

Punjabi Years 9-10 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: SCHOOL LIFE</p> <p>KEY QUESTIONS: Would I have to work harder if I went to school in Punjab?</p> <p>KEY CONCEPTS: School, routine</p> <p>KEY PROCESSES: Expressing, questioning, reflecting, analysing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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>REFLECTING Reflect on the relationship between</p>	<p>Module 2: ENVIRONMENTAL CHANGES</p> <p>KEY QUESTIONS: 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 in Australia?</p> <p>KEY CONCEPTS: Nature, environment</p> <p>KEY PROCESSES: Interacting, persuading, translating, evaluating, reviewing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p> <p>REFLECTING Reflect on the relationship between language, culture and identity and on how these shapes and reflects</p>	<p>Module 3: LIFESTYLE ACROSS AUSTRALIA AND INDIA</p> <p>KEY QUESTIONS: Does where you live make a difference to your lifestyle?</p> <p>KEY CONCEPTS: Lifestyle, home, place</p> <p>KEY PROCESSES: Discussing, comparing, experiencing, corresponding, explaining</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING 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>LANGUAGE VARIATION AND CHANGE Analyse variations in Punjabi language use that relate to social</p>	<p>Module 4: WHY IS VAISAKHI SO IMPORTANT?</p> <p>KEY QUESTION: Why is Vaisakhi so important to the Sikhs? Does it have the same importance to Sikhs living in Australia?</p> <p>KEY CONCEPTS: Event, tradition</p> <p>KEY PROCESSES: Reflecting, describing, recording, discussing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p> <p>INFORMING Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying</p>

<p>language, culture and identity and on how these shapes and reflects ways of communicating and thinking</p> <p>TRANSLATING 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>ways of communicating and thinking</p> <p>SYSTEM OF LANGUAGE 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>roles, values and contexts and to the nature of the interaction</p> <p>ROLE OF LANGUAGE AND CULTURE 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>how culture and context affect how information is presented</p> <p>SYSTEMS OF LANGUAGE Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning</p>
<p>Module 5:</p> <p>HOW DID IT HAPPEN?</p> <p>KEY QUESTION(S):</p> <p>Why is the Taj Mahal considered one of the seven wonders of the world? Do you believe it deserves this honour? Why?</p> <p>KEY CONCEPTS: Values, history</p> <p>KEY PROCESSES: Discussing, evaluating, explaining, reflecting</p>	<p>Module 6:</p> <p>ME AND MY PHONE</p> <p>KEY QUESTION(S):</p> <p>What if I couldn't make calls on my mobile phone? Can I text in any language?</p> <p>KEY CONCEPTS: Technology, change</p> <p>KEY PROCESSES: exploring, debating</p>	<p>Module 7:</p> <p>MUSIC AND MEANING</p> <p>KEY QUESTION(S):</p> <p>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>KEY CONCEPTS: discovery, influence</p> <p>KEY PROCESSES: investigating, questioning, debating, analysing</p>	
<p>CONTENT DESCRIPTIONS</p> <p>INFORMING 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>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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</p>	<p>CONTENT DESCRIPTIONS</p> <p>TRANSLATING 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>REFLECTING</p> <p>Reflect on the relationship between language, culture and identity and on how these shapes and reflects ways of communicating and thinking</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>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>out of school</p> <p>REFLECTING</p> <p>Reflect on the nature of bilingual/multilingual communication and experience</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Categorise observed changes to Punjabi in domains of use such as education, media, popular culture and intercultural communication</p>	<p>CREATING</p> <p>Create imaginative or expressive texts that draw from and reflect elements of their own taste and experience</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>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>	
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Across the year 

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

Punjabi Years 9-10 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, ਤੁਸੀਂ ਕਦੋਂ ਵਾਪਸ ਆਏ?, ਤੁਹਾਡੇ ਜੀਵਨ/ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਸੁਖੀ ਜੀਵਨ ਬਤੀਤ ਕਰਨ ਦਾ ਰਾਜ ਕੀ ਹੈ? ਤੁਹਾਡੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਸੰਯੁਕਤ ਪਰਿਵਾਰ ਅਤੇ ਛੋਟੇ ਪਰਿਵਾਰ ਵਿੱਚੋਂ ਕਿਹੜੀ ਪਰਿਵਾਰਕ ਪ੍ਰਣਾਲੀ ਅੱਕ-ਕੱਲ ਦੇ ਸਮੇਂ ਵਿੱਚ ਜ਼ਿਆਦਾ ਵਧੀਆ ਹੈ? ਤੁਹਾਡੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਅੱਜ ਦੀ ਨੌਜਵਾਨ ਪੀੜੀ ਉੱਤੇ ਕਿਸਦਾ ਪ੍ਰਭਾਵ ਪੈ ਰਿਹਾ ਹੈ? ਤੁਸੀਂ ਆਪਣੇ ਦੋਸਤਾਂ ਬਾਰੇ ਕੁਝ ਦੱਸੋ। They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, ਇਹ ਠੀਕ ਹੈ , ਅਸੀਂ ਸਾਰੇ ਮਿਲ ਕੇ ਕਰਾਂਗੇ, ਸਾਨੂੰ ਇਸ ਵਿੱਚ ਕੁਝ ਚਿੱਤਰ/ਤਸਵੀਰਾਂ ਵੀ ਸ਼ਾਮਲ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ?, ਕਿਉਂ ਨਾ ਅਸੀਂ ਸਾਰੇ....., ਇਹੀ ਉਚਿੱਤ ਰਹੇਗਾ।

ਤੁਸੀਂ ਇਹਨਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਚੁਣਨਾ ਹੈ . When interacting, they use culturally appropriate expressions and protocols, for example, ਪ੍ਰੰਨਵਾਦ, ਤੁਹਾਨੂੰ ਬਹੁਤ ਵਧਾਈ ਹੋਵੇ। ਆਪਣੀ ਬੇਟੀ ਦੇ ਵਿਆਹ ਤੇ ਸੱਦਾ ਦੇਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਮੈਂ ਰਾਣੀ ਬੇਟੀ ਨੂੰ ਅਸ਼ੀਰਵਾਦ ਦੇਣ ਜ਼ਰੂਰ ਆਵਾਂਗਾ। ਇਹ ਮੇਰੀ ਖੁਸ਼ਕਿਸਮਤੀ ਹੈ ਕਿ ਤੁਸੀਂ ਮੈਨੂੰ ਇੰਨੇ ਮਹੱਤਵਪੂਰਨ ਮੌਕੇ ਤੇ ਸ਼ਾਮਲ ਹੋਣ ਦਾ ਅਵਸਰ ਦਿੱਤਾ, ਪਰੰਤੂ ਮੈਂ ਕਿਸੇ ਵਜ੍ਹਾ ਕਰਕੇ ਨਹੀਂ ਆ ਸਕਾਂਗਾ। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, ਇਸ ਵਿਸ਼ੇ ਤੇ ਤੁਹਾਡੇ ਕੀ ਵਿਚਾਰ ਹਨ, ਤੁਸੀਂ ਕੀ ਸੋਚਦੇ ਹੋ? ਮੈਨੂੰ ਵਿਸਥਾਰ ਨਾਲ ਦੱਸੋ ਕਿ ਇਸਦਾ ਕੀ ਪ੍ਰਭਾਵ ਪਵੇਗਾ? 'ਰੇ ਕਹਿਣ ਤੋਂ ਭਾਵ ਹੈ ਕਿ ..., ਤੁਸੀਂ ਕੀ ਕਹਿਣਾ ਚਾਹੁੰਦੇ ਹੋ ਕਿ ..., ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ 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, ਮ+ਾ+ਲ+ਾ=ਮਾਲਾ, ਕ+ਲ=ਕਲ ; case, for example ਨੇ, ਨੂੰ, ਤੋਂ, ਦੇ ਲਈ, ਨਾਲ, ਵਿੱਚ, ਦਾ, ਦੇ, ਦੀ, ਕਿਸ ਲਈ?, ਕਿਸ ਰਾਹੀਂ?, ਪਰ; and a range of tenses and participles, for example, ਅੰਤ ਵਿੱਚ 'ਇਆ' ਜਾਂ 'ਆ' ਲਾਉਣ ਨਾਲ ਬਣਦਾ ਹੈ ਜਿਵੇਂ ਲਿਖ ਤੋਂ ਲਿਖਿਆ, ਜਾਂ ਅੰਤ ਵਿੱਚ 'ਦਾ', 'ਕੇ' (ਖਾ ਤੋਂ ਖਾਂਦਾ, ਜਾ ਤੋਂ ਜਾਂਦਾ), ਪਹੁੰਚਣਾ, ਮੋਹਨ ਰੋਟੀ ਕਾਂਕੇ ਸਕੂਲ ਗਿਆ।, ਸਾਈਕਲ ਤੇ ਲੜਕੀ ਜਾ ਰਹੀ ਹੈ। to produce complex sentences such as ਉਹ ਲੜਕੀ ਜਿਸਨੇ ਦਿਨ-ਰਾਤ ਇੱਕ ਕਰਕੇ ਪੜ੍ਹਾਈ ਕੀਤੀ, ਪੰਜਾਬ ਵਿੱਚ ਪਹਿਲੇ ਨੰਬਰ ਤੇ ਆਈ।, ਮੈਂ ਪਹਿਲਾਂ ਦਿੱਲੀ ਜਾਵਾਂਗਾ ਫਿਰ ਉਥੋਂ ਬੰਬਈ ਜਾਵਾਂਗਾ; ਕੱਲ੍ਹ ਮੈਂ ਕੰਮ ਖਤਮ ਕਰਕੇ ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਖੇਡਣ ਜਾਵਾਂਗਾ। 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.

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