**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table. For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences[(VCKOC153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC153) | Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role- play that involves simple transactional exchanges [(VCKOC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC154) | Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification [(VCKOC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC155) | Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas[(VCKOC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC156) | Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people [(VCKOC157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC157) | Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience or feelings [(VCKOC158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC158) | Compose and perform a variety of creative texts based on a stimulus concept or theme, sharing them face-to-face and online to present to different audiences [(VCKOC159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC159) | Translate simple texts identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning[(VCKOC160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC160) | Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks for own learning, and share them in the school community and with learners of Korean in the virtual community [(VCKOC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC161) | Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture[(VCKOC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC162) | Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture[(VCKOC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOC163) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing [(VCKOU164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU164) | Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean [(VCKOU165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU165) | Identify and use appropriate terms and expressions, such as honorific and qualifying words and counters for specific purposes and contexts [(VCKOU166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU166) | Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts [(VCKOU167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU167) | Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom [(VCKOU168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU168) | Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages[(VCKOU169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU169) | Investigate how language can be used to influence people, ideas and the understanding of cultures[(VCKOU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU170) | Explore how beliefs and value systems are reflected in everyday language use [(VCKOU171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCKOU171) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*See next pages for Achievement Standards and Assessments section*

|  |  |  |
| --- | --- | --- |
| **Level 3 and 4 Achievement Standard**in various parts of the template.  | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students use Korean to interact in classroom routines, action-related talk and play with teachers and peers.
* They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (for example, 몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요).
* They use formulaic language to express rapport with others (for example,아, 그래요? 나도 좋아요).
* Students respond to instructions for familiar classroom routines and activities taking required actions (for example, 해 보세요, 들으세요, 읽으세요) and to simple questions (for example, 이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in –이에요/예요 or -어/아요 (for example, 책상이에요; 벤이에요; 구예요; 학교에 가요).
* They ask for repetition (for example, 다시 해 주세요) and for a turn to ask a question (for example,질문 있어요) and negotiate requests using simple language (for example, … 있어요?; 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요).
* Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding.
* They present simple information in texts in different formats and create and perform their own texts with the support of modelled language and other resources.
* Students approximate the sounds, rhythms and intonations of spoken Korean and write familiar words in *Hangeul* with some accuracy.
* They create simple sentences in their speech and writing, using basic case markers (such as –은/는, –이/가, –을/를, –에) and a particle –도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (for example, 저는 …, 집에 …, 나도 …).
* They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in –어/아요 or its honorific form –(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands.
* They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇.
* They use contractions of demonstrative pronouns and–이 (for example, 이게, 저게 and 그게), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓).
* They use vocabulary for major colours (such as 빨간색, 파란색, …) and number expressions, choosing between native Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (for example, 아홉 살), school years (for example, 사 학년) and numbers of objects (for example, 한 개), animals (for example, 두 마리) or people (for example, 세 명).
* Students match known Korean words or expressions with their English equivalents and create simple bilingual texts of familiar objects with support.
* They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; … 있어요: I have …/there is (are) …).
* They identify different social networks they belong to such as clubs or language-speaking communities and compare their past and current intercultural capability with reference to the experience of learning Korean.
* Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or /ㅐ/ versus /ㅔ/, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation.
* They identify simple consonant and vowel letters in*Hangeul*and combine them to construct a syllable block.
* They create short texts using syllable blocks combined together to form a word.
* They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case–marked formulaic chuncks (for example, 저는, 사과를) in simple Korean sentences.
* They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people.
* They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕?versus 안녕하세요?; 안녕히 가세요/안녕히 계세요versus 잘 가/잘 있어).
* They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions.
 | By the end of Level 6* Students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and school. (1)
* They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (for example, pronouncing words such as 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다). (2)
* They use simple structures for a range of functions, including making simple arrangements and conducting simple transactions (for example, 아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as –도 되다 and –(으)ㄴ/는 것 같다 as set phrases to ask for permission (for example, 화장실에 가도 돼요?) and to offer their own opinions (for example, 저는 …이/가 맞는/틀린 것 같아요). (3)
* They use particles such as –(으)로, –하고 and –에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (with/in …, for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (together with …, for example, 친구하고 쇼핑했어요) and location (at/in …, for example, 학교에서 공부해요). (4)
* They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the –고 coordination (for example, 밥을 먹어요. 그리고 운동해요;밥을 먹고 운동해요), and past experiences using a suffix –었/았– (for example, 캔버라에 살았어요). (5)
* They negate statements (for example, 안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using set phrases such as 왜요? 얼마예요? and 어때요?/어땠어요? (for example, 영화가 어땠어요?). (6)
* They use descriptive language (such as 예뻐요, 멋있어요) and manner and time adverbs (such as 빨리, 천천히, 어제, 오늘, 내일). (7)
* Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (for example, 책 세 권). (8)
* They pronounce Arabic numerals appropriately according to the accompanying counters (for example, 10살, 6학년). (9)
* Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. (10)
* They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, in various modes and formats. (11)
* Students translate texts between Korean and English in familiar formats, and create their own simple bilingual texts, using known words and expressions. (12)
* They provide extra information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus ‘rice as a crop’, 쌀 versus ‘rice as raw grains’ and 밥 versus ‘cooked rice or meals’. (13)
* They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in –(으)세요. (14)
* Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using Hangeul syllable blocks, and by associating spoken forms of known words with their written forms. (15)
* They change verb forms using suffixes such as –었/았– and –고 by applying their understanding of grammatical elements that affect different grammatical meanings and functions. (16)
* They identify the topic/subject and the object in simple sentences and explain how word order in Korean is different to English using basic metalinguistic terms such as word order, subject, object and verb. (17)
* Students identify distinctive features of familiar spoken and written texts in different genres, such as language used at the beginning or closing (for example, …에게/께; …(으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. (18)
* Students apply their understanding of the importance of context, age and social relationships in language use during interaction, and identify age as particularly important in determining the level of politeness and formality in using Korean (for example, 미안합니다 versus 미안해요 versus 미안해). (19)
* Students provide examples of how spoken and written forms of language change over time, and explain how Hangeul was initially created and continues to change. (20)
* They explain how languages borrow words with culture-specific meanings from each other and provide such examples from Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥 (bibimbap), 아리랑 (arirang)). (21)
* Students provide relevant comments on how language is used to influence people’s perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names or names of cultural items. (22)
* They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. (23)
* They provide examples where direct translation is not possible, such as terms or expressions that reflect cultural practices (for example, 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기), and determine whether their equivalents exist in their own language/s. (24)
 | By the end of Level 8* Students use written and spoken Korean to interact with teachers, peers and others, and to exchange ideas, experiences and interests.
* They pronounce polysyllabic words that involve syllable-final consonants (받침) such as 먹고, 어떻게 and 축하합니다 as 먹꼬, 어떠케 and 추카함니다, applying relevant pronunciation rules with some accuracy.
* When interacting, they initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and ask and respond to questions (for example, 왜 한국어를 배워요? 방학 때 뭐 할 거예요?).
* Students clarify answers or instructions (for example, 무슨 뜻이에요? 다시 말해 주세요) and ask for and give opinions (for example, 어떻게 생각해요?; 제 생각에는…; …인 것 같아요).
* They describe plans (for example, 한국에 갈 거예요) and ask for suggestions (for example, 무엇을 할까요?).
* They locate and evaluate factual information in texts and create informative and imaginative texts in a range of modes using multimodal or conventional formats.
* Students explain reasons for actions and show contrasts between feelings or facts, using conjunctive suffixes (clausal connectives) such as –어/아서 and –지만 (for example, 소라가 좋아서 한국어를 배웠어요; 모자가 예쁘지만 너무 작아요).
* They use humble/honorific words or honorific particles such as 진지, 드리다 and –께 appropriately, and use some basic onomatopoeic and mimetic words such as 똑똑 and 콜콜 to create expressive effects and engage the interest of the audience.
* Students use cohesive devices, for example, conjunctions (such as 그리고, 그래서, 그러나, 그런데, –고, –어/아서, –지만), adverbs of frequency (such as 가끔, 보통, 자주, 언제나), time (such as 벌써, 아직) and direction (such as 쭉, 곧장) and the agreement among honorific elements, at sentence level (for example, 할머니께 꽃을 드려요) and throughout the text by using the informal polite style ending –어/아요.
* They use a range of case markers and particles such as –의, – (으)로, 와/과, –부터 and –까지 (for example, 소라의 생일, 색연필로, 왼쪽으로, 불고기와 김치, 아침부터 저녁까지) and location nouns attached by –에 to indicate relative locations (for example, 책상 위에 …, 상자 안에 …).
* Students use some complex structures in verb phrases such as –어/아 주다, –고 있다, –(으)ㄹ 줄 알다, –(으)ㄹ 수 있다 and –어/아 보다 as set phrases.
* They form questions using a range of question words such as 언제, 어디, 어떻게, 어느 and 무슨, and modify nouns using an adjectival form of a descriptive verb suffixed by –(으)ㄴ (for example, 착한 사람).
* Students write loan words from English in Hangeul and compare their original pronunciation and how they are pronounced as loan words in Korean (for example, 테니스, 포크).
* They translate across languages, paraphrasing or annotating words or expressions where equivalence is not possible, such as 정들었어요, 세배 or ‘mufti day’.
* They recount their reactions to intercultural experiences, describing and reflecting on aspects that do or do not fit with their own sense of identity.
* Students identify grammatical elements such as case markers, particles, suffixes and verb endings from simple Korean sentences, and compare how grammatical functions of nouns and verbs are determined in Korean and English sentences.
* They provide examples of the Korean honorific system that works at grammar and word levels (for example, 진지 드세요) and illustrate how politeness and respect are important aspects of Korean language and culture.
* Students differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing.
* Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject–object–verb/subject–verb–object constructions.
* Students identify and reproduce characteristic grammatical features in familiar texts.
* They vary their language use and make choices of linguistic features, such as the use of polite forms, according to the context.
* They provide examples showing that Korean is a language for local, international and virtual communication and that it continuously changes as society and culture change, impacted by globalisation and new technologies.
* Students explain how cultural values and ideas are embedded in language and communicative behaviours.
* They give examples from their own language/s and cultural behaviour/s which may be interpreted differently from other cultural perspectives and give such possible interpretations.
 |

*See next page for Assessments section*

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |