

# Punjabi

## *Language and Culture Nine-year Program*

### **Classroom Assessment Materials**

Grade 6

*2010*

Punjabi Language and Culture Nine-year Program: Grade 6 Classroom Assessment Materials.

ISBN 978-1-4601-4343-8

This document was created in 2010 and issued in 2019.

Alberta Education gratefully acknowledges Edmonton School District No. 7 for its writing contributions and language validation over the course of development of the *Punjabi Language and Culture Nine-year Program: Grade 6 Classroom Assessment Materials*.

For further information, contact Alberta Education, Curriculum Division, at 780-427-0010. To be connected toll-free inside Alberta, dial 310-0000 first.

The primary audience for this document is:

Teachers	✓
Administrators	
Students	
Parents	

Copyright ©2019, the Crown in Right of Alberta, as represented by the Minister of Education.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

This document is issued under the Open Government Licence – Alberta (<http://open.alberta.ca/licence>) and is available through the Open Government Portal at <https://open.alberta.ca/publications/9781460143438>. Please note that the terms of the Open Government Licence – Alberta do not apply to any third-party materials included in this document.

# Table of Contents

Purpose .....	1
About the Assessment Materials .....	1
How and When to Use the Assessment Materials .....	2
Principles of Effective Classroom Assessment .....	3
Time Capsule .....	5
• A-1.1 share factual information	
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-6.3 personal enjoyment	
Junior High School Visit .....	10
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-4.1 manage personal relationships	
Poetry Day .....	15
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-6.2 creative/aesthetic purposes	
Privileges and Responsibilities .....	21
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-3.2 state personal actions	
Asking about Feelings .....	26
• A-2.2 share emotions, feelings	
Daily Physical Activity .....	31
• A-1.1 share factual information	
• A-3.1 guide actions of others	
• A-3.3 manage group actions	
• A-6.1 humour/fun	
Check Your Calendar .....	37
• A-3.2 state personal actions	
• A-4.1 manage personal relationships	
Year-end Celebration .....	42
• A-3.3 manage group actions	
Volunteer Appreciation .....	47
• A-5.1 discover and explore	
• A-5.2 gather and organize information	
Where We Live .....	52
• A-5.2 gather and organize information	

Resolving Classroom Conflicts .....	57
• A–5.3 solve problems	
• A–5.4 explore opinions and values	
Lunch-hour Intramurals .....	62
• A–5.4 explore opinions and values	
Twin Cities .....	67
• GC–1.1 accessing/analyzing cultural knowledge	
• GC–2.3 awareness of own culture	
• GC–3.1 Punjabi language and culture	
Getting Ready for an E-pal .....	72
• GC–1.1 accessing/analyzing cultural knowledge	
• GC–1.2 knowledge of Punjabi culture	
• GC–1.5 valuing Punjabi culture	
Good Hosts .....	77
• GC–1.3 applying cultural knowledge	
• GC–1.5 valuing Punjabi culture	
Generation Gap .....	82
• GC–1.4 diversity within Punjabi culture	
• GC–2.3 awareness of own culture	
Pick a Word .....	87
• GC–2.1 awareness of first language	
• GC–2.2 general language knowledge	
Who Are We? .....	92
• GC–2.4 general cultural knowledge	
• GC–2.5 valuing diversity	
Exchange Application .....	97
• GC–2.4 general cultural knowledge	
• GC–3.2 cultural and linguistic diversity	
A Different Perspective .....	102
• GC–2.5 valuing diversity	
• GC–2.6 intercultural skills	
Punjabi Language and Careers .....	107
• GC–3.1 Punjabi language and culture	
• GC–3.2 cultural and linguistic diversity	

# Classroom Assessment Materials

## Grade 6

### Punjabi Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Punjabi Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific learning outcomes for Grade 6.

#### About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Global Citizenship* components in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

#### Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

### Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

"The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."<sup>1</sup> When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

---

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning (e.g., norm-referenced—making learning highly competitive) or with the standard for a grade level (e.g., criterion-referenced—making learning more collaborative and individually focused)
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.



## ਡੱਬੀਬੰਦ ਸਮਾਂ / Time Capsule

### Student's Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Punjabi class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Principal Outcomes	
<b>A-1 To impart and receive information</b>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. describe people, places and things
<b>A-2 To express emotions and personal perspectives</b>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. record and share thoughts and ideas with others
<b>A-6 For imaginative purposes and personal enjoyment</b>	<input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use the language for personal enjoyment

Supporting Outcomes	
<b>LC-3 Interpret and produce written and visual texts</b>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written sentences in guided situations  <input type="checkbox"/> <b>LC-3.4 representing</b> a. express meaning through the use of visual elements in a variety of media, in guided situations

### Materials

- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

### Alternative Assessment Task

Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.

## ਡੱਬੀਬੰਦ ਸਮਾਂ / Time Capsule

### Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Punjabi class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

### Instructions

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

#### Sample phrases

- ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ।
- ਮੈਂ \_\_\_\_\_ ਸਾਲ ਦਾ/ਦੀ ਹਾਂ।
- ਮੈਂ \_\_\_\_\_ ਵਿੱਚ ਰਹਿੰਦਾ/ਰਹਿੰਦੀ ਹਾਂ।
- ਮੈਨੂੰ \_\_\_\_\_ ਚੰਗਾ ਲਗਦਾ ਹੈ।
- ਮੇਰੇ ਪਰਵਾਰ ਵਿੱਚ \_\_\_\_\_ ਹਨ।
- ਭਵਿੱਖ ਵਿੱਚ ਮੈਂ \_\_\_\_\_ ਬਣਾਂਗਾ/ਬਣਾਂਗੀ।
- ਮੇਰਾ ਮਨ-ਪਸੰਦ \_\_\_\_\_ ਹੈ।

2. Using the sentence starters, write several sentences about yourself.
3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.
4. Share your work with your classmates before submitting it to your teacher for the time capsule.

### Evaluation Tools

- Peer Assessment
- Self-assessment
- Rubric

## ਡੱਬੀਬੰਦ ਸਮਾਂ / Time Capsule: Peer Assessment

Students can choose one of the following criteria to make a positive comment:

(A-1.1a) described themselves, (A-2.1b) shared their ideas,  
(LC-3.2a, LC-3.4a) used words and pictures to communicate ideas

ਤਰੀਕ: \_\_\_\_\_

**Criteria:**

ਪਿਆਰੇ \_\_\_\_\_,

In your time capsule information, I noticed  
that you ... ☺

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria:**

ਪਿਆਰੇ \_\_\_\_\_,

In your time capsule information, I noticed  
that you ... ☺

ਵਲੋਂ \_\_\_\_\_



ਤਰੀਕ: \_\_\_\_\_

**Criteria:**

ਪਿਆਰੇ \_\_\_\_\_,

In your time capsule information, I noticed  
that you ... ☺

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria:**

ਪਿਆਰੇ \_\_\_\_\_,

In your time capsule information, I noticed  
that you ... ☺

ਵਲੋਂ \_\_\_\_\_



## ਡੱਬੀਬੰਦ ਸਮਾਂ / Time Capsule: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

A-1.1a, A-2.1b

When I wrote information about myself and my ideas for my time capsule,  
I noticed ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LC-3.4a, LC-3.2a

Using pictures or other materials to support my writing was  
\_\_\_\_\_ (interesting/fun/difficult) because ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A-6.3a

What I enjoyed most about working on my time capsule was ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## ਡੱਬੀਬੰਦ ਸਮਾਂ / Time Capsule: Rubric

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Level The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
<b>A-1.1a</b> • <b>describes himself or herself</b>	describes himself or herself with <b>precise</b> and <b>pertinent</b> details <input type="checkbox"/>	describes himself or herself with <b>specific</b> and <b>appropriate</b> details <input type="checkbox"/>	describes himself or herself with <b>simplistic</b> and <b>related</b> details <input type="checkbox"/>	describes himself or herself with <b>vague</b> and/or <b>irrelevant</b> details <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>A-2.1b</b> • <b>shares thoughts and ideas</b>	shares <b>detailed</b> thoughts and ideas <input type="checkbox"/>	shares <b>specific</b> thoughts and ideas <input type="checkbox"/>	shares <b>general</b> thoughts and ideas <input type="checkbox"/>	shares <b>superficial</b> thoughts and ideas <input type="checkbox"/>	
<b>LC-3.2a, LC-3.4a</b> • <b>uses visual elements to express meaning</b>	uses <b>compelling</b> visual elements to express meaning <input type="checkbox"/>	uses <b>imaginative</b> visual elements to express meaning <input type="checkbox"/>	uses <b>simplistic</b> visual elements to express meaning <input type="checkbox"/>	uses visual elements that <b>do little</b> to express meaning <input type="checkbox"/>	

## ਮੁਲਾਕਾਤ - ਜੂਨੀਅਰ ਹਾਈ ਸਕੂਲ / Junior High School Visit

### Student's Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Principal Outcomes	
<b>A-2</b> <i>To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> a. inquire about, and express, likes and dislikes b. record and share thoughts and ideas with others
<b>A-4</b> <i>To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. talk about themselves and respond to the talk of others by showing attention and interest

Supporting Outcomes	
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions
<b>S-2</b> <i>Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance; e.g., use knowledge of sentence patterns to form new sentences

### Materials

- A sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs

### Alternative Assessment Task

Your teacher will be away one day next week and has asked your Punjabi class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.

## ਮੁਲਾਕਾਤ - ਜੂਨੀਅਰ ਹਾਈ ਸਕੂਲ / Junior High School Visit

### Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

### Instructions

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

### Sample phrases

- ਮੈਨੂੰ ਖੇਡਾਂ ਚੰਗੀਆਂ ਲਗਦੀਆਂ ਹਨ। ਮੈਂ \_\_\_\_\_ ਖੇਡਣਾ ਚਾਹੁੰਦਾ ਹਾਂ।
  - ਤੁਹਾਨੂੰ ਖੇਡਾਂ ਚੰਗੀਆਂ ਲਗਦੀਆਂ ਹਨ?
  - ਹਾਂ ਜੀ/ਨਹੀਂ ਜੀ, ਮੈਨੂੰ ਗਾਉਣਾ ਚੰਗਾ ਲਗਦਾ ਹੈ। ਮੈਂ ਗਾਉਣ ਵਾਲੇ ਗਰੁਪ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਵਾਂਗਾ/ਹੋਵਾਂਗੀ। ਤੁਹਾਨੂੰ ਗਾਉਣਾ ਚੰਗਾ ਲਗਦਾ ਹੈ?
  - ਤੁਹਾਨੂੰ ਸ਼ਤਰੰਜ ਖੇਡਣੀ ਚੰਗੀ ਲਗਦੀ ਹੈ? ਹਾਂ ਜੀ/ਨਹੀਂ ਜੀ, ਮੈਨੂੰ ਚੰਗੀ ਲਗਦੀ ਹੈ/ਮੈਨੂੰ ਸ਼ਤਰੰਜ ਖੇਡਣਾ ਚੰਗਾ ਨਹੀਂ ਲਗਦਾ। ਮੈਂ ਸ਼ਤਰੰਜ ਕਲੱਬ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ/ਮੈਂ ਸ਼ਤਰੰਜ ਕਲੱਬ ਵਿੱਚ ਸ਼ਾਮਲ ਨਹੀਂ ਹੋਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ।
  - ਮੈਂ ਬੈਂਡ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ ਕਿਉਂਕਿ ਮੈਨੂੰ ਸੰਗੀਤ ਪਸੰਦ ਹੈ/ਮੈਂ \_\_\_\_\_ ਵਜਾਉਂਦਾ/ਵਜਾਉਂਦੀ ਹਾਂ। ਤੁਹਾਨੂੰ ਸਾਜ਼ ਵਜਾਉਣਾ ਚੰਗਾ ਲਗਦਾ ਹੈ?
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist

**ਮੁਲਾਕਾਤ - ਜੂਨੀਅਰ ਹਾਈ ਸਕੂਲ / Junior High School Visit:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

I can ...		Yes	A Good Start	Not Yet	Please notice ...
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask someone else about which activities they like and dislike</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>make notes about the ideas I have shared with others</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>use the sample sentences to create my own sentences</li> </ul>				



**ਮੁਲਾਕਾਤ - ਜੂਨੀਅਰ ਹਾਈ ਸਕੂਲ / Junior High School Visit:**  
**Peer-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

My partner could ...		Yes	Getting There	Not Yet	An example of this is ...
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask me about which activities I liked and disliked</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>share some ideas with me</li> </ul>				
Something you did well was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## ਮੁਲਾਕਾਤ - ਜੂਨੀਅਰ ਹਾਈ ਸਕੂਲ / Junior High School Visit: Observation Checklist

ਤਰੀਕ: \_\_\_\_\_

<b>Criteria: A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes</b>			
<b>Student</b>	<b>Yes</b>	<b>Not Yet</b>	<b>Comments</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## ਕਵਿਤਾ ਦਿਨ / Poetry Day

### Student's Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Punjabi class will participate by writing simple poems in Punjabi and presenting them at the event. Write your own poem to share with your classmates.

Principal Outcomes	
<b>A-2</b> <i>To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1</b> share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others
<b>A-6</b> <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.2</b> creative/aesthetic purposes a. use the language creatively and for aesthetic purposes
Supporting Outcomes	
<b>LC-1</b> <i>Attend to form</i>	<input type="checkbox"/> <b>LC-1.1</b> phonology b. recognize some of the effects that intonation and stress have in different situations
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2</b> speaking a. produce short, simple oral texts in guided situations
<b>S-1</b> <i>Language learning</i>	<input type="checkbox"/> <b>S-1.2</b> metacognitive a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse the language

### Materials

- Templates for different types of poems; e.g., name poems, acrostic poems
- Samples of simple poems of personal relevance, in Punjabi or English

### Alternative Assessment Task

Students choose a poem or simple story they especially enjoy and participate in a choral reading of the poem or story with others. They rehearse and present their work to their classmates.

## ਕਵਿਤਾ ਦਿਨ / Poetry Day

### Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Punjabi class will participate by writing simple poems in Punjabi and presenting them at the event. Write your own poem to share with your classmates.

### Instructions

1. With your classmates, read different poems in which the poets share their thoughts and ideas in simple ways.
2. Use your own thoughts and ideas to create a simple poem. You might find it helpful to use some of the formats you saw in the sample poems.
3. Practise reading your poem aloud to others and think about how you can use your voice to best read your poem.
4. Share your poem aloud with your classmates.

### Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Peer Assessment
- Rubric

## ਕਵਿਤਾ ਦਿਨ / Poetry Day: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

<b>When preparing to share my poem with others, I was able to ...</b>	<b>Yes, I did and ...</b>	<b>No, not yet because ...</b>
<b>LC-1.1b</b> <ul style="list-style-type: none"> <li>• make sure I put stress or emphasis on the right words</li> </ul>		
<b>LC-2.2a, S-1.2a</b> <ul style="list-style-type: none"> <li>• rehearse my oral presentation</li> </ul>		
<b>I am proud of how ...</b>		
<b>Next time, I would ...</b>		

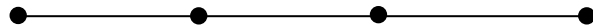
## ਕਵਿਤਾ ਦਿਨ / Poetry Day: Teacher Rating Scale

ਨਾਮ: \_\_\_\_\_

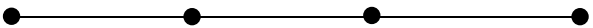
ਤਾਰੀਖ: \_\_\_\_\_

**Criteria****Excellent****Very Good****Satisfactory****Not Yet****The student ...**

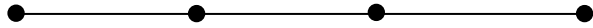
A-2.1b, • shares their thoughts  
LC-2.2a and ideas



A-6.2a • uses the language creatively



LC-1.1b • uses intonation and stress  
to read a poem

**Comments**

## ਕਵਿਤਾ ਦਿਨ / Poetry Day: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below  
(A-2.1b, A-6.2a, LC-1.1b, LC-2.2a)

ਤਰੀਕ: \_\_\_\_\_

**Criteria: present a Punjabi-language poem  
you have created**

ਪਿਆਰੇ \_\_\_\_\_,  
When you presented your poem, I noticed  
you ... 😊

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria: present a Punjabi-language poem  
you have created**

ਪਿਆਰੇ \_\_\_\_\_,  
When you presented your poem, I noticed  
you ... 😊

ਵਲੋਂ \_\_\_\_\_



ਤਰੀਕ: \_\_\_\_\_

**Criteria: present a Punjabi-language poem  
you have created**

ਪਿਆਰੇ \_\_\_\_\_,  
When you presented your poem, I noticed  
you ... 😊

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria: present a Punjabi-language poem  
you have created**

ਪਿਆਰੇ \_\_\_\_\_,  
When you presented your poem, I noticed  
you ... 😊

ਵਲੋਂ \_\_\_\_\_



## ਕਵਿਤਾ ਦਿਨ / Poetry Day: Rubric

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Level The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
<b>A-2.1b, A-6.2a</b> • shares ideas and preferences through a poem	shares <b>insightful</b> and <b>detailed</b> ideas and preferences <input type="checkbox"/>	shares <b>thoughtful</b> and <b>deep</b> ideas and preferences <input type="checkbox"/>	shares <b>simplistic</b> and <b>predictable</b> ideas and preferences <input type="checkbox"/>	shares <b>incomplete</b> and/or <b>superficial</b> ideas and preferences <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-1.1b, LC-2.2a</b> • uses intonation and stress	uses intonation and stress <b>skillfully</b> <input type="checkbox"/>	uses intonation and stress <b>competently</b> <input type="checkbox"/>	uses intonation and stress <b>appropriately</b> and communication is <b>occasionally interrupted</b> <input type="checkbox"/>	uses intonation and stress <b>ineffectively</b> and communication is <b>frequently interrupted</b> <input type="checkbox"/>	<input type="checkbox"/>



## ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ / Privileges and Responsibilities

### Student's Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Principal Outcomes	
<b>A-2</b> <i>To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1</b> share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others
<b>A-3</b> <i>To get things done</i>	<input type="checkbox"/> <b>A-3.2</b> state personal actions b. inquire about, and express, ability and inability to do something
Supporting Outcomes	
<b>LC-5</b> <i>Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.2</b> text forms a. use some simple text forms in their own productions
<b>S-2</b> <i>Language use</i>	<input type="checkbox"/> <b>S-2.3</b> productive a. identify and use a variety of productive strategies, with guidance; e.g., use words visible in the immediate environment

### Materials

- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

### Alternative Assessment Task

Your principal has asked your Punjabi class to prepare a short article for the school newsletter that highlights your understanding of Punjabi language and culture. Survey your classmates about what they know and are able to do in Punjabi—and what they are still unable to do but are working toward achieving.

## ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ / Privileges and Responsibilities

### Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

### Instructions

1. With your classmates, brainstorm, in Punjabi, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.
2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

#### Sample Phrases

- ਮੈਂ ... ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ।
- ਮੈਨੂੰ ... ਕਰਨਾ ਪੈਂਦਾ ਹੈ।
- ਮੈਨੂੰ ... ਆਗਿਆ ਨਹੀਂ ਹੈ।

#### Sample Questions

- ਕੀ ਤੁਹਾਨੂੰ ... ਆਗਿਆ ਹੈ?
- ਤੁਹਾਡੇ ਕੰਮ/ਜ਼ਿੰਮੇਵਾਰੀਆਂ/ਫਰਜ਼ ਕੀ ਹਨ?
- ਤੁਸੀਂ ਕੀ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹੋ?

3. Write your survey, in Punjabi.
4. Conduct your survey with your classmates.
5. Summarize the results of your survey in a few sentences.

### Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment

**ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ / Privileges and Responsibilities:  
Self-assessment Rating Scale and Goal Setting**

ਨਾਮ: \_\_\_\_\_

ਤਾਰੀਖ: \_\_\_\_\_

When completing the Privileges and Responsibilities task, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-2.1b	• write down my ideas to share with others				
A-3.2b	• ask others what their privileges and responsibilities are				
LC-5.2a	• create a survey sheet				
S-2.3a	• use the brainstorming list to create my survey				
<p><b>The next time I conduct a survey in Punjabi, I will ...</b></p>					

## ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ / Privileges and Responsibilities: Observation Checklist

ਤਾਰੀਖ: \_\_\_\_\_

**Criteria: A-3.2b The student inquires about and expresses an ability and inability to do something**

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

## ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ / Privileges and Responsibilities: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below  
(A-2.1b, A-3.2b)

ਤਰੀਕ: \_\_\_\_\_

**Criteria: ask for and share opinions in a  
Punjabi-language survey**

ਪਿਆਰੇ \_\_\_\_\_,  
When you conducted your survey,  
I noticed ... 😊

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria: ask for and share opinions in a  
Punjabi-language survey**

ਪਿਆਰੇ \_\_\_\_\_,  
When you conducted your survey,  
I noticed ... 😊

ਵਲੋਂ \_\_\_\_\_



ਤਰੀਕ: \_\_\_\_\_

**Criteria: ask for and share opinions in a  
Punjabi-language survey**

ਪਿਆਰੇ \_\_\_\_\_,  
When you conducted your survey,  
I noticed ... 😊

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Criteria: ask for and share opinions in a  
Punjabi-language survey**

ਪਿਆਰੇ \_\_\_\_\_,  
When you conducted your survey,  
I noticed ... 😊

ਵਲੋਂ \_\_\_\_\_



## ਅਹਿਸਾਸਾਂ ਬਾਰੇ ਪੁੱਛਣਾ / Asking about Feelings

### Student's Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Principal Outcomes

**A-2** *To express emotions and personal perspectives*

- ☐ **A-2.2 share emotions, feelings**
  - a. inquire about, record and share personal experiences involving an emotion or a feeling

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- ☐ **LC-2.3 interactive fluency**
  - a. engage in simple interactions

**S-2** *Language use*

- ☐ **S-2.3 productive**
  - a. identify and use a variety of productive strategies, with guidance; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage

### Materials

- A brainstormed list of questions about feelings and emotions
- A list of sentence starters

### Alternative Assessment Task

Your teacher has an opportunity to twin your Punjabi class with another Grade 6 class from a country where Punjabi is spoken. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Punjabi, with your classmates.

## ਅਹਿਸਾਸਾਂ ਬਾਰੇ ਪੁੱਛਣਾ / Asking about Feelings

### Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Instructions

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

#### Examples

- ਜਦੋਂ ਮੈਨੂੰ ਘਰ ਦਾ ਕੰਮ ਭੁੱਲ ਜਾਏ ...
- ਜਦੋਂ ਮੇਰਾ ਕੁੱਤਾ/ਬਿੱਲੀ ਬਿਮਾਰ ਹੋ ਜਾਏ ...
- ਜਦੋਂ ਮੇਰਾ ਦੋਸਤ ਮੈਨੂੰ ਦੇਖ ਕੇ ਮੁਸਕਰਾਏ ...
- ਜਦੋਂ ਮੈਂ ਬਿਮਾਰ ਹੋਵਾਂ ...
- ਜਦੋਂ ਮੇਰੇ ਮਾਤਾ ਜੀ/ਪਿਤਾ ਜੀ ਗੁੱਸੇ ਹੋਣ ...
- ਜਦੋਂ ਮੈਂ ਸੌਕਰ ਦੀ ਗੇਮ ਵਿੱਚ ਹਾਰ ਜਾਵਾਂ ...

2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.
3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.
4. Share the results with your teacher.

### Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

## ਅਹਿਸਾਸਾਂ ਬਾਰੇ ਪੁੱਛਣਾ / Asking about Feelings: Observation Checklist

ਤਰੀਕ: \_\_\_\_\_

<b>Criteria: A-2.2a, LC-2.3a The student shares personal experiences in simple interactions</b>			
Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b> <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>			



## ਅਹਿਸਾਸਾਂ ਬਾਰੇ ਪੁੱਛਣਾ / Asking about Feelings: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-2.2a, • when I asked my LC-2.3a classmates about their feelings?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-2.2a, • when I shared my LC-2.3a feelings and emotions with others?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> S-2.3a • when I brainstormed words and phrases with my classmates?	I also noticed that I need help with ...	next time, I will ...

## ਅਹਿਸਾਸਾਂ ਬਾਰੇ ਪੁੱਛਣਾ / Asking about Feelings: Peer-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

	_____ could ... (ਨਾਮ)	Yes	A Good Start	Not Yet	I know this because ...
A-2.2a	<ul style="list-style-type: none"> <li>• inquire about, record and share personal experiences</li> </ul>				
LC-2.3a	<ul style="list-style-type: none"> <li>• engage in simple interactions with classmates</li> </ul>				
In your activity, I enjoyed ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity

### Student's Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Punjabi class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Principal Outcomes	
<b>A-1 To impart and receive information</b>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. describe series or sequences of events or actions
<b>A-3 To get things done</b>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. encourage other group members to act appropriately
<b>A-6 For imaginative purposes and personal enjoyment</b>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun and to interpret simple humour
Supporting Outcomes	
<b>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</b>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> a. link several sentences coherently
<b>S-2 Language use</b>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences

### Materials

A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper

### Alternative Assessment Task

Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Punjabi, to your classmates and provide encouragement to them.

## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity

### Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Punjabi class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

### Instructions

1. With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., ਕੁੱਦੋ, ਦੌੜੋ, ਝੁਕੋ।
2. Plan, in Punjabi, your own simple exercise routine through which to lead your classmates.

#### Sample words and phrases

- |                 |                         |
|-----------------|-------------------------|
| • ਆਪਣੇ ... ਛੁਹੋ | • ਖੜੋ ਹੋ ਜਾਓ ...        |
| • ਦੌੜੋ ...      | • ਕੁੱਦੋ ... (____ ਵਾਰੀ) |
| • ਬੈਠੋ ...      | • ਲਾਈਨ ਬਣਾਓ ...         |
| • ਖਿੱਚੋ ...     | • ਆਪਣੇ ... ਚੁੱਕੋ        |

3. Use words to put the actions in order.

#### Sample words

- |             |                |
|-------------|----------------|
| • ਪਹਿਲਾ ... | • ਅਗਲਾ ...     |
| • ਦੂਜਾ ...  | • ਫਿਰ ...      |
| • ਤੀਜਾ ...  | • ਅੰਤ ਵਿੱਚ ... |

4. Include words and phrases of encouragement and caution in your exercise routine.

#### Sample words and phrases

- |                           |                       |
|---------------------------|-----------------------|
| • ਬਹੁਤ ਖੁਬ!               | • ਆਓ ਫੇਰ ਕਰੀਏ!        |
| • ਸ਼ਾਬਾਸ਼!                | • ਫੇਰ ਕੋਸ਼ਿਸ਼ ਕਰੋ!    |
| • ਤੁਸੀਂ ਜ਼ਰੂਰ ਕਰ ਸਕਦੇ ਹੋ! | • ਆਪਣਾ ਪੂਰਾ ਜ਼ੋਰ ਲਾਓ! |
| • ਸਾਵਧਾਨ!                 | • ਹੌਸ਼ਿਆਰ!            |
| • ਹੌਲੀ ਕਰੋ!               | • ਬਹੁਤ ਵਧੀਆ!          |

5. You may wish to first practise your routine, in Punjabi, with a partner.
6. Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

### Evaluation Tools

- Self-assessment Rating Scale
- Teacher Rating Scale
- Peer-assessment Rating Scale
- Rubric

**ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During my daily physical activity, I could ...		Yes	A Good Start	Not Yet
A-3.1a	• encourage my classmates			
A-3.1b, LC-5.1a	• give my classmates commands to do physical actions			
S-2.3a	• use the words and phrases my teacher gave us in my activity			
Something I would like to share about my activity ...				



**ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During my daily physical activity, I could ...		Yes	A Good Start	Not Yet
A-3.1a	• encourage my classmates			
A-3.1b, LC-5.1a	• give my classmates commands to do physical actions			
S-2.3a	• use the words and phrases my teacher gave us in my activity			
Something I would like to share about my activity ...				

## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity: Teacher Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges



## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity: Teacher Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity: Peer-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

_____ could ... (ਨਾਮ)		Yes	A Good Start	Not Yet	I know this because ...
A-3.1b	<ul style="list-style-type: none"> <li>lead us in a physical activity</li> </ul>				
A-3.1a	<ul style="list-style-type: none"> <li>encourage us during the activity</li> </ul>				
In your activity, I enjoyed ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## ਰੋਜ਼ਾਨਾ ਸਰੀਰਕ ਕਸਰਤ / Daily Physical Activity: Rubric

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Level The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
<b>A-1.1b, A-6.1a</b> • gives a simple series of instructions	gives a simple series of <b>precise</b> instructions with confidence <input type="checkbox"/>	gives a simple series of <b>systematic</b> instructions <input type="checkbox"/>	gives a simple series of <b>adequate</b> instructions with hesitation <input type="checkbox"/>	gives a simple series of <b>inappropriate</b> instructions without confidence <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-5.1a, S-2.3a</b> • links sentences together	links sentences together <b>purposefully</b> <input type="checkbox"/>	links sentences together <b>logically</b> <input type="checkbox"/>	links sentences together <b>simplistically</b> <input type="checkbox"/>	links sentences together <b>ineffectively</b> <input type="checkbox"/>	
<b>A-3.1a, A-3.3a</b> • encourages others to participate	is <b>eager</b> when encouraging others to participate <input type="checkbox"/>	is <b>willing</b> when encouraging others to participate <input type="checkbox"/>	is <b>hesitant</b> when encouraging others to participate <input type="checkbox"/>	is <b>reluctant</b> when encouraging others to participate <input type="checkbox"/>	



## ਆਪਣਾ ਕੈਲੰਡਰ ਦੇਖੋ / Check Your Calendar

### Student's Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

Principal Outcomes	
<b>A-3 To get things done</b>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> a. make an offer and an invitation and respond to offers and invitations made by others
<b>A-4 To form, maintain and change interpersonal relationships</b>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> b. make and break social engagements
Supporting Outcomes	
<b>LC-2 Interpret and produce oral texts</b>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions
<b>LC-3 Interpret and produce written and visual texts</b>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written sentences in guided situations
<b>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</b>	<input type="checkbox"/> <b>LC-5.3 patterns of social interaction</b> a. use simple conventions to open and close conversations and to manage turn taking
<b>S-2 Language use</b>	<input type="checkbox"/> <b>S-2.1 interactive</b> a. identify and use a variety of interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal cues to communicate
<b>Materials</b> <ul style="list-style-type: none"> <li>A copy of a blank calendar for the month or agendas/day timer books normally used by students</li> </ul>	

### Alternative Assessment Task

Complete an information-gap activity. You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.

## ਆਪਣਾ ਕੈਲੰਡਰ ਦੇਖੋ / Check Your Calendar

### Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

### Instructions

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

#### Sample phrases

- ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ...
- ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ (ਤਰਨ ਲਈ/ਸਾਕਰ ਖੇਡਣ ਲਈ/ਮੂਵੀ ਕਿਰਾਏ 'ਤੇ ਲੈਣ ਲਈ/ਟੈਗ ਖੇਡਣ ਲਈ) \_\_\_\_ (8/21) (8:00 ਵਜੇ/ਦੁਪਿਹਰ ਬਾਅਦ/ਅੱਧੀ ਛੁੱਟੀ ਵੇਲੇ) ਜਾ ਸਕਦੇ ਹੋ?
- ਸ਼ੁਕਰੀਆ!/ਬਾਅਦ ਵਿੱਚ ਮਿਲਦੇ ਹਾਂ/ਸਨਿਚਰਵਾਰ ਮਿਲਾਂਗੇ/ਠੀਕ ਹੈ/ਇਹ ਤਾਂ ਮਾੜੀ ਗੱਲ ਹੈ/ਚਲੋ, ਅਗਲੀ ਵਾਰੀ ਸਹੀ।

4. Use phrases to accept or decline your partner's invitations.

#### Sample phrases

- ਹਾਂ ਜੀ/ਪੱਕੀ ਗੱਲ!/ਠੀਕ ਹੈ/ਤੁਹਾਨੂੰ ... ਨੂੰ ਮਿਲਾਂਗੇ/ਇਹ ਤਾਂ ਬਹੁਤ ਚੰਗਾ ਪ੍ਰੋਗਰਾਮ ਲਗਦਾ ਹੈ।
- ਨਹੀਂ ਜੀ, ਮੈਂ ਨਹੀਂ ਕਰ ਸਕਾਂਗਾ/ਸਕਾਂਗੀ/ਮੈਨੂੰ ਅਫਸੋਸ ਹੈ/ਚਲੋ, ਅਗਲੀ ਵਾਰੀ ਸਹੀ/ਇਹ ਤਾਂ ਮਾੜੀ ਗੱਲ ਹੈ।

5. While you are conversing with your classmates, use strategies to help you communicate; e.g.,

- ask questions if you do not understand (ਜ਼ਰਾ, ਦੁਬਾਰਾ ਦੱਸਣਾ? ਕੀ ਕਿਹਾ ਤੁਸੀਂ?)
- point to the activities/dates on your monthly planner if your partner is having difficulty understanding.

6. Write down on your monthly planner who will be joining you for different activities.

### Evaluation Tools

- Self-assessment
- Teacher Feedback
- Teacher Rating Scale

**ਆਪਣਾ ਕੈਲੰਡਰ ਦੇਖੋ / Check Your Calendar:  
Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

What did I do well ...	Looking back ...	Looking ahead ...
<u>Criteria</u> A-3.2a, • when I invited A-4.1b classmates to participate in activities with me?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-3.2a, • when I was invited A-4.1b to participate in an activity?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> LC-3.2a • when I wrote my activities for the month?	I also noticed that I need help with ...	next time, I will ...

ਆਪਣਾ ਕੈਲੰਡਰ ਚੈਕੋ / Check Your Calendar:  
Teacher Feedback

The teacher comments on the following criteria:

The student ...

A-3.2a makes and responds to invitations

A-4.1b makes and breaks social engagements

LC-2.3a engages in simple interactions

LC-5.3a uses simple conventions to open and close conversations

S-2.1a identifies and uses a variety of interactive strategies, with guidance; e.g., ask for clarification

ਤਰੀਕ: \_\_\_\_\_

ਪਿਆਰੇ \_\_\_\_\_,

When you were organizing your activities with your classmates, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

ਸਹਿਮਤ \_\_\_\_\_

## ਆਪਣਾ ਕੈਲੰਡਰ ਦੇਖੋ / Check Your Calendar: Teacher Rating Scale

ਤਰੀਕ: \_\_\_\_\_

The students can ...	A-3.2a make and respond to invitations			LC-2.3a, engage in simple interactions LC-5.3a, using appropriate conventions S-2.1a and strategies		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## ਵਰ੍ਹਾ-ਅੰਤ ਜਸ਼ਨ / Year-end Celebration

### Student's Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Punjabi class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

### Principal Outcomes

**A-3 To get things done**

- ☐ **A-3.3 manage group actions**
  - 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

### Supporting Outcomes

**LC-2 Interpret and produce oral texts**

- ☐ **LC-2.3 interactive fluency**
  - a. engage in simple interactions

**LC-4 Apply knowledge of the sociocultural context**

- ☐ **LC-4.4 social conventions**
  - b. recognize simple social conventions in informal conversation

**S-3 General learning**

- ☐ **S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decision-making processes

### Materials

- A brainstormed class list of useful vocabulary, structures and sentence starters

### Alternative Assessment Task

Your teacher has asked your Punjabi class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.

## ਵਰ੍ਹਾ-ਅੰਤ ਜਸ਼ਨ / Year-end Celebration

### Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Punjabi class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

### Instructions

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

### Examples

- |                                     |  |
|-------------------------------------|--|
| • ਮੈਂ ਸਕੱਤਰ ਬਣਾਂਗਾ/ਬਣਾਂਗੀ।          | • ਮੈਂ ਵਿਚਾਰਾਂ ਨੂੰ ਲਿਖਾਂਗਾ/ਲਿਖਾਂਗੀ।                 |
| • ਮੈਂ ਸਮੇਂ ਦਾ ਖਿਆਲ ਰੱਖਾਂਗਾ/ਰੱਖਾਂਗੀ। | • ਮੈਂ ਸਭ ਨੂੰ ਯਾਦ ਕਰਾਵਾਂਗਾ/ਕਰਾਵਾਂਗੀ ਕਿ ਪੰਜਾਬੀ ਬੋਲੋ। |
| • ਮੇਰਾ ਖਿਆਲ ਹੈ ...                  | • ਤੁਸੀਂ ਕੀ ...                                     |
| • ਮੇਰਾ ਨਹੀਂ ਖਿਆਲ ...                | • ਮੇਰੀ ਵਾਰੀ ਹੈ।                                    |
| • ਤੁਹਾਡਾ ਕੋਈ ਵਿਚਾਰ ਹੈ?              | • ਮੈਨੂੰ ਤੁਹਾਡਾ ਵਿਚਾਰ ਚੰਗਾ ਲੱਗਾ ਹੈ।                 |
| • ਇਹ ਬਹੁਤ ਵਧੀਆ ਵਿਚਾਰ ਹੈ!            | • ਸ਼ੁਕਰੀਆ!   |
| • ਵਧੀਆ ਵਿਚਾਰ!                       | • ਤੁਹਾਡੀ ਵਾਰੀ ਹੈ।                                  |

5. Before planning with your committee, ensure everyone assigns themselves a role.
6. Plan your class party with your committee, using Punjabi when you can. Be sure to take turns and be polite.
7. Share your plan with the class.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Teacher Checklist

## ਵਰ੍ਹਾ-ਅੰਤ ਜਸ਼ਨ / Year-end Celebration: Peer-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-3.3b	• assume a role in our group				
A-3.3c, LC-2.3a	• use Punjabi to work with others in our group				
A-3.3d, S-3.3a	• explain his or her ideas when asked				
Something you did well was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					



## ਵਰ੍ਹਾ-ਅੰਤ ਜਸ਼ਨ / Year-end Celebration: Self-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

I can ...		Yes	A Good Start	Not Yet	I know this because ...
A-3.3b	<ul style="list-style-type: none"> <li>tell others what my role will be in the group</li> </ul>				
A-3.3c, LC-4.4b	<ul style="list-style-type: none"> <li>act and speak respectfully to group members</li> </ul>				
A-3.3c, LC-2.3a	<ul style="list-style-type: none"> <li>use Punjabi when working in a group</li> </ul>				
A-3.3d, S-3.3a	<ul style="list-style-type: none"> <li>explain my ideas to help my group make decisions</li> </ul>				

## ਵਰ੍ਹਾ-ਅੰਤ ਜਸ਼ਨ / Year-end Celebration: Teacher Checklist

ਤਰੀਕ: \_\_\_\_\_

The students can ...	A-3.3b, assume roles S-3.3a and responsibilities as group members		A-3.3c, use Punjabi A-3.3d to negotiate with peers and explain ideas		LC-2.3a, interact LC-4.4b respectfully, in Punjabi, with group members	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## ਸੈ-ਸੇਵਕ ਦੀ ਪ੍ਰਸ਼ੰਸਾ / Volunteer Appreciation

### Student's Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Punjabi class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- ☐ **A-5.1 discover and explore**
  - a. explore classification systems and criteria for categories
  - b. discuss relationships and patterns
- ☐ **A-5.2 gather and organize information**
  - a. compare and contrast items in simple ways

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.2 written production**
  - a. produce short, simple written sentences in guided situations

**S-2** *Language use*

- ☐ **S-2.3 productive**
  - a. identify and use a variety of productive strategies, with guidance; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming

### Materials

- *Eating Well with Canada's Food Guide*
- Paper for creating charts
- Sample menus in Punjabi

### Alternative Assessment Task

Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.

## ਸੈ-ਸੇਵਕ ਦੀ ਪ੍ਰਸੰਸਾ / Volunteer Appreciation

### Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Punjabi class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Instructions

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Punjabi, to a class list of different foods.
3. With your teacher's help, create categories for the food.

#### Example

- ਸਿਹਤਮੰਦ ਖਾਣੇ      • ਰੋਗੀ ਖੁਰਾਕ      • ਬਾਲਗਾਂ ਦੀ ਪਸੰਦ      • ਜਵਾਨਾਂ ਦੀ ਪਸੰਦ

4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.

#### Sample phrases

- ਸੇਬ ਸਿਹਤ ਲਈ ਚੰਗੀ ਖੁਰਾਕ ਹੈ ਜਿਸਨੂੰ ਜਵਾਨ ਤੇ ਬਾਲਗ ਪਸੰਦ ਕਰਦੇ ਹਨ।
- ਚਿਪਸ ਚੰਗੀ ਖੁਰਾਕ ਨਹੀਂ ਅਤੇ ਜਵਾਨ ਲੋਕ ਪਸੰਦ ਕਰਦੇ ਹਨ।

5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as an appetizer, a beverage, an entrée or a dessert. Make a chart or lists to organize your choices.
7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day event.

#### Sample vocabulary list

- |              |            |                    |            |
|--------------|------------|--------------------|------------|
| • ਫਲ         | • ਹੈਮਬਰਗਰ  | • ਭੁੱਖ ਵਰਧਕ        | • ਸੈਂਡਵਿੱਚ |
| • ਗਾਜਰਾਂ     | • ਬੋਗਲਜ਼   | • ਮਿੱਠਾ ਪਦਾਰਥ      | • ਪੀਜ਼ਾ    |
| • ਮਫਿਨਜ਼     | • ਚਿਕਨ ਸੂਪ | • ਪੂਰੇ ਖਾਣੇ ਦਾ ਭਾਗ | • ਪਾਣੀ     |
| • ਬਨਜ਼       | • ਮੱਖਣ     | • ਰਸ               | • ਕੋਫੀ     |
| • ਪਟੋਟੋ ਚਿਪਸ | • ਚਾਕਲੇਟ   | • ਚਾਹ              | • ਪਨੀਰ     |

### Evaluation Tools

- Self-assessment and Goal Setting
- Teacher Feedback
- Teacher Rating Scale

## ਸੈ-ਸੇਵਕ ਦੀ ਪ੍ਰਸ਼ੰਸਾ / Volunteer Appreciation: Self-assessment and Goal Setting

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

- |                    |   |
|--------------------|---|
| A-5.1a             | • organizing foods into different categories          |
| A-5.1b,<br>A-5.2a  | • discussing which foods should go in what categories |
| S-2.3a,<br>LC-3.2a | • creating a sample menu                              |
| S-2.3a,<br>LC-3.2a | • participating in brainstorming                      |

I am especially proud of ...

because ...

Something I want to try  
again is ...

(your own ideas here)

\_\_\_\_\_  
\_\_\_\_\_  
surprised me because ...

Next time I would try ...

because ...

## ਸੈ-ਸੇਵਕ ਦੀ ਪ੍ਰਸ਼ੰਸਾ / Volunteer Appreciation: Teacher Feedback

The teacher comments on the following criteria:

The student ...

A-5.1a explores classification systems and criteria for categories

A-5.1b discusses relationships and patterns

A-5.2a compares and contrasts items in simple ways

LC-3.2a produces short, simple written sentences in guided situations

ਤਰੀਕ: \_\_\_\_\_

ਪਿਆਰੇ \_\_\_\_\_,

When you made your menu, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

ਦਲੋ \_\_\_\_\_

## ਸੈ-ਸੇਵਕ ਦੀ ਪ੍ਰਸੰਸਾ / Volunteer Appreciation: Teacher Rating Scale

ਤਰੀਕ: \_\_\_\_\_

The students can ...	A-5.1a explore classification systems and criteria for categories			A-5.2a compare and contrast items in simple ways		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live

### Student's Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Punjabi class has volunteered to create a fact sheet for Punjabi speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Principal Outcomes	
<b>A-5 To extend their knowledge of the world</b>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> b. record observations
Supporting Outcomes	
<b>LC-3 Interpret and produce written and visual texts</b>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written sentences in guided situations
<b>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</b>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> b. use common conventions to structure texts
<b>S-2 Language use</b>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching, organizing the text

### Materials

- Information about the local community from Web sites, tourist information centres, Chamber of Commerce
- Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets

### Alternative Assessment Task

Your teacher has arranged to take your Punjabi class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.



## ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live

### Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Punjabi class has volunteered to create a fact sheet for Punjabi speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

### Instructions

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

#### Examples

- \_\_\_\_\_ ਕਿੰਨੇ ਲੋਕ ਰਹਿੰਦੇ ਹਨ?
- \_\_\_\_\_ ਕਿਹੜੇ ਕਿਹੜੇ ਸਟੋਰ ਹਨ?
- \_\_\_\_\_ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਖੇਡਾਂ ਖੇਡੀਆਂ ਜਾਂਦੀਆਂ ਹਨ ?
- \_\_\_\_\_ ਕਿਹੜੇ ਕਿਹੜੇ ਸਕੂਲ ਹਨ?

2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

#### Sample

- \_\_\_\_\_ ਜਾਣਕਾਰੀ ਮਿਲੀ।

3. Write your own observations about where you live.

#### Sample phrases

- Name of city/town/area ਛੋਟਾ ਹੈ/ਵੱਡਾ ਹੈ/ਗਹਿਮ-ਗਹਿਮ ਹੈ/ਚੁੱਪ-ਚਾਪ ਹੈ।
- \_\_\_\_\_ ਬੜੇ ਪਾਰਕ ਹਨ/ਦੁਕਾਨਾਂ ਹਨ/ਖੇਡ ਦੇ ਮੈਦਾਨ ਹਨ।
- \_\_\_\_\_ ਚੰਗੀ ਥਾਂ ਹੈ/ਖੁਸ਼ਨੁਮਾ ਹੈ/ਅਪਣਤ ਹੈ।

4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.
5. Submit your fact sheet to your teacher to be shared with others.

### Evaluation Tools

- Self-assessment Rating Scale
- Teacher Rating Scale
- Self-assessment and Teacher Feedback

**ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Where We Live task, I could ...		Yes	A Good Start	Not Yet
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Punjabi to create a fact sheet about my community</li> </ul>			



**ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Where We Live task, I could ...		Yes	A Good Start	Not Yet
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Punjabi to create a fact sheet about my community</li> </ul>			

## ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live: Teacher Rating Scale

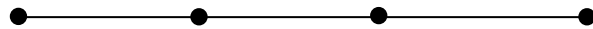
ਨਾਮ: \_\_\_\_\_

ਤਾਰੀਕ: \_\_\_\_\_

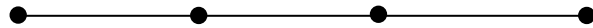
Criteria	Excellent	Very Good	Satisfactory	Not Yet
----------	-----------	-----------	--------------	---------

The student ...

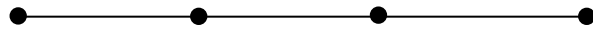
LC-3.2a, • composes written questions  
S-2.3a to guide research



A-5.2b, • records information  
S-2.3a



LC-5.1b • uses conventions (e.g., titles,  
bullets) to organize information  
on the fact sheet



**Comments**

## ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live: Self-assessment and Teacher Feedback

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

### ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live: Self-assessment

What did I do well ...	Looking back ...	Looking ahead ...
<u>Criteria</u> LC-3.2a, • when I composed S-2.3a questions to guide research about my community?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-5.2b, • when I located and S-2.3a recorded information about my community?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-5.2b, • when I prepared the LC-5.1b, fact sheet about my S-2.3a community?	I also noticed that I need help with ...	next time, I will ...

### ਅਸੀਂ ਜਿੱਥੇ ਰਹਿੰਦੇ ਹਾਂ / Where We Live: Teacher Feedback

Regarding your self-assessment, I would like to tell you ...

## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨੇ / Resolving Classroom Conflicts

### Student's Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Punjabi class to help create guidelines, in Punjabi, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- ☐ **A-5.3 solve problems**
  - a. participate in problem-solving situations
- ☐ **A-5.4 explore opinions and values**
  - b. recognize differences of opinion

### Supporting Outcomes

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-5.3 patterns of social interaction**
  - a. use simple conventions to open and close conversations and to manage turn taking

**S-3** *General learning*

- ☐ **S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decision-making processes

### Materials

- Poster paper

### Alternative Assessment Task

As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.

## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨੇ / Resolving Classroom Conflicts

### Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Punjabi class to help create guidelines, in Punjabi, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Instructions

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Punjabi, about how to state your feelings when you are having a conflict with someone else.

#### Examples

- ਮੈਂ \_\_\_\_\_ (ਜਿਸ ਨਾਲ ਤੁਸੀਂ ਝਗੜਾ ਨਿਪਟਾਉਣਾ ਚਾਹੁੰਦੇ ਹੋ) ਨਾਲ ਗੁੱਸੇ/ਉਦਾਸ/ਮਾਯੂਸ/ਪਰੇਸ਼ਾਨ ਹਾਂ।
- ਕਿਉਂਕਿ ...
- ਤੁਸੀਂ \_\_\_\_\_ ਨੂੰ ਗੱਲ/ਤੁਸੀਂ ਮੈਨੂੰ ਫੋਨ ਕਰ ਸਕਦੇ ਸੀ \_\_\_\_\_ /ਤੁਸੀਂ ਮੈਨੂੰ ਧੱਕਾ ਦਿੱਤਾ/ਬਹੁਤ ਉੱਚਾ ਬੋਲੇ।

3. Next, discuss some appropriate responses to the phrases you have created.

#### Examples

- ਮੈਨੂੰ ਅਫਸੋਸ ਹੈ/ਮੈਂ ਮਾਫੀ ਮੰਗਦਾ/ਮੰਗਦੀ ਹਾਂ \_\_\_\_\_, (ਦੂਜੇ ਵਿਅਕਤੀ ਦਾ ਨਾਮ)।
- ਮੈਂ ਵੀ ਗੁੱਸੇ/ਉਦਾਸ ਹਾਂ।

4. Finally, discuss phrases to help end the conflict.

#### Examples

- ਚਲੋ ਠੀਕ ਹੈ।
- ਮੈਂ ਹੁਣ ਠੀਕ ਹਾਂ।
- ਆਓ ਉਸਤਾਦ ਨਾਲ ਗੱਲ ਕਰੀਏ।
- ਸ਼ੁਕਰੀਆ!

5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.
6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨੇ / Resolving Classroom Conflicts: Peer-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4b	<ul style="list-style-type: none"> <li>recognize differences of opinion</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				



## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨ / Resolving Classroom Conflicts: Peer-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹੀ/ਰਿਹਾ ਹਾਂ।

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4b	<ul style="list-style-type: none"> <li>recognize differences of opinion</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				

## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨੇ / Resolving Classroom Conflicts: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

What did I do well ...	Looking back ...	Looking ahead ...
<u>Criteria</u> A-5.3a, • when I practised A-5.4b, solving a problem LC-5.3a with a partner?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> S-3.3a • when I helped to figure out the steps of a problem-solving process to resolve conflicts?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-5.4b • when I recognized differences of opinion?	I also noticed that I need help with ...	next time, I will ...



## ਜਮਾਤ ਦੇ ਝਗੜੇ ਹੱਲ ਕਰਨ / Resolving Classroom Conflicts: Observation Checklist

ਤਾਰੀਕ: \_\_\_\_\_

<b>Criteria: A-5.3a, LC-5.3a</b> The student understands and uses the steps in the problem-solving process			
Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਘੰਟਾ / Lunch-hour Intramurals

### Student's Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Punjabi class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- ☐ **A-5.4** *explore opinions and values*
  - a. make connections between behaviour and values
  - b. recognize differences of opinion

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- ☐ **LC-2.3** *interactive fluency*
  - a. engage in simple interactions

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-5.2** *text forms*
  - a. use some simple text forms in their own productions

**S-2** *Language use*

- ☐ **S-2.3** *productive*
  - a. identify and use a variety of productive strategies, with guidance; e.g., use words in the immediate environment

### Materials

- Lists of words about sports
- A chart on which to record survey responses

### Alternative Assessment Task

Your teacher has asked your Punjabi class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Punjabi, about their ideas. The results of the survey will be shared with the teacher.

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਘੰਟਾ / Lunch-hour Intramurals

### Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Punjabi class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Instructions

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.
2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

### Sample questions

- ਕੀ ਤੁਸੀਂ ਬਾਸਕਟ ਬਾਲ ਜਾਂ ਫੁਟਬਾਲ ਹਾਕੀ ਖੇਡਣਾ ਪਸੰਦ ਕਰੋਗੇ?
  - ਕੀ ਤੁਸੀਂ ਡਾਂਸ ਬਾਲ ਜਾਂ ਬੈਡਮਿੰਟਨ ਖੇਡਣਾ ਪਸੰਦ ਕਰੋਗੇ?
3. Using your survey questions, interview your classmates and record their responses.
  4. When you have interviewed everyone in class, organize your results.
  5. Share your results with your classmates.

### Evaluation Tools

- Self-assessment and Goal Setting
- Peer Assessment
- Teacher Checklist

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਘੰਟਾ / Lunch-hour Intramurals: Self-assessment and Goal Setting

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

- A-5.4a • making connections between behaviour and values
- A-5.4b • recognizing differences of opinion
- LC-2.3a • using Punjabi to interact with my classmates
- S-2.3a • using the sentences on my survey sheet to ask questions of others

I am especially proud of ...

because ...

Something I want to try  
again is ...

(your own ideas here)

\_\_\_\_\_ surprised me because ...

Next time I would try ...

because ...

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਘੰਟਾ / Lunch-hour Intramurals: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below  
(A-5.4a, A-5.4b, LC-2.3a)

ਤਰੀਕ: \_\_\_\_\_

Criteria: asked for and offered an opinion

ਪਿਆਰੇ \_\_\_\_\_,

When you conducted your survey, I  
noticed ... ☺

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Criteria: asked for and offered an opinion

ਪਿਆਰੇ \_\_\_\_\_,

When you conducted your survey, I  
noticed ... ☺

ਵਲੋਂ \_\_\_\_\_



ਤਰੀਕ: \_\_\_\_\_

Criteria: asked for and offered an opinion

ਪਿਆਰੇ \_\_\_\_\_,

When you conducted your survey, I  
noticed ... ☺

ਵਲੋਂ \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Criteria: asked for and offered an opinion

ਪਿਆਰੇ \_\_\_\_\_,

When you conducted your survey, I  
noticed ... ☺

ਵਲੋਂ \_\_\_\_\_



## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਘੰਟਾ / Lunch-hour Intramurals: Teacher Checklist

ਤਾਰੀਖ: \_\_\_\_\_

The students can ...	A-5.4b recognize differences of opinion		LC-5.2a use simple text forms		LC-2.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## ਜੁੜਵੇਂ / Twin Cities

### Student's Performance Task Description

Your town/city council is interested in twinning with a town or city in a Punjabi country. Your Punjabi class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Punjabi is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Punjabi culture</i>	<input type="checkbox"/> <b>GC-1.1 accessing/analyzing cultural knowledge</b> a. compare some elements of Punjabi culture with their own
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. recognize and identify similarities and differences between their own culture and other cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Punjabi language and culture</b> b. identify some places that they could visit where Punjabi is spoken
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes, write down key words, use graphic representations to make information easier to understand

### Materials

- Information about countries and towns/cities where Punjabi is spoken, from travel magazines, brochures, Web sites
- Templates of graphic organizers; e.g., Venn diagrams, T-charts

### Alternative Assessment Task

Write a simple research report about the similarities and differences between where you live and a place that is well known for its Punjabi culture.

## ਜੁੜਵੇਂ / Twin Cities

### Performance Task Description

Your town/city council is interested in twinning with a town or city in a Punjabi country. Your Punjabi class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Punjabi is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

### Instructions

1. Brainstorm a list of towns, cities or countries where you have learned that Punjabi is spoken.
2. Choose one town or city where Punjabi is spoken.
3. Research your chosen town or city. Find materials on your own and with your teacher's help.
4. Using a graphic organizer (e.g., a T-chart or Venn diagram) your teacher has given you, write down information about how the Punjabi town or city is similar to or different from your own town or city.
5. Submit to your teacher the information you have collected.

### Evaluation Tools

- Self-assessment
- Self-assessment Rating Scale
- Teacher Rating Scale



## ਜੁੜਵੇਂ / Twin Cities: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

<b>Something I learned about the Punjabi town or city ...</b>	<b>How this is similar or different from my town or city ...</b>

**What I found to be most interesting is ...**

**I would like to learn more about ...**

## ਜੁੜਵੇਂ / Twin Cities: Self-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Twin Cities task, I could ...		Yes	A Good Start	Not Yet
GC-3.1b	• think of some places where Punjabi is spoken			
GC-2.3a	• recognize similarities and differences between my town or city and the Punjabi town or city			
S-3.1a	• use a graphic organizer to organize my ideas			



## ਜੁੜਵੇਂ / Twin Cities: Self-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Twin Cities task, I could ...		Yes	A Good Start	Not Yet
GC-3.1b	• think of some places where Punjabi is spoken			
GC-2.3a	• recognize similarities and differences between my town or city and the Punjabi town or city			
S-3.1a	• use a graphic organizer to organize my ideas			

## ਜੁੜਵੇਂ / Twin Cities: Teacher Rating Scale

ਤਰੀਕ: \_\_\_\_\_

Student	GC-1.1a compares some elements of Punjabi culture with own culture			S-3.1a uses a variety of strategies			GC-2.3a recognizes and identifies similarities and differences between own culture and others			Follow-up Needed?  Yes/No
	insightfully	basically	irrelevantly	effectively	partially	inconsistently	effectively	basically	ineffectively	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										

## ਦੀ-ਸਾਥੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰੀ / *Getting Ready for an E-pal*

### Student's Performance Task Description

You and your classmates will be matched with Punjabi-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Punjabi-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Punjabi-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Principal Outcomes

**GC-1** *Historical and contemporary elements of Punjabi culture*

- ☐ **GC-1.1 accessing/analyzing cultural knowledge**
  - a. compare some elements of Punjabi culture with their own
- ☐ **GC-1.2 knowledge 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-1.5 valuing Punjabi culture**
  - b. express an interest in finding out about people their own age who speak Punjabi

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.1 reading**
  - a. understand short, simple written sentences in guided situations

**S-3** *General learning*

- ☐ **S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to organize and record information

### Materials

- Age-appropriate magazines
- Web sites targeted at Punjabi-speaking children
- An example of a T-chart

### Alternative Assessment Task

You have been asked by a teacher from another class to share information about the lives of Punjabi-speaking students in another country. You and your classmates will research what Punjabi-speaking people your age in another country are interested in. Use Web sites, books or children's magazines to find information and make an electronic slide show presentation or poster to share what you have learned.

### Teacher's Note

This task could be used as a preliminary step for an actual e-mail/correspondence project with Punjabi-speaking students in another country.

## ਈ-ਸਾਥੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰੀ / **Getting Ready for an E-pal**

### Performance Task Description

You and your classmates will be matched with Punjabi-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Punjabi-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Punjabi-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Instructions

1. With your teacher's help, find a variety of materials written in Punjabi that provide information about the interests of people your own age in another country.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Punjabi-speaking people your own age live in their country and what they enjoy doing.

### Example

How they live	What they like to do
Mostly live in apartments in cities	Like to go to community events like dances
	Like to play soccer

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

### Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections

**ਈ-ਸਾਥੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰੀ / Getting Ready for an E-pal:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
<b>GC-1.1a, GC-1.2b, GC-1.5b</b> <ul style="list-style-type: none"> <li>find out how I am similar to and different from people my age in Punjabi culture</li> </ul> <p>Something I want to share is ...</p>			
<b>LC-3.1a</b> <ul style="list-style-type: none"> <li>understand information from Punjabi sources</li> </ul> <p>Something I want to share is ...</p>			
<b>S-3.1a</b> <ul style="list-style-type: none"> <li>use a chart to organize information</li> </ul> <p>Something I want to share is ...</p>			
<b>Some advice that I would give to others performing this task is ...</b>			

## ਈ-ਸਾਥੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰੀ / Getting Ready for an E-pal: Observation Checklist

ਤਰੀਕ: \_\_\_\_\_

**Criteria: LC-3.1a The student understands short, simple texts in guided situations**

Student	Yes	Not Yet	Evidence the student can interpret Punjabi-language texts ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

## ਈ-ਸਾਥੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰੀ / Getting Ready for an E-pal: Student Reflections

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

<p><b>GC-1.1a</b></p> <ul style="list-style-type: none"> <li>• compare some elements of Punjabi culture with their own</li> </ul>	<p>When learning about Punjabi-speaking people my own age, something that surprised me was ...</p>
<p><b>GC-1.2a</b></p> <ul style="list-style-type: none"> <li>• explore and identify some elements of Punjabi culture</li> </ul>	<p>The most interesting thing I learned from this task was ...</p>
<p><b>GC-1.2b</b></p> <ul style="list-style-type: none"> <li>• explore and identify some things they have in common with people their own age in Punjabi culture</li> </ul>	<p>Something about Punjabi culture I would like to learn more about is ...</p>



## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts

### Student's Performance Task Description

Your school district will be hosting a group of Punjabi-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Punjabi class to help identify similarities and differences between students' cultures and Punjabi culture. This information will be submitted to the principal.

### Principal Outcomes

**GC-1** *Historical and contemporary elements of Punjabi culture*

- ☐ **GC-1.3** *applying cultural knowledge*
  - 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-1.5** *valuing Punjabi culture*
  - a. identify similarities between themselves and people of the Punjabi culture

### Supporting Outcomes

**S-3** *General learning*

- ☐ **S-3.1** *cognitive*
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning

### Materials

- A Venn diagram

### Alternative Assessment Task

To observe a particular holiday or celebration (e.g., harvest festivals, birthdays, national remembrance day) at your school, your Punjabi class will learn about a similar holiday or celebration in Punjabi culture. Brainstorm all the information you can remember about the holiday or celebration in your culture. Conduct research to find out information about the similar holiday or celebration in Punjabi culture. Organize the information to show the similarities and differences between the two cultures. Use this information to help plan how you will observe the holiday or celebration at your school.

## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts

### Performance Task Description

Your school district will be hosting a group of Punjabi-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Punjabi class to help identify similarities and differences between students' cultures and Punjabi culture. This information will be submitted to the principal.

### Instructions

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Punjabi culture. Make a second list of what are considered polite and impolite behaviours in your own culture.
2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Punjabi culture.
3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try to explain why the behaviours are impolite or polite.
4. Share your report with your classmates.

### Evaluation Tools

- Self-assessment Rating Scale
- Teacher Rating Scale
- Observation Checklist

## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts: Self-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Good Hosts task, I could ...		Yes	A Good Start	Not Yet
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Punjabi culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			



## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts: Self-assessment Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

During the Good Hosts task, I could ...		Yes	A Good Start	Not Yet
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Punjabi culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			

## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts: Teacher Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
GC-1.3a • identify similarities and differences between Punjabi culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Punjabi culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges



## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts: Teacher Rating Scale

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
GC-1.3a • identify similarities and differences between Punjabi culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3b • interpret similarities and differences between Punjabi culture and his or her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.5a • identify similarities between himself or herself and people of the culture being studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S-3.1a • use a Venn diagram to organize ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

## ਚੰਗੇ ਮੀਜ਼ਬਾਨ / Good Hosts: Observation Checklist

ਤਰੀਕ: \_\_\_\_\_

**Criteria:** GC-1.3a, GC-1.5a The student identifies similarities and differences between Punjabi culture and his or her own culture

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

## ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / *Generation Gap*

### Student's Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Punjabi culture. Use Punjabi-language materials to help you research the generation gap in Punjabi culture. Create an outline for your report.

Principal Outcomes	
<b>GC-1</b> <i>Historical and contemporary elements of Punjabi culture</i>	<input type="checkbox"/> <b>GC-1.4</b> <i>diversity within Punjabi culture</i> <ol style="list-style-type: none"> <li>identify similarities and differences among diverse groups within Punjabi culture</li> <li>apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture</li> </ol>
<b>GC-2</b> <i>Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3</b> <i>awareness of own culture</i> <ol style="list-style-type: none"> <li>recognize and identify similarities and differences between their own culture and other cultures</li> </ol>
Supporting Outcomes	
<b>S-3</b> <i>General learning</i>	<input type="checkbox"/> <b>S-3.1</b> <i>cognitive</i> <ol style="list-style-type: none"> <li>identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning</li> </ol>
<b>Materials</b> <ul style="list-style-type: none"> <li>Punjabi-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities</li> <li>A Venn diagram, T-chart and/or other types of graphic organizers</li> </ul>	

### Alternative Assessment Task

Your Punjabi class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, address how your community's cultural practices that are followed during this celebration are both similar to and different from Punjabi cultural practices that are followed during a similar celebration. You must also address the similarities and differences in the way this celebration is observed in different places that Punjabi speakers live.

## ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / **Generation Gap**

### **Performance Task Description**

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Punjabi culture. Use Punjabi-language materials to help you research the generation gap in Punjabi culture. Create an outline for your report.

### **Instructions**

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.
2. Use Punjabi-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about how young people and older people are similar and different in Punjabi culture.
3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.
4. Use all the information you have organized to make an outline for your report. Be sure to state how the generation gap in Punjabi culture is similar to or different from the generation gap in your own culture.

### **Evaluation Tools**

- Self-assessment
- Self-assessment
- Teacher Checklist

ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / **Generation Gap: Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helps me because ...

Something important I learned during this task was ...



ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / **Generation Gap: Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helps me because ...

Something important I learned during this task was ...



## ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / **Generation Gap: Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

GC-1.4a

One important way younger and older people are similar in Punjabi culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4b

This similarity is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4a

One important way younger and older people are different in Punjabi culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4b

This difference is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-2.3a

Something I noticed that is similar between the generation gap in Punjabi culture and my own culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

**ਪੁਸ਼ਤਾਂ ਦਾ ਅੰਤਰ / Generation Gap: Teacher Checklist**

ਤਰੀਕ: \_\_\_\_\_

The students can ...	GC-1.4a identify similarities and differences among young people and adults in Punjabi culture		GC-2.3a identify similarities and differences between their own culture and Punjabi culture	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

## ਇਕ ਸ਼ਬਦ ਚੁਣੋ / Pick a Word

### Student's Performance Task Description

Someone in your Punjabi class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Punjabi words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Punjabi students.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- ☐ **GC-2.1 awareness of first language**
  - a. identify similarities and differences between their first language and Punjabi
- ☐ **GC-2.2 general language knowledge**
  - a. recognize that in any language there are different words for the same thing

### Supporting Outcomes

#### *S-1 Language learning*

- ☐ **S-1.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., group together sets of words with similar meanings, identify similarities between an aspect of their own language and Punjabi

### Materials

- Paper for creating a simple resource
- Punjabi dictionaries

### Alternative Assessment Task

Make an English/Punjabi personal dictionary to help remember new vocabulary words. Organize the Punjabi words into groups with similar meanings.

## ਇਕ ਸ਼ਬਦ ਚੁਣੋ / Pick a Word

### Performance Task Description

Someone in your Punjabi language class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Punjabi words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Punjabi students.

### Instructions

1. Participate in a discussion about groups of different English words that mean the same thing; e.g., vehicle can mean car, auto, truck or van and a couch could also be referred to as a sofa, chesterfield or love seat.

2. Think of some similar Punjabi examples.

### Examples

- car
- sofa

3. Working with your classmates and your teacher, create a list of Punjabi cognates that you have learned. (Cognates are words that sound or are spelled the same/similarly and have the same meaning.)

4. Write a short resource in which you point out the similarities and differences between English and Punjabi you think would be helpful for a Punjabi student to know.

5. Share your resource with your classmates.

### Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Peer Assessment

## ਇਕ ਸ਼ਬਦ ਚੁਣੋ / Pick a Word: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Word in English	Cognate in Punjabi	How this will help me with my learning

What I have learned about the writing systems of other languages ...

I would like to learn more about ...

## ਏਕ ਸ਼ਬਦ ਚੁਣੋ / Pick a Word: Teacher Rating Scale

ਤਰੀਕ: \_\_\_\_\_

The students can ...	GC-2.1a identify similarities and differences between their first language and Punjabi			GC-2.2a recognize that in any language there are different words for the same thing		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

## ਇਕ ਸ਼ਬਦ ਚੁਣੋ / Pick a Word: Peer Assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਿਹਾ/ਰਹੀ ਹਾਂ।

### GC-2.1a, GC-2.2a, S-1.1a My reflections on your work

In your resource for future Punjabi students, I noticed that what you did really well was ...

Something I learned from your resource was ...

Something I would suggest is ...

### Student Response to Peer Assessment

ਨਾਮ : \_\_\_\_\_

When I read my peer's comments on my work ...

- I realized that I was successful at ...
  
- I have learned that next time I could ...

## ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?

### Student's Performance Task Description

Your class has been learning about Punjabi culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> a. recognize that speakers of the same language may come from different cultural backgrounds  <input type="checkbox"/> <b>GC-2.5 valuing diversity</b> a. engage in activities that reflect other ways of doing things or other perspectives
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember  <input type="checkbox"/> <b>S-3.2 metacognitive</b> a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher
<b>Materials</b> <ul style="list-style-type: none"> <li>A chart or other graphic organizer to help students organize information</li> </ul>	

### Alternative Assessment Task

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.



## ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?

### Performance Task Description

Your class has been learning about Punjabi culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

### Instructions

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

#### Sample ideas

- ਤੁਸੀਂ ਕਿਹੜੀ ਕਿਹੜੀ ਬੋਲੀ ਬੋਲਦੇ ਹੋ?
  - ਵੱਡੇ ਹੁੰਦਿਆਂ ਤੁਸੀਂ ਕਿਹੜੀ ਕਿਹੜੀ ਬੋਲੀ ਸੁਣੀ ਹੈ?
  - ਤੁਸੀਂ ਕਿਧਰੇ ਹੋਰ ਵੀ ਰਹੇ ਹੋ?
  - ਤੁਹਾਡੇ ਮਾਪੇ/ਦਾਦਾ/ਦਾਦੀ/ਨਾਨਾ/ਨਾਨੀ ਕਿੱਥੇ ਵੱਡੇ ਹੋਏ ਹਨ?
  - ਤੁਸੀਂ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਛੁੱਟੀਆਂ ਮਨਾਉਂਦੇ ਹੋ?
  - ਤੁਸੀਂ ਛੁੱਟੀਆਂ ਕਿਸ ਤਰ੍ਹਾਂ ਮਨਾਉਂਦੇ ਹੋ: ਜਿਵੇਂ ਬੈਂਕਸਗਿਵਿੰਗ, ਜਨਮ ਦਿਨ?
2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.
  3. In class, share your information about your own cultural background with your classmates.
  4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas.)
  5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

### Evaluation Tools

- Teacher Checklist
- Self-assessment Rating Scale and Teacher Feedback
- Self-assessment

## ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?: Teacher Checklist

ਤਰੀਕ: \_\_\_\_\_

The students can ...	S-3.2a reflect on their cultural backgrounds and the cultural diversity within the classroom		S-3.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

**ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?:  
Self-assessment Rating Scale and Teacher Feedback**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

<b>ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?: Self-assessment Rating Scale</b>				
In this activity ...		Yes	A Good Start	Not Yet
S-3.1a	• I formulated key questions			
S-3.2a	• I actively participated in class brainstorming			
S-3.1a	• I connected what I already know about culture to what I am learning			
S-3.1a	• I used supports (e.g., charts, mind maps, diagrams) to make information easier to remember			
S-3.2a	• I reflected on what I learned			
S-3.1a	• I listened for and recorded key words and ideas			
<p><b>Please notice ...</b></p>    <p><b>If I could participate in a similar activity again, I would ...</b></p>    				
<b>ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?: Teacher Feedback</b>				
<p><b>Regarding your self-assessment, I would like to tell you ...</b></p>          				

## ਅਸੀਂ ਕੌਣ ਹਾਂ? / Who Are We?: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

GC-2.5a, S-3.2a

What I learned about my own cultural background is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GC-2.4a, GC-2.5a, S-3.2a

What I learned about my classmates that helps me better understand them is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GC-2.5a, S-3.2a

What I found most interesting is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What I now understand better is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application

### Student's Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> b. recognize some of the factors that affect the culture of a particular region
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.2 cultural and linguistic diversity</b> b. identify some places where there is significant linguistic and cultural diversity

Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., connect what they already know with what they are learning, use charts to make information easier to remember and understand

### Materials

- A graphic organizer

### Alternative Assessment Task

Write a report about a country in which you are interested. In your report, include information about how people live in the country and what languages they speak. Share your report with your teacher and classmates.

## ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application

### Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

### Instructions

1. With your teacher's help, create a chart to organize information about a country you have decided to research. Include information about different regions of the country and how living in a particular region affects the lifestyle of the people.

### Examples

	Food	Clothing	Languages Spoken	Entertainment
Cities	<ul style="list-style-type: none"> <li>• get from supermarket</li> </ul>	<ul style="list-style-type: none"> <li>• more fashionable</li> </ul>		<ul style="list-style-type: none"> <li>• movies, theatre, festivals, restaurants</li> </ul>
Villages	<ul style="list-style-type: none"> <li>• grow in garden</li> </ul>	<ul style="list-style-type: none"> <li>• more practical/working clothes</li> <li>• warmer</li> </ul>		<ul style="list-style-type: none"> <li>• community events, family events</li> </ul>
Seaside	<ul style="list-style-type: none"> <li>• fishing</li> <li>• gardens</li> </ul>	<ul style="list-style-type: none"> <li>• rain gear</li> </ul>		

2. Fill in the information you remember about the country. Do the necessary research to fill in the rest of your chart.
3. Share with your classmates what you have learned about the country and its culture.

### Evaluation Tools

- Self-assessment
- Teacher Checklist
- Self-assessment

## ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application: Self-assessment

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

GC-3.2b, GC-2.4b, S-3.1a

While preparing to organize information about the Punjabi culture of the country I researched, the information about Punjabi culture I remembered on my own is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GC-2.4b, GC-3.2b, S-3.1a

Some new information I learned is ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What I found most interesting is ...

- \_\_\_\_\_
- \_\_\_\_\_

## ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application: Teacher Checklist

ਤਰੀਕ: \_\_\_\_\_

The students can ...	GC-2.4b recognize some factors that affect the culture of a particular region		GC-3.2b identify some places where there is significant linguistic and cultural diversity	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				



**ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application:  
Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

S-3.1a Using a chart helped me organize information because ...

Remembering what I already know about a topic before I start researching helps me because ...



**ਵਟਾਂਦਰੇ ਲਈ ਅਰਜ਼ੀ / Exchange Application:  
Self-assessment**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

S-3.1a Using a chart helped me organize information because ...

Remembering what I already know about a topic before I start researching helps me because ...

## ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਨ / A Different Perspective

### Student's Performance Task Description

Your teacher would like each person in your Punjabi class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- ☐ **GC-2.5 valuing diversity**
  - b. recognize the limitations of adopting a single perspective
- ☐ **GC-2.6 intercultural skills**
  - a. reflect on their actions and the consequences of their actions for others

### Supporting Outcomes

#### *LC-3 Interpret and produce written and visual texts*

- ☐ **LC-3.2 written production**
  - a. produce short, simple written sentences in guided situations

#### *S-3 General learning*

- ☐ **S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use charts and other graphic representations to make information easier to understand and remember
- ☐ **S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks

### Materials

- Paper

### Alternative Assessment Task

Grade 6 students in your school are being trained as conflict mediators. As part of your training, you and your classmates need to think about situations you have seen or experienced at school where students were involved in a conflict. Discuss how those who were involved may have felt. Complete this first step of your conflict mediator training with your Punjabi class and write a short summary describing the most important things you have learned.

## ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਨ / A Different Perspective

### Performance Task Description

Your teacher would like each person in your Punjabi class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Instructions

1. In a small group, brainstorm challenging situations new students might face; e.g., finding their classroom, recognizing the various school staff, finding places in the school, meeting new people.
2. For each challenging situation, discuss what the student buddy could do to assist new students. Use a T-chart to organize your ideas.

### Example

Challenging Situation	Possible Solution
Finding their classroom	Take new students on a tour and show them their classrooms

3. With your group, decide the most important things that you have learned. Share your ideas with the class.
4. With your teacher's help, brainstorm and write short phrases that new students can use to meet challenging situations.

### Examples

- \_\_\_\_\_ ਜੀ, ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾਂਵਾਂ?
  - ਦਫ਼ਤਰ ਕਿੱਥੇ ਹੈ?
  - ਤੁਸੀਂ ਮੈਨੂੰ ਆਪਣਾ/ਆਪਣੀ \_\_\_\_\_ ਵਰਤਣ ਲਈ ਦੇ ਸਕਦੇ ਹੋ?
5. Write these phrases in your notebook to use when you are a student buddy to new students.

### Evaluation Tools

- Self-assessment and Goal Setting
- Teacher Feedback
- Student Reflections

## ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਨ / A Different Perspective: Self-assessment and Goal Setting

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

When I worked with my group, I was able to ...	Yes, I did and ...	No, not yet because ...
<b>GC-2.5b, S-3.1a</b> <ul style="list-style-type: none"> <li>help decide the most important things about looking at something from another person's point of view</li> </ul>		
<b>GC-2.6a, S-3.1a</b> <ul style="list-style-type: none"> <li>organize our ideas about challenging situations and possible solutions</li> </ul>		
<b>S-3.1a</b> <ul style="list-style-type: none"> <li>think of challenging situations</li> </ul>		

**I am proud of how ...**

Next time, I would improve ...

## ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਨ / A Different Perspective: Teacher Feedback

The teacher comments on the following criteria:

The student ...

GC-2.5b recognizes the limitations of adopting a single perspective

GC-2.6a reflects on their actions and the consequences of their actions for others

ਤਰੀਕ: \_\_\_\_\_

ਪਿਆਰੇ \_\_\_\_\_,

When you shared your ideas, I noticed ... ☺

I also noticed ...

Next time, you may want to try ...

ਵੱਲੋਂ \_\_\_\_\_

**ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਨ / A Different Perspective:  
Student Reflections**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

**Let me tell you about my learning**

1. Some challenging situations my group thought of were ...
  
  
  
  
  
  
  
  
  
  
2. GC-2.5b Looking at situations from the point of view of new students was interesting because ...
  
  
  
  
  
  
  
  
  
  
3. S-3.3a How I think I could best help a new student would be ...
  
  
  
  
  
  
  
  
  
  
4. My Punjabi classroom survival phrases could help a new student because ...

## ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਰੁਜ਼ਗਾਰ / Punjabi Language and Careers

### Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Punjabi language and culture, and other languages and cultures, can be important in many careers. Your Punjabi class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Principal Outcomes

#### *GC-3 Personal and career opportunities*

- ☐ **GC-3.1 Punjabi language and culture**
  - a. identify some careers for which knowledge of Punjabi language and culture is useful
- ☐ **GC-3.2 cultural and linguistic diversity**
  - a. identify some careers for which knowledge of different languages and cultures is useful

### Supporting Outcomes

#### *S-3 General learning*

- ☐ **S-3.2 metacognitive**
  - a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task

### Materials

- Materials for making posters; e.g., paper, clip art

### Alternative Assessment Task

Your school is preparing for a Career Day. Your Punjabi class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Punjabi language and culture, and other languages and cultures, is useful in many careers.

## ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਰੁਜ਼ਗਾਰ / Punjabi Language and Careers

### Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Punjabi language and culture, and other languages and cultures, can be important in many careers. Your Punjabi class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Instructions

1. With your classmates, brainstorm different careers in which knowledge of Punjabi language and culture is necessary or advantageous; e.g., Punjabi teacher, Punjabi interpreter, flight attendant.
2. Brainstorm any other careers you can think of in which knowledge of other languages and cultures would be helpful; e.g., working for the federal government, police officer.
3. Using this information, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Punjabi language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. On your poster, include reasons for knowing:
  - Punjabi
  - Punjabi culture
  - other international languages
  - other cultures
5. Create your poster and share it with your classmates.

### Evaluation Tools

- Teacher Feedback
- Peer Assessment
- Self-assessment Rating Scale



## ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਰੁਜ਼ਗਾਰ / Punjabi Language and Careers: Teacher Feedback

The teacher comments on the following criteria:

The student ...

GC-3.1a identifies some careers for which knowledge of Punjabi language and culture is useful

GC-3.2a identifies some careers for which knowledge of different languages and cultures is useful

S-3.2a identifies and uses metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

ਤਰੀਕ: \_\_\_\_\_

ਪਿਆਰੇ \_\_\_\_\_,

When I read your poster about how different languages and cultures, including Punjabi language and culture, are useful for careers, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

ਵਲੋਂ \_\_\_\_\_

**ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਰੁਜ਼ਗਾਰ / Punjabi Language and Careers:  
Peer Assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਿਹਾ/ਰਹੀ ਹਾਂ।

**GC-3.1a, GC-3.2a My reflections on your work**

On your poster about different languages and cultures, including Punjabi language and culture, I noticed that what you did really well was ...

Something I learned from your poster was ...

Something I would suggest is ...

**Student Response to Peer Assessment**

ਨਾਮ : \_\_\_\_\_

**When I read my peer's comments on my work ...**

- I realized that I was successful at ...
  
- I have learned that next time I could ...

**ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਰੁਜ਼ਗਾਰ / Punjabi Language and Careers:  
Self-assessment Rating Scale**

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

In regard to my poster, I could ...	Yes	A Good Start	Not Yet	I know this because ...
<b>GC-3.1a</b> <ul style="list-style-type: none"> <li>show how knowing about Punjabi language and culture is useful for careers</li> </ul>				
<b>GC-3.2a</b> <ul style="list-style-type: none"> <li>show how knowing about different languages and cultures is useful for careers</li> </ul>				
<b>S-3.2a</b> <ul style="list-style-type: none"> <li>make a plan for my poster</li> </ul>				