



# 2015 STUDENT Program Curriculum Template

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

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central
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<b>Program Title:</b>	"Grandpa, I am visiting you this summer."
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<b>Language(s):</b>	Korean	<b>Grade(s) of Learners:</b>	K-2
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<b>Heritage Speakers?</b>		<b>Non-Heritage Speakers?</b>	X
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<b>Program Setting:</b>	<i>Residential:</i> <i>Non-Residential:</i> x <i>Distance/Online Component:</i>
	<i>Other (please specify):</i>

<b>Duration:</b>	<i>Weeks/Day</i>	<b>3</b>	<i>Contact Hours:</i>	<b>90</b>	
	s:	<b>weeks</b>			

<b>Target Proficiency Level:</b> (by end of program)	Novice Low	<b>Target Performance Level(s):</b> (during and by end of program)	Novice Low
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<b>Curriculum designed by:</b>	Kyoung-Sun Cho
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<b>Email:</b>	sunnyc303@msn.com
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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 designed for non-heritage students in grades K-2 with no or very little previous experience with Korean. The program will start with the story of a six-year-old girl visiting her grandpa who is living on his farm in rural South Korea. While exploring the grandpa's farm, students will learn how to introduce themselves and their family members. They will also learn how to count and describe the color and size of animals, vegetables, and fruits. For the final project, they will create and draw their own farm and introduce it in simple words and sentences to their classmates.

### 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](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 Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

1. I can greet my teacher and classmates when I see them and say goodbye to them when I leave.
2. I can exchange some basic information about myself such as my name and age with a partner.
3. I can exchange information about my family with my partner using vocabulary related to family members.
4. I can exchange information with my partner about the names of animals on the farm and whether I like them or not.
5. I can exchange information with my partner about whether or not we think selected vegetables or fruits are delicious using memorized words and phrases.

### Presentational Speaking

Novice Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

6. I can show my class the family book I made and say who in my family likes what, using family member words and names of food.
7. I can describe the sounds animals make in both Korean and English in simple phrases.
8. I can show my daily routine chart to my classmates and say what I do in words and phrases.
9. I can show my classmates my farm drawing and explain all the objects in the drawing in simple phrases.

### Presentational Writing

Novice Low: I can copy some familiar words, characters, or phrases.

Novice Mid: I can write lists and memorized phrases on familiar topics.

10. I can write simple family member words on my family drawing.
11. I can write the names of animals, vegetables, and fruits in the corresponding columns of a three-column chart.
12. I can write the action words I have learned next to corresponding pictures.

### Interpretive Listening

Novice Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.

- 13. I can recognize the numbers 1-10 when I hear them.
- 14. When I hear the names of animals spoken, I can match them with images to show that I understand what I hear.
- 15. I can follow my teacher's oral directions, sometimes aided by gestures.
- 16. Supported by visuals and/or my teacher's rephrasing, I can mostly understand my classmates' oral presentations about their farms.

### Interpretive Reading

Novice Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

- 17. I can recognize, from the song lyrics that the teacher gave the class, the written words and phrases that I have learned.
- 18. I can read the names of food on sticky notes and put them in the "like" or "don't like" section of a T-Chart.
- 19. I can act out the action words that I read to show that I understand their meanings.
- 20. I can read the names of animals, vegetables, and fruits on sticky notes and put each in the "small" section or "big" of a T-Chart.

## 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

<p><b>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b></p>	<p><b>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</b></p>	<p><b>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.</b></p>
<p>Students will match names and their images on a work sheets.</p> <p>Students will act out the meaning of action words when they hear them.</p> <p>Students will imitate the sound animals make when the animals' names are mentioned.</p>	<p>Students will have a simple conversation with a partner, including greeting each other, and sharing information about their name, their age, and their favorite farm animal.</p> <p>Students will have a simple conversation with a partner as they draw out of a bag images of animals, naming the animal and saying whether they like the animal or not.</p>	<p>Students will present and identify family members from their own drawings.</p> <p>Students will draw their imaginary farm, label the objects in the drawing and explain it in simple phrases or short sentences to their classmates.</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.

<p><b>PROGRAM CAN-DO STATEMENTS</b>  <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b>  <i>Learners can ...</i></p>	<p><b>LANGUAGE, CULTURE, CONTENT</b>  <i>Learners need to use ...</i></p>	<p><b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i></p>
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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.
<b>Interpersonal Speaking</b>		
<p>1. I can greet my teacher and classmates when I see them and say goodbye to them when I leave.</p>	<p>Hello (안녕하세요?)</p> <p>Nice to meet you. (만나서 반가워요)</p> <p>Goodbye! (안녕히 계세요)</p>	<p>The teacher demonstrates greetings when he/she sees students in the morning. Students follow the teacher and do the same when they see other students. The teacher also demonstrates good-bye when the class is over. Students do the same to the teacher and to other students.</p>
<p>2. I can exchange some basic information about myself such as name and age with a partner.</p>	<p>Hello (안녕하세요?)</p> <p>My name is--- (제 이름은 ---이에요/예요.)</p> <p>I am ----years old. (저는 --- 살 이에요.)</p> <p>If the name ends with consonant: use "이에요"</p> <p>If the name ends with vowel: use "예요"</p> <p>Numbers 1-10 (하나, 둘, 셋, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열)</p>	<p>Students observe teacher and teaching assistant exchange their name and age.</p> <p>Then students exchange their name and age using the "Inside/Outside Circles" activity. Split the class into two groups. One group forms the inside circle and the other group forms the outside circle. Ask students in the inside circle to say their name and age to the person facing them in the outside circle. When they have done this, their partners in the outside circle will say the name and age. On the teacher's signal, the outside circle moves one step to the right and does the same with their new partners. They keep doing this until they have met with all the different partners.</p>

<p>3. I can exchange information about my family with my partner using family member words.</p>	<p>This is my mom. (엄마예요.)  This is my sister. (언니/누나예요.)  Dad, mom, grandpa, grandma, older brother, older sister, younger sibling (아빠, 엄마, 할아버지, 할머니, 형/오빠, 누나/언니, 동생)</p>	<p>Students draw their families on a paper and show it to their partners. They tell each other who the people on their papers are, using the family member words.</p>
<p>4. I can exchange simple sentences with my partner about the names of animals on the farm and if I like them or not.</p>	<p>This is --- (이건 ---이에요/예요)  I like --- (---을/를 좋아해요.)  I don't like --- (---을/를 안 좋아해요.)  Names of animals: horse, cow, pig, dog, goat, cat, rabbit, chicken, duck (말, 소, 돼지, 개, 염소, 고양이, 토끼, 닭, 오리)</p>	<p>Pairs of students will be given bags of cards with pictures of animals. One student takes out a card and says what the animal is and if he/she likes it. Then the other student does the same. They take turns and keep going until the cards have all been used.</p>
<p>5. I can talk in simple sentences with my partner about whether or not we think selected vegetables or fruits are delicious.</p>	<p>--- is delicious (---는/은 맛있어요.)  --- is not delicious (---는/은 맛있어요.)  Names of vegetables: cabbage, squash, cucumber, tomato, pepper, onion, bean (배추, 호박, 오이, 토마토, 고추, 양파, 콩)  Names of fruits: apple, pear, watermelon, Korean melon, grape, strawberry, orange (사과, 배, 수박, 참외, 포도, 딸기, 오렌지)</p>	<p>The teacher prepares boxes for each group with cut out pictures of vegetables and fruits. One student takes out a picture, names the fruit or vegetable and says if it is delicious or not. The other student then does the same. They take turns and keep going until the pictures have all been used.</p>

**Presentational Speaking**



<p>6. I can show my class the family book I made and say who likes what, using family member words and name of food.</p>	<p>Mom likes strawberry. (엄마는 딸기를 좋아해요.)</p> <p>Dad, mom, grandpa, grandma, older brother, older sister, younger sibling (아빠, 엄마, 할아버지, 할머니, 형/오빠, 누나/언니, 동생)</p>	<p>Students make their family book with colored copy papers.</p> <p>Students then show their books under the document camera to the class (or to a small group) and explain who likes what, using the family member words and the names of the foods.</p>
<p>7. I can describe the sounds animals make in both Korean and English in simple phrases.</p>	<p>American pigs say, "oink, oink,----" (미국 돼지는 오잉크 오잉크,---)</p> <p>Korean pigs say, "Ggul, ggul---- " (한국 돼지는 꿀꿀꿀)</p> <p>America (미국), 한국 (Korea)</p>	<p>After watching the video "animal sounds for children" students imitate the sounds of each animal in the American way. Then the teacher demonstrates the Korean animal sounds.</p> <p>The teacher then prepares small envelopes with different animal pictures in each. Each student picks out one envelope, opening the envelope and making the sounds of the chosen animal. When the teacher shows the American flag as a signal of American way, students say "the American---says--- and when teacher shows Korean flag as a signal of the Korean way, students say "the Korean ---says---."</p>
<p>8. I can show my daily routine chart to my classmates and explain it in words, phrases or sentences.</p>	<p>I eat a meal. (밥을 먹어요.)</p> <p>I go to school. (학교에 가요.)</p> <p>I study. (공부해요.)</p> <p>I watch TV. (티비를 봐요.)</p> <p>I sleep. (자요.)</p>	<p>After learning 10 action words, students make "My daily routine" charts, using the vocabulary they have learned and present it to their groups.</p>

	Eat, drink, speak, play, go, come, watch, sing, take shower, sleep (먹어요, 마셔요, 말해요, 놀아요, 가요, 와요, 봐요, 노래해요, 목욕해요, 자요)	
9. I can show my farm drawing and explain all the objects in the drawing in simple phrases or sentences.	This is my grandpa. (우리 할아버지예요.) These are pigs. (돼지예요.) These are 3 ducks. (오리가 셋이에요.)	Students imagine that they are with their grandpa at the farm and draw the scene. The teacher may give students ideas of what to include or show some pictures if students struggle. After they finish, the students show and explain their drawings in front of class.
<b>Presentational Writing</b>		
10. I can write simple family member words on my family drawing.	Dad, mom, grandpa, grandma, older brother, older sister, younger sibling (아빠, 엄마, 할아버지, 할머니, 형/오빠, 누나/언니, 동생)	Students draw their own family tree and label who each person is, using family member words.
11. I can write the names of animals, vegetables, and fruits on the corresponding columns of a three-column chart.	Names of animals: horse, cow, pig, dog, goat, cat, rabbit, chicken, duck (말, 소, 돼지, 개, 염소, 고양이, 토끼, 닭, 오리) Names of vegetables: cabbage, squash, cucumber, tomato, pepper, onion, bean (배추, 호박, 오이, 토마토, 고추, 양파, 콩) Names of fruits: apple, pear, watermelon, Korean melon, grape, strawberry, orange (사과, 배, 수박, 참외, 포도, 딸기, 오렌지)	The teacher prepares a poster paper and divides it into three columns for animals, vegetables, and fruits. Students take turns writing the learned vocabulary in the right columns.

<p>12. I can write the action words I learned next to corresponding pictures.</p>	<p>Eat, drink, speak, play, go, come, watch, sing, take shower, sleep (먹어요, 마셔요, 말해요, 놀아요, 가요, 와요, 봐요, 노래해요, 목욕해요, 자요)</p>	<p>The teacher prepares worksheets with pictures of actions on the left side of the paper and blank lines on the right side. Students write the corresponding action words next to the pictures.</p>
<p><b>Interpretive Listening</b></p>		
<p>13. I can recognize the numbers 1-10 when I hear them.</p>	<p>There are 3 apples. (사과가 셋 있어요.) Numbers 1-10 (하나, 둘, 셋, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열)</p>	<p>The teacher reads sentences describing the animals or objects students have learned, with different quantities in each sentence (e.g. I see 10 cows. There are 8 circles). Students hold up the right number of fingers to show they understand the number in each sentence.</p>
<p>14. When I hear the names of animals spoken I can match them with images to show that I understand what I hear.</p>	<p>Names of animals: horse, cow, pig, dog, goat, cat, rabbit, chicken, duck (말, 소, 돼지, 개, 염소, 고양이, 토끼, 닭, 오리)</p>	<p>Students are given a bag containing the names of selected animals written on cards. Students take out the cards and display them on their desks. When the teacher says the names of animals, students hold up the correct word cards.</p>

<p>15. I can follow my teacher's oral directions, sometimes aided by gestures.</p>	<p>Go to the red card! (빨간색카드로 가세요!)</p> <p>Go to the yellow card! (노란색카드로 가세요!)</p> <p>Go to the blue card! (파란색 카드로 가세요!)</p> <p>Go to the green card! (초록색 카드로 가세요!)</p> <p>Red, blue, yellow, green, brown, black, white, grey (빨간색, 파란색, 노란색, 초록색, 고동색, 까만색, 하얀색, 회색)</p>	<p>After the color lessons, the teacher tapes eight cards with different colors (red, yellow, blue, green, brown, black, white, and grey) at different places of the classroom. Three to four students at a time are called to the front of the classroom and listen to the teacher's directions telling them which color to go to. They move to the correct color.</p>
<p>16. Supported by visuals and/or my teacher's rephrasing, I can mostly understand my classmates' oral presentations about their farms.</p>	<p>This is a mommy rabbit. (엄마 토끼예요.)</p> <p>There are horses. (말이 있어요.)</p> <p>These are watermelons. (수박이 있어요.)</p>	<p>Taking turns until all students have had a turn, students listen to their classmates' presentations about their imaginary farms.</p> <p>The teacher provides a worksheet that has images of people (mother, father, etc.) and animals (pig, cow, etc.) For each presentation, the teacher hands out a worksheet to the rest of the class. As they listen to each presentation, the students circle words they hear.</p>
<p><b>Interpretive Reading</b></p>		

<p>17. I can recognize, from the lyrics that the teacher gave the class, the words and phrases that I have learned.</p>	<p>Go away, flies! (파리, 저리 가!)</p> <p>10 flies sit on my head (열 마리 파리가 머리에 앉았네)</p> <p>I can catch all (나는 다 잡을 수 있어.)</p> <p>One, two, three, four, five, six, seven, eight, nine, ten! (하나, 둘, 셋, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열!)</p>	<p>The teacher gives students a picture walk using the scenes of the song, “10 flies.” Then gives students the lyrics of the song. The students read the lyrics out loud together and then sing with the music video. They follow the lyrics on the video screen.</p> <p>After singing, the teacher holds up cards with the words from the song and students show the meaning of the words with action.</p>
<p>18. I can read the names of foods on sticky notes and put them in the like or don't like section of a T-Chart.</p>	<p>Like/ don't like (좋아해요/안 좋아해요)</p> <p>Patjuk, Gimbab, bibimbab, Jja-jang-myun, bul-go-gi, pizza, hamburger, carrot, broccoli, milk, meat (팔죽, 김밥, 비빔밥, 짜장면, 불고기, 피자, 햄버거, 당근, 브로콜리, 우유, 고기)</p>	<p>The teacher posts a T-chart on the board and prepares sticky notes with the names of food written on them. Students are given several sticky notes and read the names of the foods on the sticky notes. They then put the sticky notes in either the “like” section or “don't like” section of the chart.</p>
<p>19. I can act out the action words that I read to show that I understand their meanings.</p>	<p>Eat, drink, speak, play, go, come, watch, sing, take shower, sleep (먹어요, 마셔요, 말해요, 놀아요, 가요, 와요, 봐요, 노래해요, 목욕해요, 자요)</p>	<p>The teacher prepares cards with each of ten different action words written on them. The teacher then shows the cards one at a time and students read the card and act out the meaning of the action word.</p>

<p>20. I can read the names of animals, vegetables, and fruits on sticky notes and put each in the “small” section or “big” section of a T-Chart.</p>	<p>The beans are small. (콩은 작아요.)</p> <p>The strawberries are small. (딸기는 작아요.)</p> <p>The water melons are big. (수박은 커요.)</p> <p>The horses are big. (말은 커요.)</p> <p>The cows are big. (소는 커요.)</p>	<p>The teacher prepares a T-chart with two columns, small and big, and sticky notes with the names of animals, vegetables, or fruits. The teacher gives several sticky notes to each student. Students read the words and decide if each is big or small, and put the sticky notes in the appropriate section.</p>
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### 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>Jong-i-jup-gi (origami) papers</p> <p>Colored copy papers</p> <p>Large papers for posters and graphic organizers</p> <p>Magazines/news papers</p> <p>Number chart on the wall (1-10)</p> <p>Various animal pictures on the wall</p> <p>Stuffed animals</p> <p>Felt board with various vegetables and fruits</p> <p>Various food pictures</p> <p>Pictures of Korean traditional farm and American farm</p> <p>Alphabet magnets</p> <p>Color chart on the wall</p> <p>Bags with various pictures for “what’s in there?” game.</p> <p>Music video " 가나다송 (Ga-Na-Da Song)" <a href="https://www.youtube.com/watch?v=m0_1HVYpFOU">https://www.youtube.com/watch?v=m0_1HVYpFOU</a></p>
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Music video "모음송 (Vowel Song)" <https://www.youtube.com/watch?v=pP6OhJvWZhs>

Music video "아이스크림송 (Ice Cream Song)" [https://www.youtube.com/watch?v=omZsF2l\\_waY](https://www.youtube.com/watch?v=omZsF2l_waY)

Music video "아기동물들 (Baby Animals)" <https://www.youtube.com/watch?v=irFzOK7cD8s>

Music video "돌돌 말아 김밥 (Gimbab Song)" <https://www.youtube.com/watch?v=Xk5eqGpt4IA>

Music video "짜장면 주세요 (Give me Jajangmyun)" <https://www.youtube.com/watch?v=fqEW8U7RVYU>

Music video, "열마리 파리 (10 flies)" <https://www.youtube.com/watch?v=wrn7PW8EgUk>

Music video "수박이 좋아 (I like Watermelon)" <https://www.youtube.com/watch?v=V96YAiw4jzE>

Video "Animal Sound for Children" <https://www.youtube.com/watch?v=h8Q-jlHBcXM>

Video "한국기행 - Korea travel\_오지라도 괜찮아 4 부 동물농장의 하루\_#001 (Day at the Animal Farm)" <https://www.youtube.com/watch?v=l9C76ewPlhg>

### Daily Schedule

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

TIME FRAME	ACTIVITY