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

**BIG IDEAS**

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| 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**

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| **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** |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 5** |
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| * **non-verbal cues:** e.g., gestures, facial expressions, pictures, props * **Reciprocal:** involving back-and-forth participation * **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. |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 5** |
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| * **common intonation patterns:** e.g., differentiate between a statement and a question * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., mYnUM smJ nhIN AweI; qusI ie`k vwr iPr d`so;  qUM iek vwr iPr d`s; ies Sbd nUM iks qrW khogy…?). * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 5** |
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| * **symbols and sounds:** e.g., structure, formations, and sounds of the Gurmukhi script * **alphabet:** Gurmukhi script, which is based on the “one sound, one symbol” principle * **phonemes:** individual speech sounds (e.g., b, s, nasal vowels, ibMdI [.]; it`pI [M]) * **questions:** e.g., ikvyN…?, ieh……hYYY?, ik`Qy…?, kdoN…?, ikhVw…?, kI…? * **descriptions:** descriptive words such as numbers, colours, sizes, and other physical attributes * **information:** e.g., expressions used in greetings, salutations, and getting to know others (e.g., siq sRI Akwl; qusIN ikvNy ho?...; quhwfw kI hwl hY?; quhwfI ikMnI aumr hY?; myrw nwm…; mYN \_\_\_swl dw/dI hW; mYN \_\_\_\_ hW…; mYN \_\_\_\_ psMd krdw/krdI hW…; AsIN \_\_\_ BYx-Brw hW[…) * **numerals:** including Gurmukhi numerical symbols * **gender and number:**   + basic masculine, feminine, or gender-identity forms of words   + variable endings, such as krdw jW krdI   singular and plural forms of words (number), such as kursI Aqy kursIAW   * **modes of address:** e.g., qUM, qusIN * **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture,  and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place  can be influenced by territory, food, clothing, and creative works. * **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism * **Punjabi communities:** regional demographic centres with Punjabi heritage (e.g., Paldi, B.C.; sites in Metro Vancouver and the Greater Toronto Area) * **common elements:** e.g., activities, clothing, artistic expression, dance, decorations, food, music, parades, sports * **cultural festivals and celebrations:** e.g., Diwali, Vaisakhi, Lohri |

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

**BIG IDEAS**

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| 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**

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| **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 |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 6** |
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| * **Reciprocal:** involving back-and-forth participation * **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. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 6** |
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| **intonation, tone of voice:** For example:   * + differentiate between a statement and a question   recognize the emotion of the speaker and how it relates to his or her message   * **key information:** answers to questions such as who, what, where, when, why, and how (e.g., ikvyN…?, ikQy…?, kdoN…?, ikhVw…?, kOx …?, kI…?) * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates * **non-verbal cues:** e.g., gestures, facial expressions, pictures, props * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g*.*,mYnUM smJ nhI AweI, ikRpw krky ie~k vwr iPr d`so, ies nUM iks qrW khogy?). * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 6** |
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| * **symbols, sounds:** e.g., structure, formations, and sounds of the Gurmukhi script * **letter patterns:** e.g., rhyming words and groupings of letters that make the same sound * **phonemes:** consonant sounds, short and long vowel sounds, nasal sounds (e.g., ibMdI, it`pI), stress sounds (e.g., A`DK), conjuncts/blended sounds (e.g., kR and pVH) * **questions:** e.g., ikvyN…?, ieh kOx hYYY?, ik’Qy…?, kdoN…?, ikhVw…?, kI…?, ies qrW,…., auh...? * **family relationships:** roles each family member plays within their family structure (e.g., ijvy- mW, ipau, BYx, Brw?) * **modes of address:** e.g., qUM, qusIN * **emotions and physical states:** (e.g., mad, sad, happy; ijvy KuS, gu`sy, audws?) * **numerals:** including Gurmukhi numerical symbols * **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture,  and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place  can be influenced by territory, food, clothing, and creative works. * **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism * **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals, parades,  sports, decorations |

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

**BIG IDEAS**

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| 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**

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| **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 |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 7** |
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| * **Reciprocal:** involving back-and-forth participation * **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. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 7** |
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| * **key information:** answers to questions such as who, what, where, when, why, and how (e.g., kI?, ikvyN?, ik`Qy?, kdoN?, ieh kI hY?, ikhVw/ikhVI?,  Aqy au`qr dyxy?) * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates   **intonation and tone of voice:** For example:   * + differentiate between a statement and a question   recognize the emotion of the speaker and how it relates to his or her message   * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., mYnUM smJ nhIN AweI, ikRpw krky ie~k vwr iPr d`so, ies nUM iks qrW khogy?). * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 7** |
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| * **letter patterns and pronunciation:** e.g.,phonemes, blends, rhyming words, synonyms * **questions:** e.g., kI?, ikvyN?, ik`Qy?, kdoN?, ieh kI hY?, ikhVw/ikhVIY?, Aqy au`qr dyxy * **descriptions:** For example:   + family, pets, friends, community members, characters in texts   + objects in the classroom, school, home, community   classroom, school, home, community   * **comparisons:** e.g., Aqy, pr, ies/aus nwloN izAwdw, ies dy nwl nwl, ies/aus nwloN G`t * **directions:** e.g., s`jy muVo; K`by muVo; rsqy qy s`jy h`Q c`lo * **modes of address:** e.g., qUM, qusIN * **common elements of stories:** place, characters, setting, plot, problem and resolution * **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. * **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism * **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals, parades,  sports, decorations |

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

**BIG IDEAS**

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| 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**

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| **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 |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 8** |
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| * **reciprocal:** involving back-and-forth participation * **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. * **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 8** |
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| * **key information:** e.g., who, what, where, when, why, and how * **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). * **Comprehend and retell:** Identify key information in oral and written stories and retell stories orally and in writing. * **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates   **intonation and tone of voice:**   * + differentiate between a statement and a question   recognize the emotion of the speaker and how it relates to his or her message  **Narrate:**   * + Use expressions of time and transitional words to show logical progression.   Use past, present, and future time frames.   * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions * **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays,  stores and restaurants with service in Punjabi * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 8** |
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| * **letter patterns and pronunciation:**   + rhyming words and groupings of letters that make the same sound (e.g., bs, b`s; isMG, isMg)   groupings of letters and symbols that change the sound (e.g., pYr iv`c ibMdI S to soften the sound, conjunct letters to shorten the sound)   * **questions:** e.g., kI?, ikvyN?, ik`Qy?, kdoN?, ieh kI hY?, ikhVw/ikhVI?, Aqy au`qr dyxy * **time and frequency:** e.g., A`j, k`lH, prsoN, hr roz, in`q, k`lH ƒ, kdoN, kdy/kdI nhIN * **preferences, emotions, and physical states:** e.g., imYƒ ies krky fr lgdw hY…; auh ies krky frdI/frdw hY… * **beliefs, and opinions:** e.g., auh frdw/frdI hY…; myry ihswb nwl/myry muqwbk…; mYN ieh socdw/socdI…; myrI rwie nwl… (often uses the present  indicative tense) * **directions:** e.g., s`jy; K`by; aupr; Q`ly; auqWh; hyTW, north, south, west, east * **modes of address:** e.g., qUM, qusIN * **time frames:** a change in time frame requires a change in wording (e.g., mYN A`j Q`ikAw/Q`kI hoieAw/hoeI hW; mYN k`l rotI KwDI sI; AsIN k`LH ƒ hwkI ^yfWgy) * **common** **elements of stories:** place, characters, setting, plot, problem and resolution * **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. * **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism * **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals, parades,  sports, decorations |

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

**BIG IDEAS**

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| 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**

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| **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 |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 9** |
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| * **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. * **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 9** |
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| * **letter patterns, pronunciation:** e.g., predict the pronunciation of written words and groups of words * **Derive meaning:** Understand key information, supporting details, time, and place. * **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:** language-learning strategies such asinterpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues;  use of prior knowledge, familiar words, and cognates   **Narrate:**   * + Use expressions of time and transitional words to show logical progression.   Use past, present, and future time frames.   * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions * **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 * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 9** |
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| * **letter patterns:** rhyming words and groupings of letters that make the same sound * **questions:** open-ended questions, such as those beginning with how or why, or those that involve reflection or deep thinking * **sequence:** e.g., pihlwN, ip`CoN, dUsrI vwr, lgwqwr, AKIrlw * **time frames:** e.g., using expressions of time and transitional words to show logical progression (e.g., mYN KwNdw hwN[mYN KwDw [ mYN KwvWgw) * **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose * **common elements of stories**: e.g., place, characters, setting, plot, problem and resolution * **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. * **works of art:** e.g., creative works in dance, drama, music, or visual arts * **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals, parades,  sports, decorations * **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 |

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

**BIG IDEAS**

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| 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**

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| **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)**

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| **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 |  |

| **SECOND LANGUAGES – Punjabi Big Ideas – Elaborations Grade 10** |
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| * **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. * **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry  and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Punjabi Curricular Competencies – Elaborations Grade 10** |
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| * **letter patterns, pronunciation:** e.g., predict the pronunciation of written words and groups of words * **choice of words:** e.g., degrees of formality, degrees of directness, verb tense, modality * **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:   * + integrate new vocabulary into familiar Punjabi structures   + take risks to extend language boundaries   use a variety of reference materials  **Narrate:**   * + Use expressions of time and transitional words to show logical progression.   Use past, present, and future time frames.   * **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 * **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration * **regional variations:** e.g., different dialects of Punjabi regions and communities * **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 * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Punjabi Content – Elaborations Grade 10** |
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| * **questions:** open-ended questions, such as those beginning with how and why, or those that involve reflection or deep thinking * **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose * **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution * **time frames:** e.g., using appropriate tenses (e.g., mYN brgr KWdw hW[ qusIN kI Kw rhy ho?) * **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. * **works of art:** e.g., creative works in dance, drama, music, or visual arts * **media:** e.g., online resources, articles, blogs, cartoons, music, news, videos * **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 |