

BIG IDEAS

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

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 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 	

Big Ideas – Elaborations	SECOND LANGUAGES – Korean Grade 11
<ul style="list-style-type: none"> • 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) 	

Curricular Competencies – Elaborations

- **different words:** e.g., 집/택, 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

Content – Elaborations

- **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

BIG IDEAS

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.
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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"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 	

Big Ideas – Elaborations	SECOND LANGUAGES – Korean Grade 12
<ul style="list-style-type: none"> • 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) 	

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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