



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
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Program Title:	Making a travel itinerary to Korea
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Language(s):	Korean	Grade(s) of Learners:	9-12
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Heritage Speakers?	Yes	Non-Heritage Speakers?	No
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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
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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 who have previously studied Korean and enter at the novice-mid level. In this camp, students will role play as travel agents and create the best itinerary for a family who would like to travel to Korea in August for about 7 days. This family has never been to Korea but has specific interests. The father and mother, who are in their mid-40's, are interested in learning about Korean history and Korean food. Their teenage daughter and son are fond of Korean pop culture and city life. Students will first answer questions such as: Where in Korea would this family like to go; what activities are they interested in; and other details such as accommodations, food etc. Students then will explore various places in Korea and learn about the regions that fit this family's interest and offers tourist attractions and other activities. Student will also give basic information to this family on making preparations prior to the trip such as securing travel documents, arranging travel within Korea, making flight reservations, accommodations and appropriate clothing. Once students have collected the information and completed each of the steps involved in planning the trip, they will use this information to prepare a presentation that will show the family how the itinerary fits their interest. As part of the presentation students will share their personal stories about their own travel experiences- where they went, what they did, and why it was a valuable or enjoyable experience. As they

prepare for the trip, students will learn about the history, food, and culture of Korea.

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</p> <p align="center"><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</p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal Speaking	
<p>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.</p>	<ol style="list-style-type: none"> 1. I can greet others politely. 2. I can exchange some basic introductory information with others, such as my name, age, what I do and where I am from. 3. I can discuss activities and interests of others and make plans based on their interests. 4. I can ask and respond to some simple questions about Korea, such as the location, landmarks, food, geographical features (i.e., mountain, river, ocean, etc.). 5. I can ask about and identify important information about the weather using a map. 6. I can suggest appropriate clothing based on the weather.
Presentational Speaking	
<p>Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>Intermediate Low: I can present information on most familiar topics using a series of simple sentences.</p>	<ol style="list-style-type: none"> 7. I can name landmarks from the pictures of the city. 8. I can suggest some activities at certain landmarks. 9. I can introduce local food to others. 10. I can present a story about something I experienced during my trip.
Presentational Writing	

<p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>11. I can share information about the itinerary I make. 12. I can write captions for the pictures of the selected city. 13. I can list ideal clothing for scheduled travel dates. 14. I can create an ideal menu for a day at camp that primarily features local dishes. 15. I can present my travel experience to others.</p>
<p>Interpretive Listening</p>	
<p>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.</p> <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>16. I can understand some personal information when I hear others introduce themselves. 17. I can understand basic information of a city, such as its geography, demographic, attractions, and food, etc. 18. I can understand the overall weather from the weather forecast while I am traveling. 19. I can sometimes recognize details about others' travel experience, especially on what activities they did when they travel.</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>20. I can understand others' letter or email on their interest and requests about a trip. 21. I can understand the words on a travel itinerary with some pictures. 22. I can identify destinations and major attractions in travel brochures and on travel websites. 23. I can understand some facts about the weather when weather symbols are used.</p>

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.
Students (individual, pair, group) will read an email from a family who is requesting an itinerary for their trip to Korea. Students will demonstrate their comprehension by choosing the most appropriate places for this family after reviewing tour guide map, event brochures, and hotel information with visuals and watching videos about places in Korea and Korean culture.	Students will ask and answer questions such as; where in Korea would this family like to go; what activities are they interested in; and other details such as accommodations, food, etc. After reading tourist information or watching videos about Korea, they will exchange ideas about the places, food, activity, and other things they chose to recommend or not recommend to this family.	Student will design the ideal itinerary including the location, daily schedule, and types of activities for this family and present it to the class. They will also present basic information on making preparations prior to the trip such as securing travel documents, public transportation in Korea, making flight reservations, accommodations and appropriate clothing.

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>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.

Interpersonal Speaking

<p>1. I can greet others politely.</p>	<p>Hello; How are you? (안녕하세요?)</p> <p>Goodbye. (안녕히 가세요, 안녕히 계세요.)</p> <p>Nice to meet you. (만나서 반가워요.)</p> <p>Culturally appropriate gestures (bowing).</p>	<p>Students observe native speakers greeting each and imitate what they observed. Then they practice greetings with the teacher, each other and camp guests appropriately.</p>
<p>2. I can exchange some basic introductory information with others, such as my name, age, what I do and where I am from.</p>	<p>What is your name? (이름이 뭐예요?)</p> <p>My name is... (제 이름은 ...이에요/예요)</p> <p>Where are you from? (어느 나라 사람이에요?)</p> <p>I am from... (저는 ...이에요/예요.)</p> <p>What do you do? (무슨 일을 해요?)</p> <p>I am from... (저는 ...이에요/예요.)</p> <p>How old are you...? (몇 살이에요?)</p> <p>I am ...years old. (저는 ...살이에요.)</p>	<p>Students, working in groups of four, identify the family of four who emailed the students regarding the trip to Korea. Each student receives the same picture of the family but has different clues about individual family members. Students ask and answer questions about the family to ascertain their identities. Once completed, the group discusses and confirms with the actual facts.</p>
<p>3. I can discuss activities and interests of others and make plans based on their interests.</p>	<p>What are you doing now? (지금 뭐 해요?)</p> <p>Activity verbs:</p> <p>To read, to eat, to drink, to listen to watch... (읽어요, 먹어요, 마셔요, 들어요, 봐요...)</p> <p>How often do you... (얼마나 자주...?)</p> <p>Frequency adverbs:</p> <p>Usually/often/sometimes/rarely/never... (보통/자주/가끔/별로...안/전혀...안)</p>	<p>Students work in group of four to identify what each family member does. Each student takes the role of father, mother, son and daughter and they receive cards of certain activities. Students ask and answer questions about what each family member is doing. Once completed, the group discusses and confirms with the actual facts.</p> <p>Students in groups of four identify how often each family member above does certain activities. Each student takes the role of father, mother, son and daughter and they receive cards of certain activities. Students receive different set of cards</p>

	<p>What do you want to do? (뭐 하고 싶어요?)</p> <p>Do you want to...? (...고 싶어요?)</p> <p>I want to/don't want to... (...고 싶어요/안 ...고 싶어요.)</p>	<p>depending on how often that family member does the activity. For example, if the father reads history books often, a student receives more than five cards of a picture of the father reading a history book. Students ask questions “how often do you...” to their group while looking at the picture cards of a number of activities on the table, and answer with “often” if they see a lot of cards of one activity and “rarely” if they see a small number of cards of the activity, and so on.. Once completed, the group discusses and confirms with the actual facts.</p> <p>Students in groups of four identify what the above family members would like to/not like to do when they travel. Each student takes the role of father, mother, son and daughter and they receive cards of certain activities with marks such as O and X. Students ask questions “What do you want to do?” to their group and each member answers the question corresponding with the picture cards they have.</p>
<p>4. I can ask and respond to some simple questions about Korea, such as the location, landmarks, food, geographical features (i.e., mountain, river, ocean, etc.).</p>	<p>Where is (this place)? (여기가 어디예요?)</p> <p>It is (여기는 ..이에요/예요.)</p> <p>Is there ...(Name of geographical features)? (...이/가 있어요?)</p> <p>Yes, there is/No there isn't.</p> <p>(네,...이/가 있어요/아니요, ...이/가 없어요.)</p> <p>What is this? (이게 뭐예요?)</p> <p>It is (Name of Korean food) (그건 ...이에요/예요.)</p> <p>How's the food? (음식이 어때요?)</p>	<p>Students work in small group to discuss the pictures of the target places in Korea. Each student has one picture. They ask and answer questions to learn more about the places in the pictures. Each student is given a visual image of locations, landmarks, foods, geographical features of the city they are visiting. Teacher should prepare different sets of target places with images, so that each group can repeat the same activity with a different set of places.</p> <p>Each student is given an image of a dish that will be served at camp. In pairs, students identify foods they like and want to try.</p> <p>Each group of students is in charge of planning a specific meal for camp. The meal must be healthy</p>

	<p>It is tasty. (맛있어요.)</p> <p>How much is it? (얼마예요?)</p> <p>It is (Price of grocery items) (...이에요/예요)</p> <p>Name of Korean foods (육개장, 비빔밥, 김치찌개, 불고기, 잡채...)</p> <p>Name of grocery items (시금치, 당근, 양파, 호박, 배추, 콩나물...)</p>	<p>and include at least two regional ingredients. Students offer suggestions and accept and reject ideas until they agree on the menu.</p> <p>Set up a market/store with authentic items from the target culture. Acting as buyers and sellers, students role-play a variety of transactions. This market/store may serve as the actual store during the program where students “purchase” daily snacks, toys, etc. using money earned during the program activities.</p>
<p>5. I can ask about and identify important information about the weather using a map.</p>	<p>What’s the weather like in . . . ? (...에 날씨가 어때요?)</p> <p>It’s hot, cold, warm, cool, etc. (날씨가 더워요/추워요/따뜻해요/시원해요...)</p> <p>If the weather is hot, cold, warm, cool, etc what would you want to do? (날씨가 더우면/추우면/따뜻하면/시원하면 뭐 하고 싶어요?)</p> <p>I would like to do (activity verbs). (저는 ...을/를 하고 싶어요)</p>	<p>Using an authentic online weather site from the target region/country, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.</p>
<p>6. I can suggest appropriate clothing based on the weather.</p>	<p>What should I wear? (뭐 입어요?)</p> <p>Clothing words: Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷, 티셔츠, 바지, 반바지, 치마... 입어요)</p> <p>Wear hats (모자 써요.)</p> <p>Wear shoes, sneakers, dress shoes, etc. (신발,</p>	<p>Students in pairs receive two sets of cards: 1) pictures of weather, 2) pictures of clothing. The weather cards should be faced down, piled up and placed in the middle of the table. The clothing cards should be faced up and spread on the table. One student picks one weather card and reveals it to his partner. The student will then ask his/her partner a question about what he/she should wear such as, “It is hot, what should I wear?” Then the other student picks the most appropriate clothing card and answers. For example he/he</p>

	운동화, 구두,... 신어요.) Wear glasses, sunglasses (안경, 섀글라스 써요.)	may respond, "Wear shorts."
Presentational Speaking		
7. I can name landmarks from the pictures of the city.	(Name of landmarks) is ... (여기는...이에요/예요) This is (Name of traditional houses/palaces, food, dancing, and costumes). (이건 ...이에요/예요.) (Name of food) is delicious. (...이/가 맛있어요.) (Name of event) is fun. (...이/가 재미있어요.)	The teacher selects a variety of pictures that represent images of different countries as well as of the target city. Students work in small groups. Each group selects a couple of pictures that are of interest to them. They work together to describe the pictures. Students work in a group to share information about a picture of their selected landmark in their pictures, which shows a cultural event. They name what they see in the event.
8. I can suggest some activities at certain landmarks.	At the (Name of landmarks), you can do ... (여기에서...자전거를 탈 수 있어요/영화를 볼 수 있어요/기념품을 살 수 있어요/수영 할 수 있어요/음식을 먹을 수 있어요...)	Students assemble an electronic photo album of the landmarks. They record a travelogue with descriptions of the landmarks and places including personal comments and preferences.
9. I can introduce local food to others.	The name of this dish is . . . (이건 ...이에요/예요.) It is spicy/sweet/salty/sour...etc. (이건 매워요/달아요/짜요/셔요...) (Name of ingredient) goes in this dish. (여기에는 ...이/가 들어가요.) It cost ... (이건 ...원이에요.)	Students work together in small groups to present a local dish to the class. If possible, they prepare the dish taking pictures at each step. They then explain what is in the dish by showing appropriate images. They conclude by giving their opinions of the dish (e.g., likes/dislikes).
10. I can present a story about something I experienced during my trip.	I visited . . . (...에 갔어요.) It is located in . . . near . . . (...에 있어요.)	Students create a brief documentary that highlights the sites, activities, and foods they found most interesting during their past travel

	<p>I saw . . . (...을/를 봤어요.)</p> <p>I did. . . (...을/를 했어요.)</p> <p>I did. . . (...을/를 먹었어요.)</p>	<p>experience.</p>
Presentational Writing		
<p>11. I can share information about the itinerary I make.</p>	<p>Dates (1월 1일, ...), go to ...(...에 가요.)</p> <p>Transportation: by plane, bus, train, ship, car... (비행기/버스/기차/배/차로 가요.)</p> <p>Time expressions: at time/minutes (-시 -분에)</p> <p>Hotel names Activities: watch/sightsee; to eat, to sleep, to get up, to buy, etc.</p> <p>(봐요, 먹어요, 자요, 일어나요, 사요...)</p>	<p>Students work in groups to design a simple itinerary (in the form of a chart) illustrating the departure/return dates and transportation for the trip. They also mark their preferred activities on their itinerary. Then they write a sample email to their friends to share their itinerary.</p>
<p>12. I can write captions for the pictures of the selected city.</p>	<p>Place names/landmarks (서울, 대전, 대구, 부산, 제주도...)</p> <p>Food name (육개장, 비빔밥, 김치찌개, 불고기, 잡채...)</p> <p>Weather expressions (추워요, 더워요, 시원해요, 쌀쌀해요, 비가 와요, 눈이 와요, 바람이 불어요, 날씨가 맑아요, 날씨가 흐려요...)</p> <p>Events: concerts ... (콘서트)</p> <p>Activities: listen to music/dance/do exercise/ eat, etc. (음악 들어요/춤춰요/운동해요/(음식) 먹어요 ...)</p>	<p>Students write the name of the place for each picture. They create a memory wall of images. They work together to caption the images using as much language as they can. The teacher may provide sentence starters. For example: This is Han River. It is pretty. It's warm. There is a concert. People are listening to music.</p>

<p>13. I can list ideal clothing for scheduled travel date.</p>	<p>Clothing: hats/caps, pants, shirts, skirts, shorts, socks, coats, shoes, sunglasses, etc. (모자, 바지, 셔츠, 치마, 반바지, 코트, 신발, 선글라스,...) Other items for travel- passport, money, books, camera (여권, 돈, 책, 카메라)</p>	<p>Students work together in groups to create a packing list using the image. Students name the clothing and other items to bring with them on the trip.</p>
<p>14. I can create an ideal menu for a day at camp that primarily features local dishes.</p>	<p>Regional dishes (전주 비빔밥, 제주도 흙돼지, 부산 어묵...) Key ingredients (고추장, 된장, 간장, 설탕...) Sequence words to show order of dishes (...주세요, ...더 주세요...)</p>	<p>Students work in groups to create a menu that includes both pictures and captions for a day of camp meals. Students strive to create a menu that entices others to try various regional dishes.</p>
<p>15. I can present my travel experience to others.</p>	<p>The best camp was . . . because . . . (제일 좋았던 캠프는... 왜냐하면...) I had a good time when . . . (...(으)르때 좋은 시간을 보냈어요.) It was (weather condition) and I got to (activity). (날씨가 맑아서/흐려서/더워서/추워서...) ...을/를 했어요.) The food was . . . and I loved the (dish). (음식이 맛있었어요/매웠어요/짠어요/싱거웠어요 /맛없었어요...) 저는 육개장/비빔밥/불고기 ...을/를 좋아해요.</p>	<p>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Students then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</p>
<p>Interpretive Listening</p>		
<p>16. I can understand some personal information</p>	<p>Expressions of self-introduction (제</p>	<p>Teacher reads a short description of the family member who sent an email to the travel agent</p>

<p>when I hear others introduce themselves.</p>	<p>이름은...이에요/예요, 저는...살이에요, 저는...나라 사람이에요...)</p> <p>Names and relationships of family members (아버지, 어머니, 형, 오빠, 누나, 언니, 동생...)</p> <p>Descriptions of family members (appearance and personality) (커요, 작아요, 짧아요, 길어요, 높아요, 낮아요, 친절해요, 재미있어요, 조용해요, 말이 많아요, ...)</p> <p>Free-time activities (시간 있을 때 뭐 해요? 저는 ...을/를 해요.)</p>	<p>asking for travel advice. Students in groups act like a travel agent listen to the family's introductions and draw pictures based on the information in the letter such as the family's appearances and what they like to do in their free time.</p>
<p>17. I can understand basic information of a city, such as it's geography, demographic, attractions, and food, etc.</p>	<p>Names of landmarks, attractions and foods (서울, 남산, 경복궁, 인사동, 고궁, 기념품, 육개장, 비빔밥, 불고기...)</p>	<p>Teacher shows a map of different places in Korea. Each student receives different bags of pictures such as attractions and foods. When the teacher provides basic information about each place, students who have the corresponding images, attach those cards to the map in front.</p>
<p>18. I can understand the overall weather from the weather forecast while I am traveling.</p>	<p>Place names (서울, 대전, 대구, 부산, 제주도...)</p> <p>Weather information of landmarks (날씨가 맑아요, 더워요, 추워요, 시원해요, 쌀쌀해요, 흐려요, 바람이 불어요...)</p>	<p>Students receive a map of different places in Korea. Teacher presents weather in each place. Students draw the corresponding image on the map that matches the presented information. Later, in pairs students compare their maps.</p> <p>Teacher plays a clip of weather news without showing the video clip and gives students picture cards of various weather types. First, students listen to the news and find the corresponding picture card. Later, teacher shows the video clip and students compare their cards with the video.</p>
<p>19. I can sometimes recognize details about others' travel experience, especially on what</p>	<p>Activities (...을/를 해요, 마셔요, 봐요, 먹어요,</p>	<p>In pairs, students receive a bag with pictures of activity verbs. Teacher gives short narration on what some people did when they travel. Students</p>

<p>activities they did when they travel.</p>	<p>읽어요, 써요, 쳐요, 타요...)</p>	<p>hold up the corresponding picture.</p> <p>In pairs, students receive a bag of pictures of activity verbs. Teacher plays an audio clip of travel show or documentary film with a variety of activities in sequence. Students then recreate a correct order of activities they heard using pictures of activity verbs.</p>
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Interpretive Reading

<p>20. I can understand others' letter or email on their interest and requests about a trip.</p>	<p>Expressions of self-introduction (제 이름은...이에요/예요, 저는...살이에요, 저는...나라 사람이에요...)</p> <p>Names and relationships of family members (아버지, 어머니, 형, 오빠, 누나, 언니, 동생...)</p> <p>Descriptions of family members (appearance and personality) (커요, 작아요, 짧아요, 길어요, 높아요, 낮아요, 친절해요, 재미있어요, 조용해요, 말이 많아요, ...)</p> <p>Free-time activities (시간 있을 때 뭐 해요? 저는 ...을/를 해요.)</p>	<p>In pairs, students act as a travel agent and receive an email from the family who is asking for travel advice. Students read authentic text and write down appropriate information on the customer data card that includes name, age, birthday, personality, free-time activities, etc.</p>
<p>21. I can understand the words on a travel itinerary with some pictures.</p>	<p>Dates (년, 월, 일)</p> <p>Places (장소)</p> <p>Time (시, 분, 초)</p> <p>Daily schedule (월, 화, 수, 목, 금, 토, 일요일, 주중, 주말...)</p> <p>Activities (...에 가요, 일어나요, 자요,</p>	<p>Students receive an authentic travel itinerary with some pictures and a set of cards. Each card has English words such as date, place, time, daily schedule, activity, meal, etc. Students read authentic text and write the matching word on the back of the each card.</p>

	구경해요...) Meals (아침, 점심, 저녁...)	
22. I can identify destinations and major attractions in travel brochures and on travel websites.	Name of organization (하나 투어, 롯데 여행사...) Purpose of brochure (여행 일정표) Dates (년, 월, 일) Activities (...에 가요, 일어나요, 자요, 구경해요...) Attractions (경복궁, 인사동, 남산, ...) Prices (가격, 값, ...원, 얼마예요?...) Phone number (전화번호...)	Students in pairs read a selection of online travel brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same travel website. They assemble pictures that highlight the features of the travel websites and write or match brief captions to build interest and excitement. Students take a gallery walk to study the posters representing the camps chosen by classmates and vote on the top three. They mingle to find others who have the same choices and form groups to share reasons for the decisions they made.
23. I can understand some facts about the weather when weather symbols are used.	Weather terms and expressions Temperature (날씨가 맑아요, 더워요, 추워요, 시원해요, 쌀쌀해요, 흐려요, 바람이 불어요, 기온이 높아요, 낮아요, ...도예요, ...)	Students read descriptions of weather from a newspaper or an internet weather app and pack their suitcases accordingly. They use paper suitcases and pictures of items they will bring with them on the trip.

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.

Korean travel guides (place, activity, food, etc)

http://korean.visitkorea.or.kr/kor/bz15/mustgo100/mustgo100_list.jsp

<http://www.usahanatour.com/>

https://www.tripadvisor.co.kr/Attractions-g294196-Activities-South_Korea.html

<https://www.expedia.co.kr/South-Korea.d94.Travel>

<http://www.toursketch.co.kr/?ckattempt=1>

Korean weather

<http://www.kma.go.kr/weather/main.jsp>

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