

**Punjabi Years 9-10 Course Overview – Year B 2018**

This overview was developed to cater to the majority cohort of learners: R-10 sequence

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>SCHOOL LIFE</b></p> <p><b>KEY QUESTION(S):</b> Would I have to work harder if I went to school in Punjab?</p> <p><b>KEY CONCEPTS:</b> School, routine</p> <p><b>KEY PROCESSES:</b> Expressing, questioning, reflecting, analysing</p>	<p><b>Module 3:</b> <b>ENVIRONMENTAL CHANGES</b></p> <p><b>KEY QUESTION(S):</b> To what degree is it true that trees give us life? Who are the 'Greener Punjab' and what are they doing for the environment? Do we have the same approach here in Australia?</p> <p><b>KEY CONCEPTS:</b> Nature, environment</p> <p><b>KEY PROCESSES:</b> Interacting, persuading, translating, evaluating, reviewing</p>	<p><b>Module 5:</b> <b>LIFESTYLES ACROSS INDIA AND AUSTRALIA</b></p> <p><b>KEY QUESTION(S):</b> Does where you live make a difference to your lifestyle?</p> <p><b>KEY CONCEPTS:</b> Life style, home, place</p> <p><b>KEY PROCESSES:</b> Discussing, comparing, experiencing, corresponding, explaining</p>	<p><b>Module 7:</b> <b>WHY IS VAISAKHI SO IMPORTANT?</b></p> <p><b>KEY QUESTION(S):</b> Why is Vaisakhi so important to the Sikhs? Does it have the same importance to Sikhs living in Australia?</p> <p><b>KEY CONCEPTS:</b> Event, tradition</p> <p><b>KEY PROCESSES:</b> Reflecting, describing, recording, discussing</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Punjabi in and out of school</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p>

<p><b>REFLECTING</b> Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p><b>TRANSLATING</b> Compare translations and interpretations of literary, community and social media texts, including those that mix Punjabi and English words, expressions and sentence structures</p> <p><b>Module 2:</b> <b>HOW DID IT HAPPEN?</b></p>	<p><b>REFLECTING</b> Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p><b>SYSTEM OF LANGUAGE</b> Recognise regular and variable elements of spoken Punjabi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Punjabi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions</p> <p><b>Module 4:</b> <b>ME AND MY PHONE</b></p>	<p><b>LANGUAGE VARIATION AND CHANGE</b> Analyse variations in Punjabi language use that relate to social roles, values and contexts and to the nature of the interaction</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that Punjabi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p> <p><b>Module 6:</b> <b>MUSIC AND MEANING</b></p>	<p><b>INFORMING</b> Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented</p> <p><b>SYSTEMS OF LANGUAGE</b> Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning</p>
<p><b>KEY QUESTION(S):</b> Why is the Taj Mahal considered one of the seven wonders of the world? Do you believe it deserves this honour? Why?</p> <p><b>KEY CONCEPTS:</b> Values, history</p> <p><b>KEY PROCESSES:</b> Discussing, evaluating, explaining, reflecting</p>	<p><b>KEY QUESTION(S):</b> What if I couldn't make calls on my mobile phone? Can I text in any language?</p> <p><b>KEY CONCEPTS:</b> Technology, change</p> <p><b>KEY PROCESSES:</b> reflecting, discussing, expressing, exploring, debating</p>	<p><b>KEY QUESTION(S):</b> What does music mean to me? What is more important the music or the lyrics? If I was living in a different culture would I have different taste in music?</p> <p><b>KEY CONCEPTS:</b> discovery, influence</p> <p><b>KEY PROCESSES:</b> investigating, questioning, debating, analysing</p>	

CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	
<p><b>INFORMING</b> Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented</p> <p><b>REFLECTING</b> Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that Punjabi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>	<p><b>SOCIALISING</b> Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Nepali in and out of school</p> <p><b>REFLECTING</b> Reflect on the nature of bilingual/multilingual communication and experience</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Categorise observed changes to Nepali in domains of use such as education, media, popular culture and intercultural communication</p>	<p><b>TRANSLATING</b> Compare translations and interpretations of literary, community and social media texts, including those that mix Punjabi and English words, expressions and sentence structures</p> <p><b>CREATING</b> Create imaginative or expressive texts that draw from and reflect elements of their own</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that Punjabi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts tastes and experience</p>	

### Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people’s interests, behaviours and values, for example, `qusIN kdoN vfps afey?,quhfzy jIvn/ijLMdgI ivWc suKI jIvn bqIq krn df rfj kI hY? quhfzy ivcfr anusfr sMXukq pirvfr aqy Coty pirvfr ivWcoN ikhVI pirvfrk pRxfli aWk-kWl dy smyN ivWc ijLafdf vDIaf hY? quhfzy ivcfr anusfr aWj dI nOjvfn pIVI AuWqy iksdf pRBfv pY irhf hY? qusIN afpxy dostfN bfry kuJ dWso`. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and

social/cultural behaviours, for example, ieh TIK hY , asIN sfry iml ky krfNgy, sfnMU ies ivWc kuJ icWqr/qsvIrfN vI sLfiml krny cfhIdy hn?, ikAuN nf asIL sfry....., iehI AuicWq rhygf . qusIN iehnfN ivWcoN koeI iEWk cunxf hY . When interacting, they use culturally appropriate expressions and protocols, for example, DMLnvfd, quhfnUM bhug vDfeI hovy. afpxI bytI dy ivafh qy sWdf dyxf cfhuMdf hfN.mYN rfxI bytI nUM asLIrvfd dyx jLrUr afvfNgf. ieh myrI KusLiksmqI hY ik qusIN mYnUM iemNy mhWqvpUrn mOkY qy sLfiml hox df avsr idWqf, prMqU mYN ikSY vjFH krky nhIN af skfNgf.. They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, ies ivsLy qy quhfzy kI ivcfr hn, qusIN kI socdy ho? mYnUM ivsQfr nfl dWso ik iesdf kI prBfv pyvgf? Myry kihx qoN Bfv hY ik ..., qusIN kI kihxf cfhuMdy ho ik ..., mYnUM lgdf hY ik .... When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, m+f+l+f=mflf, k+l=k1 ; case, for example ny, nUM, qoN, dy leI, nfl, ivWc, df, dy, dI, iks leI?, iks rfhIN?, pr; and a range of tenses and participles, for example, aMq ivWc 'ieafN' jfN 'af' lfAux nfl bxdf hY ijvyN ilK qoN iliKaf, jfN aMq ivWc 'df', 'ky' (Kf qoN KfNdf, jf qoN jfNdf), phuMccxf, mohn rotI kFky skUl igaf., sfeIkl qy lVki jf rhI hY. to produce complex sentences such as Auh lVki ijsny idn-rfq iEWk krky pVHfeI kIQI, pMjfb ivWc pihly nMbr qy afeI., mYN pihlfN idWLI jfvfNgf iPr AuQoN bMbeI jfvfNgf; kWLH mYN kMm Kqm krky afpxy sfQIafN nfl Kyzx jfvfNgf.. Students compare translations and interpretations of literary, community and social media texts, including those that use both Punjabi and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Punjabi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Punjabi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Punjabi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.