



2015 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:	Getting to know K-POP				
Language(s):	Korean		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	9-12	
Heritage Speakers?	No		Non-Heritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	3 weeks	<i>Contact Hours:</i>	90	
Target Proficiency Level: (by end of program)	Novice High		Target Performance Level(s): (during and by end of program)	Novice High/Intermediate Low	
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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?

This program is intended for students with novice mid proficiency who have previously studied Korean. In this camp, students will learn about K-POP music and will introduce a K-POP band to their classmates. They will review various K-POP bands and choose one that appeals to them. Working in small groups, students will begin by researching the basic details about the band members, such as debut date, label, songs and awards in order to create a timeline. Students will then review the band's music videos and choose one video. They will talk about the band members' appearance and clothes in the video. They will also be able to introduce the overall story in the video and learn the chorus of the song. Last, they will locate on a map of Korea the places where the band will perform and will talk about the various cities. Once students have collected the information and completed each of the steps involved in introducing the band, they will use this information to prepare a presentation. They will be able to comment on why they are excited about the band and what is special compared to other bands.

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.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

Be sure to label the mode and proficiency level of each statement.

PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS

Number the Can-Do statements here and then transfer to Stage 3.

Interpersonal Speaking

Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

1. I can greet others politely.
2. I can exchange some basic introductory information with others, such as my name, age, and where I am from.
3. I can exchange information with others about which songs and artists I like, dislike, and prefer.
4. I can give simple reasons, when asked, about why I like or dislike certain artists and songs.
5. I can exchange basic information about concerts, such as their time and place and what concerts I want to go to.
6. I can schedule a meeting with others to go somewhere by exchanging information such as where and what time to meet.
7. I can exchange information on what people are wearing.

Presentational Speaking

Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

Intermediate Low: I can present information on most familiar topics using a series of simple sentences.

8. I can say basic details of a singer's name, debut date, label, songs, and awards.
9. I can describe people's appearance and clothing.
10. I can use simple adjectives to describe songs and singers.
11. I can introduce the basic information about a concert, such as its date, time, and place.

Presentational Writing

Novice High: I can write short messages and notes on familiar topics related to everyday life.

12. I can write the names of some artists, song titles, and music videos I am familiar with in Korean.
13. I can write basic information about a singer, his/her debut date, label, songs, and awards.
14. I can write native and Sino numbers in Korean.
15. I can dictate some familiar or repeated words of a song.

Interpretive Listening

Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

16. I can understand the main points of someone's basic description of a song's origin (musician, country, genre), and whether or not a speaker/presenter likes/dislikes the song.
17. I can understand what year a singer debuted and a song is from when a speaker/presenter gives a presentation.

<p>Intermediate Low: 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.</p>	<p>18. When I hear a song, I can occasionally identify some familiar or repeated words.</p> <p>19. I can picture a person’s appearance and clothing when I hear the description about him/her.</p> <p>20. When I hear about an event such as a concert, I can understand some basic information, such as its date and time.</p> <p>21. When I hear the self-introduction of others, I can understand their name, his/her nationality, and what genre of music he/she plays.</p>
<p>Interpretive Reading</p>	
<p>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p>22. When I look at the title of a song, I can identify the name of the artist.</p> <p>23. When I see a list of artists, such as on a “top 10” list, I can identify the names of the top artists and other basic information such as their age, debut year, label, songs, and awards.</p> <p>24. I can read and identify the lyrics of a song and sing along to the song.</p> <p>25. When I look at a written flyer for an event such as a concert, I can understand basic information, such as the date and time that it is taking place.</p>

You may add additional rows as necessary.

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 read several articles about K-POP music and choose one band that they want to introduce to their classmates. Some articles will be from entertainment media sources and others will be articles edited so they are appropriate for this lesson. Students will demonstrate their comprehension by adding the band's information to a timeline that is divided by themes, such as the names of the members, their debut date, label, songs, awards, etc.</p>	<p>Students working in pairs ask and answer about information on K-POP band members' appearance and clothing. They must tell each other why they choose to introduce their particular artist and what they like or dislike about the artist.</p>	<p>Students will create a blog of a K-POP band that they like and present it orally to the class. They will play a chorus from a song and sing along with the band following lyrics they have learned. They will also present information on the band's upcoming concerts.</p>
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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 greet others politely.</p>	<p>Hello, How are you? (안녕하세요) Goodbye. (안녕히가세요, 안녕히계세요) Nice to meet you. (만나서 반갑습니다) Culturally appropriate gestures (bowing)</p>	<p>Students observe native speakers greeting each and imitate what they observed. Then they practice appropriate greetings to the teacher, each other, and camp guests.</p>

		Students hold images, play the roles of various family members from the anchor story, and greet each other in appropriate ways.
2. I can exchange some basic introductory information with others, such as my name, age, and where I am from.	<p>What is your name? (이름이 뭐예요?)</p> <p>My name is... (...이에요/예요)</p> <p>Where are you from? (어느 나라 사람이에요?)</p> <p>I am from... (...사람이에요)</p> <p>How old are you...? (몇 살이에요?)</p> <p>I am ... years old. (...살이에요)</p> <p>Where do you live? (어디에 살아요?)</p> <p>I live in... (...에 살아요)</p>	<p>Students interview classmates to find others who have the same names, ages, nationality and who live in the same area, etc. Students then complete a “Find Someone Who . . . “ grid as they interview their classmates.</p> <p>Students receive picture cards with the characters from the storybook. Students then pretend to be characters and exchange basic information in a small group.</p>
3. I can exchange information with others about which songs and artists I like, dislike, and prefer.	<p>What songs/bands do you like? (어떤 노래/가수를 좋아해요?)</p> <p>Do you like...? (...을/를 좋아해요?)</p> <p>I like / I don't like... (저는...을/를 좋아해요/안 좋아해요)</p> <p>My favorite song/band is... (저는...을/를 제일 좋아해요)</p> <p>I like A better than B. (저는 B보다 A를 더 좋아해요)</p>	<p>Students must compile a playlist for a class party containing the songs and musicians their classmates are most likely to enjoy. They poll their classmates about which Korean bands they like or dislike. After completing the poll, they make a graph with sticky notes to visually represent the favorite artist(s) of the class.</p> <p>Once students have narrowed down to a few top artists for the class, they ask their classmates about certain songs by these artists to find out which they prefer.</p> <p>In pairs, students compile a class playlist using the information they gathered during the previous speaking activities.</p>
4. I can give simple reasons, when asked, about why I like or dislike certain artists and songs.	<p>How do you like (Name of the song, bands)...? (...이/가 어때요?)</p> <p>I like (Name of the song, bands). (...이/가 좋아요/안 좋아요)</p>	The teacher plays clips from a variety of songs in class. After each clip, the teacher pauses for a class discussion, asking the students whether or not they like the song and why. Students first take a minute to gather their thoughts about the song,

	<p>Why do you like (Name of the song, bands)? (왜... 이/가 좋아요/안 좋아요) I like / don't like the song because it is (adjective words). (... 어/아서 좋아요/안 좋아요)</p>	<p>and then they share their opinion with their partner. Students must try to give one reason why they like or dislike each song. Students change their partners to share their opinion after each song.</p>
<p>5. I can exchange basic information about concerts, such as their time and place and what concerts I want to go to.</p>	<p>Whose concert do you want to go to...? (누구 콘서트에 가고 싶어요?) I want to go / I don't want to go (Name of an artist). (저는...에 가고 싶어요)</p> <p>Whose concert is it? (누구의 콘서트예요?) It's (Name of an artist)'s concert. (...의 콘서트예요)</p> <p>When is the concert? (콘서트가 언제 있어요?) The concert is on (Date). (...에 있어요) What time is the concert? (콘서트가 몇시에 있어요?) It's at (Time). (...에 있어요)</p> <p>Days of the week (월, 화, 수, 목, 금, 토, 일요일) Months of the year (일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월, 시월, 십일월, 십이월) Numbers from 1 to 31 (Sino, Native Korean numbers) (하나-일, 둘-이, 셋-삼...) Date (년, 월, 일)</p>	<p>The teacher gives the students a list of upcoming concerts. Working in pairs, students ask each other whether or not they want to go to each concert. At the end, each pair picks one concert that they both want to attend. They share their decision with the class.</p> <p>Information gap: Student A receives a poster of a concert and will play the role of concert promoters. Student B receives a blank calendar and will play the role of music fans. The "music fans" must ask the "concert promoters" when the upcoming concerts will take place and mark them on their calendars. Switch the roles and pairs so that every student can fill their calendar with a number of concert schedules.</p>

<p>6. I can schedule a meeting with others to go somewhere by exchanging information such as where and what time to meet.</p>	<p>Asking questions to go to a concert: Do you have time on...? (...에 시간있어요) Shall we go to (name of a concert) together? (...에 같이 갈까요?) Why can't you go? (왜 못가요?) Where shall we meet? (어디에서 만날까요?) When shall we meet? (언제 만날까요?) What time shall we meet? (몇시에 만날까요?)</p> <p>Providing answers: Yes, I have time. (네, 시간있어요) No, I don't have time. (아니요, 시간없어요) Yes, I can go. (네, 갈수있어요) No, I cannot go. (아니요, 갈수없어요) Because...I cannot go. (...어서갈수없어요)</p> <p>Adjective words: To be busy, to dislike, to be sick, to be tired, etc. (비빔, 안 좋아해요, 아파요, 피곤해요...)</p> <p>Activity verbs: to watch, to eat, to sleep, to buy, etc. (보요, 먹어요, 자요, 사요...)</p>	<p>With the above calendar, have each student choose a concert they want to attend and ask other students to go to that concert with them. If a student agrees to go, then they schedule a meeting. If a student decides to not go, he/she should explain the reason why he/she cannot go using any adjective words or activity verbs.</p>
<p>7. I can exchange information on what people are wearing.</p>	<p>Clothing words: Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷 티셔츠, 바지, 빈바지, 치마... 입어요) Wear hats, glasses, sunglasses (모자, 안경, 선글라스 써요) Wear shoes, sneakers, dress shoes, etc. (신발 운동화, 구두... 신어요)</p>	<p>Information gap: Have students work in pairs to watch the same music video. Student A will watch the music video and draw pictures of the people, making sure to note their clothing. Student B will turn away and only listen to the song. Once Student A completes drawing their pictures, have Student B ask questions on what each band member is wearing. Student B will draw pictures corresponding with Student A's answers. Once completed, have the two compare the pictures.</p>

	<p>Wear necklace, earrings, bracelet, etc. (목걸이, 귀걸이, 팔찌... 해요)</p> <p>Color words: Red, orange, yellow, green, blue, navy, purple, white, black, gray... (빨간색, 주황색, 초록색, 파란색, 남색, 보라색, 흰색, 까만색, 회색..)</p>	
Presentational Speaking		
<p>8. I can say basic details of a singer's name, debut date, label, songs, and awards.</p>	<p>This singer's name is... (이 가수의 이름은... 이에요/예요)</p> <p>This singer debut in... (이 가수는... 에 데뷔했어요)</p> <p>The label of this singer is... (이 가수는... 소속이에요)</p> <p>The famous songs of this singer are (Name of songs). (이 가수의 유명한 노래는... 이에요/예요)</p> <p>He/she/they received (Name of awards) at... (...에서... 상을 받았어요)</p>	<p>Students will receive a number of website links that lead to Korean pop artists' official websites. Students in small groups browse each website and choose one band they want to present to the class. Then they create a collage, making sure to include the printed copy of the webpage, drawn pictures, and written words of the names of the singers, their debut date, label, songs and awards, etc. Once completed, each group introduces the band to the class.</p>
<p>9. I can describe people's appearance and clothing.</p>	<p>Clothing words</p> <p>Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷, 티셔츠, 바지, 반바지, 치마... 입어요)</p> <p>Wear hats, glasses, sunglasses (모자, 안경, 선글라스 써요.)</p> <p>Wear shoes, sneakers, dress shoes, etc. (신발, 운동화, 구두,... 신어요.)</p> <p>Wear necklace, earrings, bracelet, etc. (목걸이, 귀걸이, 팔찌,... 해요.)</p>	<p>Students in pairs choose a picture of a Korean pop artist provided by the teacher. Every pair has a different picture. Then they present what that artist is wearing in small groups.</p> <p>Students in pairs draw a picture of one of the classmates. Once completed, they explain the picture to the class and the class guesses who that person is.</p>

	<p>Color words Red, orange, yellow, green, blue, navy, purple, white, black, gray...etc. (빨간색, 주황색, 초록색, 파란색, 남색, 보라색, 흰색, 까만색, 회색...)</p>	
<p>10. I can use simple adjectives to describe songs and singers.</p>	<p>The name of the song is... (이 노래의 이름은... 아예요/예요) The song is by... (이 노래는... 아/가 썼어요) The song is... (이 노래는...) Famous, beautiful, slow, fast, long, short, great, awesome, not beautiful, displeasing to me, good for dancing, etc. The name of the singer is... (이 가수의 이름은... 아예요/예요) The singer is... (이 가수는...) Handsome, beautiful, pretty, stylish, tall, short, famous, etc.</p>	<p>At the end of each week of the camp, each student creates a short podcast discussing some of the songs they listened to that week, as if they were introducing the listeners to new music. To introduce each song, have them give a brief description of the song and present two or three similarities and differences between the songs they are presenting. Students with limited access to technology may choose to do an in-class presentation instead.</p>
<p>11. I can introduce the basic information about a concert, such as its date, time, and place.</p>	<p>Days of the week (월, 화, 수, 목, 금, 토, 일요일) Months of the year (일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월, 시월, 십일월, 십이월) Numbers from 1 to 31 (Sino, Native Korean numbers) (하나-일, 둘-이, 셋-삼...) Date (년, 월, 일)</p>	<p>Students receive information on a K-POP singer's concert from the teacher and present to the class the basic information about the concert. Students then search the internet to find other concerts they would like to go to in the future and present them to the class.</p>
Presentational Writing		
<p>12. I can write the names of some artists, song titles, and music videos I am familiar with in Korean.</p>	<p>Name of artists (레드벨벳, 비티에스...) Name of songs (빨간맛, 불타오르네...)</p>	<p>Students make a list of the artists and songs they learned about during the camp. At the end of the camp, students receive a bingo chart and fill it out by randomly choosing 25 artists or songs. Once</p>

		completed, the class plays bingo by having each student read an artist or song from their own bingo chart in turns.
13. I can write basic information about a singer, his/her debut date, label, songs, and awards.	Name of artists (레드벨벳, 비티에스...) Name of songs (빨간맛, 불타오르네...) Name of awards (멜론 뮤직어워드, 하이원 서울 가요 대상) Date (년, 월, 일)	Students receive a number of website links that lead to Korean pop artists' official websites. Students in small groups browse each website and choose one band they want to present to the class. Then they create a collage, making sure to include the printed copy of the webpage, drawn pictures, and written words of the names of the singers, their debut date, label, songs and awards, etc. Once completed, each group writes a short paragraph introducing the band to the class.
14. I can write native and Sino numbers in Korean.	Native and sino Korean numbers (하나-일, 둘-이, 셋-삼...)	When making a list, whether of a students' favorite songs or of the songs they want to listen to that evening at home, students number the list using Sino Korean numbers. Students in pairs receive pictures of Korean pop bands. They count the number of members in each band and write down the native Korean numbers below the picture.
15. I can dictate some familiar or repeated words of a song.	Word and phrases from songs (내가 제일 좋아하는 건 여름 그 맛...)	Students receive the lyrics of a song with some of the lyrics removed. Teacher plays the song and students fill in the blanks. Once completed, compare the answers in pairs.
Interpretive Listening		
16. I can understand the main points of someone's basic description of a song's origin (musician, country, genre), and whether or not a speaker/presenter likes/dislikes the song.	I like / I don't like Singer, musician, artist Words related to nationality Words related to musical genres	Students listen to others' presentations on the types of music and songs they like and dislike. They track what they hear on a chart to show comprehension.

<p>17. I can understand what year a singer debuted and a song is from when a speaker/presenter gives a presentation.</p>	<p>Months of the year (일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월, 시월, 십일월, 십이월) Korean numbers (하나-일, 둘-이, 셋-삼...) Date (년, 월, 일)</p>	<p>The teacher shows a documentary on the Korean music history that includes important songs from Korean bands from the first generation in the late 90s, the second generation in early 00's and the third generation in recent years according to the interests of the teacher and students. The teacher tells the students what year each song is from, with students placing each song on a timeline the teacher has provided them, giving them help if necessary. The teacher looks to see that students have grasped the general order and decade, rather than the exact year.</p>
<p>18. When I hear a song, I can occasionally identify some familiar or repeated words.</p>	<p>The words depend on the song for example "very, sometimes, why, I love you, etc." (너무, 아주, 가끔, 왜, 사랑해...)</p>	<p>When students listen to songs in class, they should be able to identify repeated common words, such as "I love you." The teacher may ask them to predict some of the words they will hear based on visual cues. Play the chorus of the song, and then have them work in pairs to identify familiar words before listening again and sharing with the class.</p> <p>The teacher attaches sticky notes that have a word/phrase written on them in front of the class and tells them they will hear this word/phrase in the song. Students in pairs listen to the song and count how many times this word/phrase is used.</p> <p>Students in pairs receive cards with words/phrases written on it. Have them spread the cards on the table. The teacher plays the song and students find the word/phrases they hear from the song.</p>
<p>19. I can picture a person's appearance and clothing when I hear the description about him/her.</p>	<p>Clothing words Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷, 티셔츠, 바지, 반바지, 치마... 입어요) Wear hats, glasses, sunglasses (모자, 안경,</p>	<p>The teacher attaches pictures of Korean singers on the board and divides the class into two teams. One of the students from each team comes to the front and taps the singer that the teacher describes. Team members can help their</p>

	<p>썸글라스 써요.) Wear shoes, sneakers, dress shoes, etc. (신발, 운동화, 구두,... 신어요.) Wear necklace, earrings, bracelet, etc. (목걸이, 귀걸이, 팔찌,... 해요.)</p> <p>Color words Red, orange, yellow, green, blue, navy, purple, white, black, gray...etc. (빨간색, 주황색, 초록색, 파란색, 남색, 보라색, 흰색, 까만색, 회색...)</p>	teammate using directional words, such as on the right/left/top/down, etc.
20. When I hear about an event such as a concert, I can understand some basic information, such as its date and time.	<p>Days of the week (월, 화, 수, 목, 금, 토, 일요일) Months of the year (일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월, 시월, 십일월, 십이월) Numbers from 1 to 31 (Sino, Native Korean numbers) (하나-일, 둘-이, 셋-삼...) Date (년, 월, 일)</p>	Students listen to video concert announcements (the teacher may choose to play them without the visuals the first time) and identify the time and date of the concert being announced. They note this information on a calendar to demonstrate their understanding.
21. When I hear the self-introduction of others, I can understand their name, his/her nationality and what genre of music he/she plays.	<p>Name (...이에요/예요) Nationality (...사람이에요.) Age (...살이에요.)</p>	Students receive several biographic information cards and watch a singer/band member's self-introduction video from YouTube. While watching the video, students in pairs choose the corresponding information cards.
Interpretive Reading		
22. When I look at the title of a song, I can identify the name of the artist.	Knowledge of the Korean alphabet	<p>Students receive screenshots from webpages such as YouTube with information about songs and artists.</p> <p>The teacher copies headlines from newspapers/magazines and gives them to</p>

		students; students practice skimming headlines and identifying the names of familiar artists.
23. When I see a list of artists, such as on a “top 10” list, I can identify the names of the top artists and other basic information such as their age, debut year, label, songs, and awards.	Knowledge of the Korean alphabet	The teacher provides students with some sample authentic or semi-authentic “top 10” lists of Korean songs. Using context clues, students locate the names of artists and practice pronouncing them in Korean.
24. I can read and identify the lyrics of a song and sing along to the song.	Knowledge of the Korean alphabet	Sing along with Karaoke.
25. When I look at a written flyer for an event such as a concert, I can understand basic information, such as the date and time that it is taking place.	Days of the week (월, 화, 수, 목, 금, 토, 일요일) Months of the year (일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월, 시월, 십일월, 십이월) Time words (시, 분, 초) Date (년, 월, 일)	Students review concert announcements and posters the teacher has placed around the room. They compare each to a calendar the teacher has given them indicating what days they are busy and what days they are free. They note which events they will be able to attend based on their availability.

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.

<p>List of K-POP Bands</p> <p>https://www.ranker.com/list/k-pop-bands-and-musicians/reference</p> <p>http://www.kpopcollege.com/apps/links/</p> <p>https://www.allkpop.com/</p> <p>http://smartincome.tistory.com/67</p> <p>History of K-POP</p> <p>https://namu.wiki/w/K-POP</p> <p>https://ko.wikipedia.org/wiki/%EB%8C%80%ED%95%9C%EB%AF%BC%EA%B5%AD%EC%9D%98_%EC%95%84%EC%9D%B4%EB%8F%8C_%EA%B7%B8%EB%A3%B9_%EB%AA%A9%EB%A1%9D</p>
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Nationality of K-POP Band members

http://contents.newsjel.ly/issue/piki_home/

Sample concert posters/even announcements

<https://www.stubhub.co.kr/%E1%84%8F%E1%85%A6%E1%84%8B%E1%85%B5%E1%84%91%E1%85%A1%E1%86%B8-k-pop-%E1%84%90%E1%85%B5%E1%84%8F%E1%85%A6%E1%86%BA/ca8135>

<http://ticket.interpark.com/ConcertIndex.asp>

<http://ticket.yes24.com/>

Daily Schedule

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

TIME FRAME	ACTIVITY