

## BIG IDEAS

Listening and viewing with intent supports our acquisition of a new language.

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize how <b>choice of words</b> affects meaning</li> <li>Derive meaning in a wide variety of <b>contexts</b></li> <li>Demonstrate degrees of formality in speech and writing to reflect different <b>purposes</b></li> <li>Analyze cultural points of view in <b>texts</b></li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate stories</b>, both orally and in writing</li> <li><b>Respond personally</b> to a variety of texts</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li>Express themselves with growing fluency, orally and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>increasingly complex vocabulary, <b>sentence structures</b>, and expressions, including:               <ul style="list-style-type: none"> <li>complex <b>questions</b></li> <li><b>sequence</b> of events in stories</li> <li>a diverse range of personal experiences, <b>lifestyles, and relationships</b></li> <li>explanation and justification of opinions</li> <li>points of view</li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>past, present, and future <b>time frames</b></li> <li><b>language formality and etiquette</b></li> <li>the impact of <b>historical events</b> on Punjabi language and culture</li> <li>connections between <b>language and culture</b></li> <li>Punjabi <b>works of art</b></li> <li><b>contributions</b> of Punjabi communities and Punjabi Canadians to Canada</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize <b>regional variations</b> of Punjabi language and culture</li> <li>• Identify <b>perspectives</b> in texts</li> <li>• <b>Engage in experiences</b> with Punjabi people and communities</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Explore opportunities to continue language acquisition beyond graduation</li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Punjabi</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

Big Ideas – Elaborations	SECOND LANGUAGES – Punjabi Grade 11
<ul style="list-style-type: none"> <li>• <b>forms of cultural expression:</b> representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **choice of words:** For example:
  - nuances between verb tenses (e.g., ਦੇਖਣਾ, ਦੇਖੋ, ਦੇਖਿਆ)
  - pronouns (e.g., ਤੂੰ, ਤੁਸੀਂ)
  - words with close but not identical meanings (e.g., ਸਿੰਗ versus ਸਿੰਘ)
- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **purposes:** e.g., to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** For example:
  - rephrase in Punjabi to compensate for unknown expressions
  - make personal notes to use as a reference for oral and written production
  - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Respond personally:** e.g., provide personal interpretations or opinions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional variations:** e.g., different dialects of Punjabi regions and communities
- **perspectives:** A text can reflect the author's personal point of view, which may include bias.
- **cultural points of view:** thoughts, opinions, and perspectives
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Punjabi
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **sentence structures:** e.g., using parts of speech (e.g., nouns, pronouns, adjectives, verbs, adverbs, auxiliary verbs, prepositions) to understand the various types of sentence structures
- **questions:** open-ended questions, such as those beginning with how and why, or those that involve reflection or deep thinking
- **sequence:** expressions of time using appropriate verb tenses (e.g., ਅਖੀਰਲਾ, ਅੱਧੇ ਘੰਟੇ ਬਾਅਦ, ਢਾਈ ਘੰਟੇ ਪਿਛੋਂ)
- **lifestyles, and relationships:** e.g., personal preferences, diverse family structures, diverse relationships between individuals
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** e.g., using appropriate tenses (e.g., ਮੈਂ ਬਰਗਰ ਖਾਂਦਾ ਹਾਂ। ਤੁਸੀਂ ਕੀ ਖਾ ਰਹੇ ਹੋ?)
- **language formality and etiquette:** e.g., using elements of formal and informal speech appropriate for audience and purpose, such as addressing people they have not met as ਸ਼੍ਰੀਮਾਨ ਜੀ, ਸ਼੍ਰੀਮਤੀ ਜੀ e.g., ਤੂੰ, ਤੁਸੀਂ
- **historical events:** including immigration peaks and significant events (e.g., Partition of India [1947], *Komagata Maru*)
- **language and culture:** as expressed through creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **contributions:** ways in which Punjabi language and culture have shaped Canadian society
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

## BIG IDEAS

Language learning is a lifelong process.	Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.	With increased language proficiency, we can discuss and justify opinions with nuance and clarity.	Exploring diverse <b>forms of cultural expression</b> promotes greater understanding and appreciation of cultures worldwide.	Becoming more proficient in a new language enables us to explore global issues.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Negotiate meaning in a wide variety of <b>contexts</b></li> <li><b>Locate</b>, explore, and interpret a variety of authentic <b>texts</b> in Punjabi</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>Recognize different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of texts</li> <li>Analyze and compare elements of creative works from the Punjabi world</li> <li><b>Narrate stories</b>, both orally and in writing</li> <li><b>Respond personally</b> to a variety of texts, including oral, written, and visual forms</li> <li><b>Engage</b> in conversations on a variety of <b>topics of interest</b>, orally and in writing</li> <li><b>Express</b> themselves effectively, with <b>fluency and accuracy</b>, both orally and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>increasingly complex vocabulary, sentence structures, and <b>expressions</b>, including:             <ul style="list-style-type: none"> <li>complex questions</li> <li><b>sequence</b> of events in stories</li> <li>doubts, wishes, possibilities, and hypothetical <b>situations</b></li> <li><b>emotions</b> and <b>opinions</b></li> <li>degrees of formality</li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories</b>, <b>identity</b>, and <b>place</b></li> <li>past, present, and future <b>time frames</b></li> <li><b>language formality and etiquette</b></li> <li>Punjabi-related <b>resources and services</b></li> <li>Punjabi <b>works of art</b></li> <li>cultural impact on behaviour and attitudes</li> <li><b>contributions</b> of Punjabi communities and Punjabi Canadians to Canada</li> <li><b>connections</b> between language and culture</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Identify <b>perspectives</b> in texts</li> <li>• <b>Engage in experiences</b> with Punjabi people and communities</li> <li>• Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Punjabi</li> <li>• Identify and explore opportunities to continue language acquisition beyond graduation</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

Big Ideas – Elaborations	SECOND LANGUAGES – Punjabi Grade 12
<ul style="list-style-type: none"> <li>• <b>forms of cultural expression:</b> representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **Locate:** search for various types of Punjabi texts
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** For example:
  - negotiate meaning by using questions in Punjabi and other techniques for clarification
  - summarize information in oral, visual, and written forms
  - use dictionaries and other reference materials for clarity of comprehension and expression
- **purposes:** e.g., to convince, inform, entertain
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Respond personally:** e.g., provide personal interpretations or opinions
- **Engage:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **topics of interest:** e.g., personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, or social trends
- **Express:** support, defend, synthesize, evaluate, and respond
- **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **perspectives:** A text can reflect the author's personal point of view, which may include bias.
- **cultural points of view:** thoughts, opinions, and perspectives
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Punjabi
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **expressions:** idiomatic expressions to communicate and understand points of view
- **sequence:** expressions of time using appropriate verb tenses (e.g., ਅਖੀਰਲਾ, ਅੱਧੇ ਘੰਟੇ ਬਾਅਦ, ਢਾਈ ਘੰਟੇ ਪਿਛੋਂ)
- **situations:** e.g., ਜੇ ਮੈਂ ਚਾਹੁੰਦੀ ਤਾਂ, ਮੈਨੂੰ ਸ਼ੱਕ ਹੈ ਕਿ
- **emotions:** e.g., ਅਸੀਂ ਸਾਰੇ ਖੁਸ਼ ਹਾਂ
- **opinions:** expressions of support and defence, such as ਮੈਂ ਇਹ ਸੋਚਦਾ ਹਾਂ ਕਿਉਂਕਿ...; ਮੇਰੇ ਅਨੁਸਾਰ...; ਮੇਰੇ ਮੁਤਾਬਿਕ
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** indefinite, continuous, perfect, and perfect continuous tenses
- **language formality and etiquette:** e.g., using elements of formal and informal speech and writing appropriate for audience and purpose, such as ਸ਼੍ਰੀਮਾਨ ਜੀ, ਸ਼੍ਰੀਮਤੀ ਜੀ, ਧੰਨਵਾਦ, ਆਗਿਆਕਾਰੀ, ਕ੍ਰਿਪਾ ਕਰਕੇ, ਬੇਨਤੀ ਹੈ ਕਿ ਆਦਿ
- **resources and services:** e.g., websites, blogs, courses, clubs, community centres, newspapers, magazines, other online sources
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **contributions:** ways in which Punjabi language and culture have shaped Canadian society
- **connections:** as expressed through creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn