STANDARDS-BASED CURRICULUM DEVELOPMENT FOR 1ST YEAR COLLEGE KOREAN

FROM THE FRAMEWORK TO A LESSON PLAN

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From the framework to A Lesson Plan

What makes the 1st year curriculum the NS based Curriculum?

• 5 Cs ➔ How to incorporate 5 Cs into the Curriculum?

• The practical issues
  • The 1st year curriculum must be compatible with the current curriculum of each school
    • Proficiency goal : Novice High
    • Class hours : 120-150 hours per year
    • Instructors workload should not be substantially added due to the new curriculum framework

• A series of tasks with incorporation of 5 Cs can be a solution of the practical issues

• Tasks ➔ Model units ➔ Lesson Plans
Examples of tasks (주제: 가족)

1. Introducing one's family
2. Asking basic questions related to family information
3. Describing family1: one’s own/fictional family
4. Describing family2: friends’ family
## Task Description

- After learning about kinship terms of the immediate family, grammar patterns and formulaic phrases, students practice and apply it to the families that they may know from famous TV drama, movies or cartoons (e.g., Modern family, Simpson family, Raymond’s family…).
- Students receive their fictional family pictures. Based on their own knowledge on the family and their imaginative work, students first complete the information table which consists of the name, age, occupation, living city… on the family picture.
- Students introduce their family pictures to their classmates based on the information table (pair or group work). The rest of the students in the group can ask more about the family member on the picture. (e.g., 여동생은 학생이에요? 부모님은 어디 계세요?, 할머니는 언제가 어떻게 되세요?)
- After speaking activity, students write a description of the fictional family pictures and post it online space such as course website or SNS account.
- Students read the posts and leave comments on the description.

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<th>Communication</th>
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<td>• Provide and obtain information about one’s immediate family members (whereabouts, age, occupation, living city, etc.)</td>
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<td>• Ask follow up questions to maintain conversation in the family topic like “부모님은 어디 계세요?, 할머니 언제가 어떻게 되세요?”</td>
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**Other 4 Cs**

- Culture: Students learn about Korean kinship terms/how to use honorific expressions to their relative
- Comparative: Students compare the usages and importance of kinship terms in Korea and in their culture
- Connection: Students apply what they learned in this chapter (i.e., kinship terms and formulaic expressions) to the families that they have already known from TV or movies
- Community: N/A

**Grammar/Text Type**

- Topic-comment construction: N 은/는 N 이에요.
- Possessive form : 제, 내
- Noun modifying form (present/past): 빵값 오늘 입은, 요리를 하는
- Subjective honorifics: -시-
- Honorific expressions: 성함, 연세, 덕, 계시다...
- Numbers & Counters: 예순 일곱/77 세
Unit: “Describing a fictional family”

→ Task Description

• After learning about kinship terms of the immediate family, grammar patterns and formulaic phrases, students practice and apply it to the families that they may know from famous TV drama, movies or cartoons (e.g., Modern family, Simpson family, Raymond’s family...).

• Students receive their fictional family pictures. Based on their own knowledge on the family and their imaginative work, students first complete the information table which consists of the name, age, occupation, living city...) on the family picture.

• Students introduce their family pictures to their classmates based on the information table (pair or group work). The rest of the students in the group can ask more about the family member on the picture.

• After speaking activity, students write a description of the pictures and post it online space such as course website or social media.

• Students read the posts and leave comments on the description.
Model Unit: “Describing a fictional family”

⇒ *Incorporating 5 Cs - Communication*

1. Communications with three modes
   - **Interpersonal**
     - Provide and obtain information about one’s immediate family members (whereabouts, age, occupation, living city, etc.)
     - Ask follow up questions to maintain conversation in the family topic like “부모님은 어디 계세요?, 할머니 연세가 어떻게 되세요?”
   - **Interpretive**
     - Understand information and formulaic phrases related to immediate family
     - Interpret the written description regarding family topic.
   - **Presentational**
     - Present information about one’s age, occupation and living city
     - Present information about one’s fictional immediate family
     - Post a writing description of family topic
Unit: “Describing a fictional family”

- Culture: Students learn about Korean kinship terms/how to use honorific expressions to their relative
- Comparison: Students compare the usages and importance of kinship terms in Korea and in their culture
- Connection: Students apply what they learned in this chapter (i.e., kinship terms and formulaic expressions) to the families that they have already known from TV or movies
- Community: Not Available

⇒ Incorporating 5 Cs – other 4 Cs
Unit: “Describing a fictional family”

→ Identifying Key Grammar and Text types

• Topic-comment construction: N은/는 N 이에요.
• Possessive form: 제, 내
• Noun modifying form (present/past): 빨간 옷을 입은, 요리를 하는
• Subjective honorifics: ~시~
• Honorific expressions: 성함, 연세, 댕, 계시다...
• Numbers & Counters: 예수 일곱/77세
From Task to Model Unit

It’s not a linear process

• 1 year curriculum: 4 Themes $\rightarrow$ 15 Topics
• Topic $\rightarrow$ Tasks
• Tasks $\rightarrow$ Elaborated Task $\leftarrow$ Communicative function with 3 modes

4 Cs

Identifying Grammar/Text types
(grammatical pattern, key expressions, vocabulary, etc.)
From Model unit to Sample lesson

Identifying Class objectives from 5 Cs

- Communication (Interpersonal)
  - Direct class constituent's name, job, place, such as the same information can be read.
  - Relationship class related to the presentation, according to which a question can be asked. ("Where is it, how will it be?")
- Communication (Interpretive)
  - Direct class relationship information and fixed expressions (information and formulaic phrases) can be understood.
  - Direct class relationship skill can be understood.
- Communication (Presentation)
  - Different your name, job, place, such as the same information can be presented.
  - General direct class information can be presented.
  - Class relationship related to the word cloud, which can be used to understand other own and public.
- Culture: Korean class-related performance about beautiful, and to the students to use the word to use.
- Comparison: Korean and US culture in class-related performance use important view to other comparison can be understood.
- Connection: Class-related performance and expression is beautiful and use the TV or movie to students to understand in advance will understand the general class according to the situation is used.
- Community: NA
From Model unit to Sample lesson

Class structure

- 준비활동: 단어학습
- 핵심문법 연습: 존다어, ~에 있다/계시다, noun-modifying form, numbers
- 중심과제: 가상 가족 소개하기
  - 1. 학생들을 4-5 명의 그룹으로 나눈다.
  - 2. 각 그룹별로 가족 카드를 뽑도록 한다. (유인물 4)
  - 3. 각자가 가족 사진에 등장하는 인물들이 되어 가상의 가족을 구성한다.
  - 4. 각자 자기의 프로파일을 작성한다. (이름, 나이, 사는 곳, 직업, 좋아하는 것 ... 그동안 배운 내용에 따라 조정)(유인물 5)
  - 5. 구성된 가상 가족의 관계를 토대로 그룹안에서 롤플레이를 해본다.
  - 6. 각 가족의 대표가 반 전체에게 자기 가족을 소개해본다. (여기 앉아 계신 분은 제 할머니세요. 연세는 67 세이시고, 시카고에 사세요. 할머니는 김치찌개를 좋아하세요...)
  - 7. 발표가 끝나면 다른 가족에 있는 학생들이 그 가족에 대해 궁금한 것을 물어본다. (e.g., 여동생은 학생이에요? 보모님은 어디 계세요?, 할머니는 연세가 어떻게 되세요?)
가상가족1
가상가족2
가상가족3
가상가족4
가족정보표

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<th>나이</th>
<th>사는 곳</th>
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<th>좋아하는 것</th>
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From Model unit to Sample lesson Assignment

• 수업 후 학생들은 자기 가상 가족에 대한 소개글을 써서 수업 웹사이트에 올리거나, 다음 수업에 가져온다.
• 학생들은 수업 웹사이트에 올린 가족 소개글을 읽고, 코멘트나 질문을 남긴다.
From Unit to Lesson Plan

• Topic → Tasks
• Tasks → Classroom Task ← Communicative function with 3 modes

4 Cs
Identifying Text types (grammar pattern, vocabulary, etc.)

Classroom Task → Lesson Plan

준비활동(단어)/학습문법
5 Cs → 학습목표 → 과제 도안 / 숙제(assignment)

5 Cs → 학습목표 → 과제 - 숙제(assignment)
# Model Unit: Task 3 “Describing a fictional family”

## Task Description

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<td><strong>Interpret the written description regarding family topic.</strong></td>
<td><strong>Present information about one’s fictional immediate family</strong></td>
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Lesson plan: “Describing a fictional family”
감사합니다.