

# Student Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	University of Southern California
<b>Program Title:</b>	STARTALK Korean at USC
<b>Curriculum Title:</b>	Oh, The Places You&apos;ll Go!
<b>Language(s):</b>	Korean;
<b>Grade(s) of Learners:</b>	G9-12;
<b>Language Background:</b>	Non-heritage;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Face-to-face
<b>Duration:</b>	20 Days

**Contact Hours:**

90 Hours

## **STAGE 1: What will learners be able to do with what they know by the end of the program?**

### **Target Proficiency/Target Performance**

#### **Target Proficiency Level (by end of program):**

Novice Range

#### **Target Performance Level(s) (during and by end of program):**

Novice Mid, Novice High

### **Program Overview and Theme**

The overarching theme of our program will be 'travel.' We will adopt one of STARTALK model curricula, 'Oh, the places you will go!' and modify our curriculum to make it appropriate for our target language and culture as well as the age and proficiency level of our target students: Students will plan a family trip to Seoul, the capital city of Korea, where the target language is spoken. Working in small groups,

students will select their destinations and make preparations for their trip. Students will begin with practicing greetings and introducing themselves to Korean native speakers they encounter during the trip, using culturally appropriate register, titles, courtesy expressions, and gestures. In addition, they will gather information about the destinations, e.g., location and geographic features (mountains, river, ocean, etc.), landmarks, and major cultural events, to determine what to do in the city and what to prepare for the trip. They will set a date for the trip and plan a schedule that outlines tasks that need to be completed prior to the trip (i.e., creating an itinerary, packing suitcases, and planning how to travel within the city). After students have collected the information and completed each of the steps involved in planning the trip, they will use the information to prepare a multimedia presentation to convince other family members to agree on their chosen destinations and the trip.

## Learning Goals

### 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

### Interpersonal Communication

<p>(Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. )(Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. )</p>	<p>1. I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures.</p>
	<p>2. I can exchange some personal information, such as my name, age, birthday, where I live.</p>
	<p>3. I can exchange information about the cities that I know and the one I would like to visit, with the help of visuals.</p>
	<p>4. I can ask and respond to some simple questions about Seoul, such as the location, landmarks, food, weather, geographical features (i.e., mountain, river, ocean, etc.).</p>
<p><b>Interpretive Listening</b></p>	
<p>(Novice Mid: I can often understand words, phrases, and simple sentences related to everyday life.)</p>	<p>5. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.</p>

	<p>6. I can sometimes understand simple questions or statements on familiar topics related to biographical information.</p>
	<p>7. I can understand simple information about the target city when presented with maps, pictures, and graphs.</p>
<p><b>Interpretive Reading</b></p>	
<p>(Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. )</p>	<p>8. I can recognize words, phrases, and characters with the help of visuals.</p>
	<p>9. I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.</p>
<p><b>Presentational Speaking</b></p>	

<p>(Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. )(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)</p>	<p>10. I can state my name, age, where I live, and my travel destination.</p>
	<p>11. I can state some weather expressions, name the seasons that pertain to the regions I will visit in the target country.</p>
	<p>12. I can identify the location of the target city, using memorized expressions.</p>
	<p>13. I can name landmarks and cultural products (e.g., food and events) from the pictures of the city.</p>
<p><b>Presentational Writing</b></p>	
<p>(Novice Mid: I can write lists and memorized phrases on familiar topics.)</p>	<p>14. I can fill out a form with some basic personal information when applying for a passport/visa.</p>

15. I can make a simple schedule for the trip to the city I would like to visit.

16. I can write captions about the pictures of the select city.

17. I can prepare a packaging list for the things I will bring with me.

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

<b>Summative Performance Assessment</b>		
<b>INTERPRETIVE TASK</b>	<b>INTERPERSONAL TASK</b>	<b>PRESENTATIONAL TASK</b>
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 can view a video clip of select regions in Korea and match the descriptions to corresponding images	Students participate in a travel fair. They have images and realia from a region they plan to visit and meet	Students will make a multimedia presentation to convince other family members to agree on their chosen

(e.g., food, weather, geographical features, and landmarks).

others who are interested in traveling to that region or other areas. Students introduce themselves and exchange some personal information before answering questions about where they are going and what they will see and do in a region.

destinations and the trip. They will present basic information on the select destination (e.g., location, landmarks, food, weather), itineraries, and a list of activities that they would like to do with their family.

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

<b>Learning Experiences</b>			
<b>No.</b>	<b>Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements</b>  Learners can...These Can-Dos are from Stage 1 Learning Targets.	<b>Language, Culture, Content</b>  Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.	<b>Major Learning Experiences &amp; Evidence</b>  Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Communication</b>			

<p>1</p>	<p>I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures.</p>	<p>Hello; How are you? (안녕하세요)                  Goodbye! (안녕히 가세요) Nice to meet you. (만나서 반가워요/반갑습니다) Culturally appropriate language (register) and gestures (bowing)</p>	<p>Students practice greetings using an inner/outer circle strategy. The teacher invites community members (e.g., teaching assistants) to the class; students greet each person using appropriate titles and register, and respond to their questions.</p>
<p>2</p>	<p>I can exchange some personal information, such as my name, age, birthday, where I live.</p>	<p>My name is... (제 이름은 ....이에요/예요) What is your name? (이름이 뭐예요?) My birthday is... (제 생일은 ..월 ...일이에요.) I am ...years old. (저는 ...살이에요.) How old are you...? (몇 살이에요?) I live in ... (저는 ...에 살아요.) Nationality: Korean, American,</p>	<p>Students meet several different people on their trip. They first interact as themselves and get to know each other. They then assume the identities of others they are likely to meet. Assuming the roles of various people they may meet on their trip, students talk with one another to find the identity of each person in the</p>

		<p>Chinese, Japanese, etc. (한국인/한국 사람, 미국인/미국 사람, 중국인/중국 사람, 일본인/일본 사람, ...) Culturally appropriate language (register) and gestures (bowing and proper eye contact)</p>	<p>class. They complete a Find Someone Who survey sheet. Information gap task: Distribute pictures of different people (e.g., teaching assistants or celebrities) to the students. The teacher should create a fact card that has basic information about the people, but should not share this information with the students until they have completed the activity. Working in pairs, students discuss the photo to come to agreement on the person's age, whereabouts, and nationality. Once the students have decided on the information they feel is correct based on the photo, they confirm with the actual facts.</p>
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<p>3</p>	<p>I can exchange information about the cities that I know and the one I would like to visit, with the help of visuals.</p>	<p>Names of Cities including Seoul I know ... (cities) (...(을/를) 알아요.) I like.... (... (을/를) 좋아해요.) Where is it? (어디에 있어요?) It's in (city). (...에 있어요.) Where do you go? (어디(에) 가요?) I am going/ go to ... (...에 가요.)</p>	<p>Students brainstorm the cities they know and create a concept map of ideas about places in Seoul they might like to visit. Three-step interview: Divide four-member groups into two pairs: A and B, C and D. In step 1, A interviews B while C interviews D. In step 2, reverse roles: B interviews A while D interviews C. In step 3, share-around: each person shares information about his/her partners in the group of 4 about the cities they want to visit.</p>
<p>4</p>	<p>I can ask and respond to some simple questions about Seoul, such as the location, landmarks, food,</p>	<p>Where is (this place)? (여기가 어디예요?) It is .... (여기는 ..이에요/예요.) How is (the weather)?</p>	<p>Students work in small groups to discuss the pictures of the target places in Seoul. Each student has one picture. They ask</p>

weather, geographical features (i.e., mountain, river, ocean, etc.).

(날씨가 어때요?) The weather is warm/hot/cold/good/rainy. (따뜻해요/더워요/추워요/좋아요/ 비가 와요.) Is there .....( e.g., a river/ mountain/sea?) --- there is .... (강/ 산/바다... 있어요) What is this ....? (이게 뭐예요?) It is ...(그건 ...이에요/예요.) Names of Korean food (불고기, 갈비, 비빔밥, 떡볶이, 냉면...) How's the food? (음식이 어때요?) It is tasty. ( 맛있어요.) What food do you like? (무슨 음식 좋아해요?)- I like.... (food). ((...) 좋아해요.) Please give me ...'... 주세요.' How much is it? '얼마예요?' It is ... won (-원이에요) Korean currency:

and answer questions to learn more about the places on the images. Each student is given a visual image of a featured food or a dish of the city they are visiting. Students mingle to identify foods they like and foods they want to try. Set up a market/store with authentic items from the target culture. Acting as sellers and buyers, students role play a simple transactions (e.g., buying snack).

		<p>Won Culturally appropriate gestures (e.g., expressing likes/dislikes)</p>	
<p><b>Interpretive Listening</b></p>			
<p>5</p>	<p>I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.</p>	<p>Expressions of self-introduction Seasons, months, days of the week Weather Means of transportation Food name Clothing</p>	<p>Students design and assemble a word wall for the classroom to display key vocabulary. The teacher uses different words and phrases and students take turns pointing to what the teacher is saying. Gradually students take over calling the words and phrases. Students are given a bag with a set of images (e.g., clothing, means of transportation, and/or weather expressions). Each student holds up the correct image when it is called. Clothing activity: The teacher</p>

			<p>distributes small pictures of clothing items to the students and a category grid. As he/she calls out the name of an item, the students place the items in pre-determined categories (hot weather or cold weather; in August or in January).</p>
<p>6</p>	<p>I can sometimes understand simple questions or statements on familiar topics related to biographical information.</p>	<p>Hello. How are you? What is your name? How old are you? Where do you live? Where are you going? Where is it? It is in ...</p>	<p>Each student receives a bag with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.</p>

7	I can understand simple information about the target city when presented with maps, pictures, and graphs.	Mountain, river, sea Seasons & Weather Names of Landmarks Food Names	The teacher creates a map of different places with corresponding images of food and weather. The teacher will provide basic information about each place, and students will point to the image that matches the presented information.
<b>Interpretive Reading</b>			
8	I can recognize words, phrases, and characters with the help of visuals.	Place names / Landmarks Food names Weather expressions Months and seasons Clothing Means of transportation	Students will read authentic text and match simple descriptions of weather and clothing to images. Working in pairs, students organize clothing and supplies for the trip into categories that they select. They then post their

			category grids around the classroom for classmates to view and compare with their own.
9	I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.	Place names / Landmarks Food names Weather expressions Months and seasons Clothing Means of transportation	<p>Students visit a target-language weather website. They read the website and find information about their target place to visit. Based on the information, students complete the information chart by drawing corresponding images.</p> <p>Students read a travel brochure or promotional flyer about Korean cities. They answer a series of questions in English about what they learned about the cities. Complete Game: Students work in pairs. One tells the other one about his/her preference about Korean</p>

			<p>food. And then the other one recognizes the food entrée on the Korean menu, pointed it out his/her partner to see if it is correct. One point for this pair.</p>
<p><b>Presentational Speaking</b></p>			
<p>10</p>	<p>I can state my name, age, where I live, and my travel destination.</p>	<p>My name is... (제 이름은 ..이에요/예요.) I am ... years old. ((저는) ... 살이에요.) I live in... ((저는) ...에 살아요.) I want to go to . . . (...에 가고 싶어요.)</p>	<p>Students introduce themselves to the entire group using culturally appropriate language and gestures. “Four Squares”: Each students divide a sheet of paper into four boxes/squares. For each square, students will describe themselves in the form of drawing or symbols. Students share simple</p>

			biographical lyrics (to a K-pop song) with accompanying visuals with classmates.
11	I can state some weather expressions, name the seasons that pertain to the regions I will visit in the target country.	<p>Seasons (봄, 여름, 가을, 겨울)</p> <p>Months of the year (일월, 이월, ..... 십이월) Weather: It is hot/cold/good/raining/snowing.((날씨가) 추워요/더워요/좋아요, 비가 와요/ 눈이 와요.) In (place) it is cold, but it's warm here. (...은/는 추워요. 그런데 ...은/는 따뜻해요.)</p>	<p>Students draw weather maps of the region(s) they will visit. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States. Follow the pattern: Working in small groups, students follow a pattern given by the teacher. Each student says three sentences that include a month, season, and weather expression. For example: It is February. It is winter. It is snowing. It is April. It is spring. It is raining. Given a weather condition, students make a</p>

			simple list of what they might wear or pack and what they might do.
12	I can identify the location of the target city, using memorized expressions.	Country names: Korea, China, Japan, America (한국, 중국, 일본, 미국) Relative Location: Above, Below, Next to ... (위, 아래/밑, 옆) It (the city) is in ... (...에 있어요.) It takes .... hours. (...시간 걸려요.) Transportation: by plane (비행기로)	Students create a brief podcast introducing whether the target city is and how to get there. Each student posts one image (e.g., a map of Korea with Seoul highlighted) and makes an initial recording regarding the location. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast incorporating the additional detail suggested by others.

<p>13</p>	<p>I can name landmarks and cultural products (e.g., food and events) from the pictures of the city.</p>	<p>(Name of landmarks) is ... (여기는 ...이에요/예요) (명동/ 홍대 입구/ 인사동, 이태원, 남산, 한강공원)                  (Name of food) is delicious. (...이/가 맛있어요.) Events: concerts ... (콘서트) (Name of event) is fun. (...이/가 재미있어요.) This is (Name of food). (이건 ...이에요/예요.)                  Introducing cultural products such as traditional houses/palaces, food, dancing, and costumes</p>	<p>The teacher selects a variety of pictures that represent images of different countries as well as of the target city. Students work in small groups. Each group selects a couple of pictures that are of interest to them. They work together to describe the pictures. Students work in a group to share information about a picture of their select landmark, which shows a cultural event in the landmark. They name what they see in the event. Students work together in small groups to present a local dish to the class. If possible, they prepare the dish taking pictures at each step. They then explain what is in the dish, showing</p>
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			appropriate images. They conclude by giving their opinions of the dish (e.g., likes/dislikes).
<b>Presentational Writing</b>			
14	I can fill out a form with some basic personal information when applying for a passport/visa.	Words: Passport, Visa (여권, 비자) Name (이름; 제 이름은 ...이에요/예요) Male/female (남자예요/여자예요) Age (나이; -살이에요) Date of birth (생일; -월-일이에요) Nationality (국적; ...나라 사람이에요)	Students prepare a mock passport and/or a visa for travel. They write the personal information required for these documents.
15	I can make a simple schedule for the trip to the city I would like to visit.	Dates (1월 1일, ...) I will come to (...에 와요) I will go to (...에 가요.) Transportation: by plane, bus, train, ship, car... (비행기/버스/기차/	Students work in groups to design a simple itinerary (in the form of a chart) illustrating the departure/ return dates and transportations for the trip. They also

		<p>배/차로 가요.) Time expressions: at time/minutes ( -시 -분에) Hotel names Activities: watch/sightsee; to eat, to sleep, to get up, to buy, etc. (봐요, 먹어요, 자요, 일어나요, 사요...)</p>	<p>mark their preferred activities on their itinerary.</p>
<p>16</p>	<p>I can write captions about the pictures of the select city.</p>	<p>Place names/landmarks Food name Weather expressions Events: concerts ... (콘서트) Activities: listen to music/dance/do exercise/ eat, etc. (음악 들어요/춤춰요/운동해요/(음식) 먹어요 ...) Culture: traditional /pop music and dance</p>	<p>Students write the name of place for each picture. Students create a memory wall of images. They work together to caption the images using as much language as they can. The teacher may provide sentence starters. For example: This is Han River. It is pretty. It's warm. There is a concert. People are listening to music.</p>

17	I can prepare a packaging list for the things I will bring with me.	Clothing: hats/caps, pants, shirts, skirts, shorts, socks, coats, shoes, sunglasses, etc. (모자, 바지, 셔츠, 치마, 반바지, 코트, 신발, 선글라스, ...) Other items for travel- passport, money, books, camera ( 여권, 돈, 책, 카메라)	Students work together in groups to create a packing list using the image. Students name the clothing and other items to bring with them to the trip.
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## Materials & Other Resources

1. map of Korea; & world map 2. Korean currency bills 3. souvenirs 4. Korean calendar 5. travel brochures and promotional flyers 6. videos and websites featuring weather forecast and tourist attractions 7. grocery market ads & restaurant menus 8. flight/train schedules, etc. 9. Websites: (1) [www.menupan.com](http://www.menupan.com) (Korean tour sites and recipes) (2) [www.visitkorea.or.kr](http://www.visitkorea.or.kr) (Tour to Korea) (3) [www.visitseoul.net](http://www.visitseoul.net) (Information on Seoul) (4) <http://www.hotelscombined.co.kr> (Hotel/flight information) (5) <https://www.tripadvisor.co.kr> (Hotel/flight information) (6) [www.kweather.co.kr](http://www.kweather.co.kr) (Weather in Korea) (7) [www.sejonghakdang.org](http://www.sejonghakdang.org) (Online instructional modules for Korean language studies)

## Daily Schedule

Schedule	Activity
8:30-8:40 AM	Warm-up Activity
8:40-9:35 AM	New Lesson with interactive activities
9:35-9:50 AM	Break
9:50-10:45 AM	New Lesson with interactive activities
10:45-11:00 AM	Break
11:00-11:50 AM	Hands-on activities related to the day's lesson (using iPads and computers)
11:50-12:00 PM	Break
12:00-12:30 PM	Students' Presentation & Wrap-up