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

**KOREAN – INTRODUCTORY 11**

**Description**

Korean Introductory 11 has been developed to offer an opportunity for students who did not begin Korean in the elementary grades to enter Korean at the secondary level. Korean Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Korean 11. It should be noted that this course does not replace the richness of the regular Korean 5-10 curriculum.

It is assumed that students would have limited to no background in Korean prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Korean Introductory 11 is not limited to Grade 11 students, and there are   
no prerequisites for this course.

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**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** help us  to acquire language  and **understand the world** around us. |  | Expressing ourselves in  a new language requires courage, risk taking,  and perseverance. |  | Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the relationships between Korean characters and sounds,  **intonation, tone of voice**, and meaning * Comprehend **key information** in speech and other **texts** * Use **language-learning strategies** to increase understanding * **Narrate** stories, both orally and in writing * **Engage in conversations** on a variety of topics * Exchange ideas and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their  own and others’ diverse abilities   Personal and social awareness   * **Engage in experiences** with Korean people and communities * Consider personal, shared, or others’ experiences, perspectives, and  worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * Korean alphabet * **phonemes** * **stroke order** * **syllable construction** * **particles** (functional words) * **language formality** and etiquette   common, high-frequency vocabulary, sentence structures, and **expressions**, including:   * + types of **questions**   + descriptions of people, objects, and locations   + **time and frequency**   personal interests, **beliefs and opinions**   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * Korean **works of art** * past, present, and future **time frames** * **cultural** **practices** in various Korean communities * ethics of **cultural appropriation** and plagiarism |

| **SECOND LANGUAGES – Korean Introductory Big Ideas – Elaborations Grade 11** |
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| * **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. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity * **forms of cultural expression:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture,  theatre, dance, poetry and prose, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – Korean Introductory Curricular Competencies – Elaborations Grade 11** |
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| **intonation, tone of voice:**   * + differentiate between a statement and a question   recognize the emotion of the speaker and how it relates to his or her message   * **key information:** answers to questions such as 누가, 언제, 어디서, 무엇을, 어떻게, 왜 (육하원칙) * **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). * **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates   **Narrate:**   * + Use expressions of time and transitional signs to show logical progression.   Use past, present, and future time frames.   * **Engage in conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations * **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 다시 말해 주세요./ 뭐라고요? /  네? / ~라는 말씀이세요?). * **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,classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters,  plays, stores and restaurants with service in Korean * **cultural lens:** e.g., values, practices, traditions, perceptions * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **SECOND LANGUAGES – Korean Introductory Content – Elaborations Grade 11** |
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| * **phonemes:** individual speech sounds (e.g., consonants and vowels) * **stroke order:** In Korean, horizontal strokes are written from left to right, and vertical strokes are written from top to bottom. * **syllable construction:** Korean words are formed by combining diagraphs called 자음 and 모음. * **particles:** e.g., 은/는, 이/가 (subject particles), 을/를 (object particles)   **formality:** the three basic endings indicating degree of formality are:   * + formal polite (honorific): ~(스)ㅂ니다   + informal polite: ~아/어/해요   casual: ~아/어/해   * **expressions:** e.g., used in greetings and salutations, and in getting to know others * **questions:** e.g., 시청에 어떻게 가요? 시청에 언제 가요? 거기에 왜 가요? * **time and frequency:** e.g.,어제/오늘/내일, 작년/올해/내년, 매일/보통/자주/종종 * **beliefs and opinions:** e.g., 저는~라고 생각해요. * **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture,  and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place  can be influenced by territory, food, clothing, and creative works. * **works of art:** e.g., creative works in dance, drama, music, or visual arts   **time frames:** Sentence endings change according to when events occur. For example:   * + past: ~ 았/었/했어요   + present: ~ 아/어/해요   future: ~ (으)ㄹ 거예요   * **cultural practices:** e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions * **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 |