# **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 that meet the language expectations of Curriculum Level 6. 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 suggested order of units in this Course Outline is an example of how a year-long Korean course could be constructed. Teachers can customise this Course Outline to suit the needs of their contexts.

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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.All learning activities throughout the year develop understanding of the language required for assessment of all Achievement Standards. | **Duration** Total of 32 weeks |
| 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.**Across all levels:**Engage with others respectfully when communicating and exchanging information, ideas, and opinionsBe exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in KoreanBuild a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakesShow increasing awareness of differences and connections between Korean and their first language(s) and develop the ability to navigate between themExplore how language and culture affect, and work together in, communicationGrow intercultural awareness by exploring Korean cultures and communities, and questioning assumptions and stereotypesDevelop awareness that there can be different ways of representing sound in writing between and within languages**Curriculum level 6:**Communicate in Korean in everyday contextsEngage with, and make meaning of, short text typesExplore language used to express personal information, ideas, and opinionsDevelop communicative skills to share simple information, ideas, and opinions in a range of predictable situationsDevelop a foundational awareness of and use the key linguistic building blocks and patterns of languageExplore the use of script and the connection between script and pronunciation in everyday contextsDevelop a foundational awareness that oral features such as pronunciation and intonations can communicate different meaningsRecognise and develop an awareness that there are appropriate registers of languageAcquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar languageRecognise values and practices of Korean-speaking cultures and the values and practices of their own cultures and communities | Whakawhanaungatanga – relationship building and establishing connectionsWhakawhanaungatanga is the development and maintenance of relationships through communication, shared experience, and working together.**Suggested language learning*** Introducing your family in written, spoken, or mixed modes of written and spoken Korean. For example, birthplace, nationality, whakapapa (genealogy), ethnicity, jobs, hobbies, how well one does something, etc. Students should be encouraged to communicate information, ideas, and opinions using different modes of production. This links to Big Idea 5 ‘Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance’.
* Learning about language related to 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.
* Exploring use of body language, for example, bowing, shaking hands, socially accepted physical distance.
* Showing respect through different language registers, 안녕 vs 안녕하세요.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** Explore how people address each other in Korea and in Aotearoa New Zealand communities or cultures. 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 greetings (bowing in Korean and hongi in Māori culture, etc).
* kaupapa Māori and Korean values, for example valuing elders, whakawhanaungatanga (establishing relationships), and manaakitanga (supporting others).
 | 5 weeks |
| Whānau – FamilyExploration 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.**Suggested language learning*** Explore Korean family terms (eg 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 Task-Based Language Teaching
* 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.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** Talk to a Korean person or read a narrative of a Korean teenager to find out their likes/dislikes, families, daily routines, what they do in their leisure time, etc. Based on the findings, ask students to reflect on their assumptions and stereotypes about Korean communities’ cultures, and people. Compare the structure and importance of whānau in New Zealand 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.

**Students can attempt one of the assessment opportunities in 1.2 Assessment Activity A, Taonga, for practice.** | 5 weeks |
| Ako – learning from each otherExploration of ako as a lens that can be used to discuss how to learn from one another.In the context of going to school , students will learn what they can and cannot do, give reasons why, and express preferences and abilities. This links into the theme of school, for example likes/dislikes, personal experiences with subjects, teachers, daily routines, lunchtime activities, after-school activities.**Suggested language learning*** Exploring school-related daily routines, activities, people, and objects. For example, a survey to find out the ethnicity or nationality of people in the language class; a scavenger hunt for students to find directions, buildings, teachers, or objects in class or at school
* 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.
* Use formulaic expressions in everyday situations, for example 잠시만요, 다녀왔습니다.
* Discuss school expectations and standards, for example what you are allowed and not allowed to do.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** Discussing benefits of having a multicultural school and exploring diverse cultures in the school. For example, exploring Māori features of the school like marae, kapa haka group, whakairo (carvings), cultural activities, ways of learning.
* Exploring celebrations in Korea and Aotearoa New Zealand. This can then lead to a class celebration or a school trip, for example tasting Korean food in class or visiting a Korean restaurant to celebrate Chuseok (Korean Thanksgiving Day), visiting a local Marae during Matariki.
* Facilitate virtual exchanges with another Korean class or a sister school to compare daily routines, subjects, lunch, after-school activities.
* Explore etiquettes/protocol in the context of daily life in Korea, for example, taking shoes off when entering a house, correct ways of using chopsticks.
* Comparing Korean etiquette with tikanga Māori, for example no sitting on tables, serving of the meal with elders, guests and children being served first.
* Write a short reflection in English explaining what you learnt about the different learning styles.
* Learn formulaic expressions to encourage each other in Korean through Korean and Māori games, for example, 윷놀이, 태권도, string games (whai).

**Students can attempt to record Interaction opportunity #1 Finding common ground in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga**. | 5 weeks |
| Kai – FoodCommunicating about events or experiences in relation to food in everyday contexts in Korean and New Zealand communities or cultures.**Suggested language learning*** Communicate in spoken, written, or a combination of spoken and written Korean 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.
* 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.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** 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.
* Explore or visit Korean restaurants, takeaway shops, grocers, and supermarkets.
* 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).
* Compare Korean proverbs with English proverbs, Māori whakataukī, and proverbs of other cultures.

**Students can attempt to record Interaction opportunity #3 Class party in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga**. | 5 weeks |
| PlacesExploration of places and environments we live and socialise in everyday contexts.**Suggested language learning*** Communicate about information, ideas, and opinions about events or experiences in relation to visiting places, for example describing basic geographic features, weather conditions in different seasons, activities that you do in different places, etc.
* In pairs or groups, using interactive strategies to share and respond to information, ideas, and opinions about events or experiences with visiting or going to different places. For example, 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.
* ‘Out and About’ etiquette and language related to shopping, using transport, etc.
* Learn about problem-solving skills and how to use linguistic strategies and resources to understand less familiar language.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** Cultural clothing, heritage clothing items from Korea and Aotearoa New Zealand.
* Describe important sites to tangata whenua (local iwi). Explore 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.

**Students can attempt to record interaction opportunity #2: Planning a weekend together in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga. Select the best two recordings from 1.1 Assessment Activity B for final submission.** | 5 weeks |
| Whakanui – CelebrationsExploration of whakanui as a lens that can be used to learn about personal and public celebrations in different cultures. Celebrations in everyday contexts may include birthdays, end of term celebration, shared lunch etc.**Suggested language learning*** Engage with listening, reading, and multi-media materials related to celebrations in everyday contexts.
* 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 Task-Based Language Teaching
* Learn about problem-solving skills and how to use physical and digital resources to understand less familiar language.

 **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)*** Compare whānau and family traditions in Korean and New Zealand communities or cultures.
* Explore etiquettes/protocols and the reasons for them in everyday contexts.
* 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, Polyfest.
* Write a short reflection in English (approximately 50 words) explaining what you learnt about different personal and public celebrations.
* Compare whānau and family traditions.

**Reflect on personal growth throughout the year*** Success stories, areas for improvement, linguistic problem-solving strategies, study and revision plans.

**Students can attempt Opportunity #3: Let's celebrate! in 1.2 Assessment Activity C Manaakitanga for final submission.** **All learning activities throughout the year develop understanding of the language required for external assessment.** | 7 weeks |