

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between pronunciation, <b>common intonation patterns</b>, and meaning</li> <li>Identify key information in slow, clear speech and other <b>texts</b></li> <li>Comprehend stories</li> <li>Comprehend high-frequency vocabulary in slow, clear speech and other texts</li> <li>Use <b>language-learning strategies</b></li> <li>Interpret non-verbal cues to increase understanding</li> <li>Respond to simple commands and instructions</li> <li>Participate in simple interactions</li> <li><b>Seek clarification</b> of meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>symbols and sounds</b></li> <li>Punjabi <b>alphabet</b></li> <li>Punjabi <b>phonemes</b></li> <li>Punjabi language origin</li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>simple <b>questions</b> and <b>descriptions</b></li> <li>basic <b>information</b> about self and others</li> <li><b>numerals</b></li> <li><b>gender and number</b></li> <li>formal and informal <b>modes of address</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Punjabi <b>works of art</b></li> <li><b>Punjabi communities</b> across Canada</li> <li><b>common elements</b> of Punjabi <b>cultural festivals and celebrations</b></li> </ul>

## BIG IDEAS

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between pronunciation, <b>intonation, tone of voice</b>, and meaning</li> <li>Identify <b>key information</b> in slow, clear speech and other <b>texts</b></li> <li>Comprehend stories</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and other texts</li> <li>Use <b>language-learning strategies</b></li> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li>Respond to questions, simple commands, and instructions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Punjabi <b>symbols, sounds</b>, and <b>letter patterns</b></li> <li>Punjabi <b>phonemes</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>family relationships</b></li> <li>descriptions of others</li> <li>formal and informal <b>modes of address</b></li> <li>information about daily events</li> <li>common <b>emotions and physical states</b></li> <li><b>numerals</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, <b>oral histories, identity</b>, and <b>place</b></li> <li>Punjabi <b>works of art</b></li> <li><b>cultural aspects</b> of Punjabi communities in Canada and around the world</li> </ul>

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Comprehend <b>key information</b> and supporting details in slow, clear speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use <b>language-learning strategies</b> to increase understanding</li> <li>Use <b>intonation and tone of voice</b> effectively to convey meaning</li> <li>Follow instructions to complete a task and respond to questions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Punjabi communities in various regions</li> <li>Identify, share, and compare linguistic and cultural information about Punjabi communities</li> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>the relationships between Punjabi <b>letter patterns and pronunciation</b></li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>descriptions</b> of people and objects</li> <li><b>comparisons</b> and <b>directions</b></li> <li>formal and informal <b>modes of address</b></li> </ul> </li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>Punjabi <b>works of art</b></li> <li><b>cultural aspects</b> of Punjabi communities</li> <li>Punjabi communities around the world</li> </ul>

## 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
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Comprehend <b>key information</b> and supporting details in speech and other <b>texts</b></li> <li>• <b>Comprehend and retell</b> stories</li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• Use <b>intonation and tone of voice</b> effectively to convey meaning</li> <li>• <b>Narrate</b> stories, both orally and in writing</li> <li>• Follow instructions to complete a task and respond to questions</li> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> <li>• <b>Seek clarification and verify</b> meaning</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Describe <b>similarities and differences</b> between their cultural practices and traditions and those of Punjabi communities</li> <li>• <b>Engage in experiences</b> with Punjabi people and communities</li> <li>• Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• the relationships between Punjabi <b>letter patterns and pronunciation</b></li> <li>• common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>– types of <b>questions</b></li> <li>– <b>time and frequency</b></li> <li>– descriptions of people, objects, and locations</li> <li>– <b>preferences, emotions, and physical states</b></li> <li>– personal interests, <b>beliefs, and opinions</b></li> <li>– <b>directions</b></li> <li>– formal and informal <b>modes of address</b></li> </ul> </li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>common elements of stories</b></li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• Punjabi <b>works of art</b></li> <li>• <b>cultural aspects</b> of Punjabi communities around the world</li> </ul>

## 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 <b>stories</b> .	<b>Creative works</b> allow us to experience culture and appreciate cultural diversity.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Punjabi <b>letter patterns</b>, <b>pronunciation</b>, and meaning</li> <li><b>Derive meaning</b> from speech and a variety of other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Participate in short and simple conversations</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Punjabi communities</li> <li><b>Engage in experiences</b> with Punjabi people and communities</li> <li>Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Punjabi <b>letter patterns</b></li> <li>vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li>descriptions of people, objects, and locations</li> <li><b>sequence</b> of events</li> <li>personal interests, needs, and opinions</li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories</b>, <b>identity</b>, and <b>place</b></li> <li>Punjabi <b>works of art</b></li> <li><b>cultural aspects</b> of various Punjabi communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	<b>Stories</b> 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.	<b>Cultural expression</b> can take many forms.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Punjabi <b>letter patterns, pronunciation,</b> and meaning</li> <li>Recognize how <b>choice of words</b> affects meaning</li> <li>Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>Comprehend meaning and viewpoints in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, orally and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> <li><b>Seek clarification and verify</b> meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>complex <b>questions</b> and instructions</li> <li>activities, situations, and events</li> <li>descriptions of people, objects, places, and personal interests</li> <li>sequence of events</li> </ul> </li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</b></li> <li>past, present, and future <b>time frames</b></li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity,</b> and <b>place</b></li> <li>Punjabi <b>works of art</b></li> <li>Punjabi <b>media</b></li> <li>cultural aspects of various Punjabi communities</li> <li>contributions of Punjabi Canadians to society</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Describe regional, cultural, and linguistic practices, traditions, and attitudes in various Punjabi regions and their role in shaping cultural identity</li> <li>• Appreciate that there are <b>regional variations</b> in Punjabi</li> <li>• <b>Engage in experiences</b> with Punjabi people and communities</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	