

## Punjabi Years 7-8 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><b>Module 1:</b> <b>MY SCHOOL</b></p> <p><b>KEY QUESTIONS:</b> Are all schools the same?</p> <p><b>KEY CONCEPTS:</b> Community, routine</p> <p><b>KEY PROCESSES:</b> Explaining, identifying, comparing, translating, reflecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding</p> <p><b>REFLECTING</b> Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship</p>	<p><b>Module 2:</b> <b>ENVIRONMENTAL CHANGES</b></p> <p><b>KEY QUESTIONS:</b> Why are trees so important to us? Who are 'Trees for Life' and 'Greener Punjab', and what are they doing for the environment?</p> <p><b>KEY CONCEPTS:</b> Environment, health</p> <p><b>KEY PROCESSES:</b> Interacting, persuading, translating, evaluating, reviewing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts</p> <p><b>REFLECTING</b> Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between two</p>	<p><b>Module 3:</b> <b>LIFESTYLE IN INDIA</b></p> <p><b>KEY QUESTIONS:</b> How does lifestyle differ across the different regions of India? Would I care where I lived?</p> <p><b>KEY CONCEPTS:</b> Lifestyle, cultural comfort</p> <p><b>KEY PROCESSES:</b> Sharing perspective, exchanging, informing, reflecting, persuading, corresponding</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore how language use varies according to context, purpose, audience and mode of delivery</p>	<p><b>Module 4:</b> <b>WHY IS VAISAKHI SO IMPORTANT?</b></p> <p><b>KEY QUESTION:</b> Why should we celebrate Vaisakhi 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> Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest</p> <p><b>INFORMING</b> Access, collate and analyse information from different print and digital sources to present an</p>

<p>between the two</p> <p><b>TRANSLATING</b> Translate a range of short texts used in different contexts from Punjabi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding</p>	<p><b>SYSTEM OF LANGUAGE</b> Identify correspondence between individual and combined elements of spoken and written Punjabi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Punjabi</p>	<p><b>LANGUAGE VARIATION AND CHANGE</b> Explore how language use varies according to context, purpose, audience and mode of delivery</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that language is not neutral and that its forms and usage al and that its forms and usage reflect cultural ideas, values, and perspectives</p>	<p>overview or develop a position on selected issues or interests</p> <p><b>SYSTEM OF LANGUAGE</b> Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes</p>
<p><b>Module 5:</b></p> <p><b>HOW DID IT HAPPEN?</b></p> <p><b>KEY QUESTION(S):</b> What's the story behind the Taj Mahal? Why is it still important today?</p> <p><b>KEY CONCEPTS:</b> Values, history</p> <p><b>KEY PROCESSES:</b> Discussing, evaluating, explaining</p>	<p><b>Module 6:</b></p> <p><b>ME AND MY PHONE</b></p> <p><b>KEY QUESTION(S):</b> What if didn't have my mobile phone?</p> <p><b>KEY CONCEPTS:</b> Technology, change, community</p> <p><b>KEY PROCESSES:</b> Reflecting, discussing, expressing, exploring, debating</p>	<p><b>Module 7:</b></p> <p><b>MUSIC AND MEANING</b></p> <p><b>KEY QUESTION(S):</b> What does music mean to me? What is my favourite music and why?</p> <p><b>KEY CONCEPTS:</b> Self, song, language, change</p> <p><b>KEY PROCESSES:</b> Creating, evaluating, describing</p>	
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests</p> <p><b>REFLECTING</b> Discuss the nature of identity and of</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding</p> <p><b>REFLECTING</b> Consider differences and similarities in style and use of language when</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>TRANSLATING</b> Translate a range of short texts used in different contexts from Punjabi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding</p>	

<p>cultural experience, considering the dynamic and responsive relationship between the two</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p>	<p>interacting in Punjabi and in English, noticing when the choice is made to use either or both languages</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Reflect on changes in their own use of Punjabi over time in social, community and school contexts, explaining reasons for changes or adaptations</p>	<p><b>CREATING</b> Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives</p>	
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**Across the year** 

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

**Punjabi Years 7-8 Achievement Standard**

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? ਫਿਰ ਕਦੋਂ ਮਿਲਾਂਗੇ? ਫਿਰ ਮਿਲਾਂਗੇ। ਸਾਡੇ ਘਰ ਆਉਣਾ। ਪਰਿਵਾਰ ਵਿੱਚ ਸੱਭ ਕਿਵੇਂ ਹਨ? ਸਤਿ ਸ੍ਰੀ ਆਕਾਲ, ਜੀ। ਤੁਸੀਂ ਕੀ ਕਹਿਣਾ ਚਾਹੁੰਦੇ ਹੋ? ਸੀਰਤ ਮੈਨੂੰ ਮਾਫ ਕਰਨਾ ਪਰ ਮੇਰੇ ਖਿਆਲ ਵਿੱਚ...। ਸੱਚ ਪੁੱਛੋ ਤਾਂ ਮੇਰੇ ਅਨੁਸਾਰ, ਮੈਨੂੰ ਲਗਦਾ ਹੈ, ਮੈਂ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਕਿ...(mannars in Indian culture) They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, ਸੁਣ ਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਈ, ਵਧਾਈ ਹੋਵੇ!, ਬਹੁਤ-ਬਹੁਤ ਮੁਬਾਰਕਾਂ ਜੀ। ਜਨਮ-ਦਿਨ ਦੀਆਂ ਤਹਿ ਦਿਲੋਂ ਸੁਭ-ਕਾਮਨਾਵਾਂ। ਬੜੇ ਦੁੱਖ ਦੀ ਗੱਲ ਹੈ, ਮੈਨੂੰ 'ਤੁਹਾਡੇ ਪ੍ਰਤੀ ਪੂਰੀ ਹਮਦਰਦੀ ਹੈ। ਤੁਸੀਂ ਬਿਲਕੁਲ ਠੀਕ ਕਹਿ ਰਹੇ ਹੋ। ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸੌ ਪ੍ਰਤੀਸ਼ਤ ਸਹਿਮਤ ਹਾਂ। Student complete transactions by negotiating, planning and solving problems, for example, ਇਹ ਸੂਟ ਕਿੰਨੇ ਦਾ ਹੈ? ਹੋਰ ਕਿਹੜੇ-ਕਿਹੜੇ ਰੰਗਾਂ ਵਿੱਚ ਸੂਟ ਮਿਲ ਸਕਦਾ ਹੈ? ਸਬਜ਼ੀ ਵਿੱਚ ਮਿਰਚ ਬੋੜੀ ਜ਼ਿਆਦਾ ਪਾਉਣਾ। ਚਾਹ ਗਰਮ-ਗਰਮ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ। ਅਸੀਂ ਸਮਾਨ ਵਾਪਸ ਨਹੀਂ ਲੈ ਸਕਦੇ ਕਿਉਂਕਿ ਤੁਸੀਂ ਰਸੀਦ ਗਵਾ ਦਿੱਤੀ ਹੈ। They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ਬੜਾ ਧਿਆਨ(ਗੌਰ ਕਰਨ) ਦੇਣ ਵਾਲੀ ਗੱਲ ਹੈ ਕਿ..... ਇਹ ਇੱਕ ਹੋਰ ਦਿਲਚਸਪ ਪਹਿਲੂ ਹੈ ..... ਜੋ ਤੁਸੀਂ ਕਹਿ ਰਹੇ ਹੋ ਉਹ ਠੀਕ ਹੈ ਪਰ ਜੇ ਦੂਸਰੇ ਪੱਖ ਤੋਂ ਦੇਖਿਆ ਜਾਵੇ ਤਾਂ ਇਹ ਕਹਿਣਾ ਗਲਤ ਨਹੀਂ ਹੋਵੇਗਾ ਕਿ.....। ਇਹ ਵਿਸ਼ਾ ਵਿਵਾਦਸ਼ੀਲ ਹੈ। When speaking **Punjabi**, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Punjabi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ਗਿਆਨ-ਅਗਿਆਨ, ਸਮਾਨ-ਅਸਮਾਨ, ਜਵਾਬ-ਲਾਜਵਾਬ, ਅਸਰ-ਬੇਅਸਰ, ਖੁਸ਼ਦਿਲ, ਖੁਸ਼ਨਸੀਬ, ਖੁਸ਼ਖਬਰੀ and suffixes, for example, ਅਣਖੀਲਾ, ਸ਼ਰਮੀਲਾ, ਸ਼ਰਧਾਲੂ, ਕ੍ਰਿਪਾਲੂ and create compound and complex sentences by using postpositions such as ਜੋ ਤੁਸੀਂ ਕੰਮ ਕਰੋਗੇ ਤਾਂ ਖੇਲ ਸਕੋਗੇ। ਸਾਨੂੰ ਸਾਰਿਆਂ ਨੂੰ ਆਪਣਾ ਕੰਮ ਮਿਹਨਤ ਅਤੇ ਲਗਨ ਨਾਲ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ਤਾਂ ਜੋ ਸਾਨੂੰ ਸਫਲਤਾ ਮਿਲੇ। ਮੈਂ ਹੁਣੇ ਹੀ ਲਿਖਾਂਗਾ ਤਾਂ ਜੋ ਸਮਾਂ ਪੂਰਾ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ ਲੇਖ ਖਤਮ ਕਰ ਲਵਾਂ। and basic joining rules such as ਰੋ ਤੋਂ ਰੋਂਦਾ, ਖਾ ਤੋਂ ਖਾਂਦਾ to achieve cohesion. They translate texts from Punjabi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Punjabi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Punjabi and English and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Punjabi and apply writing conventions, including

spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Punjabi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

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