The Australian
Curriculum

Subjects	Korean
Year levels	Year 4

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Years 3 and 4 Content Descriptions

Communicating

Socialising

Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members
[Key concepts: friendship, occasions, celebration; Key processes: expressing, sharing]
(ACLKOC134 - Scootle ↗)

Elaborations

asking and answering questions relating to personal information about themselves, each other, friends, family members, favourite things and special talents, for example, 누구예요? 몇 살이에요?

interacting with each other, for example, by using 나/저도 좋아요; 아, 그래요? as set phrases in action-related exchanges and shared activities such as games, including interactive computer games, role-plays and composing chants/rhymes

exchanging simple correspondence such as notes, invitation or birthday cards in print or digital form

Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display
[Key concepts: participation, cooperation; Key processes: problem-solving, contributing]
(ACLKOC135 - Scootle ↗)

Elaborations

asking and responding to questions in group activities such as number games, for example, using 몇 이에요? and … 이에요/예요, for example, 삼이에요 to form a group with those who have the same number card

negotiating requests using simple Korean expressions, for example, 지우개 있어요?; 아니요, 없어요; 빌려 주세요; 네, 여기 있어요

preparing, rehearsing and carrying out presentations, such as a Korean item for school assembly, or a digital presentation about a significant cultural event or celebration, for example, *Taegeukgi, taekwondo*

Participate in everyday classroom activities such as responding to teacher's instructions, attracting attention and asking for repetition
[Key concepts: instructions, respect; Key processes: interacting, expressing]

(ACLKOC136 - Scootle ↗)

Elaborations

getting a turn to ask a question, for example, 질문 있어요

requesting repetition, for example, 다시 해 주세요

following instructions given in Korean, for example, 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요

answering teacher's questions, 이게/저게/그게 뭐예요? (given as a set phrase), in a short Korean sentence as a set phrase, for example, 그게/그건 책상이에요

praising or complimenting each other, for example, (아주) 잘했어요

Informing

Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests
[Key concepts: routines, pastimes; Key processes: selecting, categorising, recording]
(ACLKOC137 - Scootle ↗)

Elaborations

gathering information about other people's activities, for example by surveying peers about weekend or dailyactivities, for example, 주말에 뭐 해요? 수영해요; 오늘 뭐 해요? 학교에 가요

compiling information and reporting it to others, forexample, by making a shared class graph showing popular leisure activities

listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed

obtaining and using factual information from print, digital or multimodal texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information gathered from different types of texts relating to people, objects, places and events
[Key concepts: home, school, information; Key processes: organising, informing, presenting]
(ACLKOC138 - Scootle ↗)

Elaborations

reporting on information gathered from sources including online resources such as interviews,

surveys or brochures, using different media including those in digital formats such as drawings, posters and captioned photos

using simple descriptive language and supporting resourcesto introduce family members and friends, identifying relationships (우리 엄마예요; 친구예요) and cultural backgrounds (호주 사람이에요;한국 사람이에요)

creating a class profile from information collected from each other, for example, creating a chart or database to identify favourite sports, food, or colours (크리켓, 불고기,빨간색)

presenting information on events or topics of possible interest to Korean children of their own age (for example, 생일, 방학), using multimodal resources and realia support and building vocabulary to describe actions and feelings

Creating

Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions
[Key concepts: character, plot; Key processes: shared reading, performing, recounting]
(ACLKOC139 - Scootle ↗)

Elaborations

listening to, viewing and reading text in different formats, including digital texts such as video clips, paintings and stories, for example, Korean traditional tales (해님달님, 흥부와 놀부)

participating in shared reading and responding to questions about characters, ideas and events, for example, by illustrating and captioning aspects of the texts

playing mime games using characters from imaginative stories experienced

sharing imaginative experiences in short statements about aspects such as characters, settings or events (흥부가 착해요)

using movement or actions to reinforce meaning in texts such as television programs, songs or games

Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language
[Key concepts: imagination, humour; Key processes: presenting, composing]
(ACLKOC140 - Scootle ↗)

Elaborations

composing, modifying and completing own versions of skits, chants and songs, with teacher's guidance and scaffolding, and the stimulus of different imaginative texts and experiences

creating individual texts such as comics, diary entries and short stories, using modelled language to express own ideas and imagined experience

producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions

creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using drawings or story maps to create visual context

Translating

Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages
[Key concepts: specificity, commonality, meaning; Key processes: explaining, comparing]
(ACLKOC141 - Scootle ↗)

Elaborations

noticing different aspects of Korean and English language and culture, such as naming conventions (for example, 박준호 versus 'JohnSmith') and explaining differences such as order and spacing

noticing Korean in texts such as signage and labels, and producing their equivalents in English

translating Korean texts such as public signs to understand the gist, noticing how meaning changes when translated into English, as in the case of expressions of politeness

identifying words that change their meaning according to the context, for example, 집(home/house: 집에 가요, 우리 집이에요), or 있어요 (have … /there is (are) … :저는 지우개가 있어요; 제니 있어요?)

Create simple bilingual resources for their learning and for the school community
[Key concepts: similarity, difference; Key processes: selecting, relating, describing]
(ACLKOC142 - Scootle ↗)

Elaborations

producing a parallel bilingual word list by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work

preparing descriptions in both Korean and English about familiar topics, using modelled language and choosing vocabulary from word lists, discussing differences in expression between the two

languages with the teacher

creating bilingual texts for the classroom and the school community using digital technologies (for example, posters, songs and online newsletter items), sharing ideas about how to represent meaning in different languages for different audiences

Reflecting

Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s
[Key concepts: open-mindedness, politeness; Key processes: experimenting, reflecting, connecting]
(ACLKOC143 - Scootle ↗)

Elaborations

reflecting on different ways of naming, greeting and addressing someone (for example, by first name or title, including (non-)use of honorifics and aspects of body language such as eye contact) and on the issue of appropriateness in both Korean and Australian cultures

reflecting on each others' ways of communicating and their appropriateness in Korean or non-Korean contexts, for example, using 언니/누나 and 오빠/형 for older siblings in Korean versus using their first names in English as terms of address

sharing ideas about how some Australian terms and expressions might be understood from a Korean perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Associate themselves with wider networks such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks
[Key concepts: membership, profile; Key processes: describing, identifying]
(ACLKOC144 - Scootle ↗)

Elaborations

identifying various groups they belong to and reflecting on themselves as members of multiple groups

appreciating their additional identity as a learner of the Korean language and culture and their expanded role in their own network

creating own profile using spoken, written or digital forms of expression to identify roles in or memberships of various groups, including their identity as a person knowing more than one language

describing themselves as members of various groups by profiling themselves with drawings of their friends, family, class and school, naming them using 친구, 우리 가족, 우리 반 and 우리 학교

Understanding

Systems of language

Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침

[Key concepts: sound discrimination, word recognition, syllable, syllable block, 받침, alphabetic system; Key processes: recognising, exploring, experimenting, relating]

(ACLKOU145 - Scootle ↗)

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Elaborations

learning sets of Korean vowels and consonants

discriminating between sounds in Korean, for example, 가/카/까; 다/타/따; 바/빠/파; 사/싸; 자/차/짜; 내/네; 너/노

experimenting with *Hangeul* consonants and vowels to construct/deconstruct syllable blocks, for example, ㅊ + ㅏ ◊ 차; ㄱ + ㅏ + ㅇ ◊ 강; ㅅ+ ㅜ ◊ 수; ㄱ + ㅗ + ㅁ ◊ 곰

identifying how pronunciation and intonation are used in spoken, written and multimodal texts, for example, 좋아요; 아주 좋아요; 좋아요?

Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending –어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and –(으)세요

[Key concepts: grammar, sentence; Key processes: sequencing, relating, predicting]

(ACLKOU146 - Scootle ↗)

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Elaborations

constructing sentences with an –어/아요 ending on topics of personal interest in simple structures with support such as scaffolding, modelling or cues and in meaningful contexts, for example, 저는 사과를 먹어요

using –(으)세요 for different types of sentences (such as statements, questions, requests or commands) and recognising the honorific meaning embedded in –세–

using 저 and 나 to refer to self and understanding different contexts where they are used

using a structure, a noun or pronoun + a case marker/particle (–은/는, –이/가, –을/를, –에, –도) as a set phrase, for example, 저는, and understanding differences in meanings

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understanding that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences, for example, 이게 뭐예요?

asking simple questions about a person, object or number using abasic question word such as 누구/누가, 무엇/뭐 or 몇, for example, 지금 뭐 해요? 누구예요?

Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports [Key concepts: meaning, function, objects, people, number systems, action, state, quality; Key processes: identifying, naming, describing, qualifying]
(ACLKOU147 - Scootle ↗)

Elaborations

using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼학년

using basic common action and descriptive verbs to describe their daily lives or preferences, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요

using vocabulary related to school (for example, 학교, 책, 지우개, 친구), home (for example, 집,가족, 엄마, 아빠), sports and leisure activities (for example, 방학, 수영, 캠핑)

using vocabulary to describe familiar objects or people, for example, 빨간색 가방

using some adverbs as part of formulaic language, for example, 지금/오늘/주말에 뭐 해요? 아주 잘 했어요

Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts

[Key concepts: language features, mode, purpose; Key processes: observing patterns, distinguishing]
(ACLKOU148 - Scootle ↗)

Elaborations

identifying familiar text types in different modes and using them in activities such as converting dialogues to chants

recognising language features typically associated with particular texts, for example, the use of imperatives in games

noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language variation and change

Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants

[Key concepts: relationships, age; Key processes: identifying, routinising]

(ACLKOU149 - Scootle ↗)

Elaborations

greeting and taking part appropriately in familiar situations, for example, with peers and with the teacher, identifying differences of contexts and addressees, for example, 안녕?; 안녕하세요?; 안녕히 가세요/계세요; 잘 가/있어

recognising the appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school

Understand that languages change over time and influence each other through contact and cultural exchanges

[Key concepts: language change, influence; Key processes: observing, identifying, discussing]

(ACLKOU150 - Scootle ↗)

Elaborations

viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean, for example, •, ㆆ, ㅿ

reflecting on and discussing which languages Korean might have influenced and might have been influenced by over time, for example, Chinese, Japanese, English, French and Italian

Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings

[Key concepts: culture, identity, attitudes; Key processes: identifying, comparing, reflecting]

(ACLKOU151 - Scootle ↗)

Elaborations

reflecting on contexts where cultural elements are embedded in language use in Korean (for example, bowing when saying 안녕하세요?) and comparing this with equivalent contexts and ways of using language in English

recognising that 우리 means 'my' when used with certain words, for example, 우리 가족, 우리 나라, and sharing their ideas/experience about such use

Role of language and culture

Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations
[Key concepts: difference, expression, importance; Key processes: identifying, distinguishing, connecting]
(ACLKOU152 - Scootle ⤴)

Elaborations

recognising the importance of politeness explicitly expressed in Korean and comparing this with English, for example, 만나서 반가워요 versus 'Nice to meet you'

understanding that language carries information about the people who use it and that common expressions often reflect cultural values important to that language community

reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님

identifying non-verbal expressions that are typical or expected in communication in different cultures, for example, eye contact, bowing, nodding, pointing

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