NATIONAL STANDARDS

FOR

HINDI

Standards for Learning
Hindi K-16 in the United States

This Hindi K-16 Standards are based on ACTFL's generic *Standards for Foreign Language* and has benefitted from the previous language-specific standards for Arabic, Chinese, French, etc. The progress indicators for grades 4, 8, 12 and 16 reflect an ideal sequence of Hindi learning scenario under which students begin their Hindi at kindergarten and continue through college. Since no such ideal Hindi program exists so far, the progress indicators will have to be reconfigured based on the students' entry point, home background, and learning environment (such as, immersion programs, Sunday schools, regular public schools). In this document, there are sample learning scenarios for different levels of Hindi learners which demonstrate how Hindi standards can be incorporated into performance-based holistic teaching. The national committee of twelve experienced Hindi teachers that has created these standards comes from different schools (public and community-based schools) and universities across the nation. It took about two years to complete this project under the expert guidance of Professor June K. Phillips, who was the Project Director of the generic standards published in 1996. The Hindi Standards for K-16 is an important document that will guide curriculum developers and teachers of Hindi for articulating standards-based curriculum across K-12 and post-secondary levels. It will serve as a road map for standards-based instruction with clear outcome goals in terms of the five Cs – Communication, Cultures, Connections, Comparisons and Communities.

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Standards for Learning Hindi

COMMUNICATION GOAL ONE
Communicate in Hindi

Standard 1.1 Students engage in conversations and correspondence in Hindi to provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken Hindi on a variety of topics.

Standard 1.3 Students present information, concepts and ideas in Hindi to an audience of listeners or readers on a variety of topics.

CULTURES GOAL TWO
Gain Knowledge & Understanding of the Cultures of the Hindi Speaking Communities

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture of the Hindi speaking communities.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the various cultures of the Hindi speaking communities.

CONNECTIONS GOAL THREE
Use Hindi to Connect with other Disciplines & Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Hindi.

Standard 3.2 Students acquire information and recognize the viewpoints that are only available through the Hindi language and cultures.

COMPARISONS GOAL FOUR
Develop Insight into Language & Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Hindi and their own languages.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures of the Hindi speaking communities and their own.

COMMUNITIES GOAL FIVE
Participate in Multilingual Communities at Home & in the World

Standard 5.1 Students use Hindi both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming lifelong learners by using Hindi for personal enjoyment and enrichment.

INTRODUCTION

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. Hindi is based on *Khari* dialect, which is spoken around Delhi. 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 percent of the people of India speak Hindi (or its regional varieties) as their first language. The percentage of Hindi speakers grows up 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 Indic languages like Gujarati, Punjabi, Marathi or Bengali. Hindi has borrowed heavily from different languages over several centuries and 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 Raj, Hindi has 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 prestige of English in higher education and the global economy. Today, Hindi-English code mixing and code switching has given rise to a mixed variety, sometimes known as *Hinglish*, which is quite frequent in informal spoken style. 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 that I cannot go'.

There are a number of regional varieties/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 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 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 both of them have common conversational vocabulary, identical function words, and the same grammar, they are treated as two different languages because of their distinct socio-

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[1] Please go the end of Introduction to see transliteration rules used in this document.

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) and goes from left to right, and it 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 in 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 to teach Hindi and Urdu as two separate languages right from the beginning because of the growing number of heritage learners and the rising demand for gaining higher levels of proficiency in both Hindi and Urdu.

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 are meaningful in Hindi. For example, कम (*kam*) means 'less' and काम (*kaam*) means 'work'; पूछ (*puuch*) means 'ask' and पूंछ (*puu ch*) 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. The word order in Hindi is not fixed like English. 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 they 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, 'chair' is a feminine noun in Hindi and 'door' is a masculine noun. It is important to learn the gender of a noun because Hindi verbs agree with the gender and number of a noun. Further, there are no articles in Hindi. Definiteness on a noun is indicated through definite pronoun, context or word order.

Politeness and respect are grammatically coded in the Hindi language. There are three different second person pronouns (तू, तुम, आप 'you') and three corresponding imperative forms of a verb (आ, आओ, आइये '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 in the third person plural form (राम दशरथ के बड़े बेटे हैं [Gloss: Ram Dashrath's

older (pl. form) son (pl. form) are] 'Ram is Dashrath's 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 हां (*jii haa*) 'polite yes', जी नहीं (*jii nahii*), '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 are 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 kinship terms for each relationship. Extended or "joint families" are the norm in India although the nuclear family is beginning to form roots in India. 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 to live by. 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 overseas Indians.

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 & radio programs. Outside India, Hindi is used in radio broadcasts by BBC, Deutsche Welle, Voice of America, (VOA), Radio Moscow International, and many radio stations of the diaspora in the Caribbean, Mauritius, U.S.A, Britain, and many other countries. Hindi movies are popular in many African nations, the Middle East, Southeast Asian countries, many Caribbean countries and right here 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 (*dharma*) 'duty, religion', is not easy to capture through their English translations. For this reason, researchers in the fields of health, social work, anthropology, etc. find it beneficial to study Hindi and gain direct access to meaning.

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

THE STATUS OF HINDI LANGUAGE STUDY IN THE UNITED STATES

Until recently, Hindi was primarily taught formally in colleges and universities in the United States and informally in Indian cultural centers, temples, and community based schools. 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 community schools. This is especially true where the Indo-American communities are large, such as New Jersey, New York, Texas, and California. Now, Hindi is also being taught in a few selected public schools in the U.S., and the U.S. Department of Education plans to introduce it in more schools in the coming years.

The teaching of Hindi in the American Universities started in the late 1950s when the federal government encouraged American students to study less commonly taught languages under the Title VI Act. Until the mid 1980s, Hindi programs were small and only professional graduate students learned Hindi for research purposes. In the late 1980s, however, undergraduate heritage learners of Hindi began to appear on American college campuses. In 1990s and thereafter, their numbers grew so sharply that today almost 80-90 percent of the Hindi students are of heritage background. The total number of Hindi learners has also increased tremendously as has the number of universities that offer this language. Today more than seventy universities in the U.S. offer Hindi as a foreign language.

In order to improve the quality of instruction in Hindi and other South Asian languages, the US Department of Education created a national South Asia Language Resource Center < http://salrc.uchicago.edu/> in 2002. Among its various activities, the Center organizes teacher training workshops and gives grants for developing materials and assessment tools. It also publishes an online scholarly journal on South Asia

Language Pedagogy and Technology. Furthermore, in order to promote the teaching of Hindi and Urdu study in the United States, the University of Texas at Austin was designated as the Flagship program for Hindi and Urdu in 2006 <http://www.hindiurduflagship.org>. One of the goals of the Flagship program is to provide the opportunity to undergraduate students to develop dual language Superior Level proficiency in Hindi and Urdu.

There is a paucity of good instructional materials in Hindi for foreign language learners, especially for the younger learners. However, trained instructors who know how to harness authentic materials for teaching can overcome this difficulty by accessing culturally rich texts and videos. There are many good quality online newspapers and literary and non-literary magazines in Hindi. Online Hindi-English and English-Hindi dictionaries are also available. UNICODE fonts for Devanagari are available for computer mediated communicative activities, such as chats, wikis, etc. For assessment, there are certified Hindi OPI testers for measuring speaking proficiency and Hindi STAMP tests for assessing reading and listening skills.

HINDI STANDARDS

These standards are organized around five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Among the Five C's, Communication in all its three modes (interpersonal, interpretive and presentational) continues to be the central goal. The other four C's contribute to an overall development of cognitive knowledge and awareness about the target language, culture and society. Each of the five C's is supported by two or more content standards that elaborate what students are expected to know to achieve the goals. They are followed by sample progress indicators, which describe typical student performances at different developmental stages. These sample progress indicators are neither prescriptive nor exhaustive, but they are cumulative in nature. For instance, Grade 8 students are expected to exhibit the progress indicators of Grade 4, in addition to the progress indicators of their own level.

There are two sets of Hindi Standards. One set is for kindergarten through post-secondary level programs which describe what students of Hindi are expected to know and be able to do after 4, 8, 12 and 16 years of language study. The other set of Hindi Standards is for those college or university programs, where students begin learning Hindi in their college years. It provides sample progress indicators for beginning, intermediate, and advanced levels of Hindi learners. Please note that the progress indicators in both sets of Hindi Standards do not form a curriculum for any Hindi course. Their intent is to assist educators at the level of individual classroom, school, district, or college in developing standards-based curricula, instructional materials, and assessment tools.

The Sample Progress Indicators contained in K-16 document reflect an ideal learning situation where students will begin their Hindi education in kindergarten and continue through college. However, in reality no such programs exist at this time, so the educators will have to reconfigure the outcomes based on the entry point of the students in the ideal learning sequence. The sample progress indicators for any level can be also spiraled up and down within and across levels in order to accommodate learners with varying levels of prior proficiency in Hindi and their language background. Heritage language learners who have some fragmented knowledge of Hindi language and culture before entering the

classroom can be allowed to begin their language learning at appropriate level depending on the sample progress indicators that they demonstrate in their placement testing.

TRANSLITERATION

In this document the following transliteration rules have been adopted for transcribing Hindi words or sentences in Roman script. Please note that book titles and names of authors do not follow this convention.

Vowels

अ	आ	इ	ई	उ	ऊ	ए	ऐ	ऋ	ओ	औ
a	aa	i	ii	u	uu	e	ai	ṛ	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

क़	ज़	फ़
q	z	f

Nasalized Vowels

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

Example: हैं = hai· 'are'

Communicate in Hindi

This goal focuses on developing students' communicative competence in Hindi and enables students to handle two-way and one-way communication in informal and formal contexts in Hindi. Teachers build learners' communicative ability in Hindi by providing them with opportunities to interact with other Hindi speakers through face-to-face interaction or through writing. Students' communicative abilities can also be enhanced by providing them with opportunities to interpret spoken or written Hindi texts. Developing oral and written presentational skills in Hindi is equally important for achieving a high level of communicative competence in spoken and written Hindi.

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

STANDARD 1.1 - INTERPERSONAL MODE
Students engage in conversations and correspondence in Hindi to provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on two-way communication via conversation or written exchanges that allows negotiation of meaning. Hindi students can quickly learn a number of useful words and phrases that allow them to interact in everyday situations. Their ability to speak and write accurately and 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 language and comprehension 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 spoken Hindi. Over a period of time both heritage and non-heritage students are able to develop their ability to perform a wide variety of communicative tasks in speech and writing in informal and formal contexts.

Sample Progress Indicators, Grade 4
- Students use socio-culturally appropriate Hindi expressions and gestures to address, greet, and take leave of when interacting with peers and elders. Examples: नमस्ते, आप कैसे हैं?; हैलो शीला, तुम कैसी हो?; अच्छा, बाय!; अच्छा, फिर मिलेंगे।
- Students give and follow simple commands and instructions in order to participate in age appropriate routine classroom activities and games. Examples: सुनिए; बैठिए; तुम पकड़ो; इधर रखो.
- Students use appropriate Hindi to introduce themselves, family, and friends. Examples: मेरा नाम नील है।; यह मेरा भाई है।; वह माया है और वह मेरी क्लास में है।

- Students ask and answer simple questions about topics such as family, daily activities, weather, TV shows, and festivals. Examples: यह कौन है?; ये मेरी दादी हैं।; दीवाली कब है?; दीवाली अगले हफ़्ते है।

- Students share likes and dislikes with each other regarding people, food, objects, colors, daily routines, and various activities. Examples: मुझे मटर-पनीर बहुत पसंद है।; मुझे नीना अच्छी लगी।; मुझे जल्दी उठना अच्छा नहीं लगता।.

- Students express needs and desires for everyday objects and activities. Examples: मुझे पानी चाहिए।; मुझे जूस नहीं चाहिए।; मैं घर जाना चाहती हूं।.

Sample Progress Indicators, Grade 8
- Students acquire goods and services using appropriate Hindi, including buying a cold drink, renting a Hindi movie, and requesting specific Indian items from family or friends, such as clothing or music CDs for a cultural show. Examples: यह कितने का है? ; आपके पास "कोई मिल गया" मूवी है?

- Students follow and give directions in Hindi for participating in age appropriate cultural activities and investigating the function of products of Indian culture, such as *rangoli* (auspicious floor decorations with rice flour) and *dandiya* dance (a community dance with sticks). Examples: होली पर हम पिचकारी ले कर डांस करेंगे।; आपको इंडिया डे परेड देखने जाना है?

- Students exchange information in Hindi about personal events, memorable experiences, future plans, and tangible products of Indian culture with peers and/or native Hindi speakers on topics such as, sports, Indian weddings, summer vacations and Hindi films. Examples: कल हमने बेसबॉल गेम देखी।; मैं दीदी की शादी में नीला लहंगा पहनूंगी।; हम गर्मी की छुट्टियों में शिकागो जाना चाहते हैं।

- Students develop and propose solutions to issues and problems related to school or community through group work on topics such as bullying or discipline in schools, cleaning up a neighborhood park, and raising funds for a charity.

- Students compare, contrast, and express preferences about the information gathered from cousins or friends from India regarding social customs and practices and other school subjects on topics such as, school life, hobbies, food habits, movies, and TV shows.

Sample Progress Indicators, Grade 12
- Students discuss orally or in writing current or past events that are of significance in Indian culture or that are being studied in another subject. For instance, the role of Gandhi in India's independence, the gap between urban and rural India, India's economic growth, and India's political parties.

- Students discuss and compare cultural products and expressions across societies such as fashion trends, commercials for international marketing, themes of Bollywood and

Hollywood films, coming of age ceremonies in different cultures, and new trends in Indian and American classical and popular music.

- 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. Examples include racial discrimination, self esteem in adolescence, balance between fun and work, choosing a college or career, dating and parental control.
- Students share their analyses and personal reactions to literary and visual texts with peers and or native speakers of Hindi. Examples: Bharatendu Harish Chandra's *Andher Nagari* for discussing effective or ineffective governments/municipalities, Bedi's novel *Havan* for analyzing immigrants' experiences, and internationally popular movies such *Lagan* and *Rang de Basanti* for analyzing depiction of patriotism in Indian cinema.
- Students express and support their opinion on controversial topics such as, gun control, abortion, drinking age, racial profiling, illegal immigration, religion and politics, and global warming.

Sample Progress Indicators, Grade 16
- Students analyze and share their reactions in speech or writing to modern literary texts (poetry or prose) written by classic authors such as Premchand, Mahadevi Verma, and Mohan Rakesh.
- Students exchange, support and discuss their individual perspectives on abstract topics dealing with cultural, contemporary, and historical issues. Appropriate topics include caste and regionalism in Indian politics, formulation of "nationhood" in post colonial Hindi literature & cinema, and depiction of Hindu mythology in popular media.
- Students work in groups to develop and propose solutions to global issues. These include poverty, security, preservation of diversity in the age of globalization, raising cross-cultural awareness.
- Students analyze Hindi editorials and discuss the intent, tone, and author's beliefs expressed through author's choice of words and discourse organization.
- Students communicate in speech or writing in a variety of social and academic situations with appropriate register of Hindi (Hinglish, Hindustani, and High-Hindi) and its idioms in formal and informal contexts.

STANDARD 1.2 - INTERPRETIVE MODE
Students understand and interpret written and spoken Hindi on a variety of topics.

This standard focuses on the understanding and interpretation of spoken and written Hindi. In this mode there is only one-way (i.e., the listener cannot interact with the speaker) listening in which learners try to interpret a variety of informal and formal spoken texts. Beginning heritage learners often develop their ability to interpret oral speech 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, 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. Not only do such texts have multiple complex sentences, but there are many cultural references and unfamiliar words & idoms.

Sample Progress Indicators, Grade 4
- Students follow simple announcements in class. For example, शोर मत कीजिए।; किताब खोलिए।; याद रखिए, कल हम लोग म्यूज़ियम जायेंगे।.
- Students can match oral or written descriptions of people, objects or common activities with their corresponding pictures or illustrations.
- Students comprehend simple directions and rules in Hindi given in the beginning of an age appropriate TV game show, talent contest, etc.
- Students comprehend the main idea of familiar songs, poems, popular cultural and other narratives on familiar themes produced for children in print, audio, cartoon movies. Examples: *Mera Juta Hai Japani*; *Bandar Aur Magarmach*; *The adventures of Hanuman*.
- Students interpret gestures, intonation, and other visual or auditory cues that may add, intensify, or modify the meaning of spoken words. Examples: touching someone's feet, greetings with folded hands, putting a hand on someone's head.

Sample Progress Indicators, Grade 8
- Students comprehend oral and written public announcements at cultural programs and short written messages in public places. Examples: सब लोग शांत होकर बैठ जाइए।; कृपया फूल न तोड़ें।; सिगरेट पीना मना है।.
- Students understand the main themes and significant details on age appropriate topics and products of the Indian culture. Examples: comic books (e.g., *Amar Chitra Katha*), TV shows (e.g., Boogie Woogie), music concerts.
- Students understand the main themes and significant details on topics from other school subjects. For example, straight forward articles on history, science and culture found in children-sections of Hindi portals such as *Webdunia* and *Jagran*.
- Students identify the principal characters and comprehend the main ideas and themes in selected age appropriate short stories (e.g., Premchand's *Kutte Ki Kahani*) and poems (e.g., Subhadra Kumari Chauhan's *Jhansi Ki Rani* and Sumitranandan Pant's *Dharti Kitna Deti Hai*).
- Students comprehend main themes and significant details of written and visual materials on culture, travel and entertainment. Examples: Hindi films, interviews, and travel brochures.

Sample Progress Indicators, Grade 12
- Students understand the main ideas and significant details of articles in newspapers and magazines written in formal Hindi on various topics including health, science, business, and education.

- Students demonstrate an understanding of main idea and significant details of live and recorded oral texts on topics that are being studied in another class. For example, biographical documentaries, political speeches and reports on scientific explorations.
- Students analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic popular literary texts such as Bhagwati Charan Verma's *Prayaschitt*, Sarveshwar Dayal Saxena's play *Bakari*, Mannu Bhandari's novel *Aap Ka Bunty*.
- Students demonstrate an increasing understanding of cultural nuances of meaning expressed in cultural products such as art, crafts and architecture associated with religious and historical buildings.
- Students understand news broadcasts and debates (in print, media or online) on a variety of topics; these may include endangered species, human rights, sex education, and gun laws.

Sample Progress Indicators, Grade 16
- Students understand important concepts presented in formal lectures and recorded or written discussions on literary and social science topics such as *Dalit* Literature (literature written by historically downtrodden castes and communities), medical ethics, and environmental issues.
- Students read and analyze editorials on current social, political, and international issues found in Hindi newspapers and online portals such as *Amar Ujala* and *Navbharat Times*.
- Students understand the analyses and critique of Hindi literary writings. Examples include Nemichand Jain's *Adhoore Sakshatkar*, Ram Vilas Sharma's *Prem Chand Aur Unka Yug*.
- Students understand and appreciate humor and sarcasm expressed in cartoons, TV shows, poetry, plays, and in other expository writings.
- Students demonstrate the ability to understand cultural, religious, and national symbolism and underlying messages expressed in popular cultural products, media, films, etc.

STANDARD 1.3 - PRESENTATIONAL MODE
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Hindi.

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 no 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 dialect 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, Grade 4
- Students recite popular age appropriate songs or poems in class or at a cultural show in their school or community. Examples: *Jan Gan Man* (India's national anthem); *Batuta Ka Juta*, *Teetar Ke Do Aage Teetar, Chun Chun Karti Aayi Chidiya.*
- Students narrate or dramatize their favorite stories or memorable experiences in class or on video in Hindi.
- Students introduce their family members by making a family tree or writing captions for pictures in Hindi.
- Students prepare illustrated story boards depicting the lives of well known Indian athletes, scientists, actors, historical figures etc. in Hindi.
- Students make a class presentation about their family vacation or holiday by showing pictures and giving description of people, places, and activities in Hindi.

Sample Progress Indicators, Grade 8
- Students present short skits or plays in Hindi based on cultural, literary, or historical stories they may have read in class or other disciplines. Examples: Akbar & Birbal, Siyaram Sharan Gupta's *Kaki*, Gandhi's non-cooperation movement in India.
- Students prepare video tapes talking about interesting everyday products and practices of their own culture to share with peers in the target culture. Examples: sports, music, holidays, parties.
- Students write a story of their favorite film, play, or TV episode in Hindi but with a new ending.
- Students make a flyer in Hindi for an Indian cultural show (dance, instrumental music) where they introduce the artists and give information about the show.
- Students write a short report about a multi-cultural event of their school for an online Hindi magazine.

Sample Progress Indicators, Grade 12
- Students create a Web page in Hindi with pictures and a description of their school and city attractions for their peers in India.
- Students write a movie review for a local Hindi newspaper. Movies might include Deepa Mehta's *Earth*, Rajkumar Hirani's *Lage Raho Munna Bhai*, or Vidhu Vinod Chopra's *Parineeta*.
- Students write and perform a play to explore culturally sensitive issues, such as gender roles and cross-cultural marriages in a non-threatening way.
- Students write a paper in Hindi tracing the history and development of a topic of general interest. Examples might include life of early Indian immigrants in the US, Indian rap music, the Kashmir issue.
- Students prepare a research-based power point presentation for class analyzing and comparing the products or practices of their own culture with the target country. Topics might include musical instruments, teenage life, social customs, family structure, and architectural designs.

Sample Progress Indicators, Grade 16

- Students make class presentations analyzing a literary work of a classic author for its content, style and language. Possible authors and works: Mohan Rakesh's *Aadhe Adhure,* Krishna Baldev Vaid's *Uska Bachpan,* Krishna Sobti's *Aye Ladki*.
- Students write original stories, poems, plays, or essays in Hindi for an online student publication.
- Through speech or writing in Hindi, students analyze, evaluate and critique the content of a documentary film or article on a controversial political or social issue. Examples: demolition of the Babri Mosque or the construction of Narmada Dam, which is uprooting large numbers of poor and underprivileged communities.
- Students write and create videos in Hindi on cross-cultural notions of time, friendship, politeness, etc. for helping newly arrived foreign students from India to assimilate faster in American culture.
- Students express and support their opinion in Hindi in a college debate on global controversial issues by weighing the pros and cons of different view points. Topics might include outsourcing, suicide bombing, or nuclear proliferation.

THE FULL VERSION OF HINDI STANDARDS FOR ALL THE FIVE GOALS AND SAMPLE SCENARIOS WILL BE AVAILABLE FROM ACTFL <www.actfl.org> IN THE SUMMER OF 2012.