# **Korean Level 1 Course Outline**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

## Context

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest, therefore individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.

This Course Outline encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: The themes do not need to be done in this order.

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| **Across all levels:**  Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual Korean language.  Acquire, and get more confident with, the Korean script.  Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes.  Show increasing recognition of connections and contrasts between Korean and student’s first language and develop the ability to navigate between them.  Explore how language and culture affect, and work together in, communication.  Grow intercultural awareness by exploring own and Korean cultures and questioning assumptions and stereotypes.  Develop awareness that there can be different ways of representing sound in writing between and within languages.  **Curriculum level 6:**  Engage with, and make meaning of, short text types in everyday contexts.  Explore language commonly used to express personal information and ideas related to everyday situations.  Develop communicative skills to present simple information and interact with others in a range of predictable contexts.  Develop a foundational awareness of and use the key building blocks and patterns of the language.  Develop a foundational awareness that oral features such as pronunciation and intonations can communicate different meanings  Recognise and develop an awareness that there are different registers of language.  Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language.  Recognise values and practices related to Korean cultures in everyday contexts. | **Whakawhanaungga – relationship building and establishing connections**  Exploration of whakawhanaungatanga as a lens that can be used to learn how to build relationships.  **Language learning**   * Write and read basic self-introductions, including name, age, year at school, favourite subjects, nationality, whanau. * Self-introductions, including the structure of a self-introduction and how people are referred to and valued in introductions, for example, terms of address and levels of formality such as ~씨, 언니, 오빠, 선생님, \*너. This could be done with pen pals or e-pals in Korea or in New Zealand. * The use of body language, for example, bowing, shaking hands, socially accepted physical distance. * Showing respect through different language registers, 안녕 vs 안녕하세요.   **Intercultural learning**   * How people address each other in the community. Explore terms of address for family members, for example, older/younger siblings and compare with ways of describing family members in te Reo Māori. * Create a self-introduction in Korean and pepeha in te reo Māori.      * Compare body language, for example for greetings (bowing in Korean and hongi in Māori culture, etc). * Explore similarities between Māori and Korean culture, for example, valuing elders, whakawhanaungatanga (establishing relationships), and manaakitanga (supporting others).   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
| **Whānau – Family**  Exploration of whānau as a lens that can be used to learn about self and family.  Students will be encouraged to reflect on their identities and learn from the wisdom of different languages and cultures. The language used in this topic is open, dependent on the stories that the students and/or teacher selects to work on.  **Language learning**   * Explore Korean family terms (e.g. 오빠, 언니, 누나, 형). * Ask for and give information about self and family (including occupations, hobbies, interests, skills, abilities, dreams, and hopes). * Have conversations with classmates and relevant community members. * Reflect on showing respect through different language registers, including discussions around how some families might use casual language with their parents, but others might not. * Ask and respond to questions about one’s family/a weekend activity. * Create student narratives through retelling, role plays, e-books, etc, using TBLT. * Learn about problem-solving skills and how to use physical and digital resources to understand less familiar language. * Developing interactive strategies to sustain an interaction, for example, initiating and ending a conversation, seeking clarification, asking for preferences.   **Intercultural learning**   * Find out what a typical Korean family looks like in terms of family structure, where they live, how they go to work, what they do in their leisure time, etc. * Compare the structure and importance of whānau in Aotearoa to the structure and importance of family in Korea and other cultures (for example, European, Pacific). * Explore Māori concepts like iwi, whānau, etc, to Korean family-related concepts like filial duty.   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
| **Ako – learning from each other**  Exploration of ako as a lens that can be used to discuss how to learn from one another.  In the context of going to school (including giving instructions, inviting, suggesting), students will learn what they are allowed and not allowed to do, give reasons why, and express preferences and abilities. This links into the theme of school: rules, lunchtime, after-school activities, expectations of, involvement in, and behaviour in co-curricular activities.  **Language learning**   * Describe school-related activities, people, and objects, for example, ethnicity or nationality of people, Māori features of the school like marae, kapa haka group, whakairo (carvings), cultural activities. * Korean language-related learning such as listening, dictation, speaking, reading, writing, character writing (Hangeul). * Describe and narrate activities, events, and facts in a logical and temporal sequence within the context of school life, for example, Kōhanga reo, primary and secondary schools, universities. * Learn formulaic expressions to encourage each other in Korean through Korean and Māori games, for example, 윷놀이, 태권도, string games (whai). * Use formulaic expressions in everyday situations, for example 잠시만요, 다녀왔습니다. * ‘Out and About’ etiquette and language related to shopping, using transport, etc. * Use formulaic expressions related to eating etiquette and discuss what you are allowed and not allowed to do, for example, use of chopsticks, tikanga (no sitting on tables, serving of the meal with elders, guests and children being served first). * Experience a real or virtual trip to a Korean and/or Māori restaurant to describe how to get there, order dishes, and experience an authentic learning context. * Discuss school expectations and standards, for example what you are allowed and not allowed to do.   **Intercultural learning**   * Explore the diverse cultures in the school. * Discuss the benefits of having a multicultural school. * Consider cultural activities that are or could be celebrated at school. * Build sister school relationships. * Etiquettes/protocols in the context of daily life, for example, taking shoes off when entering a house or a wharenui. * Explore the reasons for etiquette, for example, use of chopsticks, Tikanga (no sitting on tables, serving of the meal with elders, guests and children being served first). * Compare after-school activities in different cultures. * Write a short reflection in English explaining what you learnt about the different education systems.   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
| **Food**  Exploration of food in different cultures.  **Language learning**   * Present in spoken or written form about a Korean food tasting/restaurant experience. * Begin to make connections between spoken and written representations in the target language. * Begin to pronounce Korean words and sentences with the right intonation. * Develop the ability to use culturally appropriate body language, gestures, and eye contact to aid student’s choice of production, for example, written, visual, oral presentation, multi-media. * Use formulaic expressions for giving and receiving. * Give reason(s) why something is important. * Use language to express the sequence of events.   **Intercultural learning**   * Compare how food is prepared and eaten in Māori and Korean cultures. * Compare the history of food and healthy food choices in Aotearoa/New Zealand and Korea. * Use resources to find information about Korean and Māori food. * Develop the ability to use keywords and filter online information. * Explore different types of Korean cuisine and famous dishes, including festival dishes associated with Korean festivals such as 추석. * Research traditions and stories associated with Korean dishes. * Visit Korean restaurants, takeaway shops, grocers, and supermarkets. * Compare Korean proverbs with English proverbs, Māori whakataukī, and proverbs of other cultures.   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
| **Places**  Exploration of places and environments we live and socialise in.  **Language learning**   * Describe important sites to tangata whenua (local iwi). * Explain basic geographic features. * Talk about activities, events, and festivals. * Describe weather conditions in different seasons. * Have a conversation using simple questions and answers, suggesting and expressing preferences regarding a particular place or venue, giving details and reasons. * Make social arrangements using simple questions and answers. * Learn about problem-solving skills and how to use linguistic strategies and resources to understand less familiar language.   **Intercultural learning**   * Cultural clothing, heritage clothing items from Korea and New Zealand. * Geographical features of Korean and New Zealand regions, including areas that are important to Māori and Māori history. * History of regions, towns, or cities in relation to Pacific heritage. * Changing demography of Korean and New Zealand regions, towns, or cities.   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
| **Whakanui - Celebrations**  Exploration of whakanui as a lens that can be used to learn about personal and public celebrations in different cultures.  **Language learning**   * Engage with listening and reading passages related to personal, cultural, and holiday celebrations. * Learn formulaic expressions to encourage each other in Korean through Korean and Māori traditional games. * Use formulaic expressions related to eating etiquette and discuss what you are allowed and not allowed to do. * Create student narratives through retelling, role plays, e-books, using TBLT. * Learn about problem-solving skills and how to use physical and digital resources to understand less familiar language.   **Intercultural learning**   * Compare whānau and family traditions. * Explore etiquettes/protocols and the reasons for them in the context of daily life. * Compare Korean and Māori games, for example 태권도 vs. taiaha, String games (whai) – Māori connection and 실뜨기in Korean * Compare celebrations in different cultures., for example 추석, 설날, Matariki. * Write a short reflection in English (approximately 50 words) explaining what you learnt about different personal and public celebrations.   **Reflect on personal growth throughout the year**   * Success stories, areas for improvement, linguistic problem-solving strategies, study and revision plans.   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standard AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 7 weeks |