**Area of Learning: SECOND LANGUAGES — Punjabi Grade 5**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between pronunciation, **common intonation patterns**, and meaning * Identify key information in slow, clear speech and other **texts** * Comprehend stories * Comprehend high-frequency vocabulary in slow, clear speech and other texts * Use **language-learning strategies** * Interpret non-verbal cues to increase understanding * Respond to simple commands and instructions * Participate in simple interactions * **Seek clarification** of meaning * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * **symbols and sounds** * Punjabi **alphabet** * Punjabi **phonemes** * Punjabi language origin   common, high-frequency vocabulary, sentence structures, and expressions, including:   * + simple **questions** and **descriptions**   + basic **information** about self and others   + **numerals**   + **gender and number**   + formal and informal **modes of address** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Punjabi **works of art** * **Punjabi communities** across Canada * **common elements** of Punjabi **cultural festivals and celebrations** |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using high- frequency words  and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop  cultural awareness. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between pronunciation**, intonation, tone of voice**, and meaning * Identify **key information** in slow, clear speech and other **texts** * Comprehend stories * Comprehend high-frequency words and patterns in slow, clear speech  and other texts * Use **language-learning strategies** * Interpret **non-verbal cues** to increase understanding * Respond to questions, simple commands, and instructions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * Punjabi **symbols, sounds**, and **letter patterns** * Punjabi **phonemes** * common, high-frequency vocabulary, sentence structures, and expressions, including:   + types of **questions**   + **family relationships**   + descriptions of others   + formal and informal **modes of address**   + information about daily events   + common **emotions and physical states**   **numerals**   * First Peoples perspectives connecting language and culture, **oral histories**, **identity**, and **place** * Punjabi **works of art** * **cultural aspects** of Punjabi communities in Canada  and around the world |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent helps us understand an increasing variety  of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help  us understand and acquire language. |  | **Stories** help us to acquire language  and **understand the world** around us. |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Comprehend **key information** and supporting details in slow, clear speech  and other **texts** * Comprehend meaning in stories * Use **language-learning strategies** to increase understanding * Use **intonation and tone of voice** effectively to convey meaning * Follow instructions to complete a task and respond to questions * **Exchange ideas** and information, both orally and in writing * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own and  others’ diverse abilities   Personal and social awareness   * Describe **similarities and differences** between their own cultural practices  and traditions and those of Punjabi communities in various regions * Identify, share, and compare linguistic and culturalinformation about  Punjabi communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**,  and local cultural knowledge | *Students are expected to know the following:*   * the relationships between Punjabi **letter patterns and pronunciation**   common, high-frequency vocabulary, sentence structures, and expressions, including:   * + types of **questions**   + **descriptions** of people and objects   + **comparisons** and **directions**   formal and informal **modes of address**   * **common elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Punjabi **works of art** * **cultural aspects** of Punjabi communities * Punjabi communities around the world |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a  new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Comprehend **key information** and supporting details in speech and other **texts** * **Comprehend and retell** stories * Use various **strategies** to increase understanding and produce oral and written language * Use **intonation and tone of voice** effectively to convey meaning * **Narrate** stories, both orally and in writing * Follow instructions to complete a task and respond to questions * **Exchange ideas** and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own and  others’ diverse abilities   Personal and social awareness   * Describe **similarities and differences** between their cultural practices and traditions and those of Punjabi communities * **Engage in experiences** with Punjabi people and communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * the relationships between Punjabi **letter patterns and pronunciation**   common, high-frequency vocabulary, sentence structures, and expressions, including:   * + types of **questions**   + **time and frequency**   + descriptions of people, objects, and locations   + **preferences, emotions, and physical states**   + personal interests, **beliefs, and opinions**   + **directions**   formal and informal **modes of address**   * past, present, and future **time frames** * **common** **elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**,and **place** * Punjabi **works of art** * **cultural aspects** of Punjabi communities around  the world |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent supports our acquisition and understanding of a  new language. |  | Acquiring a new language allows us to explore our identity and culture from  a new perspective. |  | Conversing about things we care about can motivate our learning  of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Punjabi **letter patterns, pronunciation**, and meaning * **Derive meaning** from speech and a variety of other **texts** * Comprehend meaning in stories * Use various **strategies** to increase understanding and produce oral and written language * **Narrate** stories, both orally and in writing * Participate in short and simple conversations * **Exchange ideas** and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * Recognize the importance of story in personal, family, and community identity * Describe **similarities and differences** between their own cultural practices and  traditions and those of Punjabi communities * **Engage in experiences** with Punjabi people and communities * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and  local cultural knowledge | *Students are expected to know the following:*   * Punjabi **letter patterns**   vocabulary, sentence structures, and expressions, including:   * + types of **questions**   + descriptions of people, objects, and locations   + **sequence** of events   personal interests, needs, and opinions   * past, present, and future **time frames** * **elements of common texts** * **common elements of stories** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**,and **place** * Punjabi **works of art** * **cultural aspects** of various Punjabi communities * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 10**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening and viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many forms. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Punjabi **letter patterns, pronunciation**,  and meaning * Recognize how **choice of words** affects meaning * Comprehend key information and supporting details in speech and a variety  of other **texts** * Comprehend meaning and viewpoints in stories * Use various **strategies** to increase understanding and produce oral and  written language * **Narrate** stories, both orally and in writing * **Exchange ideas** and information, orally and in writing * Share information using the **presentation format** best suited to their own  and others’ diverse abilities * **Seek clarification and verify** meaning | *Students are expected to know the following:*  vocabulary, sentence structures, and expressions, including:   * + complex **questions** and instructions   + activities, situations, and events   + descriptions of people, objects, places, and personal interests   sequence of events   * **elements of common** **texts** * **common** **elements of stories** * past, present, and future **time frames** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Punjabi **works of art** * Punjabi **media** * cultural aspects of various Punjabi communities * contributions of Punjabi Canadians to society * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Punjabi Grade 10**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Describe regional, cultural, and linguistic practices, traditions, and attitudes in various Punjabi regions and their role in shaping cultural identity * Appreciate that there are **regional variations** in Punjabi * **Engage in experiences** withPunjabi people and communities * Analyze personal, shared, and others’ experiences, perspectives, and  worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |