

La Cañada High School

Proposed Course Outline – Korean 4 Honors

I. Course Title – Korean 4 Honors

II. Grade Level(s) – Grades 9-12

III. Length/Credit – 1 Year - 10.0 units

IV. Preparations – completed Korean 3 with a grade of C or higher. Students with prior Korean language abilities will be tested and placed at the appropriate language level.

V. Course Description

The main focus of the Korean 4 Honors course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the cultures concerned. This course is taught mostly in Korean. All students are encouraged to speak Korean in class and out of school.

VI. Standards/ESLRs Addressed

Introduction: The Organization of the World Language Content Standards for California Public Schools presents the knowledge, skills, and abilities that all learners should acquire in a world language during time in school. Because of the numerous languages taught across California public schools, the content standards were developed to accommodate all languages and describe the various stages a learner goes through to become proficient. Therefore, the content standards are not language-specific. In addition, because of the various levels of student proficiency and the multiple points of entry and exit from California’s language programs, the content standards that follow are not tied to specific grade levels; instead, they describe the stages of linguistic and cultural acquisition. The standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings. The categories will be taught together in Korean 4 Honors.

A. Content

As students become literate in the Korean language, they acquire relevant content through the study of various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California’s diverse communities. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum.

Stage IV

- 4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including:
 - a. Societal expectations
 - b. Cultural and literary archetypes
 - c. Endangered species
 - d. World events, social and political issues
 - e. Belief systems
 - f. International environmental issues
 - g. The visual and performing arts
 - h. The nature of an interdependent world
 - i. Issues in curricular and extracurricular subjects
 - j. Authors and their times
 - k. Transnational careers and economies
 - l. Issues of world hunger and health
 - m. Design, production, and marketing of clothing
 - n. Policy issues in health care
 - o. The promise and challenge of technology

B. Communication

To achieve communicative competence, students convey and receive messages effectively. Students actively use the Korean language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences.

Stage IV

- 4.0 Students use extended language (coherent and cohesive multi-paragraph texts).
- 4.1 Engage in oral and written conversations.
- 4.2 Interpret written and spoken language.
- 4.3 Present to an audience of listeners and readers.

Functions

- 4.4 Discuss, compare and contrast, and support an opinion; persuade.
- 4.5 Demonstrate understanding of the main ideas and most details in authentic texts.
- 4.6 Produce and present a complex written and oral product in a culturally authentic way

C. Cultures

To understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of the Korean culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society.

Stage IV

- 4.0 Students improvise appropriate responses to unpredictable situations.
- 4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
- 4.2 Explain similarities and differences in the target cultures and between students' own cultures.
- 4.3 Explain the changes in perspectives when cultures come in contact.

D. Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature Korean-specific structures essential to accurate communication. As students acquire vocabulary in the Korean language, they grasp the associated concepts and comprehend the structures the Korean language uses to convey meaning. Moreover, students discover patterns in the Korean language system.

Stage IV

- 4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- 4.1 Use extended discourse (native-like text structure) to produce formal communications.
- 4.2 Identify similarities and differences in the extended discourse (native-like text structure) of the languages the students know.

E. Settings

For students to communicate effectively, they use elements of Korean appropriate to a given situation. Korean conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using Korean in ways that are culturally appropriate.

Stage IV

- 4.0 Students use language in informal and formal settings.
- 4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom.

VII. Brief Course Outline

Semester 1

1st Quarter Plan: Review of pronunciation, vocabulary, cognates, dialogues, numbers, telling time, days of the week, months and seasons of the year, weather, culture and grammar, Strong focus and continuation of grammar rules and structure starting with transitive/intransitive, Development of honorific expressions in reading and writing such as ~께, 께서, ~하시다, ~하셨습니다. , Exact use of demonstrative pronouns (이건, 이게,

이걸, 저건, 저게, 저걸, etc.), Literature: Reading of one Essay(*The Power of Mother* Inja Kim), one Folktale (*The Green Frogs Tears* Yumi Heo), and one poem (*The sky, the wind, the stars and the poem* Dongju Yun)

1st Quarter Project

- **Group Project** – Heroes in Korea: 3-4 Students will be placed in same groups and assigned to research Korean Heroes. They will select a character in the country to describe his/her daily life in detail. Students are expected to make 10-12 Google Slides, Power Point or Prezi slides including video clips related to their topics. Also, students are doing skits to present the hero's life. Students will talk about the character and achievement. A list of required verbs and tenses will be assigned. A Power Point or Prezi will be presented to the class.
- **Individual Project** - Students will design their rooms in Korean and western styles. They will draw each room with appropriate items and color it. Then, they will describe each room using comparison and contrast expressions. A list of required verb and tenses will be assigned.

2nd Quarter Plan: Expansion of culture and language development through context of readings from various readings and texts. Topics will come from magazines, newspapers, reviews, articles and current issues. Grammar: Review of the Future and Conditional tenses. Literature; Reading one essay *Everyman* Wanseo Park, one folktale *Gyeonu and Jingyeo* Heayoung Choi, Minjeong Lee. Focus on Korean history

2nd Quarter Project

- **Group Project** – Korean History: Students in groups of 4 will select a certain period of Korean history. Students will research and collect materials to explain that period. Students are expected to make 10-12 minutes video clips using given verb tense and expressions. A list of required verbs and tenses will be assigned.
- **Individual Project** – This is oral presentation project. Students will select a character in family to describe his/her daily life in detail. Then introduce the person in front of class using appropriate expressions. Each student has 5 minutes to describe and present to the class. A list of required verbs and tenses will be assigned. A power point presentation will be optional.

1st Semester Final Exam: Chapters 1-5 will be covered. The Examination will consist of:

- a comprehensive Written Exam comprising:
 - Listening & Reading Comprehension
 - Vocabulary
 - Culture
 - Literature
- a comprehensive oral exam
- a comprehensive composition
- 1st semester project

Semester 2

3rd Quarter Plan: We will put exclusive emphasis on the mechanics of language, continuation of essay development, and oral drills and presentations embedded in culture through readings, visuals, and audio presentations. Grammar: Present perfect tense, the pluperfect tense, the future tense, the conditional, irregular future forms, the future perfect tense. Possession, possessive adjectives (나의 것, 나의). Idiomatic Phrase (사자성어), Proverb(속담). Negative and affirmative sentences. The fiction and non-fiction articles. The present perfect and present perfect continuing tenses. Literature: Reading of one folktale *Kongji and Patji* Yongho Lee, Sujin Jeong and one poem *Rose mallow and you*, Jonghwan Do.

3rd Quarter Project

- **Group Project** – Students will be placed in groups and they will choose a specific song or poem to present in front of the class. They will come up with a game/activity to play with it. Grammatical structures and vocabulary will be practiced. A video tape narrating the song / music video will be produced and presented in class.
- **Individual Project** – Choose a value. Describe it to the class. Select a person or event that may represent such value and talk about him/her to the class. A power point presentation will be presented to the class.

4th Quarter Plan: Continuation of the four skills mentioned above. Emphasis on Grammar: Review of the comparative and the superlative. Irregular forms in the Reflexive verbs. Reciprocal pronouns. The Present Participle. The Active (능동태) and Passive (수동태) voice. Literature: Reading a novel *Shower(소나기)* Sunwon Hwang. Translation *A Little Prince* by Antoine de Saint-Exupéry to Korean. Development of Resume using formal Korean, Practicing business Korean.

4th Quarter Project

- **Group Project** – Students in pairs will work on a Korean recipe and explain it and cook it in a DVD. A list of required verbs and tenses will be assigned. The DVD will be presented to the class.
- **Individual Project** – Students will choose a Korean person whose work has been important in the scientific world. They will describe this person and work in detail. A list of required verbs and tenses will be assigned. A power point will be presented to the class.

2nd Semester Final Exam: Chapters 1 through 10 will be covered and several comprehensive exams will be taken. They will consist of:

- a comprehensive Written Exam comprising:
 - Listening & Reading Comprehension
 - Vocabulary
 - Culture

- Literature
- a comprehensive Oral Test
- a comprehensive Essay
- and a Final Project

VIII. Grading Method

All work will be assigned a point value, although not all work will receive a letter grade. Grades are based on total points accumulated during each grading period. The class is structured in such a way as to approximate a student's grade breaking down into the following percentages:

A.	Assignments (Homework/Class work/Projects/Essays)	25%
B.	Assessments (Test: 35%, Quizzes: 20%)	55%
C.	Final	10%
D.	Participation (Class Participation)	10%

Grade Percentage Breakdowns

A: 90-100 B: 80-89.9 C: 70-79.9 D: 60-69.9 F: 0 -59.9

IX. Methods of Assessment

Evaluation:

1. **Examinations:** Examinations are a critical component in monitoring comprehension and in preparing students in the development of key critical thinking, operational and computational skills, data analysis, and reading skills. The examinations in this course will follow the district examination policies. Exams will take the form of tests and quizzes given at appropriate instructional periods.
2. **Projects:** Students will be asked to complete both individual and group projects related to key concepts of this course. .
3. **Homework:** Students will be assigned homework daily to provide independent practice opportunities in order to strengthen and deepen key concepts. **Homework intensity for this course expects that students will complete homework that will require approximately 60 minutes daily.**
4. **Class Participation:** Class participation will be graded on a weekly basis.
5. **Final Exam:** A final exam will be given at the conclusion of both first and second semester. It will be a comprehensive exam based upon the course of study completed during the year.

X. Materials/Textbook(s)

- Textbook 1: *Integrated Korean Intermediate 1* Young-Mee Cho, Hyo Sang Lee, Carol Schulz, Ho-Min Sohn, Sung-Ock Sohn (University of Hawaii press)

Textbook 2: *Dynamic Korean 3* Lia Kim, Eunice Lee, Grace Pak (Foundation for Korean Language and Culture in the USA)

- Reading materials:

Novel:

- *Shower* Sunwon Hwang (Gyobo Mungo)
- *A Little Prince* Antoine de Saint-Exupéry (Reynal & Hitchcock) for Translation to Korean

Folktale:

- *The Green Frogs Tears* Yumi Heo (Houghton Mifflin Company)
- *Gyeonu and Jingyeo* Heayoung Choi, Minjeong Lee (Dusan Donga)
- *Kongji and Patji* Yongho Lee, Sujin Jeong (Dusan Donga)

Essay:

- *The Power of Mother* Inja Kim
- *Everyman* Wanseo Park
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Poem

- *The sky, the wind, the stars and the poem* Dongju Yun
- *Rose mallow and you*, Jonghwan Do

- Online resource: IKEN (International Korean Education Network)

<http://www.ikeneducate.org>

- Video material: The Dream of JangGuem (Korean animation about JangGuem, a chef of Chosun Dynasty)

XI. Seeking “a-f” Approval – Yes/No – Yes, this course will be submitted to the University of California for approval for the 2016-17 academic year in the subject domain “D” for Languages Other Than English.

XII. Seeking AP Class Approval – Yes/No – This course does NOT seek AP approval.

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