

Curriculum
Development and
Assessment Guidelines
for the National
Standards Project

Curriculum Development and Assessment Guidelines for the National Standards Project

By

Sungdai Cho

Cambridge
Scholars
Publishing



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Standards Project

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This book first published 2018

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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ISBN (10): 1-5275-0840-4

ISBN (13): 978-1-5275-0840-8

CONTENTS

Preface	vii
Acknowledgements	ix
Part 1.....	1
Introduction	
1.1 Korea and Korean in the world	1
1.2 Readership	1
1.3 Structure and aims.....	2
Part 2.....	5
National Standards: Curriculum Development	
2.1 Introduction.....	5
2.2 Curriculum Development in High School.....	5
2.2.1 Level 1.....	5
2.2.2 Level 2.....	16
2.2.3 Level 3.....	25
2.2.4 Level 4.....	43
2.3 Curriculum Development in College	52
2.3.1 Level 1.....	52
2.3.2 Level 2.....	63
2.3.3 Level 3.....	76
2.3.4 Level 4.....	94
2.4 Summary	105
Part 3.....	106
National Standards: Assessment Guideline	
3.1 Introduction.....	106
3.2 Korean Proficiency Level Descriptors	108
3.2.1 Level Descriptors	108
3.2.2 Survey Monkey	115
3.2.3 Test Specification.....	127
3.2.3.1 Reading	127
3.2.3.2 Listening	141

3.3 Assessment Guideline	144
3.3.1 Self-Assessment	144
3.3.2 Teacher Assessment	173
3.4 Summary	177

PREFACE

As linguistic and language pedagogy specialists, we felt that we needed a textbook of Korean language pedagogy for advanced undergraduates, graduate students and instructors to teach Korean language and Korean linguistics. Additionally, we personally would like to see where Korean linguistic structure is situated, from a universal language perspective and how it is different from other languages, including English, Chinese and Japanese.

This book has been written in an attempt to assist readers in Korean language pedagogy and in particular for students majoring in Korean studies and Korean linguistics to understand how to teach Korean as a second/foreign language. It is not only beneficial to Korean language teachers and specialists in different areas of Korean studies, but also to English speakers teaching Korean as a foreign language and a general audience for learning the linguistic structure of Korean as a reference book. It is designed to be used as a basic or supplementary text in Korean language pedagogy.

Though the author is mainly responsible for parts 1-3, we also owe particular intellectual debt to the following project committee members, with whom we have worked for the past 5 years (2012-2017):

(Director)

Sungdai Cho, NY, State University of New York at Binghamton

(Advisors)

June Phillips, UT, Weber State University

Susan Strauss, PA, Pennsylvania State University

(K-12)

Yongjin Kang, OH, Heidelberg University

Sung Kim, CA, Cahuenga Elementary School

Naehi Wong, CA, Mark Keppel

Jounghye Rhi, NY, East-West School of Internationals

Eunjung Kim, MD, New Hope Academy

Sunmi Choe, CA, La Canada High School

Jane Cho, NJ, Palisades Park High School

Eunice Lee, CA, Rowland High School

(College)

Hisun Kim, MA, Harvard University

Mary Kim, HI, University of Hawaii at Manoa

Soohee Kim, WA, University of Washington at Seattle

So-Jin Moon, NY, State University of New York at Binghamton

Mee-Jeong Park, HI, University of Hawaii at Manoa

Danielle Ooyoung Pyun, OH, Ohio State University

Sun-Young Shin, IN, Indiana University at Bloomington

(Assistant)

Chungse Jung, NY, State University of New York at Binghamton

There are two major Romanization systems that we use in this textbook, Yale system for linguistic data and McCune-Reischauer system for proper nouns and titles.

This book will provide a detailed survey of Korean language pedagogy, covering the curriculum development in high school and college, and assessment guideline in college. It will be designed to be accessible to a wide range of readers, including undergraduates, beginning graduates and instructors.

ACKNOWLEDGMENTS

We would like to express our sincere appreciation to our colleagues, friends and students whose helpful comments and encouragement have been invaluable to us in the preparation of this book.

This book was supported by the Core University Program for Korean Studies through the Ministry of Education of Republic of Korea and Korean Studies Promotion Service of the Academy of Korean Studies (AKS-2011-BAA-2013).

PART 1

INTRODUCTION

This project is designed to make public the detailed work that has been developed for the Korean National Standards Project in two areas: Curriculum Development and Assessment Guidelines. The entire framework is based on the National Standards in Foreign Language Education project focusing on the Goal Area of the 5Cs (i.e., Communication, Cultures, Comparisons, Connections, and Communities), with more fine-tuned specifications of standards for each, e.g. Interpersonal, Interpretive, Presentational standards for the Communication goal, Perspectives and Practices, Products for the Cultures goal.

1.1 Korea and Korean in the world

Korean has emerged as an important world language not only for learners of Korean as a foreign/second language but also for scholars and students of general and Korean linguistics as well as for Korean language pedagogues. Thousands of heritage schools, elementary, intermediate and high schools, colleges and universities, private institutes, and government agencies around the world offer Korean language instruction at a range of levels. The number of institutions offering Korean and consequently, the number of students learning Korean are constantly on the rise in Australia, Europe, China, Japan, New Zealand, the former Soviet Union and the United States. An ever-growing number of general and Korean linguists and linguistic students as well as language educators are interested in the structure and use of Korean and its universal and typological features from diachronic, synchronic and dynamic perspectives. They are also interested in learning and teaching Korean language, based on those linguistic areas.

1.2 Readership

This book is aimed at both graduate and doctoral students, but it is also meant to serve as a manual and source book for lecturers and researchers alike. All three parts center around Korean language pedagogy.

Initial reactions from several colleagues indicated that there is great enthusiasm for this book. The market for this book should therefore be large.

1.3 Structure and aims

This book contains two major parts after the Introduction: (2) Curriculum Development for High School and College, (3) Assessment Guidelines for College. Part 2 consists of four levels of curriculum in high school and college. Part 3 consists of assessment guidelines in four levels in college.

Part 2 (Curriculum Development)

The National Standards Projects (NSP) has set well-articulated goals and standards to improve the existing Korean programs and institutions in the United States. The Korean curriculum for K-16 study varies from program to program and from school to school. For instance, there are four different types of K-16 Korean language programs in the US: (i) K-5 elementary schools with a dual language program, especially in metropolitan cities like Los Angeles, and New York; (ii) 6-8 middle schools and 9-12 high schools in Los Angeles, Chicago, New York and New Jersey, and (iii) 13-16 college levels, and (iv) specialized language programs in a National Security Education Program (NSEP) by the Department of State.

Although there are standards for foreign language teaching at the state level (World-Readiness Standards for Learning Languages), they are designed primarily for European languages and are not easily applicable to the Korean programs. Hence, the National Standards for Korean have established better guidelines that are more specific and relevant to Korean language teaching for K-16 students. The Standards constitute a thorough guide to reflect and reform curriculum in relation to K-16. They also provide an opportunity for parent education on language maintenance through articulated goals and standards. At the post-secondary level, the Standards first prompt each program to reflect on how the 5 C's are incorporated into their curriculum, their goals for each level, and assessment tools and methods. Based on such reflection, efforts are made to find innovative ways to enhance the curriculum and the program as a whole, such as innovatively integrating other fields like popular culture, literature, history, science, business, politics, etc.

Part 3 addresses the National Standards in curriculum development for college levels. Four different levels are identified and include: sample units, topics, and demonstration of how each topic is related to the 5Cs.

Part 3 (Assessment Guideline)

Due to demands from accreditation bodies, public accountability and the assessment movement, many foreign language programs are challenged to come up with their own student learning outcomes and assessment tools to ensure their instructional efficiency (Norris, 2006). It has thus become increasingly important to design and develop reliable and valid language tests to monitor foreign language learners' progress and to diagnose their strengths and weaknesses in relation to proficiency-based student learning outcomes (Brindley, 1998). As a first step to construct student-learning outcomes and to create language tests, test developers and teachers often resort to scaling descriptors for language proficiency which intend to help curriculum, materials and assessment to be developed and students' progress to be diagnosed. However, existing Korean language proficiency guidelines have not been well-articulated and not specific enough to guide test and curriculum construction in a post-secondary school context. To address this issue, Korean language proficiency descriptors for Korean learners at tertiary school contexts have been developed on the basis of the specific constructions of the Korean language, the existing proficiency standards developed by ACTFL, the Interagency Language Roundtable (ILR), and the Common European Framework of Reference for Languages, and the framework of language use and language ability.

In this part, we will offer an overview of scale descriptors for Korean language proficiency at four levels for interpretive (reading and listening), interpersonal, and presentational (speaking and writing) language skills specifically designed for tertiary Korean learners in the U.S. Korean proficiency scale descriptors consist of a total of 80 items representing four different levels on a five-point scale for each language skill. Eight Korean teachers with extensive teaching experience participated in constructing each level descriptor which was piloted against 205 university students learning Korean as a foreign language in the U.S. We will provide detailed information about the background and process of the Korean proficiency level descriptor development to guide language assessment and curriculum design. This part will also include the ways in which the key characteristics of the proficiency scales at each level are

operationalized into the specific language use examples and test/item specifications.

Based on the proficiency level descriptors and item specifications, different assessment forms are possible. Among them, self-assessment has been widely used as a cost-effective and time-efficient measurement tool. It has also gained substantial attention as a potential means of facilitating learning by helping students to self-monitor their own language learning processes and progress against the standards or the course objectives, thereby enhancing learner autonomy. Thus, this part will feature the actual items of the self-assessment and the level of difficulty of Korean reading self-assessment items using the Rasch rating scale model (Linacre, 2011). Based on the results, we will discuss whether items constructed in the self-assessments can be scaled in the hierarchical manner and seen as evidence of the validity of the Korean proficiency level descriptors that we have developed. In addition to the self-assessment, other language assessment forms including teacher assessments and multiple-choice reading and listening comprehension tests are developed and implemented as further measures of Korean proficiency levels. We will also discuss the extent to which these different assessment tools are related as indicators of language performance at different levels of proficiency for each language skill. Potential benefits and drawbacks of each testing instrument in assessing Korean proficiency at various levels will also be discussed.

This assessment guideline project will be a valuable resource both for Korean language teachers and learners in identifying and monitoring Korean proficiency levels and for guiding various Korean test material development. More importantly, this project will help inform Korean language educators' on-going efforts to increase the degree of alignment of intended outcomes, curriculum materials, and assessment.

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PART 2

NATIONAL STANDARDS: CURRICULUM DEVELOPMENT

2.1. Introduction

This part summarizes curriculum development in high school and college and addresses four different levels respectively. Each level correlates with beginning, intermediate, advanced and the most advanced class.

2.2 Curriculum Development in High School

2.2.1 Level 1

UNIT PLAN About Me (나)

	UNIT OUTLINE: Exchanging greetings, Introducing friends and myself, Describing family members
	Unit assessment tasks: By the end of this unit, students will be able to introduce themselves, their friends, and their family members by providing their basic personal information e.g., name, school year, ethnicity/nationality; ask and answer with ‘yes/no’ questions; understand and use appropriate greetings and expressions in various situations in real life.
Interpretive	Students will be able to <ul style="list-style-type: none">• Understand Korean greetings, manners, and family relationships.• Recognize the honorific endings (~세요, ~이 세요).

Interpersonal	<p>Students will be able to</p> <ul style="list-style-type: none"> Engage in greetings with others in various situations. Ask and answer ‘yes/no’ questions related to the topic. Introduce themselves to others and/or to introduce peers to others.
Presentational	<p>Students will be able to</p> <ul style="list-style-type: none"> Create a family tree and describe basic information about family members. Explain and describe their family members using a family tree or a photo album. Describe a picture of a famous person (celebrities, role model, sport players, etc.).
Cultures, Connections, Comparisons, Communities	<p>Students will be able to</p> <ul style="list-style-type: none"> Use appropriate expressions and gestures for greetings and gratitude. Compare similarities and differences in greetings, leave taking and giving thanks in other cultures. State different family terms in Korean and contrast them to their own culture.

TOPICS: 나

Topic A: 인사

Topic B: 친구 소개

Topic C: 우리 가족

LESSON PLANS:

Topic A: 인사

- 인사와 함께 간단한 자기 소개: 이름, 학교 소개
- 역할극: 상황별 인사법 이용하기

Topic B: 친구 소개

- 인사와 함께 선생님이나 친구에게 내 친구의 이름, 학교, 학년, 국적 소개
- 다양한 직업의 사람을 내 친구나 선생님께 소개하기

Topic C: 우리 가족

- 가족의 이름, 국적, 학교, 학년, 전공, 직업 등을 소개하기
- 가계도/가족 앨범 만들기: 사진과 함께 가족 멤버의 자세한 특성을 소개하기

UNIT
About Me
나

Unit assessment:

- Students will be able to greet others in various situations.
- Students will be able to introduce themselves and their friends by providing basic personal information e.g., name, school year, ethnicity/nationality.
- Students will be able to introduce their families and identify different family terms.

TOPIC A:

Greetings

인사

TOPIC B:

**Introducing
Friends**

친구 소개

TOPIC C:

My Family

우리 가족

LESSON PLAN FOR TOPIC A-1: 인사 <서로 인사하기>

TASK: 인사 나누고, 친구 이름 받아적고 사인받기

In this activity, students walk around the classroom and meet a new classmate. Then, 1) students will exchange greetings and names. 2) Students will sign each other's names on the teacher provided worksheet.

Interpretive
+
Interpersonal

- Teacher presents vocabulary words of various greetings such as 안녕하세요?, 안녕, 안녕히 계세요, 안녕히 가세요, 만나서 반갑습니다.
- Students know how to greet others in various situations and exchange greetings one another.
- Students introduce themselves and share their names.
A: 안녕하세요? 저는 보나예요. B: 저는 마이클이에요. 만나서 반갑습니다. A: 네, 만나서 반갑습니다.

Interpersonal
+
Interpretive
+
Presentational

- Students understand and respond appropriately to 'yes/no' questions. A: 마이클이에요? B: 네, 마이클이에요. A: 선생님이예요? B: 아니요, 학생이에요.
- Students exchange greetings and write down classmates' names.
- Teacher assists with vocabulary needs for presentation.
- Students present their greetings with their partner.

Presentational
+
Cultures
+
Communities

- Students share greetings in different languages and compare different manners by watching a video clip about other countries' greetings.
- Students use greetings when they go to Korean markets, stores and when they meet Korean people beyond the school setting.
- Students utilize the lesson by practicing daily greeting in class.

Grammar: Noun/Pronoun + 이에요/예요 (am, are, is)

Vocabulary: 안녕, 안녕하세요, (만나서) 반갑습니다, 저는, 선생님,

학생, 이름, 뭐, 네, 아니요, 미국 사람, 한국 사람

한국어 1 이름: _____ 날짜: _____

자기 소개 (Self-Introduction)

I. Fill in the blanks with your own information.

A: 안녕하세요?

B: 안녕하세요? 저는 _____ 예요/이에요. (name)

B: 저는 _____ 예요/이에요. (name) 만나서 반갑습니다.

A: 네, 만나서 반갑습니다.

II. Fill in the blanks with your friends' names and signatures after introducing yourself.

Make sure to include a signature from your teacher.

Number	Name	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

LESSON PLAN FOR TOPIC A-2: 상황별 인사 <역할극: Role play>

Task: 상황별 인사법- Role Play

Students will understand and learn how to respond to greetings in culturally acceptable ways using age-appropriate speech levels and styles. Students demonstrate their understanding through a role play. ('안녕하세요' '안녕히 계세요' '고맙습니다' '미안합니다')

Interpretive
+
Interpersonal

- Students watch a video clips of Korean greetings and manners including New Year's Day customs.
- Students create their skits in pairs using expressions learned.
- Teachers provides greeting expressions in context to help students to understand. (안녕, 안녕히 가세요, 안녕히 계세요, 고마워/고맙습니다, 미안해/미안합니다.)

Interpretive
+
Interpersonal
+
Presentational

- Students do a role play based on the script they created in a small group or with a partner.
- Students demonstrate understanding of situational usage in greetings.
- Teacher assists with extra vocabulary words that are related to the greeting expressions.

Interpretive
+
Cultures
+
Communities

- Students compare and contrast Korean traditional customs to their own (설날과 세배, 제사, 세뱃돈, 성묘, 떡국, 윷놀이).
- Teacher explains gift culture in Korea (결혼 선물, 생일 선물, 졸업식 선물, 부모님 선물).

Grammar: Noun/Pronoun + 이에요/예요 (am, are, is)

Vocabulary: 고맙습니다 (감사합니다), 미안합니다, 아니에요 (You're welcome), 괜찮아요 (That's okay)

LESSON PLAN FOR TOPIC B – 1: 자기 소개 <학생증 만들기>

Task: Students prepare a picture or photo to share with the class. Students make a creative I.D. card that shows their names, schools, grades, and nationalities. Students ask and answer guided questions using the ID cards that they made and displayed.

Interpretive
+
Interpersonal

- Teacher provides vocabulary related to personal information (학교, 학년, 한국 사람, 미국 사람, 중국 사람, 러시아 사람, ~예요/이에요).
- Students learn and share different country names and nationalities.
- Teacher shares sample IDs with students.

Interpersonal
+
Presentational

- Students introduce themselves using information on their ID.
- Teacher checks for understanding by asking Yes/No questions on students' presentations.
- Students are asked Yes/No questions and answer using "~예요/이에요" by following the teacher modeling.

Presentational
+
Cultures
+
Comparisons
+
Communities

- Students compare and contrast the way they present their names. (e.g. placing family names before first names)
- Students post their ID cards to a world/USA map that the teacher provides.

Grammar: Particle -은/는 (indicates topic of sentence), sentence structure: statements and questions

Vocabulary: 학교, 학년, 중학교, 고등학교, 사람, 미국, 한국, 멕시코, 일본, 중국, 캐나다, 러시아, 나라

LESSON PLAN FOR TOPIC B – 2: 친구 소개 <좋아하는 사람 소개하기>

Task: In this activity, students will create and deliver an oral presentation on their close friends and their favorite celebrities.

Interpretive

- The presentation includes a simple interview and/or research.
- Teacher provides basic vocabulary and grammar to students.
- Teacher demonstrates the activity through visual materials.

Interpersonal + Presentational

- Students create a poster based on the information gathered.
- Students fill out the information on the teacher provided graphic organizer.
- Students make sentences for oral presentation and memorize them.

Presentational + Cultures + Communities + Connections

- Students present their poster to the class.
- Students bring an article relating to Korean Wave and discuss their findings.
- Students ask their friends and family members about their favorite celebrities and share the information to the class.

Grammar: Omission of subjects, Particle -도 (also, too), Noun + 이/가 아니에요 (negative form of -이에요/예요, am /are/is not)

Vocabulary: 제, 친구, 중학생, 대학생, 대학원생, 엔지니어, 가수, 모델, 배우, 선생님, 간호사, 누구

LESSON PLAN FOR TOPIC C – 1: 가족 소개 <가계도/가족 앨범 만들기>

Task: Students introduce their family members by identifying different family relationships and providing basic personal information such as the family member's name and job. Students prepare a family picture to share with the class and draw a family tree or create a family album.

Interpretive
+
Interpersonal

- Teacher provides vocabulary words for family relationships (할아버지, 할머니, 아버지, 어머니, 나, 형, 누나, 오빠, 언니, 남동생, 여동생).
- Students make notes on their family members with their names and jobs (학생, 주부, 선생님, 간호사, 경찰).
- Students bring a family photo and share with class mates.

Interpersonal
+
Presentational

- Students create a family tree or a family album.
- Students present three or four family members to the class using the information from the family tree or the family album. Ex. 형 이름은 ~ 예요/이에요. 형은 학생이에요.
- Students in pair ask questions such as 누구예요? 이름이 뭐예요? 직업이 뭐예요? to understand each other's family.

Cultures
+
Comparisons

- Students use different family terms according to gender. Ex. 형/오빠, 누나/언니, 남동생/여동생
- Students practice the way Korean people introduce acquaintances to others.
- Students compare/contrast Korean vs. English names and family tradition.

Grammar: Noun + 이에요/예요 (am, are, is), information question
누구예요? 뭐예요?

Vocabulary: (외)할아버지, (외) 할머니, 아버지, 어머니, 나, 형, 누나, 오빠, 언니, 남동생, 여동생, 이름, 의사, 주부, 경찰

LESSON PLAN FOR TOPIC C – 2: 가족 소개 <웃어른 소개하기>

Task: Students introduce their parents and grandparents using the honorific form.

Interpretive

- Teacher introduces honorific noun 성함, 연세, pronoun 이분/저분, particle ~께서는, and 'be' verb ending of ~세요/이세요.
- Students read the short story about 젊어지는 샘플 and underline the honorific expressions on the content.
- Teacher brings pictures of 세종대왕 and 단군 and introduce them to students using honorific form.

Interpersonal + Presentational

- Teacher checks for understanding about 세종대왕 and 단군 by asking students with guided questions.
- Students write about their parents/grandparents using the honorific noun, pronoun, topic particle, and honorific verb ending.
- Students make a speech on one of adult family member sharing their family picture.

Cultures + Communities + Connections

- Students understand and are able to use the honorific form in speech when they speak to/about elders.
- Students understand Korean family structure and its changes overtime by comparing a traditional family to a modern family with pictures and reading materials.
- Students practice the honorific form at home for a day and bring parent signature. (If they are not Korean, students can receive signature from Korean friends' parents.)

Grammar: Honorific 'be' verb ending ~세요/이세요, honorific pronouns 이분/저분, honorific noun 성함, honorific topic particle께서는

Vocabulary: 성함, 이분/저분, ~께서는, ~세요/이세요

한국어 1 존댓말 쓰기 이름:

제 아들/딸 _____ 은/는 하루 동안 부모님께 존댓말을 썼습니다.

My son/daughter, _____ used the honorific form for one day.

Parent Signature: _____

Date: _____

한국어 1 존댓말 쓰기 이름:

제 아들/딸 _____ 은/는 하루 동안 부모님께 존댓말을 썼습니다.

My son/daughter, _____ used the honorific form for one day.

Parent Signature: _____

Date: _____

한국어 1 존댓말 쓰기 이름:

제 아들/딸 _____ 은/는 하루 동안 부모님께 존댓말을 썼습니다.

My son/daughter, _____ used the honorific form for one day.

Parent Signature: _____

Date: _____

2.2.2 Level 2

UNIT PLAN Leisure (여가생활)

	UNIT OUTLINE: Exploring hobbies; Planning shopping; Comparing/Contrasting weather and seasons
	Unit assessment tasks: By the end of this unit, students will be able to talk about their favorite hobbies and describe the weekend activity they enjoy; shop in role plays; compare and contrast various types of weather and share information about the four seasons.
Interpretive	Students will be able to <ul style="list-style-type: none"> • Use various hobby and sports words. • Practice shopping words including classifiers and proper number (Sino-Korean vs. Native-Korean numbers) and classifier combinations. • Talk about the weather and seasons. • Give a short weather announcement and understand the message
Interpersonal	Students will be able to <ul style="list-style-type: none"> • Express what they want or like to do. • Ask and answer about shopping related requests. • Discuss the four seasons in different regions.
Presentational	Students will be able to <ul style="list-style-type: none"> • Explain and describe their favorite hobbies and activities. • Explain and describe the shopping items using proper number and classifier combinations. • Create a weather forecast and report it in a speech.
Cultures, Connections, Comparisons, Communities	Students will be able to <ul style="list-style-type: none"> • Compare/contrast similarities and differences in shopping experiences in Korea and the U.S. • Demonstrate knowledge of Korean currency and US dollar. • Compare/contrast the weather in Korea and in the U.S.

TOPICS:

Topic A: 취미

Topic B: 쇼핑

Topic C: 날씨와 계절

LESSON PLANS:

Topic A: 취미

- 취미와 운동
- 취미 설문 조사

Topic B: 쇼핑

- 쇼핑 책자 읽고 쇼핑 리스트 작성하기
- 쇼핑 역할 연극

Topic C: 날씨와 계절

- 좋아하는 계절 포스터 만들기
- 일기예보

UNIT
Leisure
여가생활

Unit assessment:

- Students will be able to talk about their favorite hobbies and describe the weekend activity they enjoy.
- Students will understand the usage of shopping words and expressions and apply them in shopping.
- Students will be able to compare and contrast various types of weather and share information about the four seasons.

TOPIC A:

Hobby

취미

TOPIC B:

Shopping

쇼핑

TOPIC C:

**Weather and
Seasons**

날씨와 계절

LESSON PLAN FOR TOPIC A – 1: 취미 <취미와 운동>

Task: 내가 좋아하는 취미/운동 소개하기

Students make a brochure about their favorite hobby or sports game and introduce it to the class.

Students also learn different extra curricular activities at a high school in Korea and in the U.S.

Interpretive
+
Interpersonal

- Teacher introduces hobby words including sports words.
- Students make up a word using 공, 복, 화, 채, 장 and attaching it to sports words (야구공, 수영복, 축구화, 골프채, 테니스장).
- Students share information about personal hobby and their favorite sports to play (좋아해요, 싫어해요, 좋아요, 싫어요, 항상, 자주, 가끔, 거의 안, 전혀 안).

Interpersonal
+
Presentational

- Students begin to create a hobby or sports guide booklet to present to class with illustration (준비물, 하는 방법, 경험, 참고 사진).
- Teacher assists with vocabulary needs for the presentation.
- Students play bingo game using the sports/hobby words introduced at the presentation.

Interpretive
+
Cultures
+
Communities

- Students are introduced with extreme hobbies and sports activities.
- Students learn various clubs in high school in the U.S. and 특별활동 (special activity) at a high school in Korea.

Grammar: Frequency of adverbs: 항상, 자주, 가끔, 거의 안, 전혀 안
Combined nouns: 야구공, 수영복, 축구화, 골프채, 테니스장

Vocabulary: sports names, club names, 특별 활동반 이름, 하다, 치다, 타다

LESSON PLAN FOR TOPIC A – 2: 취미 <취미 설문 조사>

Task: 취미 설문 조사

Using vocabulary words learned from this unit, students make a survey form to select student's favorite hobby/sports/weekend activity. Also, they include extreme hobbies on the list and ask for people's opinions. After the survey is done, students make a group poster including a graphic chart and present their result to the class in Korean.

Interpretive
+
Interpersonal

- Teacher reviews hobby words including sports words.
- Students make and revise a sample survey form in class together.
- Students in a small group make their own survey about favorite hobby/sports/weekend activity. (많이 좋아해요, 조금 좋아해요, 별로예요, 안 좋아해요, ~아/어/해 봤어요? ~아/어/해 보고 싶어요?)

Interpersonal
+
Presentational

- Students begin to ask survey questions to their target group.
- After conducting the survey, students summarize the result on a graphic organizer as a rough draft.
- Students make a poster about the survey result and do the group presentation in Korean.

Interpretive
+
Cultures
+
Communities

- Students discuss people's opinion about extreme hobbies and extreme sports activities.
- Students share information about the club activity they belong to on campus.

Grammar: combined verb: ~고 싶어요, ~아/어/해 봤어요, ~아/어/해 보고 싶어요.

Vocabulary: 많이, 조금, 별로