**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
 |  |