# Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses

Revised: January 2003

## •BACKGROUND

Alberta Learning is committed to ensuring that all students have access to a quality education. Locally developed/acquired and authorized junior high school complementary courses authorized by school authorities provide instructional opportunities that complement provincially authorized programs. This policy enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Alberta Learning is also committed to meeting the changing needs of students by encouraging flexibility and discretion at the local level. Over a number of years, locally developed/acquired and authorized senior high courses in practical arts/career and technology studies, second languages, fine arts and other areas have been developed to accommodate the special interests and abilities of students, to address local community or parent interests, or to provide for innovative practices. Historically, Alberta Learning has required school authorities to submit senior high locally developed/ acquired and authorized courses to the Minister for approval. However in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.

## •POLICY

Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

**HEADWAY SCHOOL SUPPORTS ALL POLICIES SET UP BY ALBERTA LEARNING FOR PRIVATE SCHOOLS.**

## •**Headway wholeheartedly believes in the text and the spirit of the following parts of the School Act**

<u>Diversity in shared values</u>

3 (1) All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

  (2) For greater certainty, education programs and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, religious intolerance or persecution, social change through violent action or disobedience of laws.

<u>Private schools</u>

28 (2) A private school is entitled to be accredited as an accredited private school if

   (a) the Minister approves the education program and any modification of it offered at the school ...

<u>Courses, programs, etc.</u>

39 (1) The Minister may do the following:

   (a) prescribe courses of study or education programs, including the amount of instruction time;

   (b) authorize courses of study, education programs or instructional materials for use in schools;

   (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;

   (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;

   (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;

   (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

<u>Powers of boards</u>

60 (2) A board may:

   (a)   subject to section 39 and the regulations, develop, acquire or offer courses or programs;

   (a.1) subject to section 39 and the regulations, develop or acquire instructional materials for use in programs or in schools;

## •**ADDITIONAL DEFINITIONS**

In this policy,

   "school authorities" means boards and funded private schools and in this case Headway School Society of ALberta's Executive of the Board.

### •PROCEDURES

1. School authorities offering locally developed/acquired and authorized courses shall develop, keep current and implement written policy and procedures consistent with provincial policy and procedures for the development and monitoring of courses at the local level.
2. A record of local policy and monitoring and implementation results shall be maintained by the school authorities and shall be available to Alberta Learning for review upon request.
3. All locally developed/acquired and authorized courses and learning resources shall be consistent with:

**(1) the Ministerial Order made under section 39(1)(f) of the Act; and**
**(2)** *Recognizing Diversity and Promoting Respect.*

4. Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by board motion and shall be for a maximum duration of three years.
5. The description for each course (junior or senior high) should include:

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# 17 points+ how will HSSA implement this?

(1) the name of the school authority and schools(s) where the course is to be offered;

**Headway School Society of Alberta [0118]**

(2) the title of the course;

### Punjabi Language and Sikh Culture K-12

LDC 1272 Sikh Culture and Punjabi Language Culture - 15 (12Y)
LDC 2272 Sikh Culture and Punjabi Language Culture - 25 (12Y)
LDC 3272 Sikh Culture and Punjabi Language Culture - 35 (12Y)

(3) a motion of the board or governing body of a private school to offer the locally developed/acquired and authorized course;

**Please see Attached.**

(4) the junior high school grades or the senior high school years at which the course is to be offered;

The course is being offered from Kindergarten to Grade 12
(5) the credit allocations, if appropriate (credit values of less than 3 are not acceptable for senior high courses);
5 Credits 40 minutes x 190 days=7600/60=126 hours
(6) Implementation date is September 2012 onwards

(7) Rationale and Philosophy for the course;

## [7] Rationale:

The necessity of teaching at least one foreign language to every Canadian citizen is so obvious that there remains hardly any doubt about its justification. We are truly the world's most Multicultural and Diverse society. Besides communicating with others and learning about others, there is a liberating value of stepping outside one's own culture and one's own language that has long been recognized in educational philosophy and the competence to communicate in more than one language has become an accepted postulate of modern educational theory. Most Post Secondary institutions and employees in Canada look positively at students who have acquired a second language. Therefore all provincial educational systems in Canada provide the opportunity for their citizens to acquire at least a basic communicative competence in languages other than their English or French.

Contrary to the general acceptance of offering a foreign language at Junior High School only or offering a language but not submerging in the culture, we at Headway School have opportunity for the students to be totally emerge in a culture [from K-12] that is part and parcel of the Punjabi Language.
Yes! There are other religions besides Sikhism in Punjab who speak Punjabi but they all fully and primarily support other languages first. Sikhism supports Punjabi as its primary language.
That's why our course is named Punjabi Language and Sikh Culture.

The arguments for a foreign language education fall into four categories and stem from four scientific disciplines: Developmental psychology, Neuro-physiology,  Anthropology, and Pedagogy.
They can be fount in:
>        Foreign Language Education in Primary Schools (age 5/6 to 10/11)
>        Language Policies
>        Council of Europe Press, 1997
>        edited by
>        Peter DOYÉ
>        *Technische Universität Braunschweig, Germany*
>        Alison HURRELL
>        *Northern College of Education, Aberdeen, Scotland*
>        Education Committee
>        Council for Cultural Co-operation

## a) Developmental psychology

From the early days of research in our field the programmes of investigation contained a good deal of psychological argumentation.
Researchers turned to developmental psychology as the discipline directly concerned with the changes in people's dispositions and behaviour, and wanted to learn what this discipline had to offer.
Arnold Gesell was one of the first psychologists who gave an answer to the question of when to introduce foreign language learning into the school curriculum:

"The young child below the age of 10 enjoys language experience. He is ready to learn, to listen, to
    communicate by word of mouth, in playful and dramatic situations. With favorable motivation he is
    emotionally amenable to a second and even a third language." (Gesell 1956)

While Gesell stressed the **emotional** disposition for foreign language learning, Frances Ilg emphasized the **intellectual** readiness of young children. She described these children as, "group-minded, expansive, and receptive. At this age, when expansion and imitation are at their height, the child can under favorable conditions be expected to learn a second language with a rush." (Ilg 1956)

In more recent years Rachel Cohen points to the fact that an early beginning is necessary if a native-speaker-like accent is to be acquired (Cohen, 1991). It is her view that "the younger the better", that the young child is better equipped than an adult, not only because his/her brain is more disposed to language acquisition but also because he/she reads fewer problems into the process than an adult does. Her research indicates that immigrant children of 3-4 years of age, speaking not a word of French on arrival at elementary school, learned French as a second language holistically by involvement in play, singing, repetition, imagination and story-telling. She found that three-year old children very quickly acquired a native speaker accent, that this took longer in seven-year-olds and that 11-year olds, despite much more time and effort, never quite reached the same level of proficiency.

However, there is also considerable opposition to this kind of argumentation from some psychologists who call it "simplistic".

The counter-argument is this:

Human dispositions at a certain age cannot determine by themselves when an ability such as communicative competence in another language is best acquired. They have merely the function of making such an acquisition possible. It is the environment, the educational environment mainly, that is the final decisive factor.

A representative of this more critical position is the Swiss psychologist Hans Aebli (Aebli 1974, p. 182).

## b) Neuro-physiology

The second argument is similar to the first, but it stems from another discipline. In their famous book "Speech and Brain Mechanism" (1959) Penfield and Roberts postulate a biological time-table for language learning on the basis of their exploration of the human brain.

They report that in cases of injury, the human brain of individuals below the age of nine usually recovers completely. The implication of this is clear: the early plasticity of the brain is a capital that has to be exploited for second language learning.

"For the purpose of language learning the human brain becomes progressively stiff and rigid after the age of nine ... Before the age of nine (...) a child is a specialist in learning to speak." (Penfield and Roberts, 1959)

Later research has cast a lot of doubt on this thesis. Van Parreren maintains that the physiological argument is weak, because it does not take into consideration the possibility that this early plasticity can be compensated by the more highly developed learning strategies of the older child (van Parreren 1976).

His criticism is supported by a number of empirical studies (e.g. Ekstrand 1979). These authors deny the existence of an "optimum age" for beginning the study of a foreign language.

Larsen-Freeman and Long agree that there are "biological constraints on second language acquisition", but they cannot be interpreted in such a way that as to suggest after the so-called critical period language learning must be ineffective (Larsen-Freeman and Long 1990).

## c) Anthropology

The anthropological argument has a better foundation than the two preceding ones. It starts from a principal human characteristic: the individual´s openness at birth. This openness enables him/her to acquire a great variety of social, cultural and linguistic norms. For the new-born child anything is possible. However, socialization normally forces the individual into one particular society, culture and language, and during this process of integration and adaptation the original openness gets lost. Habits are developed, reinforced and consolidated and they restrict the potential indefiniteness. The originally open human being becomes a monocultural, monolingual person.

There are anthropologists who maintain that it is a basic task of all education to keep this restriction within close limits. They argue that this necessary process - a fixation, one might call it -  must not go so far as to prevent the individual from experiencing and acknowledging other ways of life, and they believe that foreign language education is a good means to this end. It was a central idea in the work of the German philosopher Wilhelm von Humboldt, who regarded different languages as expressions of different world-views, that if human beings needed the capacity of looking at the world from more than one point of view, then the learning of more than one language was required. In recent years Humboldt´s followers have taken up this argument and postulated that foreign language study should be used more consistently as a medium for the reconstitution of a pluralistic world-view.
This claim is implicitly an argument for an early start of FLE, if one takes into consideration that the described fixation is a continuous process and that in all likelihood, one can more successfully avoid its negative effects, the earlier one begins working against them.

## d) Pedagogy
The above argument surely contains pedagogical aspects, but it is not an educational one *ab ovo*, so to say, - nor are the two others. A fundamentally educational argument must proceed from the situation of European children at the end of this century and it is the task of the school to help them develop the attitudes and competences they need to master this situation. However valid the three preceding arguments might be, the statement that an introduction of foreign language learning into the primary school makes psychological, physiological and anthropological sense is not enough. Such an introduction must be seen to be educationally necessary as well.
A lot has been said and written about this educational necessity and it will therefore suffice to sum up the main ideas and to underpin them with two quotations from prominent educators.

The educational logic is this:
The world has changed. Children meet members of other ethnic and speech communities more and more often and have to be prepared for these encounters. They need what we specialists call intercultural communicative competence fairly early. For this, they must acquire verbal skills in at least one other language and knowledge of other cultures. And if, as psychological and physiological findings tell us, they possess the necessary dispositions for the competence needed, then it is an educational obligation for educators to help them achieve such competence.

To quote one of the great early protagonists of FLE in the primary school, H.H. Stern:

"The acquisition of a foreign language must become part of the basic literacy of the child on a par with reading and writing. It is argued that the traditional point of view of primary education as vernacular education is unrealistic, because even by a narrow definition of bilingualism at least half of the world´s population is bilingual; and in any case everyone lives in a world in which many different languages are spoken and therefore it is not defensible to create through education a rigidly monolinguistic setting. If education is to reflect the realities with which we have to live, other languages and other cultures should impinge on children from the earliest stage of formal education." (Stern 1969, p. 26)

Finally to cite an outstanding contemporary advocate of primary foreign language education, John Trim, who adds some specification to the general educational argument:

1. "Modern language work can make a contribution to the general education of the young child and can enable him to develop a positive attitude towards other ways of thought and other cultures.

2. A wholly oral approach, which is possible for a longer period at this early stage and which may be less acceptable later, allows more pupils to succeed in modern language work.

3. Many language learning activities which are considered necessary for beginners appear childish to the 11- or 12- year-old but are acceptable at 7, 8 or 9 years of age.

4. The introduction of a first foreign language at an early stage may facilitate the introduction of a second foreign language at a later stage in the course."
(Trim  1995, p. 39)

## *Bibliography for Rationale*

Aebli, H. (1974). Die geistige Entwicklung als Folge von Anlage, Reifung, Umwelt und Erziehungsbedingungen. In Roth, H. (ed.). *Begabung und Lernen*. Stuttgart: Klett, 151-191.

Cohen, R. (1991). Apprendre le plus jeune possible. In: Garabédian, M. (éd.)

Ekstrand, L.H. (1979). *Early bilingualism: Theories and Facts*. Lund: University Press.

Gesell, A. (1956). Developmental trends in language behaviour. *FL Bulletin, 49*, 6-9.

von Humboldt, W. (1907). *Über die Verschiedenheit des menschlichen Sprachbaues und ihren Einfluß auf die geistige Entwicklung des Menschengeschlechts*. Bd. VII der Gesammelten Schriften. Berlin: Königlich-preußische Akademie der Wissenschaften.

Ilg, F.L. (1956). Childhood and second language learning. *FL Bulletin, 49*, 1-4.

Larsen-Freeman, D. and Long, M.H. (1990). *An introduction to second language acquisition research*. London and New York: Longman.

Parreren, C. van (1976).  *The psychological aspects of the early teaching of modern languages*. IRAL 14, 135-142.

Penfield, W. and Roberts, L. (1959). *Speech and brain mechanisms*. Princeton: University Press.

Stern, H.H. (ed.). (1969). *Languages and the young school child*. London: Oxford University Press.

Trim, J. (1995). *The Workshop in the context of the Modern Languages project of the Council of Europe: Modern Languages for European Citizenship*. In Report on Workshop 8B, 34-41.

**[8] Philosophy:**

**MOTIVATION** - Motivation is one of the key elements of success in foreign language learning. Students should be aware why they have chosen Punjabi and they should be encouraged to reflect on their choice. Instructor, parents and administration should help students find good reasons for learning Punjabi, besides meeting the language requirement.

**A CONSTRUCTIVIST APPROACH** - Good motivation leads to an attitude of curiosity towards the new language. Memorization is just one aspect of language learning, but it is not enough. The curious, open-minded and inquiring learner will achieve success more easily, feel gratified and encouraged in her/his pursuit of language competence. Instructor must involve the students in activities that require their active participation and efforts in discovering how the language works. It would be much easier to provide the students with simple, easy to follow rules and expect them to memorize them. On the contrary, instructor should expect the students to work the rules out for themselves in order to construct a solid system upon which they can rely in order to become competent and independent speakers/writers in the foreign language (Warschauer and Meskill). In other words, a constructivist approach is what an instructor should favor, whereby the learner first observes, then makes hypotheses about the language, then tests his/her hypotheses and finally draws conclusions. For this reason, it is extremely important to engage the students in meaningful tasks that require them to solve a problem, in this case of a linguistic nature (Jonassen, Howland, Moore and Marra, p 20). For example, when an instructor wants to introduce the past tense, in Punjabi he/she should start with a PowerPoint presentation about a summer vacation. The use of pictures, written words and spoken commentary helps students grasp how the *past tense* is formed and used. Later they should be encouraged to analyze the instances provided and formulate hypotheses about the new verb tense.

**A LEARNER-CENTERED APPROACH** - Induction seems to suit most students, but not all of them. Students have own learning styles. It is often impossible to cater to each student individually within a class of 20 to 25 people. However, instructors should offer a variety of activities that appeal to different learning styles. In addition, discuss learning styles with students so that they become aware of their own. Learning strategies based on different styles should be discussed and example should be drawn from their own experiences as learners and language learners.

Technology can help a lot in the area of multiple intelligences. Multimedia materials easily available on the Web offer students with different learning styles and abilities a range of options to learn in the best way they can (Dickinson). The Web is finally making a huge amount of original language resources available to foreign language students. There are multiple places to visit for Punjabi. PowerPoint can be used with Punjabi.

**THE TEACHER AS FACILITATOR** - The role of the language teacher should be of a facilitator, rather than instructor. A facilitator is someone who is knowledgeable about the subject being taught and has experienced the same kind of learning process that her/his learners are experiencing now. She/he knows where the difficulties are and can best advise the learners. She/he acknowledges the different learning styles and provides the learners with the best opportunities for making progress and achieve success. She/he should show enthusiasm for learning and foster a positive and inquiring attitude to language learning.

**TECHNOLOGY** - Technology plays an important role in the modern language classroom.

**ENTHUSIASM** – A teacher should have good  enthusiasm. Students will perceive how much an instructor  loves the language and how enthusiastic he/she feels about teaching it.

(9a) a statement of general learner expectations for the course;

**To be able to communicate in Punjabi and enjoy Sikh Culture. Each learner however brings his/her own motivations and expectations to our course and the course is flexible enough to accommodate them.**

**Punjabi may be required for religion, culture, communication, school requirement or other post secondary academical purposes?**

**Each student may have these all one or altogether another reason for his/her taking the Punjabi program.**

**The school will however will try to see it from all of the angles.**

(9b) a statement of specific knowledge, skill and attitude learner expectations for the course;

**To be able to communicate with other Punjabi Speakers and God, and to be able to read cultural writings and communicate about them with others. They should be able to read Punjabi signs in large Canadian communities with Punjabi Bazaars! This should lead to a well balanced proud individual with dignity who could contribute to the betterment of Canada and her society at large**.

(10) the anticipated enrollment;

**365**

(11) the special facilities or equipment necessary;

**Environment, Punjabi Books, and trained teachers!**

(12) the identification of controversial or sensitive course components and treatment at the school level;

**Nothing controversial will be used. Principal will check all books and materials before they are taught in the classroom.**

**If there are unanticipated issues arising, then those issues will be used to discuss the matter in a neutral way.**

(13) a list of learning resources approved for use by the school authority that must meet the requirements of section 3 of the **School Act** and Alberta Learning's criteria for recognizing diversity and promoting respect; These publisher supply books in Canada.

Asian Publications:
For all sales inquiries: 604-597-5837 or sales@asianpublications.com
For publishing inquiries: 604-595-2923 or info@asianpublications.com
**Mailing address**:
7137 - 132 Street
Surrey, BC
Canada V3W 4M3

SINCE THERE ARE NO RESOURCES FOR PUNJABI AS A SECOND Language AND NO RESOURCES specifically made for our curriculum we use a variety of SUPPORTING resources for all the grades.

## SIKH CULTURE AND PUNJABI LANGUAGE SUPPORTING resources

| Tittle | Author | Printer |
|---|---|---|
| Simple Punjabi Grammar | Principal Amar Singh | Satnam Trust |
| Naveen Punjabi ( 1-6) | Prabhjot Kaur | Hamkunt Press |
| Naveen Punjabi Bal Geet | Bhagat Singh,Prabhjot Kaur | Hamkunt Press |
| Punjabi Rachana ( 1-5) | | Hamkunt Press |
| Punjabi Path Mala | Gurdial  Singh Phool | Amardeep Parkashan |
| Oxford Picture Dictionary | E. C. Parnwell,Attar Singh | Oxford University Press |
| Punjabi Primer | Ujjal Singh Bahri | Santosh Offset |
| Let's Learn GURMUKHI ( Reader) | | |
| Let's Learn GURMUKHI ( Primer) | | |
| The Punjabi Guide ( WorkBook) | Kesar Singh | Hans Printing Ltd. |
| Punjabi Path Mala  ( Part 0,3,4 ) | Gurdial Singh Phool | Javetnatra  Playing Card Co. |
| Naveen Punjabi Pustak(4) | Saktar Punjab School Sikhiya Board | Modest Printers Central Mills. |
| Babaniya Kahaniya | Singh & Sons | Printwell 146 Industrial Focal Point |
| Nikkiya Zinda Bada Sakka | Prof. Jadish | Diwan Offset Printers Ltd. |
| Tumak Tun | Bhagat Singh | Hamkunt Press |

**There are many Punjabi Language and Sikh Cultural resources available to Teachers at Headway School. Most of them are in Punjabi and some are in English. Our capable teachers are encouraged to translate information and make their own materials. Our next goal is to consolidate a book of activities from Grades K-12 for Punjabi Language and Sikh Cultural. Teachers and I have derived many within-school created materials in such a fashion. One such example is Novel Studies for Grade 10.**

(14) a statement indicating that significant overlap with provincially developed courses does not exist (a course in which the method of delivery or the provision of additional instructional time to attain the learner expectations of other courses are the only differences from that of a provincial course will not be considered as a locally developed/acquired and authorized course);

**This Punjabi Language and Sikh Culture course is the first of its kind and its content is consistent with provincial policies overlap anything.**

(15) the assessment standards for the course (the assessment standards should indicate the means which may be used to assess student achievement, and the overall level of difficulty of the course. Samples of assessment materials and examples of student work may be provided as evidence of the standards.);

## PUNJABI LANGUAGE AND SIKH CULTURE ASSESSMENT STRATEGIES

**Assessment in the competency-based language program consists of two components: ongoing classroom informal assessments and formal assessments in the form of quizzes, essays and tests. Both are vital in providing needed information for the overall success of the program. In order to be most effective, both need to focus on the stated goals and objectives of the foreign language program.**

**Indicators of competence should be used as the basis for making decisions about individual student achievement on prescribed performance objectives. Such indicators should consider:**

**Coherence and Use of Knowledge. Assessments in the Punjabi language are performance-oriented and measure a student's ability to use vocabulary and linguistic structures to communicate in a wide range of culturally authentic, real- life situations.**

**Automatized Skills. Assessments should determine the degree to which students competently integrate basic language skills into total performances.**

**Metacognitive or Self-Regulatory Skills. Assessments should determine whether students are able to monitor their own understandings, use strategies to develop their communication skills, evaluate the relevance of accessible knowledge, and verify their own conclusions.**

**Cultural Activities. This also includes participating in cultural activities such as attending congregations, dancing, singing and parades. Participation in dressing, eating, visiting and other things related to Sikh Culture are also included.**

**In addition to instruction focused on learner achievement of the specified performance objectives, competency-based education requires assessment of student progress. Informed decisions about individual students, including the need for intervention services, are best accomplished through assessment strategies conducted at the classroom level. Teacher observations and other assessment activities implemented in the classroom during the course of a school year can provide the necessary data to determine the progress of each learner.**

**Both classroom assessments and district-wide, language-level assessments provide valuable information for educators, parents, and students. Classroom assessments provide information which can assist in making important instructional decisions. District-wide, language-level assessments enable educators to make decisions regarding placement of students in an appropriate level of language as well as providing information to evaluate the effectiveness of a district's foreign language program.**

**Performance-based assessments may include the following:**

> **-paper-and-pencil evaluations (objective and subjective)**
> **-oral and written performances**
> **-listening and reading comprehension tests**
> **-notebooks**
> **-homework**
> **-participation records**
> **-checklists of skills (skill demonstration)**
> **-observation of in-class activities (directed, formal, informal)**
> **-student performances of assigned tasks (task performances)**
> **-group tasks or activities**
> **-role plays**
> **-individual and group projects**
> **-portfolio of student work**
> **-face to face interviews**
> **-student-teacher conferences**
> **-student-led conferences**
> **-student self-evaluation**

**(16) a plan for course evaluation** and monitoring by the school authority; and

**The courses for [K-12] have been implemented since 2001 and are monitored each year by the Punjabi Committee which consists of, One Board member, four teachers and the Principal. The parents are also consulted as to what their children should learn.**

(17) for senior high school courses, information regarding which other school authority is offering the course, if applicable, and how this course differs from that being offered by other school authorities.

**No other school is carrying out this Couse yet.**

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6. Courses should have an instructional focus and shall not replace activities that are a normal part of:

> (1) extracurricular or co-curricular programs offered by a school, e.g., school team sports, school newspaper, yearbook; and

> (2) community programs offered by individuals or organizations, e.g., figure skating, ballet, sports activities, clubs.

7. Alberta Learning shall monitor locally developed/acquired and authorized courses.
8. School authorities are responsible for obtaining clearance of copyright and permission to use courses, learning resources and other related materials developed by other school authorities.
9. Locally developed/acquired and authorized second language courses shall reflect the curriculum standards established in provincial second language programs of study.
10. School authorities are encouraged to offer challenge assessments in approved locally developed/acquired and authorized language courses in order to recognize the proficiency of their students in languages other than English. The second language challenge assessments must reflect the full range of knowledge and skills of the second language course, that is, a balanced assessment of listening, reading, speaking and writing in all course components.
11. Locally developed/acquired and authorized courses involving an off-campus work station or site shall conform to the *Off-Campus Education Policy* and applicable legislation such as the **Occupational Health and Safety Act**, Workplace Hazardous Materials Information System and local and provincial health, safety and building standards.

### Junior High School
The following applies to Locally Developed/Acquired and Authorized Junior High School Complementary Courses:

12. School authorities shall keep a written description of each locally developed/acquired and authorized junior high school complementary course on file.
13. School authorities wishing to continue offering a locally/acquired and authorized course shall reauthorize their locally developed/acquired courses or programs every three years.
14. Schools shall offer two provincially authorized complementary courses except where instruction in a language other than English (**School Act**, sections 10 and 11) is offered, then only *one* provincially authorized complementary course is required. For the purposes of this section, religious studies is deemed to be provincially authorized.

### Senior High School
The following applies to Locally Developed/Acquired and Authorized Senior High School Complementary Courses:

15. Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the Director, Curriculum Branch for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, shall be filed with the school authority as it considers course approval.

16. School authorities shall then forward all completed authorizations and course outlines of credit courses (including second language courses) to the Director, Curriculum Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Learning will keep these on file and maintain a locally developed/acquired courses database.

17. When courses are to be offered for credit, course codes shall be obtained from the Curriculum Branch. All courses will be offered for 3 credits or more.

18. School authorities wishing to use locally developed/acquired courses previously authorized by another school authority or a post secondary institution shall obtain permission from the originator to use the course outline prior to authorizing the course. School authorities are also responsible for obtaining clearance of copyright and permission to use learning resources and course related materials developed by others.

19. Authorized locally developed/acquired courses may constitute a component of a student's complementary program.

20. Locally developed/acquired courses may satisfy the following requirements for the Alberta High School Diploma:

    (1) 10 credits from career and technology studies or fine arts or second languages; and

    (2) 10 credits in any 30-level course in addition to English or social studies.

21. Locally developed/acquired courses at the senior high school level shall be designated as 15, 25, and 35-level courses.

22. All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed/acquired courses or programs every three years. Re-authorizations do not require a review for overlap by the Curriculum Branch.

    School authorities will inform the Director, Curriculum Branch of all locally developed/acquired course reauthorizations (including second language courses). New board motions for these reauthorizations will also be forwarded to the Director, Curriculum Branch for all courses (including second language courses).

23. School authorities wishing to offer locally developed religious studies courses for credit should refer to the "Locally Developed Religious Studies Course" policy contained in the Policy Regulations and Forms Manual. These courses will continue to require Ministerial Authorization.

24. Alberta Learning does not provide additional funding for facilities for locally developed/ acquired senior high school courses.

# Diaspora seeks 'Canadian' status for Punjabi

**Gurmukh Singh**

January 14, 2005

Hindustan Times|

Tamil and Punjabi are the only two Indian languages which have been given official recognition abroad.

In Singapore, Tamil, along with Malay, Chinese and English, is one of the four official languages of the island-nation. The language is a very visible part of the cityscape in Singapore. Even coins carry denominations in Tamil.

In neighbouring Malaysia, Tamil is one of the top three languages.

Well, what the Tamil language has achieved in South-East Asia, Punjabi is on the way of acquiring in Canada where it is already the sixth largest spoken language. In fact, in the two important Canadian provinces of British Columbia and Ontario, it is the third largest spoken language!

If you happen to fly by Air Canada, you won't miss odd instructions in Punjabi.

And in British Columbia, where Punjabis constitute about eight per cent of the province's population of about four million, efforts are under way to seek 'Canadian' status for this language.

And spearheading the campaign is the Punjabi Language Education Association (PLEA) of British Columbia.

"Punjabis have been in Canada for more than 100 years now. If we are accepted as part and parcel of this society, why not our language?" asks PLEA president Balwant Sanghera, who is also a winner of Order of British Columbia and a community leader.

English and French are the two official languages in this country of 32 million. And other major spoken tongues such as Punjabi, Chinese, Japanese, German and Spanish are termed 'foreign' languages.

"We are roping in other ethnic groups like Chinese to put pressure on authorities to give a better deal to minority languages. If we are not foreigners in this country, why should our languages be deemed 'foreign' in our country?" he argues.

The association is celebrating International Mother Language Day on February 20 as a promotional day for Punjabi. "On that day, we will have a open-house meeting on the importance of Punjabi in Canadian multicultural society. Jinny Sims, who is the president of the British Columbia Teachers' Federation and backing our cause, is attending that meeting," says this retired BC school psychologist.

Many believe once the language is deemed  'Canadian,' federal funding will help its promotion. "Because of

the arrivals of new Punjabi immigrants, there are hundreds of jobs in banks, government departments, hospitals

and offices where Punjabi-language trained people are needed in this province. Once we have funding and

regular teaching, we will have the skilled people to fill up these jobs. Government funding will help us publish

books, create libraries and train teachers," says PLEA vice-president Sadhu Vinning who also teaches Punjabi at the University of British Columbia.

In British Columbia, Punjabi was recognised as a second language in public schools in 1994. "Which means it can be taught as an full subject from Grade 5 to 12," adds Vinning.

In the city of Surrey, which is the largest municipality in Canada and where Punjabis constitute about 30 per cent of the 400,000-strong population, it is taught in many schools.

"Take any major city in this province, and you will have a school teaching Punjabi. In the capital city of Victoria, Abbotsford, Richmond, Williams Lake, etc., we have Punjabi-teaching schools. We are urging school boards to teach it in more school during school hours with a proper curriculum," says Sanghera.

Vancouver-based world-famous University of British Columbia and Simon Fraser University are the two Canadian universities offering Punjabi courses.

"We teach basic, intermediate and advanced courses and each course is of one-year duration. We have up to 100 students in a year," says Vinning whose book *No More Watno Dur* was the first bilingual poetry collection published in Canada.

In the University College of Fraser Valley, Punjabi is taught as a credit course. Amazingly, there are about a dozen Punjabi language weeklies and three radio stations in Vancouver. The newly started Multivision Channel daily devotes an hour to Punjabi news. "We have a half-hour news bulletin on weekdays, and a special program on Sunday," says Kulvinder Kular of Multivision Channel.

City halls, transport, hospitals, offices and banks issue instructions in Punjabi as well as in other five languages.

Curiously, there are over 100 Punjabi writers, poets and authors in this province. "Many of them write not only in Punjabi but also in Hindi and English. They are members of the Writers Union of Canada that has writers like Margaret Atwood as its members. Which has helped spread awareness about Punjabi in the mainstream society," says Ajmer Rode of the Punjabi Writers' Forum.

In Toronto, Punjabi comes after English and Italian as the third largest spoken language. "We have 10 Punjabi weeklies and as many radio stations," says Kuldip Deepak who in 1977 started Canada's first Punjabi radio program *Punjab Di Gunj* which raised $37,000 for tsunami relief in just two hours last week.

"With the UN recognising Punjabi among the top 11 languages with 150 million speakers in 120 countries, there is no reason why we shouldn't seek Punjabi the status it deserves in Canada," says Sanghera.