office-Office”]) and compare Indian humor with American humor with their friends in Hindi.
- Students write blogs in Hindi to share their opinion on latest debates on topics of their interest such as whether poor countries like India should invest millions in space programs. Students listen to political speeches and debates in Hindi to stay abreast of India’s politics and its implications for international business.
- Students read news articles and editorials in Hindi to gain diverse perspectives on geopolitical issues of personal interest.

Sample Learning Scenarios



Novice Low – Novice High Level / Grades 1-4

CELEBRATIONS: DIWALI, FESTIVAL OF LIGHTS



Students in Ms. Aroras class watch a YouTube video clip about Diwali, India's national festival of lights. The video clip has colorful images of various cultural products (e.g., **दिया** [*diyaa*: “earthen lamp”]; **मिठाई** [*miThaaii*: “traditional Indian sweets”]; Laxmi, the goddess of wealth) and practices (e.g., making **रंगोली** [*rangolii*: “colorful floor decorations”]; setting off fire crackers in streets) associated with Diwali. After watching the clip once, students generate words or short expressions in Hindi to describe what they saw in the clip. Teacher records key Hindi words and phrases generated by students on an interactive whiteboard. Students watch the video clip again and they match the words and expressions on the board with video images. Then, in pairs, students tell how Diwali or another festival of lights is celebrated in their family in short Hindi phrases and sentences.

Teacher reads an illustrated storybook about Diwali and asks the students simple comprehension

questions in Hindi to gauge their understanding of the “who,” “what,” and “where” of the story. Students respond to the questions in Hindi and also generate some simple questions of their own to gain clarification or additional information about Diwali. In small groups, students identify products and practices associated with different festivals of lights, such as Christmas, Hanukkah, and Kwanzaa, and then create Venn diagrams comparing Diwali with other festivals of lights. For their summative projects, each group creates its own simple digital photo story of Diwali with voice-overs and text bubbles in Hindi using Microsoft Photo Story 3 or some other tool. After getting input from the teacher, students post their revised projects on their class webpage.

Reflections

Students achieve interpretive communication by watching the video clip and listening to the Hindi story read by their teacher. They engage in interpersonal communication by asking and answering questions, describing video images, and telling how Diwali or another festival of lights is celebrated in their family. By creating Venn diagrams and digital photo stories, students develop their presentational communication skills. Students associate cultural products and practices of Diwali with other festivals of lights. They enhance their awareness of global celebrations and gain specific knowledge about Diwali. Also, students gain important 21st Century Skills: Creativity, Collaborative Learning, and Technology Literacy. This lesson can be adapted easily for Novice learners in any age group.



Ms. Shankar introduces a guest speaker who is an international student at a local college from India. The guest speaker shows pictures of her immediate and extended family—including maternal and paternal grandparents, aunts and uncles—posted on her Facebook page. She briefly introduces (name, relation, hobbies, interests, etc.) her family members in Hindi and shows pictures of daily activities of her parents, younger siblings, and paternal grandparents who live together under one roof in India. After the guest leaves, the teacher checks students’ comprehension through simple “who,” “what,” and “where” type questions in Hindi. Then, in pairs, students briefly introduce their family members and pets (if any) in simple Hindi phrases and sentences. Students also ask questions in Hindi to their conversational partners in order to learn more about each other’s family activities.

For summative projects, each student creates his or her family tree in Hindi with the help of the Family Tree software or some other similar tool. Students paste pictures of their family members and label each of them in Hindi. They also describe their family members in one or two simple sentences in Hindi. Students submit their projects to their teacher online for her feedback. After making necessary corrections in spellings and grammar, they share their projects with their friends and family through social media or their class website.

Reflections

Students achieve interpretive communication by listening to the guest presentation. They engage in interpersonal communication by asking and answering questions and introducing their own family to a classmate. Presentational communication skills are developed by creating digital family trees with brief descriptions in Hindi. Students enhance their awareness about global families and gain specific knowledge about India’s extended family system and the rich kinship terminology found in Hindi. Also, students gain important 21st Century Skills: Cross-Cultural Awareness, Creativity, and Technology Literacy. This lesson can be adapted easily for Novice learners in any age group.



In Mrs. Grewal's class, students watch an authentic YouTube clip about India created for the purpose of promoting tourism in India. It includes glimpses of India's historical monuments, people, dances, music, etc. Students briefly describe what they saw in the video and express their reactions to it in Hindi. In small groups, they share their personal experiences of visiting India and/or impressions of India from Indian TV shows, movies, magazines, and local Indian friends.

In small groups, students create a multimedia information blurb of a historical monument of India, such as the Taj Mahal, Red Fort, or Hawa Mahal. The blurbs include images of the monument, background music, information about its location (city and state) and the structure as well as a brief history of the monument in bulleted Hindi phrases. Students present their blurbs in class, and they also showcase them on India Day in their community after editing them for content and language accuracy.

Reflections

Students achieve interpretive communication by watching the authentic video clip in Hindi. They engage in interpersonal communication by describing what they saw in the video clip and by sharing their personal experiences and impressions of India with their classmates. Students enhance their presentational skills in Hindi by creating and presenting their multimedia blurbs in class and at a local community event. They heighten their awareness about global tourist attractions and gain specific knowledge about India's historical monuments. Also, students gain important 21st Century Skills: Creativity, Collaborative Learning, and Technology Literacy. For older novice students the activity could be expanded to having them share personal mementos of places visited.

SPORTS: CRICKET

As a brainstorm activity, students in Mr. Gupta's class talk in pairs about their favorite summer and winter sports. Then they watch a short video clip of a World Cup cricket match between India and Australia or another country. In pairs, students describe what they saw in the video in Hindi. In a follow-up, whole-class, question-answer session, students learn more about cricket equipment, types of matches (one day match, test match, etc.) and the rules of the game from their teacher and peers. They also become aware of the importance of cricket in India by viewing images of Indian cricketers receiving a big hero's welcome after winning an international cricket match. Students play a mock game of cricket for fun during their lunch break; while playing, they use Hindi expressions, such as चौका (*caukaa*: "four runs"), छक्का (*chakkaa*: "six runs"), and तुम बैटिंग करोगे (*tum batting karoge*: "You will do batting.").

For their summative projects, in small groups, students create multimedia digital profiles of famous cricketers of the national Indian Cricket Team (e.g., Sachin Tendulkar, Yuvraj Singh) in Hindi. The digital profiles include images, brief descriptions, and statistics of the cricketers' performance in connected sentences. Students get information from online Hindi sources provided to them by their teacher. They present their multimedia projects in class and get feedback on language and content from their teacher. After making revisions, students share their projects with their friends through social media or their Hindi class website.

Reflections

Students achieve interpretive communication by watching the Hindi video clip and consulting online Hindi sources for their summative projects. They engage in interpersonal communication by talking about their favorite sports, describing what they saw in the video, and asking and answering questions

about cricket in Hindi. Presentational communication is developed by creating and presenting multimedia digital profiles of Indian cricketers. Students gain lifelong learning skills by using Hindi for fun while playing cricket. They enhance their knowledge about global sports and acquire special information about the national Indian cricket team, cricket equipment, types of cricket matches and the cricket fad in India. Also, students gain important 21st Century Skills: Creativity, Collaborative Learning, and Technology Literacy. This lesson can be adapted for any age group at this proficiency level. High schoolers might compare the popularity of cricket in India to American football.

SUPER HEROES: HANUMAN



Students in Ms. Patel’s class create a list of their favorite American superheroes and jot down their special superpowers. Then, they watch a video clip of the popular Hindi animated film, *Hanuman*, that shows the physical strength, courage, wisdom, selfless service, and superpowers of Hanuman, an important character in the famous Indian epic *Ramayana*. The teacher checks students’ comprehension of the video clip by asking straightforward “who,” “what,” “why,” and “how” type of questions. Then, in small groups, students talk about the movie and compare Hanuman’s superhuman traits with the American superheroes (Superman, Batman, etc.) on their list. They watch the rest of the film at home and write a short profile of Hanuman in Hindi.

For their summative projects, students in small groups create multimedia comic readers (with images, text bubbles, and voice narrations) of their imagined superheroes of 2050 in Hindi. They use a comic book app for this project. Each group presents its project in class and receives feedback from the teacher and peers. After editing and re-editing their work, students post their comic readers on YouTube or social media to share it with friends and the global Hindi e-community.

Reflections

Students achieve interpretive communication by watching the Hindi movie *Hanuman*. They engage in interpersonal communication skills by talking about the movie and comparing Hanuman’s superhero traits with American superheroes. Students develop their presentational communication skills by writing a short paragraph about Hanuman and by creating and presenting multimedia comic readers in Hindi. They raise their awareness about cross-cultural superheroes and gain specific knowledge about Hanuman, who is worshipped by many Indians for his strength and selfless devotion to Lord Rama. Also, students gain important 21st Century Skills: Creativity, Critical Thinking, Collaborative Learning, and Technology Literacy. Given the current popularity of these types of characters, this lesson would appeal equally to any age group.

ENVIRONMENT: POLLUTION IN THE HOLY GANGES



Students in Ms. Pal's class watch a YouTube video clip about Kumbh Mela celebrations in India along the holy river Ganga (Ganges), the national river of India. They watch the video the first time without sound and describe in Hindi the images and practices (people taking a holy bath, offering colorful flowers, etc.) they see in the video. In small groups, students watch the video a second time with sound. After bouncing some thoughts back and forth, each group writes down two or three key ideas of the video clip on the white board. The teacher asks the students some comprehension questions of factual and interpretive nature to gauge their level of understanding. Students not only respond to the questions, but they also ask the teacher some questions to learn more about the practices of millions of Hindu pilgrims who join Kumbh Mela and take a holy dip in the river Ganga.

In order to raise students' awareness about the dangerous levels of pollution of the Ganga, students are assigned to read a short Hindi news article that reports the environmental damage caused by the Kumbh Mela. From the article, students in small groups fill in a chart with the main causes of pollution in one column and the steps that are being taken to remedy it by some environmental groups in India in another column. Each group brainstorms the pollution issue and comes up with one or two concrete steps that should be taken to educate young school children in India about the dangers of water pollution and how to keep the Ganga clean. Each group presents its proposed action plan to the class in Hindi. Then, by comparing and contrasting different ideas presented by each group, the class comes up with a final action plan that is shared with the community by writing a blog in Hindi.

Reflections

Interpretive communication is achieved by watching the video clip and reading a news article in Hindi. After acquiring both language and content knowledge from these documents, students engage in interpersonal communication through tasks that require them to describe the cultural practices they saw in the video. Students also talk about the problem of environmental pollution caused by Kumbh Mela and come up with an action plan for educating younger generations about the pollution problem and measures that can be taken now. Presentational communication is accomplished by creating a

chart that presents information about causes of pollution and the measures that are being taken. Students also present their action plan for educating young children about the pollution issue and then post their blog online. Students learn the interdisciplinary theme of Global Awareness and Health Literacy as well as other important 21st Century Skills: Critical Thinking and Problem Solving, Collaborative Learning, and Technology Literacy. Middle school, high school, and university students could engage in this lesson with minimal adaptation.

MARRIAGES: ARRANGED MARRIAGES



In Mr. Trivedi's class, students brainstorm the subject of arranged marriages that are prevalent in India and some other parts of South Asia. In order to learn more about how marriages are arranged in Indian society, students read Hindi matrimonial advertisements posted by parents or family members in Hindi newspapers. In small groups, students analyze the advertisements to determine the role of caste, class, and religion in arranged marriages. They also discuss advantages and disadvantages of arranged marriages. Each group presents its analysis and their views about arranged marriages.

For their summative projects, students with their Hindi e-pals watch the popular Hindi film *दिलवाले दुल्हनिया ले जायेंगे* (*dilwaale dulhaniaa le jaayenge*: "The Brave-Hearted Will Take the Bride"), where a stern father insists on an arranged marriage for his daughter who is in love with someone else. In small groups, students collaborate online and write a short synopsis and critique of the film in Hindi with a collaboration tool such as Google Documents. After revising and polishing their drafts for language and content, students publish their work online and share the link with their Hindi e-pals.

Reflections

Students achieve interpretive communication by reading authentic Hindi matrimonial ads and watching the Hindi movie about arranged marriages. They engage in meaningful interpersonal communication by discussing advantages and disadvantages of arranged marriages, analyzing matrimonial advertisements, and expressing their personal preferences about marriage practices in Hindi. Presentational communication is developed by making oral presentations in class and writing film synopses and critiques in Hindi. Students enhance their awareness about global marriage practices and gain special knowledge about arranged marriages in India. Also, they learn important 21st Century Skills: Critical Thinking, Creativity, Collaborative Learning, and Technology Literacy. University students would also have strong reactions and opinions on this topic.



In Ms. Arora's class, students are asked to list the kinds of offices one votes for in their communities (e.g., school board, councils, judges, state representatives). Then they watch an authentic news clip in Hindi about elections of **सरपंच** (*sarpanch*), in charge of *Gram Panchayat* ("village council"). *Gram Panchayats* are local governments that promote people's participation in self-governance at the level of villages and small towns in India. In small groups, students discuss the video and formulate three or four questions in Hindi that would help them understand the nature and process of *Gram Panchayats*. Each group shares the main points of their group discussion and writes down their questions on the board in Hindi.

After the presentations, each group selects one of the questions written on the board for research. For instance, what is the structure of *Gram Panchayat*? What are the responsibilities of a *sarpanch* (head of the village council)? What is the status of women in the *Gram Panchayat* system? What are the main challenges faced by *Gram Panchayats*? For research, students use online Hindi resources and talk to Hindi speakers via phone, online chats, or face-to-face conversations. Members of each group collaborate online and write a multimedia article on their research topic in Hindi. Students present their multimedia articles in class orally and get feedback from the teacher and other students. After revising their articles for clarity and accuracy, they share them with their Hindi-knowing friends and community through social media.

Reflections

Students engage in interpretive communication by watching the authentic news clip and reading online Hindi materials about *Gram Panchayat*. They engage in interpersonal communication through class discussions, phone conversations, and online or face-to-face chats. Students enhance their presentational communication skills by writing multimedia articles and making oral presentations in Hindi. They expand their awareness about global forms of governance practiced in different cultures and acquire specific knowledge about *Panchayati Raj* practiced in Indian villages and small towns. Students gain lifelong learning skills by skimming, scanning, and reading online Hindi materials and

by interacting with Hindi speakers in the global community. Also, they gain important 21st Century Skills: Information Literacy, Critical Thinking, Collaborative Learning, and Technology Literacy. Adaptations of the lessons for university students might include whether or not they have voted if of age and in which elections.

IMMIGRATION: IMMIGRANT EXPERIENCES



In Ms. Shukla's class, students read a film review in Hindi of Mira Nair's highly acclaimed film, *The Namesake*, that they watched at home. The film is a cross-cultural saga of an Indian immigrant family where the American-born son has a love-hate relationship with his heritage and the parents struggle to understand the American culture. In small groups, students discuss and analyze the film to understand the major reasons of cross-cultural clashes across generations in immigrant families in Hindi. They come up with action plans for sensitizing new immigrant families from India in their community about major cultural differences between India and the United States for easy navigation between their home and the street culture in their new homeland. Each group presents salient points of their group discussion and their action plan in Hindi.

For their summative projects, in small groups, students write multimedia articles in Hindi on achievements and challenges of Indian diaspora in the United States. For research, students consult Hindi print and visual materials, and they also conduct interviews with Hindi-speaking immigrants in their community. Students submit their multimedia drafts to their teacher for her feedback on language and content. After incorporating the feedback, students publish their articles on their Hindi class website. They also share their articles with global Hindi friends through social media.

Reflections

Students achieve their interpretive communication skills by reading the film review and consulting print and visual materials for research in Hindi. They engage in interpersonal communication by discussing the film, analyzing cultural clashes across generations, and coming up with action plans for sensitizing new immigrants to cross-cultural differences. Presentational communication skills are developed by making oral class presentations and creating multimedia articles on achievements and challenges of Indian diaspora in Hindi. Students enhance their knowledge about global immigrant issues and acquire specific information about Indian immigrants in the United States. Also, students learn important 21st Century Skills: Critical Thinking, Problem Solving, Collaborative Learning, and Technology Literacy. Some university level students may also have read the book, *The Namesake*, and might compare that with the film version.

HEALTH & SOCIETY: MEDICAL MALPRACTICE



Students in Ms. Kapoor’s class watch a video clip of a talk show in Hindi about medical malpractice in India. The talk show, *Satyamev Jayate* (“Truth Alone Prevails”) is hosted by Aamir Khan, a famous Bollywood actor and a social activist. By asking carefully prepared questions, Ms. Kapoor elicits the main issues and details of personal stories covered in the video from students. Then, in small groups, students compare and contrast the nature of unscrupulous medical practices and measures taken by authorities to curb such practices in India and the United States. Each group comes up with a couple of concrete recommendations for educating patients about their legal rights and enforcing stricter punishments for doctors and others involved in immoral and dishonest practices. Each group presents main points of their discussion and explains pros and cons of their recommendations. There is a brief question-answer session after each presentation where students express their reactions and ask clarification questions.

As a part of the final project, the entire class collaborates and creates a blog in Hindi outlining one or two major issues in medical malpractice in India and suggesting ways for curbing such practices. After incorporating feedback on language and content from the teacher, students publish their work on a Hindi blogspot.

Reflections

Students achieve interpretive communication skills by watching the Hindi video clip on medical malpractice in India. They engage in interpersonal communication by discussing and analyzing the issues, and by making recommendations for curbing medical frauds. Students enhance their presentational communication skills by making oral presentations in class and creating a blog in Hindi. They engage in cross-cultural comparisons by comparing the situation of medical malpractice in India to the United States. Students enhance their awareness about global healthcare practices and acquire specific information about Indian medical malpractice issues. Also, they engage in applying important 21st Century Skills: Critical Thinking & Problem Solving, Creativity, Collaborative Learning, and Technology Literacy.



Students in Mrs. Sharma's class read Amrita Pritam's classic novel *Pinjar* ("Skeleton") in Hindi, which focuses on the trauma of Indo-Pak partition on the lives of women in 1947. In class, they discuss and analyze the hardships, sufferings, and victimization of women in South Asia in the name of family honor and religion. Then, in small groups, they compare patterns of domestic violence across socio-economic groups in South Asia and the United States. They identify one or two common underlying reasons of domestic violence in South Asia and the United States, and they come up with an action plan for improving the situation of women in all cultures. Each group presents highlights of its discussion points and jots down its action plan on the board. At the end of all the presentations, students discuss pros and cons of different action plans. Each student casts a secret ballot indicating his or her preferred plan along with reasons. After tallying all the ballots, Mrs. Sharma announces the action plan that receives the most votes in class.

For their summative projects, students watch the Hindi movie *Pinjar* that is based on the novel they have read. In small groups, they discuss online using Google Hangout how faithfully the film has captured the story, time setting, traditions, mood, etc., of the original text. Then, members of each group collaborate online through Google Docs and write a film critique in Hindi. Students submit their projects to Mrs. Sharma online for her feedback. After receiving and incorporating the feedback, they share their projects with the wider Hindi community through social media or online Hindi magazines.

Reflections

Students achieve interpretive communication by reading the novel and watching the film in Hindi. They engage in interpersonal communication by discussing and analyzing the status of women, comparing patterns of domestic violence in different cultures and coming up with action plans for improving the status of women across cultures. Students develop their presentational communication skills by making oral class presentations and writing film critiques in Hindi. They heighten their awareness about global gender issues and gain specific knowledge about the hardships of women who were separated from their families during the mass migration of Indo-Pak partition in 1947.

Students also engage in applying important 21st Century Skills: Critical Thinking and Problem Solving, Creativity, Visual Literacy, Collaborative Learning, and Technology Literacy.



Students in Mr. Gupta's class read a Hindi editorial about dominance of English in the era of globalization and its negative impact on the vitality and maintenance of India's indigenous languages. In class, they discuss the author's main message and his supporting arguments in Hindi. Then, in small groups, they read the editorial again to interpret the author's subtle message hidden between the lines by paying close attention to author's choice of words, idioms, structures, and discourse organization. Also, they evaluate the author's viewpoint and effectiveness of the editorial in terms of its language, content, and organization. Each group presents its interpretation and analysis of the editorial in Hindi.

In the next class, students debate for or against maintaining linguistic diversity in the era of Internet and globalization. Each student gets four minutes to present his or her viewpoint and supporting arguments. For preparation, students consult Hindi print or e-resources and seek perspectives of their global Hindi friends through face-to-face, phone, or e-interactions. The entire debate is video recorded. Students share some clips of the debate with their friends and global Hindi community through YouTube.

Reflections

Students achieve interpretive communication by reading and rereading the Hindi editorial and by skimming, scanning, and reading printed materials and e-texts in Hindi. Through large-group and small-group conversations, discussions, and analysis sparked by the editorial, students engage in interpersonal communication. Presentational communication is developed by making oral presentations of salient points of group discussions and debating in Hindi for or against maintaining global linguistic diversity. Students gain awareness about global linguistic richness and imperialism of English. Also, they acquire special information about India's linguistic diversity and patterns of language use in multilingual India. Students gain lifelong learning skills by using online Hindi

resources and chat rooms for research. Also, they engage in applying important 21st Century Skills: Critical Thinking, Creativity, Collaborative Learning, Media Literacy, and Technology Literacy.