Stage 5 Korean – unit starter

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This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

# Let’s build an eco-friendly city! – 친환경 도시를 만들어요!

As we become more aware of the human impact on our environment and our carbon footprint, the way we go about our daily life is changing. Sustainability is now a major consideration when developing neighbourhoods, building homes and designing shopping centres. In this unit, students learn to talk about eco-friendly places in their neighbourhood and city.

# Duration

10 weeks

# Key learning questions

* Where do you live?
* What are the special places in your neighbourhood?
* What are the main functions of the amenities in our neighbourhood?
* How can we create a sustainable community?

# Learning across the curriculum

* Sustainability
* Critical and creative thinking
* Ethical understanding
* Personal and social capability
* Civics and citizenship
* Numeracy

# Structures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Text forms | Particles and suffixes | Adjectives | Connectives | Verbs |
| -요 | N+는 (V), N+은 (C) | 이/그/저 | 그리고 | 해요 |
|  | Position에  N+가 (V), N+이 (C) |  | 앞에, 뒤에, 옆에, 사이에, 밑에, 아래에, 위에, 건너편에, 안에 | 있어요/없어요 |
|  | N+를 (V), N+을 (C)  N+를 (V)하면, 을 (C) |  | 물을 아낄 수 있어요.  온돌을 사용하면 전기를 아낄 수 있어요, | ~ㄹ/을 수 있어요  ~하면, ㄹ/을 수 있어요 |
|  | Time of day/seasons 에 |  | 아침에, 점심에, 저녁에, 밤에, 새벽에,  봄에, 여름에, 가을에, 겨울에  겨울에 따뜻할 거에요.  여름에 시원할 거에요. | (으)려고 해요  ㄹ/을 거예요 (adjective and verb) |
|  | Place 에서 |  |  |  |
|  | Transport/electricity, tree, wind, sunlight 로 |  | 전기로, 나무로, 바람으로, 햇빛으로  햇빛으로 전기를 만들어요.  깨끗한 태양열 에너지를 사용해요. |  |
|  | Cause and effect  (V) 서 … (V/ADJ) 요  그래서,  Sino number + 층 |  | 큰 창문이 있어서 여름에 시원해요.  온돌이 있어요. 그래서 따뜻해요.  일층, 이층, 삼층  (In Korea, the ground floor is counted as 1st floor) |  |

# Vocabulary

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| House |  | Neighbourhood | | |  |  | Environment and sustainability |
| 집 | 창문 | 병원 | 시장 | 백화점 | | | 물을/전기를 조금 사용해요. 환경을 보호해요. |
| 현관 | 거실 | 우체국 | 시청 | 지하상가 | | | 재활용해요. 물 낭비가 되지 않아요. |
| 벽 | 옥상 | 도서관 | 기차역 | 책방/서점 | | | 전기차를 타요. 대중교통을 사용해요. |
| 문 | 마당 | 은행 | 강 | 옷가게 | | | 새 에너지를 만들어요. |
| 방 | 차고 | 공원 | 산 | 꽃집 | | | 전기를 아껴요. 전기를 아낄 수 있어요. |
| 부엌 | 지붕 | 학교 | 다리 | 야채가게 | | | 자연이 좋아요. |
| 화장실 | 베란다 | 슈퍼마켓 | 약국 | 문방구 | | | 깨끗한 에너지를 사용해요. 에코 백을 사용해요. |

# Outcomes

|  |  |  |
| --- | --- | --- |
| Outcomes | Content |  |
| LKO5-1C | manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate | |
| LKO5-2C | identifies and interprets information in a range of texts | |
| LKO5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | |
| LKO5-4C | experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences | |
| LKO5-5U | demonstrates how Korean pronunciation and intonation are used to convey meaning | |
| LKO5-6U | demonstrates understanding of how Korean writing conventions are used to convey meaning | |
| LKO5-7U | analyses the function of complex Korean grammatical structures to extend meaning | |
| LKO5-8U | analyses linguistic, structural and cultural features in a range of texts | |
| LKO5-9U | explains and reflects on the interrelationship between language, culture and identity | |

All outcomes referred to in this unit starter come from the [Korean K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Assessment

## Assessment as and for learning

Assessment activities designed to check student learning and inform future language learning are embedded throughout the unit. Sample assessment as learning activities are identified by (AaL) and sample assessment for learning activities are identified by (AfL). These are suggestions only – please modify these to suit your context, or identify different assessment as and for learning opportunities.

## Suggested assessment of learning tasks

There are 3 different suggested assessment of learning tasks to cater for the 3 learner pathways – students learning Korean as a second or additional language, students with prior learning and/or experience in Korean and students with a background in Korean. You can access the full versions of these assessment tasks, with marking guidelines, on the [Stages 4-5 Korean section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/korean) of the NSW Department of Education’s website.

### Students learning Korean as a second or additional language

You are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, with detailed labels and at least 3 reasons for your choices.

**LKO5-4C, LKO5-6U, LKO5-9U**

### Students with prior learning and/or experience in Korean

Youare interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, including detailed labels, at least 3 reasons for your choices, and the impact these would have on the environment.

**LKO5-4C, LKO5-6U, LKO5-9U**

### Students with a background in Korean

You are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, including at least 3 detailed labels about key features and 4 reasons why your design should be considered above others.

**LKO5-4C, LKO5-6U, LKO5-9U**

# Learning sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sequence | Outcomes | Suggested teaching and learning strategies | Evidence of learning | Variations |
| Weeks 1-2 | LKO5-2C  LKO5-4C  LKO5-5U  LKO5-6U  LKO5-7U  LKO5-9U | **Traditional homes and lifestyle**  Introduce the unit by showing students images of Korean and Australian dwellings and ask questions such as:  What similarities do you see? What are the differences?  호주하고 한국의 라이프스타일이 비슷해요? 달라요?  Students read [The science in *hanok* that we didn't know](http://kids.hyundai.com/kidshyundai/safetyEnvironment/learnenv/waterEnvironmentDet.kids?cotnSn=2196&dtlCtgrLgrpCd=ENV2) and identify lifestyle and features relating to the environment. For example, the position of the houses to maximise the sunlight and the spacing between houses to maximise cooling and heating. Students think-pair-share the features identified and report back to the class.  Students watch [Traditional Korean house tour](https://www.youtube.com/watch?v=E7nnSO9tlDE) and research the *hanok* technique. Discuss how this housing design reflects environment and culture.  Students read and complete the activities about Jeonju *Hanok* Village on the [Wizer interactive worksheet](https://app.wizer.me/preview/AGIH9B). (AfL)  Using visual aids, introduce rooms in a house such as living room (거실), kitchen (부엌), bedroom (방) and so on. Students repeat for pronunciation. Students add new vocabulary to their notebooks.  Students use [Quizlet](https://quizlet.com/284342958/korean-rooms-in-a-house-diagram/) to consolidate vocabulary.  Building on house vocabulary, using visual aids such as [positions flash cards](https://quizlet.com/4582172/korean-positions-flash-cards/) and/or PowerPoint, add words such as between (사이), in front (앞에), next to (옆에), to the left (왼쪽에), to the right (오른쪽에) and so on. Teach students how to say where things are.  For example:  The kitchen is next to the lounge room.  부엌이 거실 옆에 있어요.  Provide students with different pictures of floor plans. Working in pairs, each student describes their floor plan to their partner while the other student listens and draws what they hear. (AaL)  Using online tools and sites such as [RoomSketcher floor plans](https://www.roomsketcher.com/floor-plans/2d-floor-plans/), [15 steps to draw a house plan](https://www.homeplansindia.com/15-steps-to-draw-a-house-plan-like-an-architect.html) and [The house plans guide](http://www.the-house-plans-guide.com/make-your-own-blueprint.html), and drawing from concepts and vocabulary just learnt, students experiment designing, sketching and labelling a house in Korean. Students then write 10 sentences describing their layout. (AfL)  For example:  The living room is between the kitchen and the bedroom.  거실은 부엌과 방 사이에 있습니다.  There is a courtyard in the middle of the house.  집 가운데에 마당이 있어요. | Students contribute to the think-pair-share activity, identifying lifestyle features.  Students accurately respond to questions based on the text provided.  Students complete interactive activities on Jeonju *Hanok* Village and submit through Wizer.  Students interact with teacher as they are introduced to vocabulary and write it in their books.  Students consolidate vocabulary using Quizlet.  Students pronounce words with accuracy, building on vocabulary and structures.  Students describe their floor plan to their partner.  Students draw a floor plan with accurate labels in Korean. | **Students with prior learning and or experience in Korean**  Students share their knowledge about Korean and Australian house to the class and discuss the positive, negative and interesting aspects.  **Students with a background in Korean**  Students record a speech about the similarities, differences and interesting aspects of Korean and Australian styles of houses.  Students answer questions based on the article ‘The science in *hanok* that we didn’t know’. |
| Week 3 | LKO5-1C  LKO5-2C  LKO5-4C  LKO5-5U  LKO5-9U | **Styles of living**  South Korea is a crowded country with a population of almost 50 million living in an area not much larger than South Australia. Discuss apartment living and apartment towns and how these influence the lifestyle of Korean people.  Students watch [Why are Koreans ditching cities for the country life?](https://www.youtube.com/watch?v=Jz52Fy7C0lk), and [Korean homes](https://www.youtube.com/watch?app=desktop&v=l-trIfHnbBs). Using [virtual idea boards](https://www.lucidchart.com/blog/how-to-create-virtual-idea-boards), students list the different types of accommodation, such as빌라 and아파트. Who would choose to live there? For example: a student; a family. What are some of the special features? For example: meals included or underfloor heating.  Students complete a cloze activity in Korean on *ondol* (온돌) found in traditional houses as an energy saving heating technique.  Students, in pairs, imagine they plan to move from the country to the city with their parents. Students exchange SMS messages using [iFake text message](https://ifaketextmessage.com/) or hand write messages, describing the type of accommodation they would like to live in. (AfL) | Students participate in discussions on styles of living in Korea.  Students actively engage in ‘virtual idea boards’ activity building on key concepts about styles of living.  Students accurately complete cloze activity.  Students interact as they engage in messages, building on vocabulary and structures. | **Students with prior learning and or experience in Korean**  Students write a blog discussing the different types of accommodation available in Korea.  **Students with a background in Korean**  Students write a blog discussing the different types of accommodation available in Korea and what would be the ideal accommodation for them. |
| Weeks 4-5 | LKO5-1C  LKO5-2C  LKO5-4C  LKO5-5C  LKO5-6U  LKO5-7U  LKO5-8U  LKO5-9U | **My neighbourhood**  Brainstorm neighbourhood amenities as a class, write on the board and repeat with correct pronunciation. For example hospital (병원), police station (경찰서), fire station (소방서), school (학교), bank (은행), park (공원) and post office (우체국).  Using a screenshot from Google Maps, show students a map of the local area. Describe the area for students, referencing the map, for example:  There is a park in our neighbourhood.  우리 동네에 공원이 있어요.  There is a school in our neighbourhood.  우리 동네에 학교가 있어요.  There isn’t a bike path in my neighbourhood.  우리 동네에 자전거 도로가 없어요.  There aren’t many trees in our neighbourhood.  우리 동네에 나무가 별로 없어요.  There is no recycling centre in my neighbourhood.  우리 동네에 재활용 센터가 없어요.  There is a swimming pool next to the post office.  우리 동네 우체국 옆에 수영장이 있어요.  There is a train station.  기차역이 있어요.  There are many shops in front of our local train station.  우리 동네 기차역 앞에는 가게가 많아요.  We have a community garden in our neighbourhood.  우리 동네에 공동체 텃밭이 있어요.  Introduce there is (are)/there is (are) not (있어요/없어요) and then use the same map to ask students questions about the area, slowly building from one answer responses to full sentences.  Students write 8 sentences relating to the local area, with a labelled map, and submit for feedback. (AfL)  Students research Australian and Korean eco-friendly areas, for example: Bukchon *Hanok* Village in Seoul and Eco Beach resorts in Broome or Byron Bay and create an Instagram post about one of the places researched using [iFake Instagram](https://www.instagram.com/explore/locations/271872559/ifake?hl=en), including images and information on special features about the place.  Using [Flipgrid](https://info.flipgrid.com/), students record themselves describing their neighbourhood and its special features. Students provide feedback to one another using [two stars and a wish](https://www.google.com/search?q=two+stars+and+a+wish+template&rlz=1C1GCEA_enAU946AU946&oq=two+stars+&aqs=chrome.2.69i57j0i512l8.6368j0j7&sourceid=chrome&%7bgoogle:instantExtendedEnabledParameter%7die=UTF-8). (AaL)  Introduce students to email conventions by reading [Writing emails in Korean](https://sofietokorea.com/2018/04/16/writing-emails-in-korean-a-quick-guide/) or [Working in Korea: A step-by-step guide to Korean email etiquette](https://linguasia.com/korean-email-etiquette).  Students write a short email to their teacher describing their own neighbourhood. (AfL) | Students accurately build sentences, reinforcing new structures.  Students create a fake Instagram post, building on vocabulary.  Students discuss and describe eco-friendly features.  Students record themselves using correct pronunciation.Students manipulate language in an email, describing their neighbourhood. | **Students with prior learning and or experience in Korean**  Students create their own sentences describing their neighbourhood.  **Students with a background in Korean**  Students write an email to the council requesting more sustainable products and services. |
| Week 6 | LKO5-2C  LKO5-3C  LKO5-4C  LKO5-5U  LKO5-6U  LKO5-7U  LKO5-8U | **Types of neighbourhood – country/city**  Students watch [What city do you want to live in?](https://www.youtube.com/watch?v=roNMsNEsBI4) and create a [plus, minus, interesting chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551#.Ya_3iZM5QAM.link) on the different styles of cities.  Create comprehension questions for students to answer based on [What city do you want to live in?](https://www.youtube.com/watch?v=roNMsNEsBI4)  Using flashcards or a digital visual aid, introduce vocabulary to describe neighbourhoods using simple verbs, adjectives and simple adverbs. For example:  My neighbourhood is very clean.  우리 동네는 아주 깨끗해요.  Building on the above vocabulary, revise connectors such as ‘but’ (그러나), ‘also’ (또한) and ‘as well’(도, 또한, 역시). Students write new vocabulary in their books.  In pairs, students develop 10 survey questions to ask other students about their neighbourhoods. Each pair then shares their questions with another pair for feedback (not for answering yet). Then, using [Microsoft Forms](https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes), Excel spreadsheet or pen and paper, students survey the class about their neighbourhood. (AaL) For example:  How is your neighbourhood?  동네는 어때요?  Do you like your neighbourhood?  저는 우리 동네를 좋아해요.  What can you find in your neighbourhood?  당신이 사는 동네에는 뭐가 있어요?  Is there a recycling centre in your neighbourhood?  당신이 사는 동네에는 재활용센터가 있어요?  Students write a summary of one classmate’s neighbourhood in Korean, then a short report on their findings of the overall area of where the class lives, in English. | Students successfully create a PMI.  Students complete answers on the different types of cities.  Students continue to build on sentences using connectors to extend meaning.  Students create a survey and write a report. | **Students with prior learning and or experience in Korean**  Students write a short description to list a house for a short lease on a Korean website. (Include type of neighbourhood and amenities.)  **Students with a background in Korean**  Students survey family members about their neighbourhood and write a report of their findings in Korean. |
| Week 7 | LKO5-2C  LKO5-4C  LKO5-5U  LKO5-6U  LKO5-7U  LKO5-9U | **Shopping in my neighbourhood**  Introduce vocabulary for shops, food and leisure spaces with [Seoul underground shopping malls](https://www.youtube.com/watch?app=desktop&v=PGo8j_sPckY). As a class create a list of all the different shops, places to eat and things to do or see in a shopping centre. Prompt students to reply in Korean where possible. Ask questions such as: Why are underground shopping centres so popular? Why is the shopping centre underground? Would this be a concept we could adopt in Australia? Explore new and different concepts through [see think wonder routine](https://thinkingpathwayz.weebly.com/seethinkwonder.html).  Using the vocabulary above, either play [Blooket](https://www.blooket.com/) or create [Quizlet](https://quizlet.com/21490699/how-to-make-flashcards/) cards to practise pronunciation and reinforce vocabulary. For example: shoe shop; library; aquarium; stationery shop; train station; underground shopping centre.  Students create a [T-chart](https://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html) to explore the advantages and disadvantages of having all amenities in the same building complex, including environmental aspects.  Give students the list [name of places](http://www.lifeinkorea.com/Language/korean.cfm?Subject=places), and play a guessing game. Give hints to students in Korean and/or English, for example: ‘medicine is sold here.’ (여기서 약을 팔아요.) Students respond in Korean, for example: ‘it’s a pharmacy.’(약국이에요.)  Students explore sustainability by searching sites such as:  [Zero waste shop feature: Wasteupso Korea](http://pacificrootsmagazine.com/zero-waste-shop-feature-wasteupso-korea/)  [Nike launching sustainable concept store to Seoul](https://insideretail.com.au/business/nike-launching-sustainable-concept-store-to-seoul-202108)  [Retailers, shopping malls introduce eco-friendly delivery services](http://koreabizwire.com/retailers-shopping-malls-introduce-eco-friendly-delivery-services/171080)  [Korean sustainable fashion brands](https://www.theluminaryagency.com/korean-sustainable-fashion-brands/)  [Eating does matter](https://eatingdoesmatter.co.kr/about).  Using [Flipgrid](https://auth.flipgrid.com/signup),students create a simple vlog in English on one form of sustainability that interests them from the sites they have viewed. | Students identify the services in a shopping centre and the features of an underground shopping centre.  Students pronounce words with accuracy, building on vocabulary.  Students engage in a guessing game, responding with correct pronunciation.  Students create a well-structured vlog. | **Students with prior learning and or experience in Korean**  In pairs, students write a dialogue in Korean about what they like/not like about this shopping concept.  **Students with a background in Korean**  Students debate in Korean the positives and negatives of having all amenities in one complex building, including environmental aspects. |
| Weeks 8-9 | LKO5-4C  LKO5-6U  LKO5-7U  LKO5-9U | **Lifestyle and the environment**  Students read[Cheonggyecheon stream restoration project](https://www.landscapeperformance.org/case-study-briefs/cheonggyecheon-stream-restoration), [Incheon: The eco-friendly city of the future in Republic of Korea](https://www.climatescorecard.org/2021/06/incheon-the-eco-friendly-city-of-the-future-in-republic-of-korea/) and [Green specialised store](https://www.agroberichtenbuitenland.nl/actueel/nieuws/2020/10/08/green-specialized-store-implementing-the-zero-waste-concept-for-the-first-time-in-south-korea) and research other eco-friendly projects in Korea. Students report to the class. (AaL)  After watching [Songdo: Go inside the city of the future](https://www.youtube.com/watch?v=3ZKtr7vU5cI), use the [same and different](http://www.pz.harvard.edu/sites/default/files/Same%20and%20Different.pdf) line of questioning approach to create discussion on this concept in English. Students write simple sentences in Korean using whiteboards.  Students watch [What is an eco-city?](https://www.youtube.com/watch?v=7ygw2L-Qi0c) and [Creating sustainable cities](https://www.youtube.com/watch?v=fcDDUSUbq9A), and discuss the human impact on our environment. Could these places be better managed and maintained from an eco-friendly perspective? For example: by recycling; driving an electric car to travel from place to place. | Students report their findings to the class, consolidating innovative concepts.  Students actively discuss concepts on sustainable cities and the human impact on the environment. | **Students with prior learning and or experience**  Students complete a cloze activity in Korean on eco-friendly design concepts.  **Students with a background in Korean**  Students write a brief exposition in Korean to highlight the main features of the sustainable future city in Korean. |
| Week 10 | LKO5-4C  LKO5-6U  LKO5-7U | **Assessment of learning**  Building the field for the task – students research shopping and shopping centres in Korea. For example: How important is an eco-friendly design? What are some architectural examples? What are the shopping habits of Koreans?  Students research[Floor plan design](https://www.youtube.com/watch?v=R7YxG4nsqeg) and [Shopping centre design tricks](https://www.choice.com.au/shopping/everyday-shopping/shopping-centres/articles/shopping-centre-design).  Students research [Features of a sustainable shopping centre](https://www.google.com/search?q=features+of+a+sustainable+shopping+centres&rlz=1C1GCEA_enAU946AU946&ei=WPE-YdKaKImm9QPfgaqAAQ&oq=features+of+a+sustainable+shopping+centre&gs_lcp=Cgdnd3Mtd2l6EAEYADIICCEQFhAdEB4yCAghEBYQHRAeMggIIRAWEB0QHjoFCCEQkgNKBAhBGABQ2ltYuosBYOKYAWgBcAJ4AYABrgOIAbsmkgEJMC4yLjkuMy4zmAEAoAEBwAEB&sclient=gws-wiz).  Using online tools and sites such as [RoomSketcher floor plans](https://www.roomsketcher.com/floor-plans/2d-floor-plans/), [15 Steps to draw a house plan](https://www.homeplansindia.com/15-steps-to-draw-a-house-plan-like-an-architect.html) and [The house plans guide](http://www.the-house-plans-guide.com/make-your-own-blueprint.html), students sketch their floor plan.  Task: You are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, with detailed labels and at least 3 reasons for your choices.  Students showcase their designs to the class. | Students research floor designs and sustainable shopping centres.  Using the online tools, students sketch their floor plan.  Students present their designs to the class. | **Students with prior learning and or experience and students with a background in Korean**  Students complete their respective assessment of learning task. | |

# Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with special education needs. The evaluation can include feedback from students.

# Registration

Teacher name:

Teacher signature:

Date: