

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.

BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Korean alphabet • phonemes • stroke order • syllable construction • particles (functional words) • language formality and etiquette • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – 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

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.
- **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)

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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)습니다
 - 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