



## 2017 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		
<b>Program Title:</b>	STARTALK Korean Summer Camp		
<b>Curriculum Title:</b>	My Korean Twin		
<b>Language:</b>	Korean	<b>Grade(s) of Learners:</b>	Grades 9-12
<b>Language Background:</b>	Non-Heritage Speakers	<b>Program Setting:</b>	Non-Residential
<b>Duration:</b>	3 weeks / 15 days	<b>Contact Hours:</b>	90 hours
<b>Target Proficiency Level:</b> (by end of program)	Novice Mid	<b>Target Performance Level:</b> (during and by end of program)	Novice Mid / Novice High
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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?

The 3-week STARTALK Korean Summer Program is designed to provide non-heritage high school students who have zero proficiency in Korean with the chance to learn about Korean language and culture relevant to daily lives and travels in Korea. They will do so through learning the story of an American high school student who is reunited with her long-lost twin brother in Korea. Nina, a 16-year-old Korean American girl, just learned that her new pen friend is her Korean twin brother. To be able to meet and communicate with her brother Nemo, she learns some of basic Korean first before visiting him in Seoul. When she visits him in Seoul, Nemo teaches Nina about Korean language and culture by taking her shopping, visiting a famous place, and eating at a restaurant. As students learn Nina and Nemo's story, they investigate the role that language and culture has played in their own lives by creating their own Korean twin and imagining who they would be if they had grown up in Korea.

As students prepare for their trip to Seoul to meet their twins along with Nina, students begin with practicing greetings and introducing themselves, and then talk about preferences on daily routines and hobbies. As they imagine themselves visiting Seoul along with Nina, they learn functional languages on directions, traveling, shopping, and ordering foods in Korea. Throughout the trip, students learn about Korean culture through authentic materials, such as maps and photos of some landmarks, as well as direct experiences, such as cooking and field trips to Korean businesses. At the end of the program, students will be able to create their own scrapbook about an imagined visit to Seoul and their encounter with their Korean twin, and talk about each page containing personal information, families, favorite things, and some facts about Seoul. Please note that this curriculum was developed to focus on the target audience students, but also to allow those who exceptionally go well beyond the usual expectations to achieve a higher level of performance.

### 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.

<p style="text-align: center;"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p style="text-align: center;"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p><b>Interpersonal Communication</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</li> <li>▪ <b>Novice High:</b> 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. I can greet people using memorized phrases and culturally appropriate gestures.</li> <li>2. I can exchange basic personal information about myself, such as name, job, where I am from, and where I live.</li> <li>3. I can use numbers 1-100 to ask and answer questions about age, number of family members, date, time, birth date, and prices.</li> <li>4. I can ask and answer questions about some favorite things, such as activities, hobbies, and food.</li> <li>5. I can ask for directions to a place.</li> <li>6. I can ask and answer simple questions about the clothing at shops, including what items, colors, and sizes I want, how much they are, and bargain over the price.</li> <li>7. I can order some food and pay at a restaurant.</li> </ol>
<p><b>Presentational speaking</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</li> <li>▪ <b>Novice High:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</li> </ul>	<ol style="list-style-type: none"> <li>8. I can introduce myself with personal information and present my family members to others.</li> <li>9. I can use simple phrases and expressions used at meal time appropriately.</li> <li>10. I can describe someone’s clothing and the kind of clothing items I would like to buy.</li> <li>11. I can describe my preferences regarding daily routines, hobbies, clothing, food, and places to visit in Seoul.</li> </ol>
<p><b>Presentational writing</b></p>	

<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can write lists and memorized phrases on familiar topics.</li> <li>▪ <b>Novice High:</b> I can write short messages and notes on familiar topics related to everyday life.</li> </ul>	<ol style="list-style-type: none"> <li>12. I can make a family tree and label family members on it.</li> <li>13. I can fill out a form that asks my basic personal information.</li> <li>14. I can write a short message with memorized phrases on a birthday card.</li> <li>15. I can label a map of Seoul with the names of some places I know.</li> <li>16. I can make a simple trip schedule, along with transportation, dates, and time.</li> <li>17. I can write some memorized phrases and sentences with some help, such as writing a letter about my personal biography and a shopping list for clothing.</li> </ol>
<p><b>Interpretive Listening</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can recognize some familiar words and phrases when I hear them spoken.</li> <li>▪ <b>Novice High:</b> 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.</li> </ul>	<ol style="list-style-type: none"> <li>18. I can mostly understand someone’s self-introduction and simple questions related to biographical information.</li> <li>19. I can recognize some familiar words in new contexts, such as songs and stories.</li> <li>20. I can often understand simple words and phrases related to family, numbers, daily routines, body parts, clothing, and food.</li> <li>21. I can follow simple directions to get to a destination on foot, besides using transportation.</li> </ol>
<p><b>Interpretive Reading</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</li> <li>▪ <b>Novice High:</b> 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.</li> </ul>	<ol style="list-style-type: none"> <li>22. I can recognize Korean characters, read some words and phrases with the help of visuals, and understand simple sentences containing a simple greeting.</li> <li>23. I can understand a shopping list for Korean dishes I have practiced or memorized.</li> <li>24. I can understand some places labeled on a map of Seoul.</li> <li>25. I can understand familiar dishes and listed ingredients on a menu.</li> </ol>

**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 will pretend that they received a pen pal letter from Korea, which contains his/her personal information including family, favorite food, and activities. As the teacher reads the letter to the class, students find answers to each blank from the English examples given on the exam paper.	The teacher randomly distributes one card to each student. Several topics are on the cards, such as family, eating at a restaurant, and buying a clothing item. Two students are called out each time to ask and answer questions relevant to the topic they have. This allows the teacher to assess students' interpersonal communication skills on two topics they have learned.	Students will pretend their twin sibling is in Korea, and they just took an imagined visit to Korea to meet him/her. They will create a scrapbook of their virtual trip to Seoul that includes a short description about their twin, a map of Seoul with names of Korean restaurants, shopping malls, and landmarks, with images or drawings of their choices. Then they are to present it in class.

## 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 &amp; 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	Describe the key learning tasks/activities/formative assessments that

	information that learners need to accomplish the Can-Dos listed in column 1.	allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Speaking</b>		
1. I can greet people using memorized phrases and culturally appropriate gestures.	<p>Hello! How do you do? Nice to meet you. Good bye! 안녕하세요 처음 뵙겠습니다. 만나서 반갑습니다. 안녕히 가세요.</p> <ul style="list-style-type: none"> <li>• Proper language register: using titles, rather than names</li> <li>• Culturally appropriate greeting gestures: bowing, eye contact, and hand gestures</li> </ul>	<p>(Demonstration: Greetings) Teacher and TA demonstrate greetings.</p> <p>(Video Song: Greetings) Students watch a greeting song and recognize the ways of greeting styles with proper body languages.</p> <p>(Inside/Outside Circle: Self-Introduction) Students practice greetings with a partner, using appropriate oral and body languages, according to the partner's role (student vs. teacher).</p>
2. I can exchange basic personal information about myself, such as name, job, where I am from, and where I live.	<p>What is your name/job? Where are you from? Where do you live? 이름/직업이 뭐예요? 어디 사람이예요? 어디에 살아요?</p> <ul style="list-style-type: none"> <li>• Appropriate sentence endings: a choice made based on to who you are speaking.</li> <li>• Common Korean names with a two-syllable structure</li> <li>• Usage of <i>YOU</i> in Korean and addressing the second person in formal speech, by using their name plus -씨</li> </ul>	<p>(Information-Gap Game: Who Am I?) With a partner, student A and B are given a photo with a personal information card. They pretend to be the person on the photo and take turns asking and answering questions to find out information about his/her partner. When the activity is done, each student is to choose a picture from a handout and check if their chosen answer and the photo their partner has match.</p>
3. I can use numbers 1-100 to ask and answer questions about age, number of family members, date, time, birth date, and prices.	<p>How old are you? How many people are in your family? What is today's date?</p>	<p>(Song: Three Little Bears) Students learn a song for practicing numbers and names of family members.</p> <p>(Group Work: Creating a Fake Family) Students are asked to choose a number between 1 and 100,</p>

	<p>What time is it?  When is your birthday?  How much is it?  몇 살이에요?  가족이 몇 명이에요?  오늘은 몇월 며칠이에요?  몇시예요?  생일이 언제예요?  얼마예요?</p> <ul style="list-style-type: none"> <li>• Native Korean and Sino-Korean Numbers 0-100</li> <li>• Counters: -살(age), -명(person), -마리(animal)</li> <li>• Honorific words for age: 나이 vs. 연세</li> </ul>	<p>write the number on a given card with their name, and teacher collects them. Then, teacher tells students that the number represents their fake age. Students are to ask others' ages to find two more appropriate family members and create a fake family of 3. When they have their fake family created, draw a family tree on the board with ages written. Finally teacher checks the information is correct with the cards collected.</p> <p>(Modified Song: Three Little Bears, extension) Each group of 3 is to sing their own version of <i>Three Little Bears</i> song, with family members and ages modified.</p> <p>(Survey: Who is Older?) Students are to find three students who are all older or all younger than them, by asking birth date and time.</p>
<p>4. I can ask and answer questions about some favorite things, such as activities, hobbies, and food.</p>	<p>What is your favorite ___ (activity, hobby, food)?  Do you like ___?  제일 좋아하는 ___(활동, 취미, 음식)이 뭐예요?  ___을/를 좋아해요?  (Words) activities, hobbies, food  (단어) 활동, 취미, 음식</p> <ul style="list-style-type: none"> <li>• Instruction on answering to negative Yes/No questions: English negative (no) vs. Korean negative (yes)</li> </ul>	<p>(Survey: Find Someone Who) Students ask and answer questions about favorite things until they find three people who have the same answers as themselves on each. Those who find a person that has exactly the same answers for all questions will earn a reward.</p>
<p>5. I can ask for directions to a place.</p>	<p>How can I get _____ from here?  Where is _____?</p>	<p>(Role Play) In pairs, students practice asking questions about directions.</p>

	<p>여기서 _____에 어떻게 가요?          _____은/는 어디에 있어요?</p> <p>• Location marker -에</p>	
<p>6. I can ask and answer simple questions about the clothing at shops, including what items, colors, and sizes I like/want, how much they are, and bargain over the price.</p>	<p>Do you have ___?          How much is ___?          It is ___ won.          Is a cheaper price possible?          This price is ___. (e.g. expensive, cheap)          This size is ___. (e.g. big, small, tight)          I like this ___. (e.g. colors, sizes, length)          Please give me a discount.          ___ 있어요?          ___ 얼마예요?          그건 ___ 원이에요.          좀 더 싼 거 있어요?          이 가격이 ___(비싸요/싸요).          이 사이즈가 ___(커요/작아요/끼어요).          이 ___(색/사이즈/길이)이/가 맘에 들어요.          좀 깎아주세요.          (Clothing items) skirt, jacket, dress, shoes, hat, shirt, pants...          (Lengths) long, short, just right</p>	<p>(Role Play: T-shirts Shopping) Teacher sets up a small t-shirts store with t-shirts of different sizes and colors. Students are given fake Korean money and to buy one t-shirt that fits them. They practice making questions and answers used for shopping, with comments on items, such as expensive or big. They also practice paying with the right amount of Korean currency according to labels attached to the goods, as well as getting the right amount of changes when paying.</p>



	<p>(Colors) red, orange, yellow, green, blue, navy, purple, white, black, pink, brown, gray</p> <p>(옷) 치마, 자켓, 원피스, 신발, 모자, 셔츠, 바지...</p> <p>(길이) 길다, 짧다, 적당하다</p> <p>(색) 빨간색, 주황색, 노란색, 초록색, 파란색, 남색, 보라색, 흰색, 검정색, 분홍색, 밤색, 회색</p> <ul style="list-style-type: none"> <li>• Korean currency –원</li> <li>• Numbers from 1-100</li> <li>• Other words according to the interests of the students</li> </ul>	
<p>7. I can order some food and pay at a restaurant.</p>	<p>What food do you like?</p> <p>I would like to have ____.</p> <p>I'll have ____, please.</p> <p>It is tasty.</p> <p>How much is it?</p> <p>I'd like to pay.</p> <p>Here you go.</p> <p>Thank you.</p> <p>어떤 음식을 좋아해요?</p> <p>저는 ____을 먹고 싶어요.</p> <p>____ 주세요.</p> <p>맛있어요.</p> <p>얼마예요?</p> <p>계산할게요.</p>	<p>(Role Play: Dine Out) Some students play the roles of waiters and others play the roles of customers. The customers must use culturally appropriate phrases and then ask for the check.</p>

	<p>여기 있어요. 감사합니다.</p> <ul style="list-style-type: none"> <li>• The usage of 언니(old sister) or 여기요(there!) when calling a waitress/waiter at a restaurant</li> </ul>	
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<b>Presentational Speaking</b>		
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<p>8. I can introduce myself with personal information and present my family members to others.</p>	<p>What is your name/job/hobby? How old are you? When is your birthday? Where are you from? Where do you live?</p> <p>This is my father/mother, his/her name is... This is my brother/sister, his/her name is...</p> <p>이름/직업/취미가 뭐예요? 몇살이에요? 생일이 언제예요? 어디 사람이에요? 어디에 살아요?</p> <p>이 분은 저희 아버지/어머니예요. 성함은... 여기는 저희 오빠/형/남동생, 언니/누나/여동생 이에요. 이름은...</p> <p>(Words) mother/mom, father/dad, older brother, older sister, younger brother/sister, grandfather, grandmother, twins</p> <p>(단어) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</p> <ul style="list-style-type: none"> <li>• Honorific words for name: 이름 vs. 성함</li> </ul>	<p>(Calligraphy) Students practice writing their name in Korean calligraphy. Then say their name while holding their calligraphy.</p> <p>(Self-Info Poster) Students make a poster that contains their information, such as name, job, age, birthday, hobbies, favorite things, 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 present each family member to the class.</p> <p>(Group Work: Four Corners) Students are asked to go to a corner of the classroom with their choice. After all students are in a corner, the teacher will reveal a photo of a Korean family attached in each corner. Students pretend it is their family photo, and that the person circled in the photo is themselves. As a group, they give each member a Korean name. After practicing their family presentation, they present their family members in unison to the class.</p>
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<p>9. I can use simple phrases and expressions used at meal time appropriately.</p>	<ul style="list-style-type: none"> <li>• Korean table manners by saying 잘 먹겠습니다 and 잘 먹었습니다 before and after a meal</li> </ul>	<p>(Eating Korean Ramen) Students eat Korean Ramen. Teacher demonstrates Korean table manners by saying appropriate expressions before and after a meal. Then, students keep practicing them until they can use the target phrases and vocabulary appropriately.</p>
<p>10. I can describe someone's clothing and the kind of clothing items I would like to buy.</p>	<p>He/She is wearing ____.</p> <p>I would like to buy ____, because it is ____.</p> <p>(Colors) red, orange, yellow, green, blue, navy, purple, white, black, gray, pink, brown</p> <p>(Clothing items) pants, shorts, skirt, shirts, tank top, dress</p> <p>(adjectives) pretty, long, short, big, small, beautiful, expensive, cheap</p> <p>그 남자/여자는 ____를/을 입고 있어요.</p> <p>저는 __를 사고 싶어요. 왜냐하면 그건 ____.</p> <p>(색) 빨간색, 주황색, 노란색, 초록색, 파란색, 남색, 보라색, 흰색, 검정색, 회색, 분홍색, 밤색</p> <p>(옷) 바지, 반바지, 치마, 티셔츠, 민소매, 원피스</p> <p>(형용사) 예쁜, 긴, 짧은, 큰, 작은, 예쁜, 비싼, 싼</p> <ul style="list-style-type: none"> <li>• The second person YOU is hardly ever used in Korean. Some words that are used to address the person you are talking to or talking about.</li> <li>• Word order: adjective + noun</li> </ul>	<p>(Paper Ball Toss: My Clothing Items) Teacher tosses a paper ball to a random student. The person who catches the ball comes out and describes his/her clothing. Then, he/she tosses the ball to another student. The game continues until all students describe their clothing.</p> <p>(Catalog: Dress Me Up) Teacher distributes clothing catalogues to students. Students are asked to find and cut clothing items they would like to buy. Then, they paste them on a piece of paper as if it were a photo of them wearing the items they paste. Each student takes turns presenting a short description of the photo with some adjectives.</p>
<p>11. I can describe my preferences regarding daily routines, hobbies, clothing, food, and places to visit in Seoul.</p>	<p>I like/don't like ____.</p> <p>I would like to buy ____.</p>	<p>(Pamphlet: Reveal My Daily Life) Students draw pictures describing some of their daily activities.</p>

	<p>I would like to eat ____.</p> <p>I would like to go to ____.</p> <p>I would like to meet ____.</p> <p>저는 __를/을 좋아해요/안좋아해요.</p> <p>저는 __를/을 사고 싶어요.</p> <p>저는 __를/을 먹고 싶어요.</p> <p>저는 __에 가고 싶어요.</p> <p>저는 __를/을 만나고 싶어요.</p> <p>(Daily routines) get up, eat meals, study, sleep...</p> <p>(Hobbies) swimming, running, games...</p> <p>(Clothing items) pants, shorts, skirt, shirts, tank top, dress</p> <p>(Landmarks) N-Tower, KyungBok Palace, Olympic Park, 63 City</p> <p>(일과행동) 일어나다, 밥을 먹다, 공부하다, 자다...</p> <p>(취미) 수영, 달리기, 게임...</p> <p>(옷) 바지, 반바지, 치마, 티셔츠, 민소매, 원피스</p> <p>(랜드마크) N 서울타워, 경복궁, 올림픽공원, 63 시티</p> <p>(사람들) 친구, 가족, 형제, 연예인</p> <p>(음식) 김치, 김밥, 불고기, 비빔밥, 갈비, 떡볶이</p> <p>• Negative: -안 + Verb</p>	<p>They each present to a small group their daily life and their likes and dislikes.</p> <p>(Jazz Chant: My Dream!) Students pretend their dream is to visit Korea to meet their favorite celebrity, eat their favorite dish, buy a clothing item they want the most, and visit a famous place. With the teacher, students create their own Jazz Chant about their dream. They take turns to sing their jazz chant, after practicing.</p>
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**Presentational Writing**

<p>12. I can make a family tree and label family members on it.</p>	<ul style="list-style-type: none"> <li>• (Family members) mother/mom, father/dad, older brother/sister, younger brother/sister, grandfather, grandmother, twins</li> <li>• (가족구성원) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</li> </ul>	<p>(Family Tree) Teacher presents an authentic Korean family photo. Using the photo, students are to draw a family tree and label family members on it.</p>
<p>13. I can fill out a form that asks my basic personal information.</p>	<p>(Words) Family Name, First Name, Birth Date, No of family members, Address, Passport issued by, Passport number, Country of Residence, Signature, Date</p> <p>(단어) 성, 이름, 생년월일, 가족인원수, 주소, 여권발행국가, 여권번호, 거주국가, 서명, 날짜</p>	<p>(Customs Declaration Form) Students pretend to be on a plane. They fill out a Customs Declaration Form with their own personal information, such as name, birth date, address, passport number, and country of residence.</p>
<p>14. I can write a short message with memorized phrases on a birthday card.</p>	<p>Dear _____</p> <p>Happy birthday to you!</p> <p>I am so glad to _____.</p> <p>사랑하는 _____에게</p> <p>생일 축하합니다.</p> <p>저는 _____하게 되어 정말 기뻐요.</p>	<p>(Song: Happy Birthday) Students learn the birthday song in Korean for helping them to memorize common birthday phrases.</p> <p>(Birthday Card) Students pretend to have a twin sibling in Korea. They create a name of the imaginary sibling and write a birthday card for him/her.</p>
<p>15. I can label a map of Seoul with the names of some places I know.</p>	<p>(Places) airport, super market, clothing store, shopping mall, restaurant, department store, park</p> <p>(Landmarks) N-Tower, KyungBok Palace, Olympic Park, 63 City</p> <p>(장소) 공항, 슈퍼마켓, 옷가게, 쇼핑몰, 식당, 백화점, 공원</p> <p>(랜드마크) N 서울타워, 경복궁, 올림픽공원, 63 시티</p>	<p>(Labeling a Map of Seoul) Teacher removes the words from an authentic or semi-authentic map. Teacher writes numbers on various places on the map and provides a set of pictures of authentic places from the target culture. Teacher labels each picture with a number. Students must then label the map in Korean with each location in its correct place.</p>

<p>16. I can make a simple trip schedule, along with transportation, dates, and time.</p>	<p>I will go to ____.</p> <p>(Dates) on month/date</p> <p>(Time expressions) at time/minutes, in the morning, in the afternoon</p> <p>(Means of transportation) by plane, bus, subway, car, train</p> <p>(daily routines) get up, sleep, eat, buy, go, come, meet</p> <p>저는 ____에 갈 거예요.</p> <p>(날짜) -에, __월 __일</p> <p>(시간) -에, __시 __분, 오전, 오후</p> <p>(교통수단) -로, 비행기, 버스, 지하철, 자동차, 기차</p> <p>(일과활동) 일어나다, 자다, 먹다, 사다, 가다, 오다, 만나다</p>	<p>(Group Work: Three-Day Trip Schedule in Seoul) As a small group, students pretend that they are visiting Seoul for 3 days. They are to make a simple 3-day trip schedule that includes a place to visit, a place for shopping, and a restaurant visit in Seoul. The schedule should include one activity each day with information about transportation, dates, and time.</p>
<p>17. I can write some memorized phrases and sentences with some help, such as writing a letter about my personal biography and a shopping list for clothing.</p>	<p>My name/job/age is ____.</p> <p>I am from ____.</p> <p>I have a mother/father/sister/brother.</p> <p>My favorite ____ is ...</p> <p>I like/don't like ____.</p> <p>I would like to meet/go/buy/eat ____.</p> <p>I am ____ (happy/pleased/joyful/sad).</p> <p>제 이름/직업/나이는 __입니다.</p> <p>저는 __사람이에요.</p> <p>저는 어머니/아버지/여자형제/남자형제가 있어요.</p>	<p>(Letter: Dear My Korean Twin) Students are asked to write a letter to their imaginary twin sibling in Korea for the first time. They want to introduce themselves to him/her on the letter. They are asked to write as much as they can to inform him/her about themselves.</p> <p>(Shopping List) Students create a shopping list while preparing for a trip to the mall.</p>

	<p>제가 좋아하는 __은/는 ....이에요/예요.</p> <p>저는 __을/를 좋아해요/안좋아해요.</p> <p>저는 __를 만나는/가는/사는/먹는 것을 좋아해요.</p> <p>저는 __ (행복한/기쁜/즐거운/슬픈)-아/어요.</p>	
<b>Interpretive listening</b>		
<p>18. I can mostly understand someone's self-introduction and simple questions related to biographical information.</p>	<p>Hello, my name/job/age is ____.</p> <p>I am from ____.</p> <p>There are ____ in my family.</p> <p>My favorite activity/hobby is ____.</p> <p>What is your name?</p> <p>How old are you?</p> <p>How many family members do you have?</p> <p>Do you have/like ____?</p> <p>안녕하세요, 제 이름/직업/나이는 ____입니다.</p> <p>저는 ____사람이에요.</p> <p>저희 가족은 ____명이에요.</p> <p>제가 제일 좋아하는 활동/취미는 ____이에요.</p> <p>이름이 뭐예요?</p> <p>몇 살이에요?</p> <p>가족이 몇 명이에요?</p> <p>__을/를 좋아해요/가지고 있어요?</p> <p>• Question sentence structure</p>	<p>(Video Clip: Fill-in-the Blank) Students watch a video clip of a young Korean speaker giving a self-introduction. Students fill in the blanks on a given handout. Extension: Students read the scripts in class.</p> <p>(In Class Activity) Through instruction and practice, students can respond to simple questions about themselves.</p> <p>(Stand Up If It's You) Teacher makes statements or questions about personal information. Students stand up when the statements are true to them.</p>

<p>19. I can recognize some familiar words in new contexts, such as songs and stories.</p>	<p>(Colors) red, orange, yellow, green, blue, navy, purple, white, black, gray, pink, brown</p> <p>(Body parts) head, shoulder, knee, feet, hand, eyes, nose, mouth, ears...</p> <p>(색) 빨간색, 주황색, 노란색, 초록색, 파란색, 남색, 보라색, 흰색, 검정색, 회색, 분홍색, 밤색</p> <p>(신체부위) 머리, 어깨, 무릎, 발, 손, 눈, 코, 입, 귀...</p> <ul style="list-style-type: none"> <li>• Familiar vocabulary from other contexts, like animals, fruit, and body parts.</li> </ul>	<p>(Song: My Face Like an Apple) Students listen to an authentic song, related to body parts (사과같은 내얼굴). Students are asked to write down words they hear on their individual board while teacher plays the song multiple times. Before watching a video of the target song, students hold up their board to check each other if they have common answers.</p> <p>(Song: Head and Shoulders) After learning the song, teacher uses the tune with different names of body parts. Students are to touch correct body parts according to teacher's singing.</p> <p>(Creating a Monster) Students listen to a story about a monster. According to a description of the monster, students draw it on a paper. The story contains learned information, such as name, number, and size of body parts. After finishing drawing, students will color the creature they created.</p>
<p>20. I can often understand simple words and phrases related to family, numbers, daily routines, body parts, clothing, and food.</p>	<p>I like ____, and I also like ____.</p> <p>I like ____, but I don't like ____.</p> <p>He/She is wearing ____.</p> <p>저는 __를/을 좋아하고, __도 좋아해요.</p> <p>저는 __를/을 좋아하지만, __는/은 안좋아해요.</p> <p>그 남자/여자는 ____를/을 입고 있어요.</p> <p>(Family members) mother/mom, father/dad, older brother/sister, younger brother/sister, grandfather, grandmother, twins</p> <p>(daily routines) get up, sleep, eat, buy, go, come, meet</p>	<p>(Family Tree) Students draw a family tree according to a story teacher reads to the class.</p> <p>(Korean Game: 3-6-9) Students play a Korean game called 삼육구, in order to check their understanding on numbers.</p> <p>(Acting Out: Daily Routines) Teacher divides the class into two groups. The students are to act out the phrases, which include daily routine tasks which the teacher will call out. The group that has more participants with correct gestures wins the game.</p> <p>(Name Memory Game: My Favorite Food) Students sit in a circle. Student A makes a</p>



	<p>(Colors) red, orange, yellow, green, blue, navy, purple, white, black, gray, pink, brown</p> <p>(Body parts) head, shoulder, knee, feet, hand, eyes, nose, mouth, ears...</p> <p>(Clothing items) pants, shorts, skirt, shirts, tank top, dress</p> <p>(Korean Food Names)</p> <p>(Adjectives) pretty, long, short</p> <p>(옷) 바지, 반바지, 치마, 티셔츠, 민소매, 원피스</p> <p>(가족구성원) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</p> <p>(일과활동) 일어나다, 자다, 먹다, 사다, 가다, 오다, 만나다</p> <p>(색) 빨간색, 주황색, 노란색, 초록색, 파란색, 남색, 보라색, 흰색, 검정색, 회색, 분홍색, 밤색</p> <p>(신체부위) 머리, 어깨, 무릎, 발, 손, 눈, 코, 입, 귀...</p> <p>(옷) 바지, 반바지, 치마, 티셔츠, 민소매, 원피스</p> <p>(음식) 김치, 김밥, 불고기, 비빔밥, 갈비, 떡볶이</p> <ul style="list-style-type: none"> <li>• Markers: -을/를, -도, -는/은</li> <li>• Conjunctions: 그리고 (-고), 그렇지만 (-지만)</li> </ul>	<p>sentence about his/her favorite food. Student B makes a sentence about his/her favorite food after repeating Student A's choice of food. Student C tells his/her favorite food after repeating Student A and B's choices of food. This process continues until everyone in the class takes a turn.</p> <p>(Simon Says: Body Parts or Colors) A student says a word about colors or body parts, using "Simon says ____." The rest of the students show their understanding by pointing to an item/body part with their fingers.</p> <p>(Fly Swatter: Clothing Items and Colors) Teacher displays photos of clothing items on the board, and divides the class into two groups. As teacher says what he/she wants to wear with specific colors, each group representative hits the correct photo with a fly swatter.</p> <p>(Cooking Class) Students watch a cooking demonstration by a guest or teacher. They learn the names of the ingredients in the dish as they follow the direction.</p>
<p>21. I can follow simple directions to get to a destination on foot, besides using transportation.</p>	<p>Go straight.</p> <p>Turn left / turn right at ____.</p> <p>At the corner/shop/intersection</p> <p>(Directions) left, right, front, back</p> <p>(Locations) beside, in front of, close to</p>	<p>(Classroom Total Physical Response (TPR): Directions): Students participate a TPR exercise on the directions 'left/right/front/back,' first led by teacher and then by students. Then students follow directions 'go straight/to your left/right/back' by teacher then by students.</p>

	<p>(Words) entrance, exit, restroom          똑바로 가세요.          ___에서 오른쪽/왼쪽으로 가세요.          코너/가게/사거리에서          (옆에/앞에/가까이에          (방향) 왼쪽, 오른쪽, 앞, 뒤          (장소) 옆, 앞, 가까이          (단어) 입구, 출구, 화장실</p>	<p>(Airport Floor Map) Students receive an authentic or semi-authentic the Incheon International Airport map with some destinations circled on it. Teacher pre-records or reads a set of directions from one place to another in the airport. Students trace a path on the map using a colored pencil to show their understanding.</p>
<b>Interpretive reading</b>		
<p>22. I can recognize Korean characters, read some words and phrases with the help of visuals, and understand simple sentences containing a simple greeting.</p>	<p>Hello. How do you do?          I'm ____. What is your name?          I'm ____. Nice to meet you.          Nice to meet you. Good bye.          안녕하세요. 처음 뵙겠습니다.          저는 __입니다. 이름이 뭐예요?          저는 __예요/이에요. 만나서 반갑습니다.          만나서 반갑습니다. 안녕히 가세요.          (Jobs) student, teacher, doctor, officer...          (Emotions) happy, sad, surprised, excited, thankful, sorry, angry, afraid, joyful          (Hobbies) swimming, running, games...          (Means of transportation) by plane, bus, subway, car, train</p>	<p>(Phonics Cards: Making Syllables) Students are given a phonics card, either consonants or vowels. They find a partner whose card can use to make a Korean syllable. They present at least three syllables with the cards by putting each card in a different angle.          (Guess Who: Jobs) There are photos of well-known people on a handout. Students read Korean words about names and jobs, and match them with the right person.          (Bingo: Emotions) Teacher prepares a bingo board and 9 emotion words on a sheet. Each student gets a copy of a bingo board and a copy of 9 emotion word cards. Students are asked to cut and paste the emotion cards on the bingo board. When students have their own bingo board, the game starts. Students take turns to call out an emotion word. The first person who gets three in a row wins.</p>

	<p>(직업) 학생, 선생님, 의사, 회사원...</p> <p>(감정) 행복한, 슬픈, 놀라운, 흥분된, 감사한, 미안한, 화나는, 무서운, 기쁜</p> <p>(취미) 수영, 달리기, 게임...</p> <p>(교통수단) -로, 비행기, 버스, 지하철, 자동차, 기차</p> <ul style="list-style-type: none"> <li>• Korean phonics 자음과 모음</li> </ul>	<p>(Matching Flash Cards: Hobbies) Teacher prepares two sets of flash cards, one with photos and the other with words/expressions about hobbies. Students are divided into two groups, and play a matching card game as a group. How to play: Lay out all the cards face down. The first player has two chances to turn over two cards. If they are a matching pair, he/she has another chance to play. If not, the two cards are turned back over and the next player plays.</p> <p>(Unscramble Words: Transportation) Teacher writes scrambled words about transportation on the board. Students read them and try to unscramble them and to come up with the right words. Teacher can present photos to help them recognize means of transportation easily.</p> <p>(Sentence Strips: Dialogue) The teacher prepares a simple dialogue about a greeting. The teacher cuts out the dialogue strips and hands out one strip to each student. Students then have to find 4 other people who fit into their dialogue.</p>
<p>23. I can understand a shopping list for Korean dishes I have practiced or memorized.</p>	<ul style="list-style-type: none"> <li>• Knowledge of the Korean alphabet</li> </ul>	<p>(Field Trip to H-Mart) Teacher distributes to each student a copy of a shopping list for Korean dishes. Students are to find an item from the list at H-Mart. Students come to the teacher to verify each item they've found. If the item is already checked out, they need to find another that has not been checked out on the shopping list.</p> <p>If time allows, students can create a group for a specific Korean dish and present ingredients for the dish, such as Bibimbop, Ttckbokki, Kimbop.</p>
<p>24. I can understand some places labeled on a map of Seoul.</p>	<p>(Places) airport, super market, clothing store, shopping mall, restaurant, department store, park</p>	<p>(Seoul Tourist Guide Map) Students look at an authentic or semi-authentic map with some</p>

	<p>(Landmarks) N Seoul Tower, KyungBok Palace, Olympic Park, 63 City</p> <p>(장소) 공항, 슈퍼마켓, 옷가게, 쇼핑몰, 식당, 백화점, 공원</p> <p>(랜드마크) N 서울타워, 경복궁, 올림픽공원, 63 시티</p> <ul style="list-style-type: none"> <li>• Knowledge of the Korean alphabet</li> </ul>	landmarks labeled on it. They match these places to authentic images from the target culture.
25. I can understand familiar dishes and listed ingredients on a menu.	<p>Some Korean dishes</p> <p>(Ingredients) egg, chicken, beef, pork, vegetables</p> <p>(한국음식) 불고기, 갈비, 비빔밥, 김밥, 김치, 떡볶이</p> <p>(재료) 계란, 닭고기, 소고기, 돼지고기, 야채</p> <ul style="list-style-type: none"> <li>• Insight into Korean food culture, “No tips, No tax”</li> <li>• Insight into Korean food culture regarding eating habits, such as how to chew and drinking.</li> <li>• Knowledge of the Korean alphabet</li> </ul>	(Field Trip to a Korean Restaurant) Students visit a Korean restaurant. They look at an authentic menu and select a dish they would like to order. When all the dishes are placed on the table, the teacher will present word cards to students. The word cards will have dish names or ingredients in Korean written on them. Students will then point out the correct dishes or ingredients from the dishes present on the table.

## 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

- Family photo, <http://cfile218.uf.daum.net/image/2578134F54FEA230331E08>
- Family Tree
- Fly swatters
- Phonics Cards, <https://s-media-cache-ak0.pinimg.com/736x/4d/8e/f3/4d8ef3f33ab325e04f616ae260a9ee0f.jpg>
- Calligraphy pens and paper
- Posters and markers
- Birthday cards
- Customs Declaration Form, <http://cfile24.uf.tistory.com/image/237ED945553E10F51F69E2>

- Seoul Tourist Guide Map, [http://www.byillust.com/wp-content/HeavyContent/minihome/ProductGallery/43767\\_101871.jpg](http://www.byillust.com/wp-content/HeavyContent/minihome/ProductGallery/43767_101871.jpg)
- Incheon Airport Floor Map, <http://cfile3.uf.tistory.com/image/020F854D518896361A673C>
- Clothing catalogs
- T-shirts and fake Korean money
- Korean ramen bowls and chopsticks
- Photos of cultural and historical places in Seoul
- Photos of traditional Korean food and dishes
- Voicemail on directions
- Shopping Dialogue
- Restaurant Dialogue

#### Field Trips and Activities

- Korean supermarket: Finding an item from a shopping list
- Korean restaurant: Ordering food
- Korean Cooking Class: making Kim-Bob

#### Games

- Bingo
- Guess Who
- Information Gap
- Inside/Outside Circle
- Jazz Chant
- Matching Flash Cards
- Name Memory
- Paper Ball Toss
- Simon Says
- Sentence Strips
- Unscramble Words
- Korean Number Game 3·6·9: 삼육구

#### Songs

- Happy Birthday: 생일 축하합니다, <https://www.youtube.com/watch?v=Xf5w8beE8Ow>
- Head Shoulders: 머리 어깨 무릎 발, <https://www.youtube.com/watch?v=hHBo6QTr2u4>

- My Face Like an Apple: 사과같은 내얼굴, <https://www.youtube.com/watch?v=CrXwJ9cur2o>
- Three Little Bears: 곰 세마리, [https://www.youtube.com/watch?v=L6\\_y2KvGNts](https://www.youtube.com/watch?v=L6_y2KvGNts)
- Greeting Song, <https://www.youtube.com/watch?v=D798GzFvJfJU>

Video Clips

- Self-Introduction, <https://www.youtube.com/watch?v=pRCWUp19yIc>

## 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