**Area of Learning: SECOND LANGUAGES — Korean Grade 11**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition of a new language. |  | Language and culture are interconnected and shape our perspective, identity, and voice. |  | The communicative context determines how we express ourselves. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding of our own cultural identity. |  | Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize how **different words** are used depending on the audience * Derive meaning in speech and a variety of other texts and **contexts** * Analyze cultural points of view in **texts** * Use various **strategies** to increase understanding and produce oral and written language * **Narrate** **stories**, both orally and in writing * Respond personally to a variety of texts * **Exchange ideas** and information, both orally and in writing * Express themselves with growing fluency, both orally and in writing * Share information using the **presentation format** best suited to their  own and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, sentence structures,  and expressions, including:   * + complex questions   + **sequence** of events in stories   + explanation and justification of **opinions**   **points of view**   * past, present, and future **time frames** * **language formality and etiquette** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Korean **works of art** * contributions of Korean Canadians to society * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Korean Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Investigate **regional and ethnic diversity** in Korean language and culture * **Engage in experiences** with Korean people and communities * Analyze personal, shared, and others’ experiences, perspectives, and  worldviews through a **cultural lens** * Explore opportunities to continue language acquisition beyond graduation * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Korean * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |

| **SECOND LANGUAGES – Korean Big Ideas – Elaborations Grade 11** |
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| * **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking,  musical composition, architecture) |

| **SECOND LANGUAGES – Korean Curricular Competencies – Elaborations Grade 11** |
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| * **different words:** e.g., 집/댁, 밥/진지 * **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality * **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also  be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).   **strategies:** For example:   * + rephrase in Korean to compensate for unknown expressions   + make personal notes to use as a reference for oral and written production   actively review common, useful expressions and patterns to refine communication  **Narrate:**   * + Use common expressions of time and transitional words to show logical progression.   Use present, past, and future time frames.   * **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek  and impart knowledge, entertain, share history, and strengthen a sense of identity. * **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media   **regional and ethnic diversity:** For example:   * + different dialects spoken by ethnic groups in various regions   elements of formal and informal speech and writing such as distinguishing features of major dialects, other accents, idiomatic expressions,  local slang vocabulary   * **Engage in experiences:** e.g., blogs, concerts, festivals, films, drama, social media, stores and restaurants with service in Korean * **cultural lens:** e.g., values, practices, traditions, perceptions * **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching,  travel, study abroad * **ways of knowing:** e.g., First Nations, Métis and Inuit ; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Korean Content – Elaborations Grade 11** |
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| * **sequence:** using words that indicate sequence (e.g., 우선, 그 다음에, 마지막으로, 첫째/둘째/셋째) * **opinions:** e.g., ~기 때문에 ~라고 생각해요 * **points of view:** e.g., 나는 ~라고 생각하는데 그 사람은 ~라고 생각해요., 그 사람이 맞아요/틀려요.   **time frames:** Sentence endings change according to when events occur. For example:   * + past: ~았/었/했어요   + present: ~아/어/해요   future: ~(으)ㄹ 거예요   * **language formality and etiquette:** elements of formal and informal speech and writing, such as the distinguishing features of major dialects  and other accents, idiomatic expressions, and local slang vocabulary * **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols * **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals. * **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works. * **works of art:** e.g., creative works in dance, drama, music, or visual arts * **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn |

**Area of Learning: SECOND LANGUAGES — Korean Grade 12**

**BIG IDEAS**

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| Language learning is a lifelong process. |  | Sharing our feelings, opinions, and beliefs in a new language contributes to our identity. |  | With increased language proficiency, we can discuss and justify opinions with nuance and clarity. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding and appreciation of cultures worldwide. |  | Becoming more proficient in a new language enables us to explore global issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Negotiate meanings and perspectives in a wide variety of **contexts** * Locate and explore a variety of Korean **texts** * Recognize different **purposes**, degrees of formality, and cultural points of  view in a variety of texts * **Respond personally** to a variety of texts * Analyze and compare elements of creative works from diverse communities * Recognize how choice of words affects meaning * Use various **strategies** to increase understanding and produce oral and  written language * **Narrate** **stories**, both orally and in writing * **Exchange ideas** on a variety of topics of interest, both orally and in writing * Adjust speech and writing to reflect different contexts * Express themselves effectively, with **fluency and accuracy**, both orally and  in writing * Share information using the **presentation format** best suited to their own  and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, sentence structures,  and expressions, including:   * + complex questions and opinions   + **sequence** of events in stories   + **needs** and **emotions** * **language formality and etiquette** * multiple forms of past, present, and future time frames * distinguishing features of **regional dialects** * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Korean **works of art** * contributions of Korean Canadians to society * Korean-related **resources and services** * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Korean Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Recognize the regional and ethnic diversity of language and culture * **Engage in experiences** with Korean people and communities * Analyze personal, shared, and others’ experiences, perspectives, and  worldviews through a **cultural lens** * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Korean * Identify and explore **opportunities** to continue language acquisition  beyond graduation * Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge |  |

| **SECOND LANGUAGES – Korean Big Ideas – Elaborations Grade 12** |
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| * **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking,  musical composition, architecture) |

| **SECOND LANGUAGES – Korean Curricular Competencies – Elaborations Grade 12** |
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| * **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality * **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can  also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). * **purposes:** e.g., to convince, inform, entertain * **Respond personally:** e.g., provide personal interpretations and/or opinions   **strategies:** For example:   * + negotiate meaning by using questions in Korean and other techniques for clarification   + summarize information in oral, visual, and written forms   use dictionaries and other reference materials for clarity of comprehension and expression  **Narrate:**   * + Use expressions of time and transitional words to show logical progression.   Use multiple time frames.   * **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek  and impart knowledge, entertain, share history, and strengthen a sense of identity. * **Engage in conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures * **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media * **Engage in experiences:** e.g., blogs, concerts, festivals, films, drama, social media, stores/restaurants with service in Korean * **cultural lens:** e.g., values, practices, traditions, perceptions * **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching,  travel, study abroad * **opportunities:** e.g., clubs, online resources, personal connections, travel, volunteering * **ways of knowing:** e.g., First Nations, Métis and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Korean Content – Elaborations Grade 12** |
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| * **sequence:** using words that indicate sequence (e.g., 우선, 그 다음에, 마지막으로, 첫째/둘째/셋째, 그 다음에, 마지막으로,  30분/한 시간 후에, 내일, 모레) * **needs:** e.g., 나는 ~이/가 필요해요, 나는 ~을/를 사야 돼요. * **emotions:** e.g., 나는 ~아/어/해서 기뻐요/슬퍼요/화나요/속상해요. * **language formality and etiquette:** elements of formal and informal speech and writing, such as the distinguishing features of major dialects  and other accents, idiomatic expressions, and local slang vocabulary * **regional dialects:** e.g., accents, idiomatic expressions, local slang vocabulary * **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols * **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals. * **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works. * **works of art:** e.g., creative works in dance, drama, music, or visual arts * **resources and services:** e.g., blogs, courses, clubs, community centres, newspapers, magazines, online resources * **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn |