Korean Stage 4 – sample scope and sequence (100 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Korean Stage 4 – sample scope and sequence for the mandatory 100 hours

This scope and sequence is for the 100-hour mandatory course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographic gives students a visual guide of their learning. You can access the infographic on the [Scope and sequence Korean Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/scope-and-sequence-s4-korean) webpage. You can also access an [editable version](https://www.canva.com/design/DAGMkuUjJNM/Fzb6lulxw7_6OCk5R_33ZA/view?utm_content=DAGMkuUjJNM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.



Table 1 – Korean 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **What’s your name?**  **이름이 뭐예요?**  Students introduce themselves and greet new people.  Students exchange information about themselves, their family and their peers to start developing friendships and connections. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand the nature of greetings by exploring appropriate Korean greeting etiquette, for example, a bow, a handshake. * Understand the difference between colloquial and honorific language and when to use each appropriately when greeting others, for example, 안녕, 잘가 안녕하세요, 안녕히 가세요, 안녕히 계세요, 감사합니다, 만나서 반가워요. * Exchange personal information with others including name, age, grade and nationality, using 저는 ~예요/이에요, for example, 저는 열세살이에요. 저는 호주 사람이에요. 저는 8 학년이에요. * Exchange information about where you live, for example, 어디에 살아요?저는 ~에 살아요. * Use appropriate pronouns to create texts about a third person, for example, 그는 한국 사람이에요, 그는 팔 학년이에요, 그는 열세 살이에요. * Use a linking particle to produce complex sentences, for example, ~하고. * Share information about families, for example, 엄마/아빠/여동생이 있어요. * Use possessive pronouns such as 제, 우리 to describe who is in your family. | **Interacting (ML4-INT-01)**  You have been buddied with a student from your sister school in Korea. Interact with each other to ask and respond to questions to get to know each other better.  Include:   * greetings * name * age * school grade * nationality * where you live * who is in your family and their names.   Work with a partner. One of you will take the role of the Korean student, and the other will take the role of the exchange student.[[1]](#footnote-2) |
| Term 2  10 weeks | **Me, you, us**  **나, 너, 우리**  Students compare typical daily activities for teenagers living in Australia and Korea and how frequently they do them.  Students discuss hobbies and leisure time activities and express which activities they prefer. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Count using Pure Korean numbers, for example, 하나, 둘, 셋, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열. * Identify and use verbs and nouns to share information about daily activities and hobbies, for example, 일어나요, 샤워를 해요, 점심을 먹어요, 학교에 가요, 영화 감상을 해요, 자요. * Describe daily activities, using expressions of time, for example, ~시에 ~분에, 아침, 점심, 저녁, 지금, 매일 and days of the week, for example, 월요일. * Identify and name common teenage hobbies in Korea, for example, 태권도, 온라인 쇼핑, 컴퓨터 게임. * Express and exchange information regarding likes and dislikes using 좋아해요, 안 좋아해요 or 싫어해요, 축구를 싫어해요. * Ask and respond to questions about categories of activities such as genres of music and types of sport, using the structure 무슨, for example, 무슨 영화를 좋아해요? | **Part A: Understanding texts (ML4-UND-01)**  **While learning about Korean students’ lifestyles, you read a number of social media posts**[[2]](#footnote-3) **from Korean students sharing their daily routine and hobbies. Answer questions about the posts in English.**[[3]](#footnote-4)  **Part B: Creating texts (ML4-CRT-01)**  **Create a post**[[4]](#footnote-5) **for a social media platform about your daily routine and hobbies to describe what your lifestyle is like as a teenager living in Australia. Include:**   * **your hobbies** * **your typical day** * **at least 2 activities that you like with reasons** * **at least 2 activities you don’t like with reasons.** |
| Term 3  10 weeks | **I heart Seoul**  **나는 서울을 💓해요**  Students explore popular tourist destinations in relation to Korean food, culture, history and traditions.  Students exchange information about places they would like to visit in Seoul, Korea and the activities they can do there.  Students express interest in and make plans to travel to specific destinations around Seoul, including the weather and the transport they will take. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Express what you want to do and where you want to go, for example, ~을/를 보고 싶어요, ~을/를 하고 싶어요, ~을/를 먹고 싶어요, ~에 가고 싶어요. * Express what you are not doing using the negation ~안 with verb stems. * Use adverbs to describe degrees of like and dislike when expressing preferences, for example, 너무, 아주, 별로. * Describe places, experiences and things using adjectives such as ~은/는 재미있어요, 멋있어요, 예뻐요, 맛있어요. * Interact to share information about locations and facilities that can be found in Korean cities using 있어요 and 없어요. * Understand the difference between ~에 and ~에서 when describing movement to and from locations. * Discuss weather conditions and seasons using appropriate structures, such as 더워요, 추워요, 맑아요, 따뜻해요, 시원해요, 눈이 와요, 비가 와요, 봄, 여름, 가을, 겨울. * Make weather predictions using the structures 비가 오겠어요, 덥겠어요, 춥겠어요. * Access and create texts to describe modes of transport to and from events such as 차, 기차, 전철, 버스, 비행기 using the particle ~로. * Justify a choice using the connective 그래서. | **Creating texts (ML4-CRT-01)**  **During a 2-week visit to Korea during the April school holidays, your group will spend a whole day in Seoul. Create an infographic**[[5]](#footnote-6) **to share with your teacher in Korean outlining where you would like to go, what you want to do there and why, for consideration in the itinerary. Include:**   * **a description of at least 2 destinations** * **transportation to each destination** * **at least 2 activities you can do at each destination** * **at least one activity you will not do at each destination** * **a justification of your choice of each destination including a reference to the weather.** |
| Term 4  10 weeks | **When I go to the market**  **시장에 가면**  Students identify common foods and drinks, including typical Korean foods.  Students develop an understanding of the importance of traditional markets, such as the Namdaemun Market.  Students explore bargaining in Korea and how to negotiate the purchase of an item at a market. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand and use common food words in Korean such as 상추, 옥수수, 토마토, 사과, 오이, 오렌지, 피망, 마늘. * Use appropriate greetings and farewells when shopping such as 안녕히 가세요, 어서오세요. * Understand and use common expressions of quantity used at the market such as ~개, ~인분, ~잔, 몇 개. * Understand and use Korean numbers to express price, such as 십, 백, 천, 만. * Ask how much an item costs, and express and understand prices, for example, 얼마예요?, *[*food/drink*]* 은/는 삼천 원이에요. * Ask and respond to questions to identify and describe items using demonstrative pronouns, for example, 이건 뭐예요?, 저건 떡볶이예요, 이것, 저것, 그것. * Understand and use phrases to make purchases, for example, ~드릴까요? 무엇을 드릴까요?, ~이/가 있어요? 네, ~이/가 있어요/아니요, ~이/가 없어요, 여기요, ~주세요. * Negotiate the price of purchases using appropriate phrases, for example, 너무 비싸요/싸요, 깎아주세요, ~돼요? ~안돼요? * Understand and express prices in Korean currency and compare the value of items in Korea and Australia. | **Interacting (ML4-INT-01)**  **While on exchange in Korea, your host mother has given you a shopping list**[[6]](#footnote-7) **with a variety of items to purchase at the market. She has also told you to purchase something of your own choosing.**  **With one student as the customer and the other as the shopkeeper, using culturally-appropriate language, have a conversation to make the purchases.**[[7]](#footnote-8)  **In the conversation include:**   * appropriate greetings * identification of items using demonstrative pronouns, for example, this, that, that over there * an exchange of information about different items, for example, price or adjectives to describe them * a negotiation of prices * the correct language and number system associated with Korean currency, including 원 * asking for specific quantities of items * establishing that one item is unavailable * finalising the purchase, expressing thanks and saying goodbye. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Explicit teaching:** Further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** 100-hour scope and sequence

**Related resources:** Further resources to support Stage 4 modern languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see the [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K–12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

**Creation date:** July 2024

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# Evidence base

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1. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). The teacher could play the role of one of the students. [↑](#footnote-ref-2)
2. Teacher to provide texts. [↑](#footnote-ref-3)
3. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-4)
4. Students may be provided with a scaffold. [↑](#footnote-ref-5)
5. Students may be provided with a scaffold. [↑](#footnote-ref-6)
6. This list of items will be provided on the day of the assessment. [↑](#footnote-ref-7)
7. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Korea. [↑](#footnote-ref-8)