

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.	Both verbal and non-verbal cues contribute meaning in language.	With basic language skills, we can describe ourselves.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories help us make connections to what we have already learned.	Each culture has traditions and ways of celebrating.
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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 and sounds of the Punjabi alphabet Recognize the relationships between pronunciation, including common intonation patterns, and meaning Identify key information in slow, clear speech and other simple texts Comprehend high-frequency vocabulary in simple stories Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to simple commands and instructions Address others in formal and informal ways Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves provide simple descriptions Seek clarification of meaning using common statements and questions Use visuals or technology to assist in understanding and communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi alphabet Punjabi phonemes Punjabi language origin gender and number First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and simple sentence structures for communicating meaning: <ul style="list-style-type: none"> simple questions simple information about themselves simple descriptions numerals location of Punjabi-speaking communities across Canada common elements of cultural festivals and celebrations

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness that there are Punjabi communities locally and across Canada • Identify simple information about Punjabi cultural festivals or celebrations in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand a message.

Using **strategies** helps us understand and acquire language.

With basic language skills, we can describe important people in our lives.

Reciprocal communication is possible using simple, high-frequency words and patterns.

Stories communicate ideas in a meaningful way.

Learning about language from **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>Language Thinking</p> <ul style="list-style-type: none"> Recognize and identify the symbols, sounds, and patterns of the Punjabi alphabet Recognize the relationships between pronunciation, including common intonation patterns, and meaning Identify key information in slow, clear speech and other simple texts Comprehend simple stories Comprehend high-frequency vocabulary and patterns in slow, clear speech and other simple texts Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to questions, simple commands, and instructions Exchange ideas and information using simple sentences, orally, and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions describe people and their relationships in their lives describe likes and dislikes share basic information about daily events Seek clarification of meaning using common statements and questions Use visuals or technology to assist in understanding and communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi phonemes Punjabi letter patterns First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions important people in their lives common emotions and states of physical health cultural aspects of Punjabi communities numerals

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness that there are Punjabi communities around the world • Identify cultural aspects of Punjabi communities • Identify and share information about Punjabi cultural festivals or celebrations in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.

Using **strategies** helps us understand and acquire language.

With basic language skills, we can discuss our interests.

Reciprocal interactions are possible even with limited language skills.

Stories allow us to understand ideas in a meaningful way.

Deepening our knowledge of **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>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between Punjabi letter patterns and pronunciation Comprehend increasingly complex key information and some details in slow, clear speech and other simple texts Comprehend simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use intonation and tone of voice effectively to convey meaning Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions 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, and places share simple information about events describe locations and give simple directions provide reasons for likes, dislikes, and preferences Seek clarification of meaning using common statements and questions Share information using more than one mode of presentation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi letter patterns First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> formal and informal forms of address types of questions descriptions of others and objects reasons for likes, dislikes, and preferences simple comparisons cultural aspects of Punjabi communities common elements of stories information about where Punjabi is spoken around the world

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness that there are Punjabi communities around the world • Describe similarities and differences between their own cultural practices and traditions and those of Punjabi-speaking communities in various regions • Identify, share, and compare information about Punjabi-speaking communities in and outside of Canada • Express and reflect on a variety of experiences and perspectives of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

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BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition 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 more actively in reciprocal interactions.	Stories allow us to communicate ideas in a meaningful way.	Creative works are an expression of culture.	Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.
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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 the relationships between Punjabi letter patterns and pronunciation Comprehend increasingly complex key information and supporting details in texts Comprehend and retell simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use intonation and tone of voice effectively to convey meaning Narrate simple stories Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe important people in their community and key characters in texts describe locations and give simple directions provide reasons for likes, dislikes, and preferences make simple comparisons Seek clarification of meaning using a variety of statements and questions Share information using more than one mode of presentation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi letter patterns First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, and personal interests comparison and contrast reasons for preferences and emotions basic beliefs and opinions 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 past and present cultural aspects of Punjabi communities • Explore Punjabi creative works to expand understanding of Punjabi culture • Explore ways to engage in experiences with Punjabi-speaking people and communities • Express and reflect on a variety of experiences and perspectives of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

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BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of a new language.	Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.	We can have meaningful conversations in a new language about things that are important to us.	Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.	Creative works allow us to experience culture in an authentic way.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.
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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 the relationships between Punjabi letter patterns and pronunciation Derive meaning from a variety of texts Use a growing variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Participate in short and simple conversations Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, places, and personal interests compare and contrast characteristics of people, objects, places, and personal interests describe sequences of events express simple needs in familiar situations express opinions on familiar topics Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Punjabi letter patterns First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions descriptions of people, objects, places, and personal interests comparison and contrast sequence of events opinions cultural aspects of Punjabi communities past, present, and future time frames elements of common types of texts common elements of stories

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural practices, traditions, and attitudes in various Punjabi-speaking regions and describe their role in cultural identity • Recognize the importance of story in personal, family, and community identity • Recognize how Punjabi culture is expressed through creative works • Describe similarities and differences between their own cultural practices and traditions and those of Punjabi-speaking communities in various regions • Engage in experiences with Punjabi-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

Acquiring a new language provides a unique opportunity to access and 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 that choice of words affects meaning Derive meaning from a variety of texts Locate and explore a variety of media in Punjabi Use a growing variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Participate in short conversations Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, places, and personal interests compare and contrast characteristics of people, objects, places, and personal interests describe sequences of events express simple needs in familiar situations express opinions on familiar topics Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames elements of a variety of common texts common elements of stories contributions of Punjabi-speaking Canadians to society

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural practices, traditions, and attitudes in various Punjabi-speaking regions and describe their role in cultural identity • Appreciate that there are regional variations in Punjabi • Recognize the importance of story in personal, family, and community identity • Recognize how Punjabi culture is expressed through creative works • Engage in experiences with Punjabi-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity and voice.

The communicative context determines how we express ourselves.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

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 how choice of words affects meaning Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic texts in Punjabi Explore and interpret a wide variety of texts Adjust speech and writing to reflect different purposes <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Read and respond personally to a variety of texts Engage in meaningful conversations on a variety of topics Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> share personal experiences make predictions about future events express and justify personal opinions on topics of interest compare and contrast points of view and opinions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories a diverse range of personal lifestyles and relationships explanation and justification of opinions comparison and contrast of points of view and opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames language etiquette the impact of historical events on Punjabi language and culture

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Appreciate that there are regional variations in Punjabi • Identify biases in texts • Analyze cultural points of view in texts • Recognize connections between language and culture • Engage in experiences with Punjabi-speaking people and communities • Identify educational and career opportunities requiring proficiency in Punjabi • Recognize and appreciate contributions of Punjabi-speaking communities to Canada • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	

BIG IDEAS

Acquiring a language is a lifelong process.

Sharing our feelings, opinions, and beliefs in a new language **contributes to our identity.**

With increased language proficiency, we can discuss and justify opinions with nuance and clarity.

Experiencing the **creative works** of other cultures helps us develop an appreciation of cultures worldwide.

Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.

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"> • Derive and negotiate meaning in a wide variety of contexts • Locate, explore, and interpret a variety of authentic texts in Punjabi • Retrieve, research, and analyze information from authentic resources to complete meaningful tasks • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from the Punjabi-speaking world • Adjust speech and writing to reflect different purposes and degrees of formality <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories orally and in writing • Read and respond personally to a variety of texts, including oral, written, and visual forms • Engage in meaningful conversations on a variety of topics of interest, orally and in writing • Interact in a variety of meaningful real-life situations • Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> – express doubts, wishes, possibilities, and hypotheticals – express and explain needs and emotions – express, support, and defend opinions on a variety of topics of interest – synthesize, evaluate, and respond to the opinions of others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • a wider range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – doubts, wishes, possibilities, and hypotheticals – needs and emotions – expression, support, and defence of opinions • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • multiple forms of past, present, and future time frames • register and language etiquette • idiomatic expressions to express and understand points of view • where to access Punjabi resources and services • how culture affects behaviour and attitudes

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify biases and analyze cultural points of view in texts • Recognize connections between language and culture • Recognize and appreciate contributions of Punjabi-speaking communities to Canada • Engage in experiences with Punjabi-speaking people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify educational and career opportunities requiring proficiency in Punjabi • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Punjabi culture 	