

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.

Both verbal and **non-verbal cues** contribute meaning in language.

Reciprocal communication is possible using high-frequency words and patterns.

We can explore our identity through a new language.

Stories help us to acquire language.

Each culture has traditions and ways of celebrating.

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 pronunciation and meaning Comprehend high-frequency vocabulary, and identify key information in slow, clear speech and other texts Comprehend stories Use language-learning strategies Interpret non-verbal cues to increase understanding Respond to simple commands and instructions Participate in simple interactions Seek clarification of 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"> Consider 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"> Korean alphabet Korean phonemes stroke order syllable construction language formality and etiquette common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> simple questions and descriptions basic information and commands First Peoples perspectives connecting language and culture, including oral histories, identity, and place Korean works of art Korean communities in Canada common elements of Korean cultural festivals and celebrations

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **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.

Curricular Competencies – Elaborations

- **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
- **Seek clarification:** e.g., 다시 말해 주세요.
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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, and 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.
- **formality:** the three basic endings indicating degree of formality:
 - formal polite (honorific): ~(스)ㅂ니다
 - informal polite: ~아/어/해요
 - casual: ~아/어/해
- **questions:** e.g., 이름이 뭐예요? 어느 나라 사람이예요? 어디에 살아요?
- **descriptions:** using descriptive words, such as numbers (e.g., native Korean numbers such as 하나, 둘, 셋), colours, sizes, and words for other physical attributes
- **basic information:** basic expressions used in greetings, salutations, and getting to know others (e.g., 안녕, 안녕하세요., 내제 이름은 ~이에요/예요.)
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **common elements:** e.g., activities, clothing, dance, food, music, parades, sports
- **cultural festivals and celebrations:** e.g., 추석, 설날

BIG IDEAS

Listening and viewing with intent helps us understand a message.	We can explore our identity through a new language.	Reciprocal communication is possible using high-frequency words and patterns.	Stories help us to acquire language and understand the world around us.	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>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between pronunciation, sounds, phonetic representation, Korean characters, and meaning Identify key information in slow, clear speech and other texts Comprehend stories Comprehend high-frequency words and patterns in slow, clear speech and other simple texts Use language-learning strategies Interpret non-verbal cues to increase understanding Respond to questions, simple commands, and instructions Exchange ideas and information, both orally and in writing Seek clarification of meaning using common statements and questions 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"> Consider 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"> Korean phonemes 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 hobbies and topics of interest common emotions and physical states First Peoples perspectives connecting language and culture, including oral histories, identity, and place Korean works of art cultural aspects of Korean communities in Canada and around the world

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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

Curricular Competencies – Elaborations

- **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 communication. 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
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** e.g., 다시 말해 주세요.
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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)
- **particles:** e.g., 은/는, 이/가 (subject particles)
- **formality:** the three basic endings indicating degree of formality:
 - formal polite (honorific): ~(스)ㅂ니다
 - informal polite: ~아/어/해요
 - casual: ~아/어/해
- **questions:** e.g., 이 사람이 누구예요? 이게/저게 뭐예요?
- **people:** e.g., family members and friends
- **hobbies and topics of interest:** e.g., 제 취미는 ~이에요/예요, ~을/를 좋아해요
- **emotions and physical states:** e.g., 기분이 좋아요/나빠요, ~이/가 아파요
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, music, traditions, geography, history

BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.

We can explore identity and place through increased understanding of a new language.

Reciprocal interactions help us understand and acquire language.

Stories help us to acquire language and **understand the world** around us.

Knowing about diverse communities helps us develop cultural awareness.

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 pronunciation, sounds, phonetic representation, Korean characters, and meaning Comprehend key information and supporting details in slow, clear speech and other texts Comprehend meaning in stories Use language-learning strategies to increase understanding Use pitch, accent, intonation, and tone to convey meaning Follow instructions to complete a task and respond to questions Exchange ideas and information, both orally and in writing Seek clarification of meaning using common statements and questions 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"> Identify, share, and compare linguistic and cultural information about Korean communities Examine 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"> 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 instructions and comparisons descriptions of people basic particle usage common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Korean works of art cultural aspects of Korean communities in Canada and around the world

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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

Curricular Competencies – Elaborations

- **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 communication. 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
- **pitch, accent, intonation, and tone:** Understand:
 - when a speaker is making a statement or asking a question
 - question and statement intonation patterns
 - the use of tone to express different emotions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** e.g., 다시 말해 주세요./뭐라고요?/네?
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **particles:** e.g., 은/는, 이/가 (subject particles), 을/를 (object particles)
- **formality:** the three basic endings indicating degree of formality:
 - formal polite (honorific): ~(스)ㅂ니다
 - informal polite: ~아/어/해요
 - casual: ~아/어/해
- **expressions:** e.g., everyday observations about weather, food, clothing, daily activities
- **questions:** e.g., 시청에 어떻게 가요? 시청까지 얼마나 걸릴까요?
- **comparisons:** e.g., 저는 키가 작아요., 하지만 제 동생은 키가 커요.
- **descriptions:** e.g., hair colour, physical attributes, likes and dislikes
- **common elements of stories:** place, characters, setting, plot
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, music, traditions

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding 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 actively in **reciprocal** interactions.

We can share our experiences and perspectives through **stories**.

Creative works are an expression of language and culture.

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

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 pronunciation, sounds, phonetic representation, Korean characters, and meaning Comprehend key information and supporting details in speech and other texts Comprehend meaning in stories Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing 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"> Review similarities and differences between their own cultural practices and traditions and those of Korean communities Engage in experiences with Korean people and communities Examine 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"> 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 time and frequency preferences, emotions, and physical states beliefs and opinions past, present, and future time frames common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Korean works of art cultural aspects of Korean communities around the world

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **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:** 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

- **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).
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
 - Use common expressions of time and transitional words to show logical progression.
 - Use present, past, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., 다시 말해주세요. 뭐라고요? 네? ~라는 말씀이세요?
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Describe:** e.g., the purpose of activities, celebrations, customs, holidays, and traditions such as Thanksgiving (추석) and New Year’s Day (설날)
- **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

- **particles:** e.g., 은/는, 이/가 (subject particles), 을/를 (object particles)
- **formality:** the three basic endings indicating degree of formality:
 - formal polite (honorific): ~(스)ㅂ니다
 - informal polite: ~아/어/해요
 - casual: ~아/어/해
- **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
- **preferences, emotions, and physical states:** e.g., ~아/어/해서 좋아해요/싫어해요/아파요
- **beliefs and opinions:** e.g., 저는 ~라고 생각해요
- **time frames:** Sentence endings change according to when events occur. For example:
 - past: ~았/었/했어요
 - present: ~아/어/해요
 - future: ~ (으)ㄹ 거예요
- **common elements of stories:** place, characters, setting, plot
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** e.g., activities, celebrations, clothing, festivals, food, music, traditions

BIG IDEAS

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

Acquiring a new language allows us to explore our identity and culture from a new perspective.

Conversing about things we care about can motivate our learning of a new language.

We can share our experiences and perspectives through **stories**.

Creative works allow us to experience culture and appreciate cultural diversity.

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 pronunciation, sounds, phonetic representation, Korean characters, and meaning Derive meaning from speech and a variety of other texts Comprehend meaning in stories Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Participate in short and simple conversations 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"> Recognize the importance of story in personal, family, and community identity Analyze similarities and differences between their own cultural practices and traditions and those of Korean communities Engage in experiences with Korean people and communities Examine 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"> particles (functional words) language formality and etiquette vocabulary, sentence structures, and common expressions, including: <ul style="list-style-type: none"> types of questions descriptions of people, objects, and locations sequence of events personal interests, needs and opinions past, present, and future time frames elements of common texts common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Korean works of art 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.
- **Creative works:** 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

- **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 communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** language-learning strategies such as 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.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Participate:**
 - with peers, teachers, and members of the wider community
 - can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **importance of story:** Korean stories express Korean perspectives, values, beliefs, worldviews, and knowledge.
- **similarities and differences:** e.g., compare the purposes of activities, celebrations, customs, holidays, and traditions
- **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

- **particles:** e.g., 은/는, 이/가 (subject particles), 을/를 (object particles), 에/에서 (place particles)
- **formality:** the three basic endings indicating degree of formality:
 - formal polite (honorific): ~(스)ㅂ니다
 - informal polite: ~아/어/해요
 - casual: ~아/어/해
- **questions:** including different degrees of formality (e.g., 시청에 언제 가십니까/가세요/가요/가?)
- **sequence:** using words that indicate sequence (e.g., 우선, 그 다음에, 마지막으로, 첫째/둘째/셋째)
- **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
- **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 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

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