

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories give us unique ways to understand and reflect on meaning.	Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.	Cultural expression can take many forms.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize how choice of words affects meaning Comprehend key information and supporting details in speech and a variety of other texts Comprehend meaning and viewpoints in stories Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Interpret non-verbal cues to increase understanding Exchange ideas and information, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities Respond to questions and instructions Seek clarification and verify meaning <p>Personal and social awareness</p> <ul style="list-style-type: none"> Investigate regional cultural and linguistic practices, and describe their role in shaping cultural identity Engage in experiences with Korean people and communities Identify and share information about Korean communities in Canada Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions activities, situations, and events expression of opinions language formality and etiquette First Peoples perspectives connecting language and culture, including oral histories, identity, and place past, present, and future time frames elements of common texts common elements of stories Korean works of art dialects and variations from different regions of Korea common expressions in Korean contributions of Korean Canadians to society ethics of cultural appropriation and plagiarism

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.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **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:
 - integrate new vocabulary into familiar Korean structures
 - take risks to extend language boundaries
 - use a variety of reference materials
- **Narrate:**
 - Use common expressions of time and transitional words to show logical progression.
 - Use present, past, and future time frames.
- **non-verbal cues:** recognize Korean non-verbal cues for various situations
- **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
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **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
- **ways of knowing:** e.g., First Nations, Métis and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **questions:** including different degrees of formality (e.g., 시청에 언제 가십니까/가세요/가요/가?)
- **activities, situations, and events:** using appropriate tenses (e.g., 과거, 현재, 미래) in both the affirmative and the negative
- **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.
- **time frames:** Sentence endings change according to when events occur. For example:
 - past: ~ 았/였/했어요
 - present: ~ 아/어/해요
 - future: ~ (으)ㄹ 거예요
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **expressions:** e.g., 눈치가 빠르다/없다.없다/있다, 국물이 시원하다.
- **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