

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.	Both verbal and non-verbal cues contribute meaning in language.	With basic language skills, we can describe ourselves.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories help us make connections to what we have already learned.	Each culture has traditions and ways of celebrating.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationship between pronunciation and meaning, including common intonation patterns Identify key information in slow, clear speech and other simple texts Comprehend simple stories Comprehend high-frequency vocabulary, sentence structure, and formality in slow, clear speech and other simple texts Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to simple commands and instructions Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves and their interests provide simple descriptions Seek clarification of meaning using common statements and questions Use visuals or technology to assist in understanding and communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Korean alphabet Korean phonemes stroke order and letter placement within a block syllable construction register and language etiquette (formality) First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> simple questions basic information about themselves and others likes, dislikes, and preferences simple descriptions common elements of cultural festivals and celebrations location of Korean communities in Canada a Korean cultural festival or celebration in Canada

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate basic awareness that there are Korean communities in Canada • Identify basic information about a Korean cultural festival or celebration in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using strategies helps us understand and acquire language.	With basic language skills, we can describe important people in our lives.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories communicate ideas in a meaningful way.	Learning about language from diverse communities helps us develop cultural awareness.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, sounds, phonetic representation, Korean characters, and meaning, including the role of intonation and tone of voice Identify key information and some details in slow, clear speech and other simple texts Comprehend simple stories Comprehend high-frequency words, sentence structure, and formality in slow, clear speech and other simple texts Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal cues to increase understanding Respond appropriately to questions, simple commands, and instructions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions and states of physical health describe people and objects give reasons for likes and dislikes share basic information about events Seek clarification of meaning using common statements and questions Use visuals or technology to assist in communicating 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Korean phonemes particles (functional words) formality First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions descriptions of others hobbies and topics of interest reasons for likes, dislikes, and preferences common emotions and states of physical health cultural aspects of communities basic information about Korean communities in Canada

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate an awareness that there are Korean communities in Canada • Identify and share information about a Korean cultural festival or celebration in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.	Using strategies helps us understand and acquire language.	With basic language skills, we can discuss our interests.	Reciprocal interactions are possible even with limited language skills.	Stories allow us to understand ideas in a meaningful way.	Deepening our knowledge of diverse communities helps us develop cultural awareness.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, sounds, phonetic representation, Korean characters, and meaning, including the role of intonation and tone of voice Use intonation and tone effectively to convey meaning in Korean Comprehend increasingly complex key information and supporting details in slow, clear speech and other simple texts Comprehend formality in speech and other simple texts Comprehend simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe locations and give simple directions explain reasons for likes, dislikes, and preferences make simple comparisons Describe important people in their community and main characters in texts Seek clarification of meaning using a variety of statements and questions Share information using more than one mode of presentation 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> particles (functional words) formality First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions description of others locations and directions reasons for likes, dislikes, and preferences simple comparisons cultural aspects of communities common elements of stories information about Korean communities in Canada

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate basic awareness that there are Korean communities in Canada • Identify and share information about a Korean cultural festival or celebration in Canada • Identify cultural aspects of Korean-speaking communities • Express and reflect on a variety of experiences and perspectives of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

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BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.	We can express ourselves and talk about the world around us in a new language.	With increased fluency, we can participate more actively in reciprocal interactions.	Stories allow us to communicate ideas in a meaningful way.	Creative works are an expression of culture.	Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.
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Learning Standards

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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and share information about Korean communities around the world • Expand their experience of Korean culture through the exploration of Korean creative works • Describe similarities and differences between their own cultural practices and traditions and those of Korean communities • Explore ways to engage in experiences with Korean-speaking people and communities • Express and reflect on a variety of experiences and perspectives of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

BIG IDEAS

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

Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.

We can have meaningful conversations in a new language about things that are important to us.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Creative works allow us to experience culture in an authentic way.

Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> • Derive meaning from a variety of texts • Use different levels of formality in speech and other texts • Use a growing variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories • Participate in short and simple conversations • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> – ask and respond to questions on familiar topics – describe people, objects, places, and personal interests – compare and contrast characteristics of people, objects, places, and personal interests – describe sequences of events – express simple needs in familiar situations – express opinions on familiar topics • Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • particles (functional words) • formality • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> – types of questions – people, objects, places, and personal interests – comparison and contrast – sequence of events – expression of simple needs – expression of opinions • cultural aspects of Korean communities, practices, and traditions • past, present, and future time frames • elements of common types of texts • common elements of stories

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural aspects of Korean communities, practices, and traditions and describe their role in cultural identity • Recognize the importance of story in personal, family, and community identity • Recognize how Korean culture is expressed through creative works • Engage in experiences with Korean-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize that choice of words affects meaning Derive meaning from a variety of simple texts Locate and explore a variety of media in Korean Use appropriate levels of formality in speech and other texts Use a growing number of strategies to derive and negotiate meaning <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Engage in short conversations Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> ask and respond to a variety of questions describe situations, day-to-day activities, and sequences of events express the degree to which they like or dislike objects and activities express hopes, dreams, desires, and ambitions express opinions on familiar topics 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions opinions formality First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames elements of a variety of common texts common elements of stories idiomatic expressions dialects and variations of different regions of Korea contributions of Korean Canadians to society

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Recognize that there are dialects in Korean • Recognize how cultural identity is expressed through Korean texts and creative works • Recognize the importance of story in personal, family, and community identity • Recognize that there are regional variations in Korean • Recognize the contributions of Korean Canadians to society • Engage in experiences with Korean-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

BIG IDEAS

Listening and viewing with intent broadens 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.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize how different words are used depending on audience Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic texts in Korean Explore and interpret a wide variety of texts Identify biases in texts Analyze cultural points of view in texts Adjust their register in speech and writing to reflect different purposes <p>Communication</p> <ul style="list-style-type: none"> Narrate stories, orally and in writing Respond personally to a variety of texts Engage in meaningful conversations on a variety of topics Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> share personal experiences make predictions about future events express and justify personal opinions on topics of interest compare and contrast points of view and opinions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories a diverse range of personal lifestyles and relationships explanation and justification of opinions comparison and contrast of points of view and opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place past, present, and future time frames distinguishing features of Korean dialects and variations in different regions of Korea

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify dialects from standard Korean • Recognize that there are regional variations in Korean • Recognize connections between language and culture • Identify educational and career opportunities requiring proficiency in Korean • Recognize contributions of Korean Canadians to society • Engage in experiences with Korean-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	

BIG IDEAS

Acquiring a language 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.

Experiencing the **creative works** of other cultures helps us develop an appreciation of cultures worldwide.

Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of authentic texts in Korean • Explore and interpret a wide variety of texts • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from diverse communities <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories, orally and in writing • Respond personally to a variety of texts, including oral, written and visual forms • Engage in conversations on a variety of topics of interest, orally and in writing • Adjust their speech and writing to reflect different purposes and degrees of formality • Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> – express doubts, wishes, possibilities, and hypotheticals – express and explain needs and emotions – express, support, and defend opinions on a variety of topics of interest – synthesize, evaluate, and respond to the opinions of others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – doubts, wishes, possibilities, and hypotheticals – needs and emotions – the expression, support, and defence of opinions • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • formality • past, present, and future time frames • features of Korean dialects and variations in different regions of Korea • where to access Korean resources and services

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and explain biases in texts • Recognize that there are regional variations in Korean • Recognize and explain connections between language and culture • Engage in experiences with Korean-speaking people and communities • Identify and reflect on contributions of Korean Canadians to society • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore career opportunities requiring proficiency in Korean • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of the Korean culture 	