

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Stories help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Creative works allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with **diverse communities**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize and identify the symbols, sounds, phonemes, letter patterns, and pronunciation of the Punjabi alphabet Comprehend key information and details in speech and texts Comprehend and retell simple stories, using a variety of strategies <p>Communication</p> <ul style="list-style-type: none"> Use non-verbal cues and tone of voice to increase understanding and convey meaning Participate in short and simple conversations and follow instructions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe people, objects, places, and personal interests share simple information about events express opinions and provide reasons for preferences make simple comparisons 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi alphabet, phonemes, letter patterns common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions formal and informal forms of address gender and number numerals description of people, objects, and personal interests reasons for likes, dislikes, and preferences basic beliefs and opinions simple comparisons cultural aspects of Punjabi communities First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames common elements of stories cultural aspects of Punjabi communities, practices, and traditions

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and describe cultural aspects, including creative works, of Punjabi communities around the world • Recognize the importance of story in personal, family, and community identity • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through place 	

Big Ideas – Elaborations	SECOND LANGUAGES – Punjabi Introductory Grade 11
<ul style="list-style-type: none"> • 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. • diverse communities: e.g., Punjabi-speaking communities 	

Curricular Competencies – Elaborations

- **symbols, sounds:** e.g., structure, formations, and sounds of the Gurmukhi script
- **phonemes:** Punjabi 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-ਕ and ਹਓਹਓ in ਡੋਟ-ਪੜ੍ਹ)
- **letter patterns:** e.g., rhyming words and groupings of letters that make the same sound
- **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 ਉੱਤਰ ਦੇਣੇ?)
- **texts:** *Text* is a generic term referring to all forms of oral, written, visual, and digital communication. 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:** e.g., interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, and familiar words
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **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
- **in context:** e.g., concerning a current theme, daily life
- **people, objects, places:**
 - family, pets, friends, community members, or characters in texts
 - objects in the classroom, school, home, community
 - classroom, school, home, community
- **information about events:** including where and when an event will take place
- **cultural aspects:** e.g., food, culture, artistic expression, clothing, festivals, celebrations
- **creative works:** works of creative or artistic 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)
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, and intuitive).
- **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 of the world.

Content – Elaborations

- **Punjabi alphabet:** Gurmukhi script, which is based on the “one sound, one symbol” principle
- **phonemes:** individual speech sounds (e.g., b, s, nasal vowels, ਬਿੰਦੀ ।.॥; ਟਿੱਪੀ ।ਿ॥)
- **letter patterns:** rhyming words and groupings of letters that make the same sound
- **types of questions:** e.g., ਕੀ?, ਕਿਵੇਂ?, ਕਿੱਥੋ?, ਕਦੋਂ?, ਇਹ ਕੀ ਹੈ?, ਕਿਹੜਾ/ਕਿਹੜੀ, ਅਤੇ ਉੱਤਰ ਦੇਣੇ
- **formal and informal forms of address:** 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: 1–50**
- **reasons for likes, dislikes, and preferences:** e.g., ਮੈਂ ਇਸ ਨੂੰ ਪਸੰਦ ਕਰਦਾ ਹਾਂ ਕਿਉਂਕਿ.... ਮੈਂ ਇਸ ਨੂੰ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ ਕਿਉਂਕਿ
- **basic beliefs and opinions:** e.g., ਉਹ ਡਰਦਾ/ਡਰਦੀ ਹੈ...; ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ/ਮੇਰੇ ਮੁਤਾਬਕ...; ਮੈਂ ਇਹ ਸੋਚਦਾ/ਸੋਚਦੀ...; ਮੇਰੀ ਰਾਇ ਨਾਲ... (often uses the present indicative tense)
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by:
 - ceremonies, traditions, and protocols for local First Peoples
 - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **past, present, and future 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)
- **common elements of stories:** e.g., place, setting, characters, plot
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, land, music, protocols, traditions