PUNJABI LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 4–5–6

This program of studies is intended for students who are beginning their study of Punjabi language and culture in Grade 4. It constitutes the first three years of the Punjabi Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Global Citizenship

The learning of Punjabi, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, learning Punjabi is a means of cultural enrichment. It is also an excellent means of fostering understanding and solidarity among peoples and countries. Furthermore, learning Punjabi gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society.

A Means of Communication

Punjabi is spoken by more than 93 million people in the world. The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries, including India, Pakistan, Bangladesh, Great Britain, Australia, Singapore, Malaysia, Kenya, Fiji and the United States of America.

Punjabi is also widely spoken throughout Alberta and many parts of Canada. It continues to be a rapidly-growing language and culture within Alberta and other parts of Canada. Acquiring Punjabi as an additional language, therefore, opens up important doors for communicating with others.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Punjabi or a family connection to the culture, there is the opportunity to maintain contact with their language, culture and heritage. For some, there is the opportunity to renew and further develop literacy in their first language, which is not necessarily the majority language in the community.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Economic Benefits

In today's world, knowledge of a second language and culture in general, and Punjabi in particular, is an economic advantage for individuals, providing skills that enable them to communicate and

interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Punjabi as a second or additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who have some knowledge of Punjabi and develop literacy skills in the language. It is also true for students who come to the class with no knowledge of Punjabi, who are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Punjabi.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with Punjabi.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.
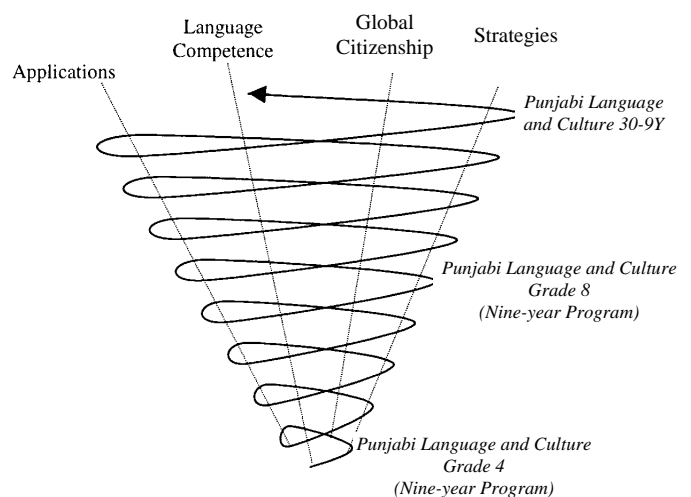
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Punjabi **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

cluster heading for specific outcomes →

LC–2   interpret and produce oral texts

		Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
		Students will be able to:		
LC–2.1 listening		a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations
LC–2.2 speaking		a. produce simple oral words and phrases in guided situations	a. produce simple oral sentences in guided situations	a. produce short, simple oral texts in guided situations
LC–2.3 interactive fluency		a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

**Students will use Punjabi in a variety
of situations and for a variety of purposes.**

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with Punjabi; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Punjabi language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Punjabi.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to impart and receive information

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. share basic information b. identify key people, places and things in the immediate environment	a. ask for and provide information b. respond to simple, predictable questions c. identify people, places and things	a. describe people, places and things b. describe series or sequences of events or actions

A–2   to express emotions and personal perspectives

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response	a. identify favourite people, places or things b. express a personal response to a variety of situations	a. inquire about, and express, likes and dislikes b. record and share thoughts and ideas with others
A–2.2 share emotions, feelings	a. respond to, and express, basic emotions and feelings	a. identify emotions and feelings b. express and respond to a variety of emotions and feelings	a. inquire about, record and share personal experiences involving an emotion or feeling

A–3   to get things done

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. ask for permission	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant or withhold permission	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something	a. indicate choice from among several options b. express a wish or a desire to do something	a. make an offer and an invitation and respond to offers and invitations made by others b. inquire about, and express, ability and inability to do something
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to participate	a. ask for help or clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	a. encourage other group members to act appropriately b. assume a variety of roles and responsibilities as group members c. negotiate in a simple way with peers in small-group tasks d. offer to explain or clarify

A–4   to form, maintain and change interpersonal relationships

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	a. initiate relationships b. apologize and refuse politely c. express and reciprocate thanks appropriately	a. talk about themselves and respond to the talk of others by showing attention and interest b. make and break social engagements

A–5 to extend their knowledge of the world

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. investigate the immediate environment	a. make and talk about personal observations	a. explore classification systems and criteria for categories b. discuss relationships and patterns
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. record and share personal knowledge of a topic	a. compare and contrast items in simple ways b. record observations
A–5.3 solve problems	a. recognize problem-solving situations in the immediate environment	a. identify a problem and choose between alternative solutions	a. participate in problem-solving situations
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience	a. make connections between behaviour and values b. recognize differences of opinion

A–6   for imaginative purposes and personal enjoyment

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun	a. use the language for fun	a. use the language for fun and to interpret simple humour
A–6.2 creative/aesthetic purposes	a. use the language creatively	a. use the language creatively	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and
produce oral texts

interpret and
produce written and
visual texts

attend to form

**Students will use Punjabi
effectively and competently.**

apply knowledge of how
discourse is organized, structured
and sequenced

apply knowledge of the
sociocultural context
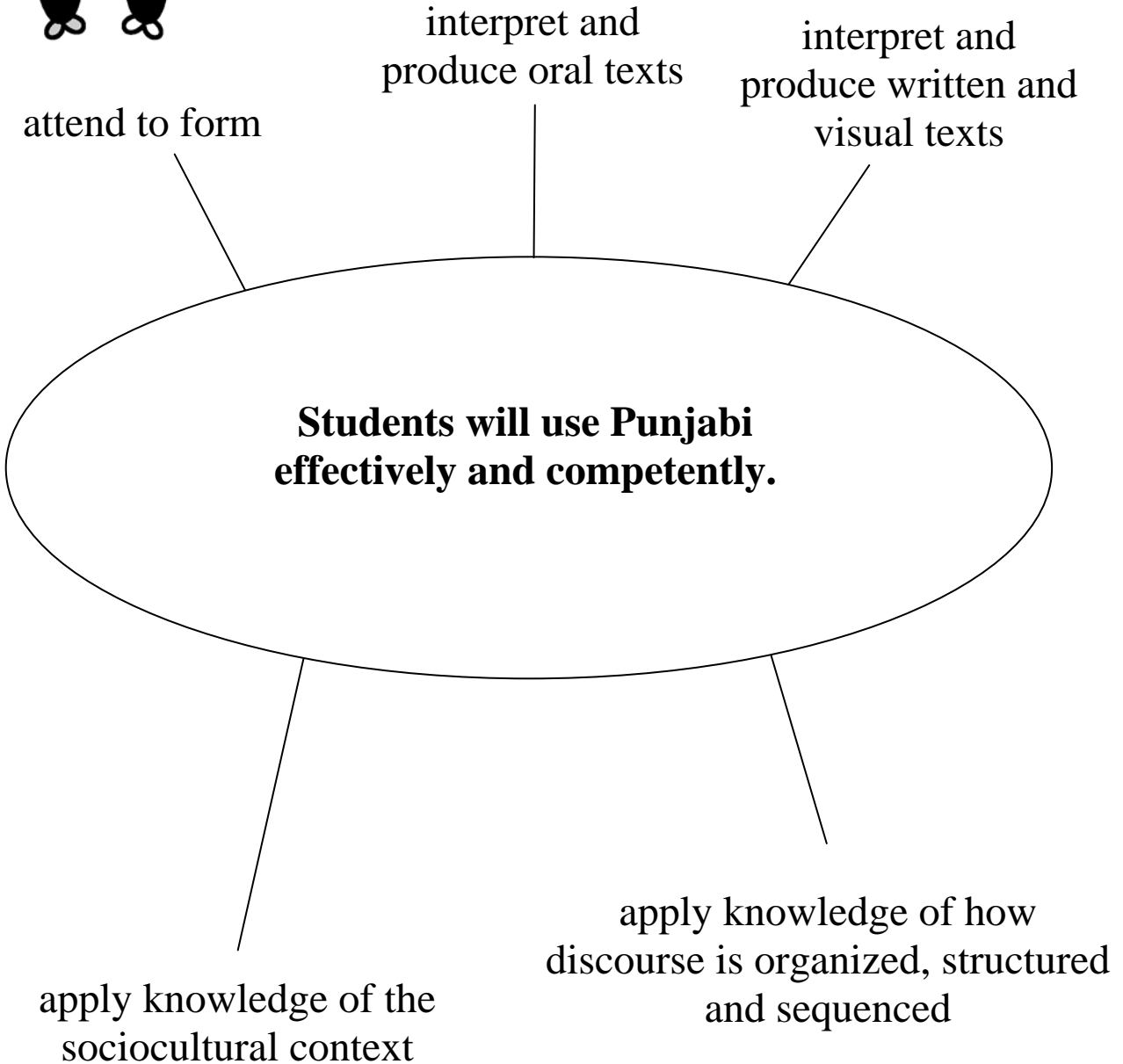
LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of Punjabi and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1   attend to form

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. pronounce some simple words and phrases comprehensibly b. recognize intonation to express meaning, with guidance	a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases	a. recognize some critical sound distinctions that are important for meaning b. recognize some of the effects that intonation and stress have in different situations
LC–1.2 orthography	a. recognize and name some high frequency letters of the alphabet and some vowel symbols b. write their own name and some words c. be aware of how text is oriented	a. recognize and name all letters of the alphabet and some vowel symbols b. relate letters to the sounds they commonly make c. copy familiar words, phrases and sentences	a. recognize and name all vowel symbols
LC–1.3 lexicon	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • family • school • any other lexical fields that meet their needs and interests	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • clothing • food • weather • any other lexical fields that meet their needs and interests	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • friends • sports/leisure • emotions/feelings • any other lexical fields that meet their needs and interests

Note: The Punjabi alphabet has six bindi letters – ਸ਼ ਖ਼ ਗ਼ ਜ਼ ੜ .ਲ਼
The orthography and pronunciation of these letters may cause confusion and should be used with caution particularly in the use of borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as:
f = ਫ਼
ph = ਫ਼

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

a. recognize and use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 4

Nouns
- singular and plural
  ਤਵਾ (singular/masculine)
  ਤਵੀ (singular/feminine)
- adjective agreement
  (singular) ਪੀਲਾ ਕੇਲਾ

Pronouns
- demonstrative
  ਇਹ, ਉਹ (oral)
  ਇਸ, ਉਸ (written)
- personal (singular)
  ਮੈਂ, ਤੂੰ (ਤੁਸੀ), ਇਹ

Verbs
- imperative
  ਚੁੱਪ ਕਰੋ, ਮੇਰੇ ਵੱਲ ਵੇਖੋ, ਰੌਲਾ ਨਾ
  ਪਾਓ।
- present tense (singular)
  ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ
  ਖੇਡਦਾ ਹੈ।

Adverbs
- time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ
- adverbs of affirmation and
  negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।)
- ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।)

Adjectives
- numbers
  ਪੰਜ ਕਿਤਾਬਾਂ, ਇੱਕ ਦਿਨ,
  ਡੇਢ, ਢਾਈ,
  ਦਸਮਾ ਹਿੱਸਾ, ਦਸਮੇ ਭਾ

Grade 5

Pronouns
- personal (plural)
  ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ
- possessive ਮੇਰਾ, ਮੇਰੀ;
  ਤੇਰਾ, ਤਰੀ
- interrogative
  ਕੌਣ?, ਕੀ?, ਕਿੱਥੇ?

Conjunctions
- ਤੇ (ਅਤੇ), ਕਿ, ਜਾਂ

Verbs
- future tense
  ਮੈਂ ਜਾਵਾਂਗੀ।
  ਉਹ ਜਾਵੇਗਾ।
- present tense (plural)
  ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ।

Adverbs
- place
  ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ

Postpositions
- ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵਿੱਚ

Grade 6

Nouns
- adjective agreement (plural)
  ਛੋਟੇ ਮੁੰਡੇ,
  ਛੋਟੀਆਂ ਕੁੜੀਆਂ (informal/oral)
  ਛੋਟੀਆਂ ਲਰਕੀਆਂ
  (formal/oral/written)

Verbs
- past tense (singular)
  ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ।
- past tense (plural)
  ਘੋੜੇ ਦੌੜਦੇ ਸਨ।

Adverbs
- manners
  ਹੌਲੀ ਬੋਲੋ। ਛੇਤੀ ਕਰੋ।

(continued)

Note: In Punjabi a preposition is referred to as a postposition, the term governing a noun or pronoun that appears after the noun or pronoun, rather than before (e.g., ਰਸੋਈ ਘਰ ਦੇ ਅੰਦਰ ਹੈ।).

The example in personal singular pronouns ਤੂੰ is followed by the word (ਤੁਸੀ) expressing a form of respect, not the plural form (ਤੁਸੀ).

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

Grade 4 **(Nine-year Program)**	**Grade 5** **(Nine-year Program)**	**Grade 6** **(Nine-year Program)**

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–1.4
grammatical elements

	Nouns • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) • adjective agreement (singular) ਪੀਲਾ ਕੇਲਾ **Pronouns** • demonstrative ਇਹ, ਉਹ (oral) ਇਸ, ਉਸ (written) • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀ) , ਇਹ **Verbs** • imperative ਚੁੱਪ ਕਰੋ।, ਮੇਰੇ ਵੱਲ ਵੇਖੋ।, ਰੌਲਾ ਨਾ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) • ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਿਤਾਬਾਂ, ਇੱਕ ਦਿਨ ਡੇਢ, ਢਾਈ, ਦਸਵਾਂ ਹਿੱਸਾ, ਦਸਮੇ ਥਾ	**Pronouns** • personal (plural) ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ • interrogative ਕੌਣ?, ਕੀ?, ਕਿੱਥੇ? • possessive ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ, ਤਰੀ **Conjunctions** • ਤੇ (ਅਤੇ), ਕਿ, ਜਾਂ **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) **Verbs** • future tense ਮੈਂ ਜਾਵਾਂਗੀ। ਉਹ ਜਾਵੇਗਾ। • imperative ਚੁੱਪ ਕਰੋ।, ਮੇਰੇ ਵੱਲ ਵੇਖੋ।, ਰੌਲਾ ਨਾ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। • present tense (plural) ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • place ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ **Postpositions** • ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵਿੱਚ

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–1.4
grammatical elements

Nouns
• adjective agreement
  (singular) ਪੀਲਾ ਕੇਲਾ
Pronouns
• demonstrative
  ਇਹ, ਉਹ (oral)
  ਇਸ, ਉਸ (written)
Adverbs
• adverbs of affirmation and
  negation
  ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।)
  ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।)
Adjectives
• numbers
  ਪੰਜ ਕਿਤਾਬਾਂ, ਇੱਕ ਦਿਨ
  ਡੇਢ, ਢਾਈ,
  ਦਸਮਾ ਹਿੱਸਾ, ਦਸਮੇ ਥਾ
Pronouns
• personal (singular)
  ਮੈਂ, ਤੂੰ (ਤੁਸੀ), ਇਹ

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic
    elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize
    student language.

> **General Outcome for Language Competence**
> Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations
LC–2.2 speaking	a. produce simple oral words and phrases in guided situations	a. produce simple oral sentences in guided situations	a. produce short, simple oral texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

LC–3 interpret and produce written and visual texts

	Grade 4 **(Nine-year Program)**	**Grade 5** **(Nine-year Program)**	**Grade 6** **(Nine-year Program)**
	Students will be able to:		
LC–3.1 reading	a. understand simple written words and phrases in guided situations	a. understand short, simple written phrases in guided situations	a. understand short, simple written sentences in guided situations
LC–3.2 written production	a. produce simple written words in guided situations	a. produce simple written phrases in guided situations	a. produce short, simple written sentences in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media, in guided situations

LC–4 apply knowledge of the sociocultural context

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. speak at a volume appropriate to immediate environments b. respond to tone of voice	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	a. experiment with, and use, informal language in familiar contexts
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. recognize and understand some simple idiomatic expressions, with guidance	a. recognize, understand and use some simple idiomatic expressions, with guidance
LC–4.3 variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in Punjabi
LC–4.4 social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the immediate environment	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture	a. experiment with using some simple nonverbal means of communication b. recognize some nonverbal behaviours that are considered impolite	a. use appropriate nonverbal behaviours in a variety of familiar contexts

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. imitate speech that uses simple link words	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways	a. link several sentences coherently b. use common conventions to structure texts
LC–5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and written text forms	a. use some simple text forms in their own productions
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. initiate interactions and respond using simple social interaction patterns	a. use simple conventions to open and close conversations and to manage turn taking

Global Citizenship

historical and contemporary
elements of Punjabi culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Punjabi culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Punjabi culture, applying cultural knowledge, diversity within Punjabi culture and valuing Punjabi culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Punjabi culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Punjabi culture

		Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
		Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge		a. participate in activities and experiences that reflect elements of Punjabi culture b. ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment	a. make observations of Punjabi culture b. seek out information about Punjabi culture from a variety of Punjabi sources	a. compare some elements of Punjabi culture with their own
GC–1.2 knowledge of Punjabi culture		a. participate in activities and experiences that reflect elements of Punjabi culture	a. participate in activities and experiences that reflect elements of Punjabi culture	a. explore and identify some elements of Punjabi culture b. explore and identify some things they have in common with people their own age who live in the Punjabi culture
GC–1.3 applying cultural knowledge		a. recognize elements of Punjabi culture in the immediate environment	a. identify elements of Punjabi culture in the school and community	a. identify similarities and differences between Punjabi culture and their own culture b. apply knowledge to interpret similarities and differences between Punjabi culture and their own culture
GC–1.4 diversity within Punjabi culture		a. experience diverse elements of Punjabi culture	a. identify some elements that reflect diversity within Punjabi culture	a. identify similarities and differences among diverse groups within Punjabi culture b. apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture
GC–1.5 valuing Punjabi culture		a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. identify similarities between themselves and people of the Punjabi culture b. express an interest in finding out about people their own age who speak Punjabi

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. distinguish between their first language and Punjabi	a. identify similarities between their first language and Punjabi	a. identify similarities and differences between their first language and Punjabi
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	a. recognize that in any language there are different words for the same thing
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	a. recognize similarities between their own culture and other cultures	a. recognize and identify similarities and differences between their own culture and other cultures
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed through a variety of forms	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region
GC–2.5 valuing diversity	a. work and play cooperatively with others who are different from themselves	a. engage in activities that reflect other ways of doing things or other perspectives	a. engage in activities that reflect other ways of doing things or other perspectives b. recognize the limitations of adopting a single perspective
GC–2.6 intercultural skills	a. adapt to new situations	a. listen respectfully to the opinions of others b. engage in new relationships	a. reflect on their actions and the consequences of their actions for others

GC–3 personal and career opportunities

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
GC–3.1 Punjabi language and culture	a. identify reasons for learning Punjabi language and culture	a. identify some personal uses they have made of their knowledge of Punjabi language and culture	a. identify some careers for which knowledge of Punjabi language and culture is useful b. identify some places that they could visit where Punjabi is spoken
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures	a. identify some careers for which knowledge of different languages and cultures is useful b. identify some places where there is significant linguistic and cultural diversity

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Punjabi
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Punjabi and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Punjabi or in own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Punjabi
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., "Pardon," "Sorry," "I didn't understand," raised eyebrows, blank look (Formal: ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਈ; Informal: ਤੁਸੀਂ ਕੀ ਕਿਹਾ?)
- ask for clarification or repetition when you do not understand; e.g., "What do you mean by …?" "Could you say that again, please?" (Formal: ਤੁਹਾਡਾ ਕੀ ਮਤਲਬ ਹੈ ? ਜ਼ਰਾ ਦੁਬਾਰਾ ਦੱਸਣਾ; Informal: ਕੀ ਕਿਹਾ ਤੁਸੀਂ? [with raised eyebrows])
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look

- start again, using a different tactic, when communication breaks down; e.g., "What I'm trying to say is …" (Formal: ਮੇਰਾ ਕਹਿਣ ਦਾ ਮਤਲਬ ਹੈ…; Informal: ਮੈਂ ਤੁਹਾਨੂੰ ਇਹ ਦਸ ਰਹੀ / ਰਿਹਾ ਹਾਂ…)
- use a simple word similar to the concept to convey, and invite correction; e.g., "fruit" for "banana" (ਫਲ for ਕੇਲਾ)
- invite others into the discussion; e.g., ਇਸ ਬਾਰੇ ਤੁਹਾਡਾ ਕੀ ਖ਼ਿਆਲ ਹੈ?
- ask for confirmation that a form used is correct; e.g., "Can you say that?" ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ _____ ਕਹਿ ਸਕਦੇ ਹੋ?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., "Well, actually …" "Where was I?" (ਅਸਲ ਵਿਚ, ਮੈਂ ਕੀ ਕਹਿ ਰਹੀ / ਰਿਹਾ ਸੀ?)
- use circumlocution to compensate for lack of vocabulary; e.g., "the thing you use to serve food with" for "serving spoon" (ਜਿਸ ਦੇ ਨਾਲ ਅਸੀ ਸਬਜ਼ੀ ਪਾਉਂਦੇ ਹਾਂ – ਕੜਛੀ)
- repeat part of what someone has said to confirm mutual understanding; e.g., "So what you are saying is …" (ਸੋ, ਤੁਸੀਂ ਇਹ ਕਹਿ ਰਹੇ ਹੋ …)
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., "Am I making sense?" (ਕੀ ਮੈਂ ਠੀਕ ਕਹਿ ਰਹੀ / ਰਿਹਾ ਹਾਂ?)
- use suitable phrases to intervene in a discussion; e.g., "Speaking of …" (Formal:
- ਹਾਂ, ਮੈਨੂੰ ਹੁਣੇ ਯਾਦ ਆਇਆ…; Informal: ਸੱਚ ਮੈਂ ਕਹਿਣਾ ਸੀ…)
- self-correct if errors lead to misunderstandings; e.g., "What I mean to say is …" (Formal: ਮੇਰੇ ਕਹਿਣ ਦਾ ਮਤਲਬ ਹੈ…; Informal: ਮੈਂ ਕਹਿਣਾ ਇਹ ਸੀ …)

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening

- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text

- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task

- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating own learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	a. identify and use a variety of social and affective strategies, with guidance, to enhance language learning

See pages 30 and 31 for a sample list of language learning strategies.

S–2   language use

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. use simple interactive strategies, with guidance	a. use a variety of simple interactive strategies, with guidance	a. identify and use a variety of interactive strategies, with guidance
S–2.2 interpretive	a. use simple interpretive strategies, with guidance	a. use a variety of simple interpretive strategies, with guidance	a. identify and use a variety of interpretive strategies, with guidance
S–2.3 productive	a. use simple productive strategies, with guidance	a. use a variety of simple productive strategies, with guidance	a. identify and use a variety of productive strategies, with guidance

See pages 31 to 33 for a sample list of language use strategies.

S–3   general learning

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	a. use a variety of simple cognitive strategies, with guidance, to enhance general learning	a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning	a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	a. use a variety of simple social and affective strategies, with guidance, to enhance general learning	a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning

See page 33 for a sample list of general learning strategies.