

## BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

**Stories** help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

**Creative works** allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with **diverse communities**.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between sounds, Korean characters, and meaning</li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Comprehend and retell stories</li> <li>Use different levels of <b>formality</b> in speech and other texts</li> <li>Use a variety of <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Interpret non-verbal cues to increase understanding</li> <li>Narrate stories</li> <li>Exchange ideas and information using complete sentences, orally and in writing:               <ul style="list-style-type: none"> <li>ask and answer a variety of questions about familiar topics</li> <li>describe <b>people</b>, objects, and personal interests</li> <li>compare and contrast basic characteristics of objects and people</li> <li>explain reasons for emotional and physical states</li> <li>express basic beliefs and opinions</li> </ul> </li> <li><b>Seek clarification and provide verification</b> of meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Korean alphabet, <b>phonemes, stroke order, and syllable construction</b></li> <li><b>particles</b> (functional words)</li> <li>formality</li> <li>First Peoples perspectives connecting language and culture:               <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>time and frequency</b></li> <li>people, objects, and personal interests</li> <li><b>comparison and contrast</b></li> <li><b>reasons for preferences, emotions, and physical states</b></li> <li><b>beliefs and opinions</b></li> <li><b>cultural aspects</b> of communities</li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>common elements of stories</b></li> <li>information and cultural aspects about Korean communities, practices, and traditions</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and share information about <b>Korean communities</b>, cultural festivals and/or celebrations in Canada and around the world</li> <li>• Explore ways to <b>engage in experiences</b> with Korean-speaking people and communities</li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through <b>place</b></li> </ul>	

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Big Ideas – Elaborations

- **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.
- **Creative works:** works of creative or artistic 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, and architecture)
- **diverse communities:** i.e., Korean-speaking communities

Curricular Competencies – Elaborations

- **Derive meaning:** understand key information, supporting details, time, and place
- **texts:** *Text* is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **formality:** the three basic endings of formality:
  - formal polite (honorific): ~(스)브니다
  - informal polite: ~아/어/해요
  - casual: ~아/어/해
- **strategies:** e.g., using context, prior knowledge, cognates, borrowed English words
- **people:** including main characters in texts
- **Seek clarification and provide verification:** e.g., 다시 말해주세요. 뭐라고요? 네? ~라는 말씀이세요?
- **Korean communities:** including native Koreans and Canadian Koreans, non-native Korean speakers
- **information:** e.g., activities, clothing, dance, food, music, parades, sports
- **engage in experiences:** e.g., blogs, concerts, festivals, films, drama, social media, stores and restaurants with service in Korean
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied and intuitive).
- **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 of the world.

Content – Elaborations

- **phonemes:** individual speech sounds (e.g., consonants and vowels)
- **stroke order:** The order in which the strokes of Korean alphabets are written. Everything “horizontal” moves from “left to right,” and everything “vertical” moves 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)
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by:
  - ceremonies, traditions, and protocols for local First Peoples
  - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **types of 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
- **comparison and contrast:** e.g., 저는 키가 작아요, 하지만 제 동생은 키가 커요, 저와 제 동생은 스포츠를 좋아해요
- **reasons for preferences, emotions, and physical states:** e.g., ~아/어/해서 좋아해요/싫어해요/아파요
- **beliefs and opinions:** e.g., 제 생각에는 ~라고 생각해요
- **cultural aspects:** e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions
- **past, present, and future time frames:** e.g., sentence endings change according to when events occur:
  - past: ~ 았/였/했어요
  - present: ~ 아/어/해요
  - future: ~ (으)ㄹ 거예요
- **common elements of stories:** place, characters, setting, plot, problem, and resolution