The Australian
Curriculum

Subjects	Korean
Year levels	Foundation Year

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Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information
[Key concepts: self, family; Key processes: greeting, playing, imitating]
(ACLKOC115 - Scootle ⤢)

Elaborations

greeting the teacher and peers using appropriate expressions and body language, for example, 안녕하세요? 안녕? 만나서 반가워요

introducing themselves using 저는…이에요/예요 as a set phrase

asking about and expressing likes/dislikes usingsimple language such as 뭐 좋아해요? 고양이를 좋아해요

Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes
[Key concepts: play, group; Key processes: singing, chanting, observing, drawing]
(ACLKOC116 - Scootle ⤢)

Elaborations

participating in group singing and chanting and performing actions, for example, 가나다 노래, 안녕 노래

making simple requests using … 주세요 and expressing thanks, 고맙습니다

providing descriptions of familiar objects or people, for example, 마이클이에요, 코예요

following instructions for language games such as pass the message, 코코코 놀이

Interact in familiar classroom routines and follow simple classroom instructions

[Key concepts: routines, interactions; Key processes: observing, responding]
(ACLKOC117 - Scootle ↗)

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Elaborations

using ... 있어요/없어요 and 네/아니요 to interact with the teacher inroutine exchanges such as roll call

responding with appropriate actions to the teacher's simple instructions such as 따라하세요, 일어나세요, 앉으세요,인사하세요

asking questions and responding to the teacher and peers by using 뭐예요? …이에요/예요

using 안녕하세요?; 안녕히 가세요/계세요, to greet or to take leave

Informing

Locate specific words and expressions in simple texts such as signs, titles and captions, and use information tocomplete guided oral and written tasks
[Key concepts: text, meaning; Key processes: locating, noticing,matching]
(ACLKOC118 - Scootle ↗)

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Elaborations

using a variety of skills such as labelling,matching, clicking and dragging, drawing, miming and actions to locate and use information

locating and using information to describe, name, draw and trace, for example, 머리, 손. 발

classifying and categorising information gained from others, such as about favourite foods, for example, 미셀은 피자를 좋아해요

using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading Big Books or digital books

Share simple information about themselves, known people, everyday objects and places of interest
[Key concepts: self, preference; Key processes: describing, showing]
(ACLKOC119 - Scootle ↗)

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Elaborations

reporting on information gathered from friends using simple structures such as ... 좋아해요 and ...있어요

contributing to a class photo story, for example, creating and reading aloud captions to own photos (저는 ...이에요/예요) and aspects of personal information (저는 바나나를 좋아해요; 저는 토끼가 없어요)

using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to communicate about self and the immediate environment, for example, 뭐예요? 양이에요. 저는 씨월드를 좋아해요

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
[Key concepts: character, story; Key processes: playing, choral reading]
(ACLKOC120 - Scootle ↗)

Elaborations

participating in shared reading, sharing opinions and responding to questions about imaginative texts

responding to imaginative texts including digital texts, stories, rhymes and songs through play-acting, illustrating, facial expression or movement

interacting with a character or puppet in an imaginary situation or setting, for example, 안녕하세요?; 저는 미나예요; 만나서 반가워요

making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, … 좋아해요/싫어해요

re-creating stories, rhymes and songs through mime, dance or drawing with simple captions

Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns
[Key concepts: performance; Key processes: drawing, singing, dancing]
(ACLKOC121 - Scootle ↗)

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Elaborations

creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, 안녕하세요?; … 있어요? 네, 있어요 / 아니요, 없어요; 고맙습니다

performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning

creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios infamiliar contexts, for example, 곰 세 마리

Translating

Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions
[Key concepts: similarity, difference; Key processes: noticing]
(ACLKOC122 - Scootle ↗)

Elaborations

noticing words in Korean and English that have the same meaning, such as 테니스,컴퓨터, 코알라 and considering why

recognising that every language has its own words, sounds and gestures to make meaning

using Korean and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand

sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing 학교 종, 생일 노래

Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images
[Key concepts: counterpart; Key processes: naming, labelling, matching]
(ACLKOC123 - Scootle ↗)

Elaborations

creating a bilingual picture dictionary for their classroom use

matching Korean and English texts, for example, name tags of friends in Korean and English

creating bilingual captions in Korean and English for a photographic display using digital technologies to show parents or others about a class event or experience such as sports day, school camp or pets day

Reflecting

Notice aspects of Korean language andculture that are 'new', sharing how interacting in Korean can be different to interacting in own language/s
[Keyconcepts: respect, acceptance; Key processes: noticing, comparing]
(ACLKOC124 - Scootle ↗)

Elaborations

noticing that there are different ways to greet people in Korean, recognising their similarities and differences to those in their own language and culture

familiarising themselves with simple spoken exchanges in Korean, including how to use appropriate gestures, for example, how to bow and make hand gestures when saying 안녕하세요?

describing how it feels to use Korean, for example, when singing a song or hearing Korean spoken by others

including some Korean words and expressions in English conversation when it feels appropriate (for example, 네, 선생님, 고맙습니다), noticing changes in behaviour or body language when speaking Korean

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
[Key concepts: self, role; Key processes: noticing]
(ACLKOC125 - Scootle ↗)

Elaborations

naming languages they know and are learning, for example, 한국어

making simple statements about themselves, including who they are and their personal preferences, for example, 저는 …이에요/예요, 저는 … 좋아해요/싫어해요

noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or communicating that may not be familiar to other people

Understanding

Systems of language

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
[Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking]
(ACLKOU126 - Scootle 🗗)

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Elaborations

differentiating Korean and English sounds, for example, by comparing names in Korean and English (for example, 로버트versus 'Robert')

categorising names according to their first consonant, for example, 마크, 매튜, 마이클

discriminating between simple vowel and consonant letters in a syllable block

recognising the order of strokes in writing syllable blocks

Recognise some basic features of the Korean grammatical system, such as the verb- final rule, the sentence-final –요,and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence
[Key concepts: word order, politeness; Key processes: noticing, selecting]
(ACLKOU127 - Scootle 🗗)

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Elaborations

recognising –요 at the end of a sentence through its repetitive use in sentences such as 따라하세요 and 안녕하세요?

noticing that the Korean copula alternates between two forms (−이에요 and −예요) and using it with own names, for example, 마이클이에요/매튜예요

understanding that 저 is used to refer to the self

identifying a structure where a noun or a pronoun is followed by a basic case marker such as −은/는, −이/가 and −을/를 (for example, 저는) as a chunk which has a syntactic function in a sentence

understanding how to make a simple question using a basic question word, for example, 뭐 좋아해요?

Notice and use simple vocabulary to identify familiar objects and to describe simple actions, statesor qualities in familiar contexts

[Key concepts: word, meaning, name; Key processes: noticing, selecting]

(ACLKOU128 - Scootle ↗)

Elaborations

identifying and using basic words for familiar objects, for example, body parts, pets and days of the week

responding to a simple question using 네/아니요 to express agreement/disagreement

using basic verbs with the −어/아요 ending in familiar contexts, for example, 있어요, 없어요, 좋아해요

Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts

[Key concepts: text; Key processes: recognising, identifying]

(ACLKOU129 - Scootle ↗)

Elaborations

listening to and viewing different types of simple texts in Korean including digital or online texts and recognising that Korean is used for purposes such as songs, chants, dialogues and stories

identifying Korean words in spoken and written texts where Korean is used alongside words from other languages

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
[Key concepts: appropriateness, respect; Key processes: noticing, comparing]
(ACLKOU130 - Scootle ↗)

Elaborations

noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved

identifying social relationships between people interacting in videoclips, cartoons, photographs or role play

Recognise that languages change continuously and borrow words from each other
[Key concepts: word-borrowing; Key processes: noticing, selecting]
(ACLKOU131 - Scootle ↗)

Elaborations

recognising loan words originating from other languages, for example, 코알라, 캥거루, 펭귄, 초코렛, 아이스크림

identifying Korean words used in English contexts, for example, taekwondo, kimchi

Recognise that Korean is one of many languages spoken in multicultural Australia and in the world
[Key concepts: multilingualism, community; Key processes: noticing, naming]
(ACLKOU132 - Scootle ↗)

Elaborations

understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language

naming languages they have encountered in their everyday life, such as the languages of their neighbours or classmates

exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

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

[Key concepts: language, culture, meaning; Key processes: noticing, making connections]

(ACLKOU133 - Scootle ↗)

Elaborations

comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, different ways of kissing on the cheek saying 'hi' in English-speaking cultures including Australia and pressing noses (that is, hongi)and saying 'kia-ora' when greeting in Maori

exploring the meaning of 'culture' and how it involves visible elements, for example, ways of eating or symbols such as flags, and invisible elements, for example, how people live, what they value, and how they think about themselves and others