**Area of Learning: SECOND LANGUAGES — Punjabi Grade 11**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize how **choice of words** affects meaning * Derive meaning in a wide variety of **contexts** * Demonstrate degrees of formality in speech and writing to reflect  different **purposes** * Analyze cultural points of view in **texts** * Use various **strategies** to increase understanding and produce oral  and written language * **Narrate** **stories**, both orally and in writing * **Respond personally** to a variety of texts * **Exchange ideas** and information, both orally and in writing * Express themselves with growing fluency, orally and in writing * Share information using the **presentation format** best suited to their  own and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, **sentence structures**, and expressions, including:   * + complex **questions**   + **sequence** of events in stories   + a diverse range of personal experiences, **lifestyles, and relationships**   + explanation and justification of opinions   points of view   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * past, present, and future **time frames** * **language formality and etiquette** * the impact of **historical** **events** on Punjabi language  and culture * connections between **language and culture** * Punjabi **works of art** * **contributions** of Punjabi communities and Punjabi  Canadians to Canada * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Recognize **regional variations** of Punjabi language and culture * Identify **perspectives** in texts * **Engage in experiences** with Punjabi people and communities * Analyze personal, shared, and others’ experiences, perspectives, and  worldviews through a **cultural lens** * Explore opportunities to continue language acquisition beyond graduation * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Punjabi * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 12**

**BIG IDEAS**

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| 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 **forms of** **cultural expression** promotes greater understanding and appreciation of cultures worldwide. |  | Becoming more proficient in a new language enables us to explore global issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Negotiate meaning in a wide variety of **contexts** * **Locate**, explore, and interpret a variety of authentic **texts** in Punjabi * Use various **strategies** to increase understanding and produce oral and  written language * Recognize different **purposes**, degrees of formality, and cultural points of view  in a variety of texts * Analyze and compare elements of creative works from the Punjabi world * **Narrate** **stories**, both orally and in writing * **Respond personally** to a variety of texts, including oral, written, and visual forms * **Engage** in conversations on a variety of **topics of interest**, orally and in writing * **Express** themselves effectively, with **fluency and accuracy**, both orally  and in writing * Share information using the **presentation format** best suited to their own  and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, sentence structures, and **expressions**, including:   * + complex questions   + **sequence** of events in stories   + doubts, wishes, possibilities, and hypothetical **situations**   + **emotions** and **opinions**   degrees of formality   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * past, present, and future **time frames** * **language formality and etiquette** * Punjabi-related **resources and** **services** * Punjabi **works of art** * cultural impact on behaviour and attitudes * **contributions** of Punjabi communities and Punjabi Canadians to Canada * **connections** between language and culture * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 12**

**Learning Standards (continued)**

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| --- | --- |
| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Identify **perspectives** in texts * **Engage** **in experiences** with Punjabi people and communities * Examine personal, shared, and others’ experiences, perspectives,  and worldviews through a **cultural lens** * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Punjabi * Identify and explore opportunities to continue language acquisition beyond graduation * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |