

Punjabi Years 5-6 Course Overview – Year B 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: KABADI, KABADI, KABADI</p> <p>KEY QUESTIONS: Does everyone have similar talents?</p> <p>KEY CONCEPTS: Interests, lifestyle, experiences</p> <p>KEY PROCESSES: Planning, interacting, responding, synthesising</p>	<p>Module 2: LIGHTS, CAMERA, ACTION</p> <p>KEY QUESTIONS: Are you what you wear?</p> <p>KEY CONCEPTS: Variation, representation</p> <p>KEY PROCESSES: Relating, classifying, connecting</p>	<p>Module 3: HIDDEN IN THE JUNGLE</p> <p>KEY QUESTIONS: What makes an animal endangered? Is 'Singh,' King?</p> <p>KEY CONCEPTS: Environment, habitat, place</p> <p>KEY PROCESSES: Creating, comparing, sharing, debating</p>	<p>Module 4: FOLK TALES OF INDIA</p> <p>KEY QUESTION: How are folk stories related to reality?</p> <p>KEY CONCEPTS: Cultural heritage, history</p> <p>KEY PROCESSES: Discussing, planning, reflecting</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others</p> <p>INFORMING Convey information about aspects of language and culture in formats to suit different audiences and contexts</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences</p> <p>INFORMING Collect, classify and compare information from a range of sources relating to social and cultural worlds</p>	<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Collect, classify, and compare information from a range of sources relating to social and cultural worlds</p> <p>CREATING Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource</p> <p>REFLECTING Compare their experiences of moving between Punjabi and</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences</p> <p>CREATING Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes</p>

<p>TRANSLATING</p> <p>Create bilingual texts such as posters, games to support their own and others' learning.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation</p>	<p>TRANSLATING</p> <p>Translate simple school, community, or media texts from Punjabi to English and vice versa, explaining words or phrases that need to be interpreted or explained</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages</p>	<p>English, considering advantages and challenges involved in using more than one language</p> <p>SYSTEMS OF LANGUAGE</p> <p>Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions</p>	<p>INFORMING</p> <p>Convey information about aspects of language and culture in formats to suit different audiences and contexts</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Reflect on their own use of Punjabi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages</p>
--	---	---	---

Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Punjabi Years 5-6 Achievement Standard

By the end of Year 6, students use spoken and written Punjabi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ? ਮੈਂ ਠੀਕ ਹਾਂ। ਮੇਰੀ ਮਾਂ ਮੈਨੂੰ ਬਹੁਤ ਪਿਆਰ ਕਰਦੀ ਹੈ। ਮੈਂ ਉਸ ਦੀਆਂ ਅੱਖਾਂ ਦਾ ਤਾਰਾ ਹਾਂ। ਮੇਰੇ ਪਰਿਵਾਰ ਵਿੱਚ ਸਾਰੇ ਇਕੱਠੇ ਰਹਿੰਦੇ ਹਨ। ਮੈਨੂੰ ਲਗਦਾ ਹੈ, ਤੁਸੀਂ ਠੀਕ ਕਹਿੰਦੇ ਹੋ। Students show interest in and respect for others, for example, ਮੈਨੂੰ ਮਾਫ ਕਰ ਦਿਉ, ਇਹ ਬਹੁਤ ਚੰਗਾ ਹੈ। ਬਹੁਤ ਖੁਬ, ਇਹ ਬਹੁਤ ਅੱਛਾ ਹੈ। ਸਿਮਰਨ ਮੈਨੂੰ ਮਾਫ ਕਰਨਾ ਮੈਨੂੰ ਲੇਕਿਨ ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ..... ਸੱਚ ਪੁੱਛੋ ਤਾਂ ਮੇਰੇ ਵਿਚਾਰ ਨਾਲ.....। ਮੈਂ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਕਿ They use action-oriented language to plan and conduct shared activities, for example, ਅਸੀਂ ਇਹ ਕਹਿਣਾ ਚਾਹੁੰਦੇ ਹਾਂ ਕਿ। ਮੈਂ ਅੱਜ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਦੇਣ ਜਾ ਰਿਹਾ ਹਾਂ। ਸਾਡੇ ਸਾਰਿਆਂ ਦਾ ਵਿਚਾਰ ਹੈ ਕਿ। ਅਸੀਂ ਤੁਹਾਡੇ ਸਾਹਮਣੇ ਨਾਟਕ ਪੇਸ਼ ਕਰਨ ਜਾ ਰਹੇ ਹਾਂ, ਅੱਜ ਅਸੀਂ ਤੁਹਾਡੇ ਸਾਹਮਣੇ ਪੇਸ਼ ਕਰਨ ਜਾ ਰਹੇ ਹਾਂ..... and complete transactions, for example, ਇਸਦਾ ਭਾਅ ਕੀ ਹੈ? ਮੈਨੂੰ ਇੱਕ ਕਿੱਲੇ ਦਾਲ ਦੇ ਦਿਓ। ਇਹ ਪੁਸ਼ਾਕ ਕਿੰਨੇ ਦੀ ਹੈ? ਇਹ ਅੰਬ ਕਿੰਨੇ ਦੇ ਹਨ? ਤੁਹਾਡੀ ਦੁਕਾਨ ਵਿੱਚ ਸੱਭ ਤੋਂ ਛੋਟੀ ਫੋਟੋ ਕਿਹੜੀ ਹੈ? ਮੈਨੂੰ ਠੰਡਾ ਸ਼ਰਬਤ ਚਾਹੀਦਾ ਹੈ। ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਸ਼ਾਕਾਹਾਰੀ ਭੋਜਨ ਮਿਲਦਾ ਹੈ? ਤੁਹਾਡੇ ਢਾਬੇ ਤੇ ਸਭ ਤੋਂ ਸਵਾਦਿਸ਼ਟ ਭੋਜਨ ਕਿਹੜਾ ਹੈ? ਮੈਨੂੰ ਦੋ ਰੋਟੀਆਂ ਨਾਲ ਦਾਲ-ਮੱਖਣੀ ਦੇ ਦਿਓ। When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, ਹੈ ਨਾ? ਨਹੀਂ, ਹਾਂ, ਇਹ ਕੀ ਹੈ? ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ, ਫਿਰ ਤੋਂ ਸਮਝਾਓ ਇਹ ਕਿਵੇਂ ਕਰਨਾ ਹੈ? ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ ਉਥੇ ਜਾਣਾ ਠੀਕ ਨਹੀਂ ਹੈ। ਇਹ ਖਾਣਾ ਬਹੁਤ ਸੁਆਦ ਹੈ, ਉੱਥੋਂ ਹੀ ਖਾਣਾ ਲੈਣਾ ਚਾਹੀਦਾ ਹੈ। Students use patterns of Punjabi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, ਅਮਰ ਚਿੱਤਰ ਕਥਾ, ਬਾਲ ਕਹਾਣੀਆਂ, ਦਾਦੀ ਮਾਂ ਦੀਆਂ ਕਹਾਣੀਆਂ, ਜੋਤ ਸਿੰਘ ਦੀਆਂ ਕਹਾਣੀਆਂ They create and perform short imaginative texts based on a stimulus, concept or theme, for example, ਦੋਸਤੀ, ਪ੍ਰੇਮ, ਅਹਿੰਸਾ, ਅਨੇਕਤਾ ਵਿੱਚ ਏਕਤਾ When constructing texts, students use a variety of tenses, for example, ਖਾ ਰਿਹਾ ਸੀ, ਖਾ ਰਹੀ ਸੀ, ਖਾ ਰਿਹਾ ਹਾਂ, ਖਾਉਂਗਾ, ਖਾਏਗਾ, ਖਾਏਗੀ, ਜਾ ਰਿਹਾ ਸੀ, ਜਾ ਰਿਹਾ ਹਾਂ, ਜਾਊਂਗਾ adverbs, for example, ਨਾਲ-ਨਾਲ, ਅਗਰ-ਮਗਰ, ਕਦੇ-ਕਦੇ, ਹੌਲੀ-ਹੌਲੀ, ਜਲਦੀ ਨਾਲ, ਦੌੜਦੇ ਹੋਏ and verb forms expressing actions happening, being made to happen or caused to happen, for example, ਬਣਨਾ, ਬਣਾਉਣਾ, ਬਣ ਜਾਣਾ They connect their ideas using conjunctions, for example, ਮੈਂ ਸਵੈਟਰ ਪਾਇਆ ਕਿਉਂਕਿ ਠੰਡ ਲੱਗ ਰਹੀ ਸੀ, ਤੁਸੀਂ ਇੱਥੇ ਬੈਠੋ ਜਾਂ ਫਿਰ ਉੱਥੇ ਖੜੋ ਹੋ ਜਾਓ, ਉਸਨੇ ਦਵਾਈ ਖਾਧੀ ਪਰ ਅਸਰ ਨਹੀਂ ਹੋਇਆ, ਮਨਜੀਤ ਨੇ ਖਾਣਾ ਖਾਧਾ ਤੇ ਸੌਂ ਗਿਆ। They use number and gender distinctions such as ਇੱਕ ਆਦਮੀ, ਕਈ ਆਦਮੀ, ਇੱਕ ਮੁੰਡਾ, ਤਿੰਨ ਮੁੰਡੇ, ਬੇਟੀ, ਬੇਟੀਆਂ, ਨਦੀ, ਨਦੀਆਂ Students translate texts from Punjabi into English and vice versa, identifying words and phrases that need interpretation, for example, ਉਂਗਲੀ ਤੇ ਨਚਾਉਣਾ, ਨੱਕ ਵਿੱਚ ਦਮ

ਕਰਨਾ,ਆਪਣੇ ਘਰ ਦਾ ਕੁੱਝ ਵੀ ਸ਼ੇਰ ਹੁੰਦਾ ਹੈ, ਅੰਗੂਰ ਖੱਟੇ ਹਨ ।They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example,ਉਹ ਪਾਸ ਹੋ ਗਿਆ।ਕੀ ਤੁਸੀਂ ਉੱਥੇ ਜਾਓਗੇ?ਤੁਸੀਂ ਚੰਗੇ ਬੱਚੇ ਹੋ। They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example,ਸੋਹਨ ਨੇ ਫਿਲਮ ਨਹੀਂ ਦੇਖੀ । ਕਦੇ ਵੀ ਝੂਠ ਨਾ ਬੋਲੋ। They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose, and audience. They explain factors that have affected Punjabi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.