

PUNJABI – INTRODUCTORY 11

Description

Punjabi Introductory 11 has been developed to offer an opportunity for students who did not begin Punjabi in the elementary grades to enter Punjabi at the secondary level. Punjabi Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Punjabi 11. It should be noted that this course does not replace the richness of the regular Punjabi 5-10 curriculum.

It is assumed that students would have limited to no background in Punjabi prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Punjabi Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

BIG IDEAS

<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p>	<p>Stories help us to acquire language and understand the world around us.</p>	<p>Expressing ourselves in a new language requires courage, risk taking, and perseverance.</p>	<p>Exploring diverse forms of cultural expression allows us to experience and appreciate cultural diversity.</p>	<p>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, intonation, tone of voice, and meaning Comprehend key information and details in speech and other texts Comprehend and retell simple stories, using a variety of strategies Use language-learning strategies to increase understanding Use non-verbal cues to increase understanding and convey meaning Narrate stories, both orally and in writing Exchange ideas and information using complete sentences, 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> Engage in experiences with Punjabi people and communities 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi alphabet, symbols, sounds, phonemes, and letter patterns common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions formal and informal forms of address gender and number descriptions of people, objects, locations, and events personal interests, opinions, and preferences comparisons past, present, and future time frames First Peoples perspectives connecting language and culture, including oral histories, identity, and place common elements of stories cultural aspects of Punjabi communities Punjabi works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **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
- **forms of cultural expression:** 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)

Curricular Competencies – Elaborations

- **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., ਕੀ?, ਕਿਵੇਂ?, ਕਿੱਥੇ?, ਕਦੋਂ?, ਇਹ ਕੀ ਹੈ?, ਕਿਹੜਾ/ਕਿਹੜੀ?, ਅਤੇ ਉਤਰ ਦੇਣੇ?)
- **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.
- **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
- **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
- **Engage in experiences:** e.g., blogs, classroom and 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

Content – Elaborations

- **alphabet:** Gurmukhi script, which is based on the “one sound, one symbol” principle
- **symbols, sounds:** e.g., structure, formations, and sounds of the Gurmukhi script
- **phonemes:** consonant sounds, short and long vowel sounds, nasal sounds (e.g., ਬਿੰਦੀ, ਟਿੱਪੀ), stress sounds (e.g., ਓਦਹਓਕ), conjuncts/blended sounds (e.g., ਰਓਰਓ in ਡੋਟ-ਕ੍ and ਰਓਰਓ in ਡੋਟ-ਪੜ੍)
- **letter patterns:** e.g., rhyming words and groupings of letters that make the same sound
- **questions:** e.g., ਕੀ?, ਕਿਵੇਂ?, ਕਿੱਥੇ?, ਕਦੋਂ?, ਇਹ ਕੀ ਹੈ?, ਕਿਹੜਾ/ਕਿਹੜੀ, ਅਤੇ ਉਤਰ ਦੇਣੇ
- **formal and informal:** e.g., ਤੂੰ, ਤੁਸੀਂ
- **gender and number:**
 - basic masculine, feminine, or gender-identity forms of words
 - variable endings, such as ਕਰਦਾ ਜਾਂ ਕਰਦੀ
 - singular and plural forms of words (number), such as ਕੁਰਸੀ ਅਤੇ ਕੁਰਸੀਆਂ
 - numerals
- **descriptions:** For example:
 - family, pets, friends, community members, characters in texts
 - objects in the classroom, school, home, community
 - where and when an event will take place
- **opinions, and preferences:** e.g., ਮੈਂ ਇਸ ਨੂੰ ਪਸੰਦ ਕਰਦਾ ਹਾਂ ਕਿਉਂਕਿ... ਮੈਂ ਇਸ ਨੂੰ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ ਕਿਉਂਕਿ; ਉਹ ਡਰਦਾ/ਡਰਦੀ ਹੈ...; ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ/ਮੇਰੇ ਮੁਤਾਬਕ...; ਮੈਂ ਇਹ ਸੋਚਦਾ/ਸੋਚਦੀ...; ਮੇਰੀ ਰਾਇ ਨਾਲ... (often uses the present indicative tense)
- **time frames:** a change in time frame requires a change in wording (e.g., ਮੈਂ ਅੱਜ ਥੱਕਿਆ/ਥੱਕੀ ਹੋਇਆ/ਹੋਈ ਹਾਂ; ਮੈਂ ਕੱਲ ਰੋਟੀ ਖਾਧੀ ਸੀ; ਅਸੀਂ ਕੱਲ੍ਹ ਨੂੰ ਹਾਕੀ ਖੇਡਾਂਗੇ)
- **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.
- **common elements of stories:** e.g., place, characters, setting, plot, problem and resolution
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, land, music, protocols, traditions
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **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