



2017 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central		
Program Title:	STARTALK Korean Summer Camp		
Curriculum Title:	Action to Make a Difference		
Language:	Korean	Grade(s) of Learners:	Grades 9-12
Language Background:	Non-Heritage Speakers	Program Setting:	Non-Residential
Duration:	3 weeks / 15 days	Contact Hours:	90 hours
Target Proficiency Level: (by end of program)	Intermediate Low	Target Performance Level: (during and by end of program)	Intermediate Low / Intermediate Mid
Curriculum designed by:	Kyung-Ja Shin		
Email:	kyungja@oneworldnow.org		

STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Non-heritage students with novice-high proficiency in Korean will learn about a Korean historical event, the March First Movement called *Sam-Il Jul*, and its female activist who risked her life as part of the anti-colonial struggle and the struggle for Korean independence. Students will explore Yoo Kwan Soon's life by examining where she lived, who she was, and her heritage, while learning about Korean geography, holidays, and her important role and contribution to the movement as a high school student. Students will be able to introduce themselves with biographical information and present their interests, activities, and religion, before discussing *Yoo* and other similar heroes from different countries. They will be able to talk about the actions of the historical figures and make comments on their personalities and characters. They will conduct research on a celebrity or historical figure from the target culture, and present their findings about a chosen Korean icon in class. After that, students will be able to talk about their possible actions in the community by learning the names of organizations, places, and jobs they can perform. At the end of the program, students will be able to share experiences in volunteer work or make plans to make a difference, as well as identify their contributions to the community and/or country through the actions as a high school student.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p>Interpersonal Communication</p>	
<ul style="list-style-type: none"> ▪ <u>Intermediate Low</u>: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. ▪ <u>Intermediate Mid</u>: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. 	<ol style="list-style-type: none"> 1. I can orally exchange basic biographical information. 2. I can exchange information about my family, nationality, and heritage. 3. I can converse on topics related to personal information, such as my interests, activities, and religion. 4. I can ask and answer questions about a favorite historical figure. 5. I can exchange some ideas with my peers about things high school students can do to make a difference in the community.
<p>Presentational speaking</p>	
<ul style="list-style-type: none"> ▪ <u>Intermediate Low</u>: I can present information on most familiar topics and present information using a series of simple sentences. ▪ <u>Intermediate Mid</u>: I can make presentations on a wide variety of familiar topics using connected sentences. 	<ol style="list-style-type: none"> 6. I can present information about myself in detail, such as my biographical information, personality, and characteristics. 7. I can make comments on people’s personalities and characteristics. 8. I can orally present findings about a chosen historical figure. 9. I can give a presentation about how my personality, characteristics, and actions can contribute to the community.
<p>Presentational writing</p>	
<ul style="list-style-type: none"> ▪ <u>Intermediate Low</u>: I can write briefly about most familiar topics and present information using a series of simple sentences. ▪ <u>Intermediate Mid</u>: I can write on a wide variety of familiar topics using connected sentences. 	<ol style="list-style-type: none"> 10. I can write about myself, such as my name, age, job, family, heritage, geographical location, personality, and characteristics. 11. I can make a research poster on a historical figure and his/her work. 12. I can write about the biographical information, personalities, and characteristics on chosen historical figures. 13. I can write a paragraph about my plan to volunteer or my experiences volunteering that contribute to the community as a high school student.

Interpretive Listening	
<ul style="list-style-type: none"> ▪ <u>Intermediate Low</u>: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear. ▪ <u>Intermediate Mid</u>: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear. 	<ul style="list-style-type: none"> 14. I can understand personal questions in a dialogue. 15. I can understand simple descriptions of a historical figure in a documentary film. 16. I can understand basic information about people concerning personal identity and someone's work in a peer group discussion.
Interpretive Reading	
<ul style="list-style-type: none"> ▪ <u>Intermediate Low</u>: I can understand the main idea of short and simple texts when the topic is familiar. ▪ <u>Intermediate Mid</u>: I can understand the main idea of texts related to everyday life and personal interests or studies. 	<ul style="list-style-type: none"> 17. I can understand a short personal essay about someone's daily life. 18. I can read and mostly understand the main idea of an article about historical figures. 19. I can understand a poster that presents actions and contributions of a Korean hero.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<p>Students will watch a video clip of a historical figure in the world from an educational broadcasting. After watching it, students are to make a simple poster about the figure from the video with information they have learned.</p>	<p>Students pretend they work in a volunteer place and write about their possible job. Students will then role-play with a partner, exchanging personal information, asking and answering questions about their work/made-up work, and identifying their contributions to the community and/or country through their work. The written work will also be collected for assessment.</p>	<p>Students will prepare a presentation about their chosen cultural icon and themselves, including name, age, nationality, job, religion, and geographical location, remarkable work, personality and character, with visual aids. When they present it in class, they are to talk about a similarity and/or a difference between the two people.</p>
---	--	---

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>
Interpersonal Speaking		
<p>1. I can orally exchange basic biographical information.</p>	<p>Name Age Phone number What is your name?</p>	<p>(Inner Circle Outer Circle) Students form two circles, with one surrounding the other. They then face each other when standing in either the small inner circle or the big outer circle. They will exchange names, phone numbers, and ages with each other until teacher gives a signal for students</p>

	<p>How old are you? What is your phone number? Where do you live? 이름이 뭐예요? 나이가 몇 살이에요? 전화번호가 뭐예요? 어디에 살아요?</p>	<p>to move one step (right or left) to meet another partner. (Find Someone Who) Students are to interview peers to learn their information, such as name, age, and phone number. Then they are to conduct the interview until they find three people who are the same age and from the same city as themselves.</p>
<p>2. I can exchange information about my family, nationality, and heritage.</p>	<p>Family Nationality Heritage Who is in your family? What is your nationality? (Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia, Ethiopia... 가족이 어떻게 돼요? 어디 사람이예요? (나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p>	<p>(Make My National Flags) Students will learn the names of countries that represent their heritage and nationality. Then they draw national flags of their representing heritages and/or nationalities. During this activity, they are to ask two questions to peers, regarding nationality and heritage, such as, "Are you Vietnamese?" (Yes-No question) and "What is your nationality?" (Wh- question).</p>
<p>3. I can converse on topics related to personal information, such as my interests, activities, and religion.</p>	<p>What do you like to do? What do you usually do _____ (on weekdays)? What is your religion? (words) after school, every day, on weekdays, on</p>	<p>(Role-Play) Students will read short biographies about historical figures and current icons from different countries. They will then receive a card with a name from one the figures to role-play as. Students circulate and ask questions about their</p>

	<p>weekends...</p> <p>(Religions) Christian, Buddhist, Catholic, atheist ...</p> <p>무엇을 하는 것을 좋아해요?</p> <p>____(주중에) 보통 무엇을 해요?</p> <p>종교가 뭐예요/어떻게 되세요?</p> <p>(단어) 방과후에, 매일, 주중에, 주말에...</p> <p>(종교) 기독교 신자, 불교 신자, 천주교 신자, 무신론자...</p>	<p>partner's interests, activities, and religions, etc., to find out what character their partner is playing.</p>
<p>4. I can ask and answer questions about a favorite historical figure.</p>	<p>Who is your favorite historical figure?</p> <p>Who is your favorite Korean icon?</p> <p>What is a reason to choose the person?</p> <p>(words) persevere with a good courage, fight against evil, protest for independence and justice, help others, give hope...</p> <p>가장 좋아하는 역사적 인물은 누구입니까?</p> <p>가장 좋아하는 한국의 연예인은 누구예요?</p> <p>그 인물을 선택한 이유는 무엇입니까?</p> <p>(단어) 용감하게 버티다, 적에 대항하여 싸우다, 독립과 정의를 위해 시위하다, 남을 돕다, 희망을 주다...</p>	<p>(My Korean Super Star) Students are asked to do research on a Korean superstar, collecting photos and personal information. All the students will interview their peers about their icon. They will then form a group with those who have the same icon as themselves. Each group creates a poster about their icon and puts it on the board. Teacher asks questions to each group, and the rest of the groups are to identify who the icon is from the posters on the board.</p>
<p>5. I can exchange some ideas with my peers about things high school students can do to make a difference in the community.</p>	<p>What do you do in your community?</p> <p>Where do you volunteer?</p> <p>What/how often do you _____?</p>	<p>(Select a Community-Based Organization) In pairs, students talk about their experience volunteering and/or their plans to volunteer in the community. As they exchange their experiences and plans, they</p>

	<p>I volunteer at _____ (nursing home/hospital/local charities..).</p> <p>I help at church/donate/tutor/clean/babysit...</p> <p>You should _____.</p> <p>Let's _____ together.</p> <p>(Public Places) nursing home, hospital, local charity, school, church, bank, company, museum, library..</p> <p>지역사회에서 무엇을 하세요?</p> <p>어디에서 자원봉사를 하세요?</p> <p>저는 ____ (양로원/병원/동네 자선단체)에서 자원봉사를 합니다.</p> <p>저는 교회를 도와요/기부해요/과외를 해요/청소해요/아이를 돌봐요...</p> <p>_____를 해보셔야 해요.</p> <p>같이 _____를 합시다.</p> <p>(공공장소) 양로원, 병원, 동네 자선단체, 학교, 교회, 은행, 회사, 박물관, 도서관...</p>	<p>choose a local organization where they can do something for the community. Students will continue to converse with other partners after they decide on an organization and a good cause with a partner. When all the students have a chance to talk with at least two partners, they are to write down the names of the organizations on a sticky note and put it up on the white board. The written causes are also displayed on the white board as well. The teacher makes sure that all the students learn and understand the names of organizations and the words for the actions of volunteering.</p>
--	---	---

Presentational Speaking

<p>6. I can present information about myself in detail, such as my biographical information, personality, and characteristics.</p>	<p>My name is _____.</p> <p>I am _____ years old.</p> <p>My phone number is _____.</p> <p>I live in _____.</p> <p>I am _____.</p>	<p>(Self-Info Poster) Students create a poster that contains their information, such as name, job, age, phone number, where they live, and where they are from. Each student gives a presentation about themselves with their self-info poster to the class.</p> <p>(Family Photo) Students bring a family photo and</p>
--	---	--

	<p>(Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia, Ethiopia...</p> <p>(Personalities and characteristics) courageousness, bravery, active, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <p>제 이름은 ____입니다.</p> <p>제 나이는 ____살입니다.</p> <p>제 전화번호는 _____입니다.</p> <p>저는 ____에 살아요.</p> <p>저는 ____계 ____사람입니다.</p> <p>(나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p> <p>(성격과 인품)용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...</p>	<p>present each family member to the class.</p>
<p>7. I can make comments on people's personalities and characteristics.</p>	<p>He/She is _____.</p> <p>His/Her personalities and characteristics are _____.</p>	<p>(Tell me about your Family Member) With a partner, students will describe one family member's personality and characteristics to explain what makes them feel proud to have</p>

	<p>그 사람은 _____.</p> <p>그 사람의 성격과 인품은 _____.</p>	<p>him/her as a family member. They can read a short essay, instead, which they have written beforehand.</p> <p>(My Wanted Hero) As a group, students are to create a hero who does good things for their community. They are to give a presentation on the personalities and characteristic traits of that fictitious character.</p>
<p>8. I can orally present findings about a chosen historical figure.</p>	<p>My favorite historical figure is _____.</p> <p>He/She is from _____.</p> <p>The reason I chose the person is because he/she is _____.</p> <p>He/She is _____.</p> <p>His/Her personality and characteristics are _____.</p> <p>(Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia, Ethiopia...</p> <p>(words) persevere with a good courage, fight against evil, protest for independence and justice, help others, give hope...</p> <p>(Personalities and characters) courageousness, bravery, active, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <p>▪Historical figure</p> <p>제가 가장 좋아하는 역사적 인물은</p>	<p>(Find a Hero) Students research a historical figure from a chosen country and gather all the information about him/her. The presentation about him/her must include his/her work and personal traits with visual support.</p>

	<p>_____입니다.</p> <p>그 사람은 _____ 사람입니다.</p> <p>그 인물을 선택한 이유는 그 사람이 _____.</p> <p>그 사람은 _____.</p> <p>그 사람의 성격과 인품은 _____.</p> <p>(나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p> <p>(단어) 용감하게 버티다, 적에 대항하여 싸우다, 독립과 정의를 위해 시위하다, 남을 돕다, 희망을 주다...</p> <p>(성격과 인품) 용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...</p> <p>▪역사적 인물</p>	
<p>9. I can give a presentation about how my personality, characteristics, and actions can contribute to the community.</p>	<p>I am _____.</p> <p>My personalities and characters are _____. So,</p> <p>I like to volunteer at _____.</p> <p>I volunteer at _____ (nursing home/hospital/local charities...).</p> <p>I help at church/donate/tutor/clean/babysit...</p> <p>(Personalities and characters) courageousness, bravery, active, fear, dedication, responsibility,</p>	<p>(Presentation: Who Am I?) Each student makes a short self-introduction video clip, containing his/her personal traits and work that would impact the community.</p>

irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...

(Public Places) nursing home, hospital, local charity, school, church, bank, company, museum, library...

▪Community

저는 _____.

제 성격과 인성은 _____. 그래서, 저는 _____에서 자원봉사 하는 것을 좋아해요.

저는 ____ (양로원/병원/동네 자선단체)에서 자원봉사를 합니다.

저는 교회를 도와요/기부해요/과외를 해요/청소해요/아이를 돌봐요...

(성격과 인성)용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...

(공공장소) 양로원, 병원, 동네 자선단체, 학교, 교회, 은행, 회사, 박물관, 도서관...

▪지역사회

Presentational Writing

<p>10. I can write about myself, such as my name, age, job, family, heritage, geographical location, personality, and characteristics.</p>	<p>My name is ____.</p> <p>I am ____ years old.</p> <p>I am a ____.</p> <p>I have ____ in my family.</p> <p>I am from ____.</p> <p>I live in ____.</p> <p>I am ____.</p> <p>제 이름은 ____입니다.</p> <p>저는 ____살입니다.</p> <p>저는 학생입니다.</p> <p>저희 가족은 ____입니다.</p> <p>저는 ____사람입니다.</p> <p>저는 ____에 살아요.</p> <p>제 성격은 ____이에요.</p>	<p>(Write a Poem) Students are asked to write a poem about themselves. The poem includes the writer's personal information, except their names. All the students' poems are collected, and the teacher will distribute them randomly. Students then sit in a circle and they take turns to read the poem. Everyone will try to identify whom the poem describes. (This activity can be used for interpretive listening and reading.)</p>
<p>11. I can make a research poster on a historical figure and his/her work.</p>	<p>His/her name is ____.</p> <p>He/she is ____ years old.</p> <p>He/she is from ____.</p> <p>He/she is ____.</p> <p>(Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia, Ethiopia...</p> <p>(Personalities and characters) courageousness, bravery, active, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience,</p>	<p>(Poster: Historic Figure) Teacher displays some short biographies of historical figures from the target culture on the board. Students quietly read them and decide on a figure who draws their attention the most. Each student is to do research on the historical figure they choose. With the collected information, they are to make a poster about their chosen historical figure.</p>

	<p>impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <ul style="list-style-type: none"> ▪Historical figure ▪His/her work <p>그 사람의 이름은 ____입니다.</p> <p>그 사람은 ____살입니다.</p> <p>그 사람은 ____사람입니다.</p> <p>그 사람 성격은 ____이에요.</p> <p>(나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p> <p>(성격과 인품)용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...</p> <ul style="list-style-type: none"> ▪역사적 인물 ▪그 사람의 업적 	
<p>12. I can write about the biographical information, personalities, and characteristics on chosen historical figures.</p>	<p>His/her name is ____.</p> <p>He/she is ____ years old.</p> <p>He/she is from ____.</p> <p>He/she is ____.</p> <p>(Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia,</p>	<p>(Find a Hero) Students choose a historical figure from a list given by the teacher. They research and gather all the information about him/her. Then, they write a short biography about the chosen historical figure. The title should be left blank. The writing is read by the whole class, and each student attempts to match each writing with the correct identities from the list.</p>

	<p>Ethiopia...</p> <p>(Personalities and characters) courageousness, bravery, active, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <p>그 사람의 이름은 ____입니다.</p> <p>그 사람은 ____살입니다.</p> <p>그 사람은 ____사람입니다.</p> <p>그 사람 성격은 ____이에요.</p> <p>(나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p> <p>(성격과 인품)용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...</p>	
<p>13. I can write a paragraph about my plan to volunteer or my experiences volunteering that contribute to the community as a high school student.</p>	<p>I volunteer at _____(nursing home/hospital/local charities...).</p> <p>I help at church/donate/tutor/clean/babysit...</p> <p>I am going to _____.</p> <p>저는 ____ (양로원/병원/동네 자선단체)에서 자원봉사를 합니다.</p>	<p>(Time Magazine Cover) Students are asked to create a Time magazine cover with themselves as if they were featured as the best volunteer of the year. They need to put two words on the cover that represent themselves. With the two words, they write a short paragraph explaining their volunteer work and experience as a high school student.</p>

	<p>저는 교회를 도와요/기부해요/과외를 해요/청소해요/아이를 돌봐요...</p> <p>저는 _____하려고 해요.</p>	
Interpretive listening		
<p>14. I can understand personal questions in a dialogue.</p>	<p>What is your name? How old are you? What is your phone number? Where do you live? Who is in your family? What is your nationality? 이름이 뭐예요? 나이가 몇 살이에요? 전화번호가 뭐예요? 어디에 살아요? 가족이 어떻게 돼요? 어디 사람이예요?</p>	<p>(Answer First and Sit Down) Students all stand up. The teacher will ask questions about personal information. The first student to answer the given question can sit down. This activity continues until all of the students sit down.</p>
<p>15. I can understand simple descriptions of a historical figure in a documentary film.</p>	<p>You Kwan Soon was Korean. Yoo Kwan Soon's personality was active and brave. She was a Christian. She read a book, <i>Joan of Arc</i>. She was a high school student. She cried out for national independence from the</p>	<p>(Video Clip: Yoo Kwan Soon) Students watch a video clip about <i>Yoo Kwan Soon</i> in Korean, and they are to put strips of paper with sentences stating facts written about the events in the video in order. The sentence strips are written in English so that students will be given the opportunity to make sure of their understanding.</p> <p>(Video Song: 3.1 [Sam-II Jul] Movement) Students listen to a song about the 3.1 Movement, while</p>

	<p>Japanese colonial rule over Korea on 3.1.</p> <ul style="list-style-type: none"> ▪Yoo Kwan Soon ▪3.1 Movement ▪Japanese colonial rule ▪National independence <p>유관순은 한국사람이에요. 유관순의 성격은 활발하고 용감했어요. 유관순은 기독교 신자입니다. 유관순은 잔다르크 책을 읽었어요. 유관순은 고등학생이었어요. 유관순은 삼일절에 한국에 대한 일본의 식민 통치로부터 독립을 외쳤어요.</p> <ul style="list-style-type: none"> ▪유관순 ▪삼일절 ▪일본의 식민 통치 ▪독립 	<p>looking at subtitles in Korean for understanding. After listening to the song several times, students are to write down some words and phrases about the movement on a piece of paper while listening to the song without subtitles.</p>
<p>16. I can understand basic information about people concerning personal identity and someone's work in a peer group discussion.</p>	<p>(Personalities and characters) courageousness, bravery, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <p>(성격과 인품)용기, 용감, 두려움, 헌신, 책임,</p>	<p>(Audio Clip) The teacher prepares an audio clip from a native Korean speaker, who talks about his/her own personal identity and what types of work he/she has done. Students answer questions on a worksheet with information from the audio clip. If possible, the teacher can arrange Skype interviews as an alternative to the audio clip.</p>

	무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...	
Interpretive reading		
17. I can understand a short personal essay about someone's daily life.	<p>I _____ on weekdays.</p> <p>I like to _____ on weekends.</p> <p>(words) every day, in the morning, at lunch, in the afternoon, after school, in the evening, at night, on weekdays, on weekends...</p> <p>(Daily Activities) get up, sleep, eat meals, go to school, go to church, do homework, study, watch TV, play games, hang out, go shopping...</p> <p>저는 주중에 _____.</p> <p>저는 주말에 _____.</p> <p>(단어) 매일, 아침에, 점심에, 오후에, 방과후에, 저녁에, 밤에, 주중에, 주말에...</p> <p>(일과행동) 일어나다, 자다, 밥을 먹다, 학교에 가다, 교회에 가다, 숙제하다, 공부하다, tv 를 보다, 게임을 하다, 친구하고 놀다, 쇼핑하다...</p>	(Personal Essay) Students write a short personal essay about themselves and their daily life. The teacher collects the writings, and distributes them randomly. Each student is to identify the author of the writing after reading it.
18. I can read and mostly understand the main idea of an article about historical figures.	<p>His/her name is _____.</p> <p>He/she is _____ years old.</p> <p>He/she is from _____.</p> <p>He/she is _____.</p> <p>(Nations) Korea, China, Japan, Cambodia, Vietnam, Philippines, US, Canada, Mexico, Kenya, Somalia,</p>	<p>(Who is Yoo Kwan Soon? Who is Joan of Arc?) Students learn about two similar historical figures, Yoo Kwan Soon and Joan of Arc, by reading an article. Then, as a whole class they talk about the similarities of the two figures.</p> <p>(Story Reading: Yoo Kwan Soon) Students read a story about Yoo Kwan Soon. After reading it, the</p>

	<p>Ethiopia...</p> <p>(Personalities and characters) courageousness, bravery, active, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness...</p> <p>그 사람의 이름은 ____입니다.</p> <p>그 사람은 ____살입니다.</p> <p>그 사람은 ____사람입니다.</p> <p>그 사람 성격은 ____이에요.</p> <p>(나라) 한국, 중국, 일본, 캄보디아, 베트남, 필리핀, 미국, 캐나다, 멕시코, 케냐, 소말리아, 에티오피아...</p> <p>(성격과 인품)용기, 용감, 활발, 두려움, 헌신, 책임, 무책임, 이타심, 이기심, 이기주의, 집중, 산만함, 산만, 인내, 조급함, 관대함, 정중함, 무례함, 선함, 나쁨, 사악함, 결의, 게으름...</p> <ul style="list-style-type: none"> ▪Historical figure ▪Joan of Arc ▪역사적 인물 ▪잔다르크 	<p>whole class watches a video of the same story for checking their understanding.</p>
<p>19. I can understand a poster that presents actions and contributions of a Korean hero.</p>	<p>(Korean Heroes) Yoo Kwan Soon, An Joong Kun, King Se-Jong, Huh Joon, Jang Young Sil, Kim Hong</p>	<p>(Poster: Korean Heroes) When all the students finish their poster about a Korean hero, have the posters displayed on the walls. The students do a</p>

	Do, Kim Yoo Shin, Lee Soon Shin... (한국 위인) 유관순, 안중근, 세종대왕, 허준, 장영실, 김홍도, 김유신, 이순신...	gallery walk, reading some posters and collecting information on actions and contributions of the heroes. When the teacher asks, have students volunteer to write their collected information on the board.
--	--	---

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Authentic and adapted/created materials

- Articles about historical figures, Yoo Kwan Soon, Joan of Arc
- National Flag outlines
- Family photo, <http://cfile218.uf.daum.net/image/2578134F54FEA230331E08>
- Posters and markers
- Photos of historical figures in Korea
- Audio Clip of a native Korean speaker

Field Trips and Activities

- Find Someone Who
- Role Play
- Sit Down after answering
- Sentence Strips
- Time Magazine Cover
- Poem Writing
- Essay Writing
- Poster Making
- Self-Video Clip Making

Songs

- 3.1 절 노래, <https://www.youtube.com/watch?v=5gHyy6miaJY>

Video Clips

- Yoo Kwan Soon, <https://www.youtube.com/watch?v=QPN3zAFIP2A>

- Yoo Kwan Soon Story, <https://www.youtube.com/watch?v=R3QgBu-mHpQ>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY