

Korean R-2 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
BACK TO SCHOOL SHOPPING	TIGER MAGIC ON THE MOVE (HO-RANG-RI'S ADVENTURE)	LET'S DRESS UP	READY! SET! LET THE GAMES BEGIN!
<p>KEY QUESTION: What do I need to buy for school?</p> <p>KEY CONCEPTS: number, play, interactions, preferences</p> <p>KEY PROCESSES: playing, describing, labelling, comparing,</p>	<p>KEY QUESTION: Are we there yet?</p> <p>KEY CONCEPTS: place, story, identity, culture</p> <p>KEY PROCESSES: experimenting, performing, recognising, identifying</p>	<p>KEY QUESTION: Who do I want to be?</p> <p>KEY CONCEPTS: self, performance, representation</p> <p>KEY PROCESSES: explaining, connecting and relating, applying</p>	<p>KEY QUESTION: Are you ready to play?</p> <p>KEY CONCEPTS: play, health, leisure</p> <p>KEY PROCESSES: explaining, interacting, practising, instructing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes</p> <p>Interact in familiar classroom routines and follow simple classroom instructions</p>	<p style="text-align: center;">SOCIALISING</p> <p>Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes</p> <p style="text-align: center;">INFORMING</p> <p>Share simple information about themselves, known people, everyday objects and places of interest</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information</p> <p style="text-align: center;">INFORMING</p> <p>Share simple information about themselves, known people, everyday objects and places of interest</p>	<p style="text-align: center;">SOCIALISING</p> <p>Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific words and expressions in simple texts such as signs, titles and captions, and use</p>

<p>INFORMING Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks</p> <p>REFLECTING Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean can be different to interacting in own language/s</p> <p>SYSTEMS OF LANGUAGES Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations</p>	<p>CREATING Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements</p> <p>SYSTEMS OF LANGUAGE Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating</p>	<p>TRANSLATING Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images</p> <p>REFLECTING Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that languages change continuously and borrow words from each other</p>	<p>information to complete guided oral and written tasks</p> <p>TRANSLATING Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations</p>
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Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Celebration: annual cycle of celebrations as appropriate

Whole class big book creation: students' collaborated work based on teacher- selected themes related to the modules

Reception to Year 2 Achievement Standard

By the end of Year 2, students interact with peers and teachers through play- and action-related talk, exchanging greetings and introducing themselves (for example, 안녕하세요?; 안녕?; 저는 ...이에요/예요 used as a set phrase) with gestures. They respond to question cues (such as 뭐예요?) by naming objects with single words (for example, 눈! 코! 입! 고양이!) or using short, simple sentences as set phrases (for example, 눈이에요, 고양이에요). They respond to teacher instructions such as 따라 하세요, 일어나세요 by imitating the teacher's actions or speech, and to the teacher's simple closed-ended questions by giving short answers such as 있어요/없어요 or 네/아니요. They make simple requests using ... 주세요 and thank each other or the teacher using 고맙습니다 with appropriate gestures. They mimic and approximate Korean pronunciation of simple words, and locate and read specific words such as names of people or objects provided in familiar types of short texts. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases. They create and perform their own simple texts using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요 (for example, 저는 고양이가 없어요). They match simple Korean and English texts written in *Hangeul* and English such as 로버트 and *Robert*, and identify familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, identify differences or similarities to their own language/s and culture/s, and discuss the experience of learning and using the Korean language. Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify -요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to 'I' in a sentence. They choose between -이에요 and -예요 when they construct a sentence using a copula (for example, 재키예요; 마이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others' languages and cultures.