

Standard Based Curricular Framework for College Level Korean

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This document intended to provide Standard Based curricular framework for college level Korean language education. The framework considered and weaved content standards and proficiency standards together to guide educators and learners to set realistic expectations of their teaching and learning in different academic years.

As for National Standards, the three goals, Interpersonal, Interpretive, and presentational, of Communication standard are used for the basis of framework for four different language skills, speaking, reading, listening, and writing, at each academic year. And the remaining four standards are described in terms of functional abilities in connection with the Communication standard.

The four criteria of proficiency assessment are used here to address the global perspective of language proficiency. A description of each of these criteria is provided below:

- Function: what a student can do with the language at a given stage. Functions are specific tasks and functions which speakers normally perform in order to be considered proficient at a given level in the course of daily life..
- Context and Content: context means circumstances or settings in which students use the language at a given stage. Context refers to the settings or situations in which a particular function may take place. Content refers to the topics or themes of the subject which students can talk/communicate about.
- Accuracy: acceptability, quality and precision of the message conveyed. Accuracy refers to the degree to which student performance is structurally and sociolinguistically correct. Accuracy is generally measured by the comprehensibility of the interlocutor and answers 'how well sociolinguistic factors, vocabulary, syntax, pronunciation, and fluency interact and play together.
- Text type: quantity and the organizational aspects of speech produced and understood by the students. Text type progresses from single words or phrases to the extended discourse during the entire learning stages. .

We very much welcome your comments and suggestions on this working document, as they will help us in improving the document and take into account your point of view in an appropriate manner.

Standards for First Year Korean (150 hrs)

Content Standards:

Communication: Communication is a social act through which various social actions are carried out, language being the primary tool. Learning a language, therefore, must be more than gaining knowledge of its linguistic structure: the successful language learner is also communicatively competent.

Culture: The Cultures Goal emphasizes that learning a language fundamentally entails (a) acquiring the language as a means of coming to understand the culture in which the target language is used and (b) developing an authentic understanding of the target culture as an essential part of the language learning process.

Connection: The Connections Goal encourages students to use their Korean communication skills (developed under the Communication Goal) and their cultural understanding of the world (developed under the Cultures Goal) as a way of extending their knowledge into new domains.

Comparison: The Comparisons Goal is intended to help students achieve greater cross-linguistic and cross-cultural awareness by explicitly utilizing the precious opportunity for comparison-based learning that comes with studying a foreign language.

Community: Learning Korean becomes more meaningful and motivating when students have opportunities to use, demonstrate, and further expand their language skills and cultural knowledge outside the classroom.

Proficiency Objectives:

Novice High (Based on ACTFL Proficiency guidelines)

Proficiency during the First Year Korean is characterized as the ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs). The first year language users deal with discrete elements of daily life in highly predictable common daily settings. When **listening** or **reading**, they comprehend when memorized content (formulaic language) is well rehearsed and when speakers or writers are highly sympathetic. When **speaking** or **writing**, users functioning within this stage are unintelligible even to highly sympathetic listeners or readers unless the memorized content (formulaic language) is well rehearsed.

Interpersonal Abilities (Communication)

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students in First-Year Korean are able to engage in simple conversations and exchange information on a variety of daily life topics.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students develop the ability to:</p> <ul style="list-style-type: none"> • greet and respond to greetings; • introduce and respond to introductions; • engage in conversations; • express likes and dislikes; • make requests; • obtain information; • begin to provide personal information. • manage successfully some straightforward basic survival situations of immediate needs • ask a few formulaic questions. 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when speaking, in face-to-face social interaction; • the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work. 	<p>Students:</p> <ul style="list-style-type: none"> • communicate minimally with repetitions and hesitation. • demonstrate culturally acceptable behavior for the matching functions; • may still be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. 	<p>Students can:</p> <ul style="list-style-type: none"> • use short memorized sentences, learned words and phrases, and simple questions and commands when speaking and writing;
<p>CULTURE</p> <ul style="list-style-type: none"> • Students use appropriate expressions and gestures for greetings, leave taking, and common classroom interactions. • Students demonstrate an awareness of the use of speech styles of the Korean language. • Students participate in cultural activities and show an understanding of the cultural practices and products used in each activity. • Students demonstrate patterns of behaviors or interactions in various settings, such as school, family, and community (e.g., using sibling terms instead of names to address or refer to older peers, using two hands for giving to and receiving from elders). • Students demonstrate an awareness of names of tangible products of Korean culture such as songs, stories, artwork, crafts, simple food 			

as well as traditional games and sports.

CONNECTION

- Students demonstrate in Korean an understanding of basic concepts learned in other subject areas, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants).
- Students use Korean vocabulary to share or present simple facts learned from other disciplines such as history, science, and music.
- Students talk in words and phrases about some famous Korean folksongs, folktales, poems, and contemporary stories.

COMPARISON

- Students demonstrate an awareness of similarities and differences in the pronunciation of vowels and consonants of their own language and the Korean language.
- Students recognize the similarities and differences in word orders between Korean and their own language.
- Students understand and use the two number systems – native Korean and Sino-Korean – and proper usage of numeral counters.
- Students recognize and use loan words borrowed from English and other foreign languages.
- Students demonstrate awareness of honorific forms in greetings and other situations, and compare expressions of politeness in Korean and their own language.
- Students compare and contrast products of the Korean culture and their own (e.g., Pop songs, games, folktales, holiday celebrations, foods, etc.) and use the Korean names of them.

COMMUNITY

- Students communicate with peers from the Korean language community in person, via letters, e-mail, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines.
- Students identify professions that require proficiency in Korean (e.g., travel agent, tour guide, teacher of Korean, interpreter, diplomat, doctor for Korean community, immigration official) and minimally communicate with them.
- Students participate in role playing in Korean with peers that demonstrate understanding of Korean community (e.g., shopping, ordering in restaurants, making phone calls, playing house).
- Students do show-and-tell about the Korean language and culture to their peers or community groups in English or Korean.
- Students perform for or participate in a school or community celebration (e.g., Lunar New Year songs, fan dance, *t'aekwōndo* demonstration).
- Students participate in real or imaginary trips to places that represent Korean culture in a limited manner (e.g., trips to Korea towns in the U.S.A.) and speak about them.

Interpretive Abilities (Communication)

Students understand and interpret written and spoken Korean on a variety of topics. Students in First-Year Korean will be able to understand and interpret written and spoken Korean on a variety of daily topics, as well as manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Korean-speaking world.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students develop the ability to:</p> <ul style="list-style-type: none"> • understand some ideas and familiar details; • understand key words and loan words, as well as formulaic phrases that are highly contextualized. • get a limited amount of information from highly predictable texts, such as a hotel bill, a credit card receipt, or a weather map. • may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning when reading. • understand key words, loan words, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. • understand words and phrases from simple questions, statements, and high-frequency commands. • comprehend slow rate speech relying heavily on extralinguistic support to derive meaning. 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when listening, in social interaction and using audio or video texts; • when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives; • the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work. 	<p>Students:</p> <ul style="list-style-type: none"> • understand most important information when reading and listening. 	<p>Students can:</p> <ul style="list-style-type: none"> • understand memorized words and phrases. • understand some ideas and familiar details presented in clear, uncomplicated speech when listening; • understand short texts enhanced by visual clues when reading.
<p>CULTURE</p> <ul style="list-style-type: none"> • Students demonstrate an awareness of the use of speech styles of the Korean language. 			

- Students participate in cultural activities (e.g., holiday celebrations, school field trips, games) and show an understanding of the cultural practices and products used in each activity.
- Students recognize and understand Korean daily practices (e.g., removing shoes before entering homes, sitting and sleeping on the floor, bowing to elders).
- Students understand patterns of behaviors or interactions in various settings, such as school, family, and community (e.g., using sibling terms instead of names to address or refer to older peers, using two hands for giving to and receiving from elders).
- Students identify tangible products of Korean culture (e.g., toys, clothing, household items, food)
- Students identify and familiarize themselves with products of Korean culture, such as pop songs, folksongs and dances.

CONNECTION

- Students understand basic concepts learned in other subject areas in Korean, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants). Students comprehend simple storybooks or visual media in Korean on topics they are studying in other subject areas.
 - Students understand Korean vocabulary from other disciplines such as history, science, and music.
- Students read and listen to some works of famous pop songs, folktales, poems, contemporary short stories of Korean.

COMPARISON

- Students understand similarities and differences in the pronunciation and sounds of their own language and the Korean language.
- Students recognize the similarities and differences in word orders between Korean and their own language.
- Students recognize similarities and differences between Korean writing system, Han'gŭl, and their own writing system.
- Students understand the two number systems – native Korean and Sino-Korean – and proper usage of numeral counters.
- Students recognize loan words borrowed from English and other foreign languages.
- Students understand honorific forms in greetings and other situations, and compare expressions of politeness in Korean and their own language.
- Students are aware of some collocations and onomatopoeia in the Korean language as well as in their own.
- Students identify interests and practices that they have in common with their Korean and Korean-American peers (e.g., video games, fast food, animation, popular culture, sports).
- Students understand similarities and differences between Korean and their own cultures in regards to manners and daily routines in various situations (e.g., greetings, table manners, use of indoor space such as sitting on the floor vs. using chair, respect for elders).
- Students understand how gestures and expression through physical contacts differ in Korean culture and their own cultures (e.g., bowing vs. waving/ hugging, girls' walking arm-in-arm with each other).
- Students demonstrate ability to compare and contrast products of the Korean culture and their own (e.g., pop songs, games, folktales,

holiday celebrations, foods, etc.).

COMMUNITY

- Students understand letters, e-mails, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines while communicating with peers/friends from the Korean language community.
- Students identify and understand names of professions that require proficiency in Korean (e.g., travel agent, tour guide, teacher of Korean, interpreter, diplomat, doctor for Korean community, immigration official).
- Students demonstrate understanding of some transactional situations in Korean community (e.g., shopping, ordering in restaurants, making phone calls, buying daily goods, etc.).
- Students use Korean audio and visual materials for enjoyment (e.g., children's TV shows and movies, cartoons, drama, K- pop).
- Students understand and view via media Korean cultural events and social activities (dance concerts, festivals, parades, and plays).
- Students enjoy Korean music, dance, sports and simple games.

Presentational Abilities (Communication)

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.): Students in First-Year Korean will be able to present information both in oral and written forms to an audience of listeners or readers on a variety of topics of personal interest and on familiar materials.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students develop the ability to:</p> <ul style="list-style-type: none"> begin to provide simple ideas and information in an oral presentation. present personal information, a limited number of activities, preferences, and immediate needs. express personal meaning by relying heavily on learned phrases or recombinations of These. produce lists and notes, primarily by writing words and phrases. provide limited formulaic information on simple forms and documents. reproduce practiced material to convey the most simple messages. transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy. meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. express themselves within the context in which the language was learned, relying mainly on practiced material. recombine learned vocabulary and structures to create simple sentences on very familiar topics. 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> when giving oral presentations. when writing notes, lists, poems, postcards, and short letters. the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work. 	<p>Students:</p> <ul style="list-style-type: none"> convey simple ideas and information effectively with some hesitation and errors, which do not hinder comprehension during oral presentation; can convey meaning using simple sentences when writing. demonstrate culturally acceptable behavior for the matching functions; may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. the writing is often comprehensible to natives used to the writing of non-natives. 	<p>Students can:</p> <ul style="list-style-type: none"> use short sentences, learned words and phrases, and simple questions and commands when giving oral presentations and when writing;
CULTURE			

- Students use appropriate expressions and gestures for greetings, leave taking, and common classroom interactions (e.g., bowing, politely asking for permission) oral presentation and writing.
- Students demonstrate an awareness of the use of appropriate speech styles of the Korean language.
- Students participate in cultural activities (e.g., holiday celebrations, school field trips, games) and show an understanding of the cultural practices and products used in each activity.
- Students use appropriate words and phrases of patterns of behaviors or interactions in various settings, such as school, family, and community (e.g., using sibling terms to address or refer to older peers, using two hands for giving to and receiving from elders).
- Students identify and use the names of products of Korean culture, such as short stories, pop songs, folk songs and dances.
- Students participate in making Korean artwork, crafts, and simple food.
- Students participate in Korean traditional games and sports.

CONNECTION

- Students talk and write some basic concepts learned in other subject areas, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants).
- Students use Korean vocabulary to present simple facts learned from other disciplines such as history, science, and music in oral presentation and writing.

COMPARISON

- Students present appropriate pronunciation of vowels and consonants of Korean language in comparison of their own language during oral presentation and writing.
- Students use the proper word orders in Korean in comparison and understanding of them in their own language.
- Students write Korean writing system, Han'gŭl, in understanding of the differences from their own writing system.
- Students use the two number systems, native Korean and Sino-Korean ones, and proper usage of numeral counters in oral presentation and writing.
- Students use loan words borrowed from English and other foreign languages in oral presentation and writing.
- Students use honorific forms in greetings and other situations in understanding the differences of expressions of politeness in Korean and their own language.
- Students use some simple collocations and onomatopoeia in the Korean language as well as in their own.
- Students use words and phrases of Korean cultures in regards to manners, daily routines, interests and practices in various situations (e.g., greetings, table manners, use of indoor space such as sitting on the floor vs. using chair, respect for elders, K-pop, sports) in comparison with their own cultures.

- Students compare and contrast products of the Korean culture and their own (e.g., children's songs, games, folktales, holiday celebrations, food) and use some words and phrases of them in oral presentation and writing.

COMMUNITY

- Students write letters, emails, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines to the Korean language community in person.
- Students use names of Korean professions in oral presentation and writing (e.g., travel agent, tour guide, teacher of Korean, interpreter, diplomat, doctor for Korean community, immigration official).
- Students do oral presentation and write the Korean language and culture to their peers or community groups in Korean.
- Students perform for a school or community celebration (e.g., Lunar New Year songs, fan dance, *t'aekwōndo* demonstration).
- Students report real or imaginary trips to places that represent Korean culture (e.g., trips to Seoul or Korea towns in the U.S.A.) in oral presentation and writing.

Standards for Second Year Korean (150 hours)

Content Standards:

Communication: Communication is a social act through which various social actions are carried out, language being the primary tool. Learning a language, therefore, must be more than gaining knowledge of its linguistic structure: the successful language learner is also communicatively competent.

Culture: The Cultures Goal emphasizes that learning a language fundamentally entails (a) acquiring the language as a means of coming to understand the culture in which the target language is used and (b) developing an authentic understanding of the target culture as an essential part of the language learning process.

Connection: The Connections Goal encourages students to use their Korean communication skills (developed under the Communication Goal) and their cultural understanding of the world (developed under the Cultures Goal) as a way of extending their knowledge into new domains.

Comparison: The Comparisons Goal is intended to help students achieve greater cross-linguistic and cross-cultural awareness by explicitly utilizing the precious opportunity for comparison-based learning that comes with studying a foreign language.

Community: Learning Korean becomes more meaningful and motivating when students have opportunities to use, demonstrate, and further expand their language skills and cultural knowledge outside the classroom.

Proficiency Objectives:

Intermediate Mid (Based on ACTFL Proficiency guidelines)

Proficiency during the Second Year Korean is characterized as the ability to comprehend and produce created language (sentences and strings of sentences). The second year language users deal with everyday courtesy requirements and topics related to self and the immediate environment in some informal and transactional settings. When **listening** or **reading**, they comprehend sympathetic speakers or writers using created language. When **speaking** or **writing**, users functioning within this stage are intelligible to sympathetic listeners or readers when using created language.

Interpersonal Abilities (Communication)

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.); Students in Second-Year Korean will continue to develop the ability to interact with their peers and speakers of Korean on a variety of topics with growing complexity.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all communicative tasks learned in First-Year Korean with greater sophistication, confidence and ease. They also develop the ability to:</p> <ul style="list-style-type: none"> • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment; • obtain simple information to satisfy basic needs, such as directions, prices, and services; • make requests, and grant and deny permission; • express their needs and negotiate simple exchanges; • express important ideas and some detail; • ask a variety of simple questions and can handle a straightforward survival situation; • initiate, sustain and close conversations related to uncomplicated situations; 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when speaking, in face-to-face social interaction; • the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work. 	<p>Students:</p> <ul style="list-style-type: none"> • demonstrate increasing fluency and control of vocabulary; • communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing intermediate functions; • can be generally understood by sympathetic interlocutors accustomed to dealing with non-natives. 	<p>Students can:</p> <ul style="list-style-type: none"> • use learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and writing; • produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.
<p>CULTURE:</p> <ul style="list-style-type: none"> • Students use appropriate verbal and non-verbal greetings with younger and older people in a culturally appropriate manner. • Students use appropriate speech styles in conversation (e.g. polite vs. deferential, intimate vs. plain). • Students participate in cultural activities and show an understanding of the cultural practices and products (e.g. holiday celebrations, traditional games, Korean table manners). • Students use appropriate kinship terms and titles to address and refer to people. 			

- Students use Korean proverbs and idiomatic expressions commonly appearing in everyday interactions.
- Students identify and familiarize themselves with products of Korean culture, such as folk tales, songs, and dances.
- Students discuss unique Korean cultural practices and share their experiences (e.g. heating system, housewarming, superstition).

CONNECTION:

- Students discuss topics from other school subjects related to geography, math, history, science, or arts;
- Students use Korean vocabulary to share simple facts learned from other disciplines such as history, science, and music.
- Students talk in simple sentences about some famous Korean folksongs, folktales, poems, and contemporary stories.
- Students obtain information in English or Korean through various sources (e.g. internet, online dictionary, news media) on a variety of familiar topics

COMPARISON:

- Students compare the ways of expressing respect and communicating age and status differences in Korean (e.g., speech styles, honorific words, terms of address) to those of their own language.
- Students use clause connectors in Korean and compare their meanings and usages to those of their own language.
- Students demonstrate understanding of the use and functions of case particles as compared to English word order and prepositions.
- Students make simple comparisons between Korean and their own cultures in list of sentences.
- Students compare aspects of Korean and their own daily life in various contexts such as school schedules, weekend activities, and/or vacations.
- Students compare and contrast patterns of behavior and social trends of Korean adolescents and their own manifested in school and recreational activities (e.g., interaction with teachers, school schedule, use of recess time, fashion, after-school curricular activities, social gatherings).

COMMUNITY:

- Students communicate in Korean in a limited manner with Korean people outside of the classroom (e.g. letter, email, traveling, shopping).
- Students participate in typical Korean activities and pastimes such as games, music, and videos.
- Students participate in Korean celebrations (e.g. holidays, birthdays, or family celebrations).
- Students engage in role-playing activities such as researching recipes, preparing and sharing foods, making a hotel reservation, buying goods.
- Students can discuss with members of the Korean language community their preferences on leisure activities and local events (e.g., vacation, Korea town festival).
- Students share information about the Korean language and culture with others in the community through presentations and performances in public (e.g., culture shows, storyboard-making, exhibits).
- Students establish relationships with speakers of Korean through various means of communication (e.g., letters, email, social networking websites).
- Students participate in real or imaginary trips to places that represent Korean culture (e.g., trips to Seoul or Korea towns in the U.S.A.) and speak about them.

Interpretive Abilities (Communication)

Students understand and interpret written and spoken Korean on a variety of topics. Students in Second-Year Korean will be able to understand and interpret written and oral texts from a number of content areas related to their immediate environment as well as that of the Korean-speaking community.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all interpretive tasks learned in First-Year Korean with greater competence and ease. They also develop the ability to:</p> <ul style="list-style-type: none"> • understand information conveyed in simple, sentence-length speech on familiar or everyday topics; • understand texts that convey basic information such as that found in announcements, notices and online bulletin boards and forums; • understand messages found in highly familiar, everyday contexts; • may get some meaning from short connected texts featuring description and narration, dealing with familiar topics; • comprehend relying heavily on redundancy, restatement, paraphrasing, and contextual clues; • identify genres and different types of authentic texts; • understand and summarize main ideas and supporting information of oral and written texts, using loosely connected sentences; 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when listening, in social interaction and using audio or video texts; • when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media; • the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work. 	<p>Students:</p> <ul style="list-style-type: none"> • understand oral and written discourse, with few errors in comprehension when reading; • comprehend highly familiar and predictable topics most often accurately although a few misunderstandings may occur; 	<p>Students can:</p> <ul style="list-style-type: none"> • understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening • understand important ideas and some details in highly contextualized authentic texts when reading.
<p>CULTURE:</p> <ul style="list-style-type: none"> • Students develop an awareness of the diversity of social customs in the Korean community. 			

- Students identify and interpret gestures, intonation, different speech styles, and other cultural practices and traditions.
- Students recognize contributions from Korean cultures in areas such as art, music, film, fashion or science.
- Students demonstrate an understanding of Korean cultural practices related to birthday milestones, holiday customs and different ways to count age.
- Students observe and discuss Korean superstitions and their manifestation in the lives of Korean people (e.g., eating traditional taffy on college examination day, avoiding writing one's name in red), with an emphasis on the meanings behind these superstitions.
- Students experience and explore concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life.
- Students identify different types of Korean music and performances from modern and traditional perspectives.
- Students read materials about internationally known Korean athletes, musicians, and artists, identify their specific talents, and analyze the types of influences of Korean culture that these celebrities bring to their fields.

CONNECTION:

- Students expand their knowledge through Korean, of other subject areas such as art, geography, music or architecture.
- Students understand simple articles or short video segments on topics from other school subjects such as mathematics, social studies, geography, and science.
- Students gather information from authentic Korean materials (e.g., Internet, news media, library materials).
- Students read and listen to works of Korean folktales, short stories, K-Pops, and historical novels.
- Students understand Korean vocabulary from other disciplines such as history, science, and music.

COMPARISON:

- Students understand formal and informal forms of greetings, leave takings, and expressions of politeness in Korean.
- Students understand the differences of Korean grammatical structures to those of their native languages.
- Students recognize and compare the organizational principle in the Korean language of general-to-specific, and macro-to-micro with that of their own language (e.g., dates, mailing address, surname-given name).
- Students understand different use of politeness strategies in Korean using various indirect forms and compare them with those of their own language.
- Students demonstrate awareness and compare the ways of expressing respect and communicating age and status differences in Korean.
- Students compare and contrast patterns of behavior and social trends of Korean adolescents and their own manifested in school and recreational activities

COMMUNITY:

- Students understand Korean activities and pastimes related to games, sports, music, and videos;
- Students attend and/or view Korean cultural events and community activities;
- Students demonstrate understanding of simple transactional situations in Korean community (e.g., shopping, ordering in restaurants, making

phone calls, buying daily goods, making an appointment, etc.).

- Students understand letters, e-mails, or internet written/audiovisual chatting on familiar topics such as family, hobbies, and daily routines while communicating with peers/friends from the Korean language community.

Presentational Abilities (Communication)

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.): Students in Second-Year Korean will be able to present information, concepts and ideas both in oral and written forms to an audience of Korean on a variety of familiar topics and content areas of focus.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all presentational tasks learned in First-Year Korean with greater competence and ease. They also develop the ability to:</p> <ul style="list-style-type: none"> • talk about familiar topics related to their daily life; • create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs; • write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics; • speak and write primarily in present time, but may contain references to other time frames; • express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences; • write descriptive or expository composition or reports on personal and academic interests, incorporating simple transitional words and connectives. 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when giving oral presentations. • when writing letters and short guided compositions. <p>• the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.</p> <p>• beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.</p>	<p>Students:</p> <ul style="list-style-type: none"> • express personal meaning with pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves; • have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution; • show evidence of control of basic sentence structure and verb forms, but little evidence of deliberate organization; • can be generally understood by sympathetic 	<p>Students can:</p> <ul style="list-style-type: none"> • produce a series of loosely connected sentences on topics of personal interest and social needs; • begin to create skeletal paragraphs when giving oral presentations and when writing;

		interlocutors accustomed to dealing with non-natives;	
<p>CULTURE:</p> <ul style="list-style-type: none"> • Students demonstrate patterns of behaviors or interactions in various settings, such as school, family, and community (e.g., using sibling terms instead of names to address or refer to older peers, using two hands for giving to and receiving from elders). • Students explore concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life. • Students participate in making some Korean artwork, crafts, and simple food. • Students demonstrate an awareness of the basic significance of proverbs and idiomatic expressions commonly appearing in everyday interactions. • Students discuss and present about cultural generalization and stereotypes. • Students demonstrate an understanding of traditional and contemporary customs and Korean superstitions. • Students talk about works of Korean folktales, short stories, and historical novels. 			
<p>CONNECTION:</p> <ul style="list-style-type: none"> • Students demonstrate an ability to discuss topics and contents from other subject areas (e.g. mathematics, social studies, geography, and science) in simple or loosely connected sentences. • Students present and talk about Korean short stories, folk tales, and poems. • Students discuss unique aspects of Korean history, culture, arts, and science. • Students report primarily in Korean, orally and/or in writing, on topics of personal and academic interests. 			
<p>COMPARISON:</p> <ul style="list-style-type: none"> • Students demonstrate awareness and compare the ways of expressing respect and communicating age and status differences in Korean (e.g., speech styles, honorific words, terms of address) to those of their own language. • Students demonstrate understanding of the use and functions of case particles as compared to English word order and prepositions. • Students demonstrate awareness of various written styles and degrees of formality using appropriate speech levels and forms for reporting speeches and marking speaker stance. • Students demonstrate awareness of various clause connectors in Korean and compare their meanings and usages to those of their own languages. • Students point out similarities and differences between Korean and their own cultures in regards to manners and daily routines in various situations (e.g., greetings, table manners, use of indoor space such as sitting on the floor vs. using chair, respect for elders). • Students compare and contrast cultural practices on traditional holidays in Korea with those of their own. 			

COMMUNITY:

- Students perform primarily in Korean for a classroom or a larger setting such as role plays, song contests, or story telling.
- Students share information about the Korean language and culture through presentations and performances in public.
- Students do show-and-tell about the Korean language and culture to their peers, parents, or community groups primarily in Korean.
- Students write letters, e-mails, or internet written/audiovisual chatting on familiar topics such as family, hobbies, and daily routines while communicating with peers/friends from the Korean language community.
- Students engage in activities for personal enjoyment and growth (e.g., martial arts, calligraphy, playing traditional instruments, watching Korean film).
- Students perform for a school or community celebration (e.g., Lunar New Year celebration, fan dance, *t'aekwōndo* demonstration).
- Students organize Korean cultural events and social activities.

Standards for Third Year Korean (150 hrs)

Content Standards:

Communication: Communication is a social act through which various social actions are carried out, language being the primary tool. Learning a language, therefore, must be more than gaining knowledge of its linguistic structure: the successful language learner is also communicatively competent.

Culture: The Cultures Goal emphasizes that learning a language fundamentally entails (a) acquiring the language as a means of coming to understand the culture in which the target language is used and (b) developing an authentic understanding of the target culture as an essential part of the language learning process.

Connection: The Connections Goal encourages students to use their Korean communication skills (developed under the Communication Goal) and their cultural understanding of the world (developed under the Cultures Goal) as a way of extending their knowledge into new domains.

Comparison: The Comparisons Goal is intended to help students achieve greater cross-linguistic and cross-cultural awareness by explicitly utilizing the precious opportunity for comparison-based learning that comes with studying a foreign language.

Community: Learning Korean becomes more meaningful and motivating when students have opportunities to use, demonstrate, and further expand their language skills and cultural knowledge outside the classroom.

Proficiency Objectives:

Intermediate High/Advanced Low (Based on ACTFL Proficiency guidelines)

Proficiency during the Third Year Korean is characterized as the ability to comprehend and produce paragraph level language (paragraphs and strings of paragraphs). The third year language users can deal with concrete and factual topics of public interest (the external environment) in most informal and some formal settings. When **listening** or **reading**, they comprehend non-sympathetic speakers or writers using paragraph level language. When **speaking** or **writing**, users functioning within this level are intelligible to non-sympathetic listeners or readers when using paragraph level language. Individuals functioning at this level can perform limited working proficiency understanding the explanation of a work-related process provided by a target-culture employer and describing the results when the required task is completed.

Interpersonal Abilities (Communication)

Students in Third-Year Korean are able to engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future in a minimally cohesive discourse.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p><i>Students develop the ability to</i></p> <ul style="list-style-type: none"> • converse with ease and confidence when dealing with the routine tasks and social situations. • narrate and describe in all major time frames using connected discourse of paragraph length. • clarify and ask for and comprehend clarification • express and understand opinions on concrete topics • identify, state, and understand feelings and emotions • handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and public interest • participate in most informal and some formal conversations on topics related to school, home, and leisure activities. • speak about some topics related to employment, current events, and matters of public and community interest. • handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. • use communicative strategies such as rephrasing and circumlocution. 	<p><i>Students can perform these functions:</i></p> <ul style="list-style-type: none"> • when speaking, in face-to-face social interaction and in simple transactions on the phone; <p><i>Content includes cultural, personal, and social topics such as:</i></p> <ul style="list-style-type: none"> • work, school, home, leisure time activities • history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields; • career choices, the environment, current events such as community events, activities, accidents, and factual news stories 	<p><i>Students:</i></p> <ul style="list-style-type: none"> • can generally control basic structures with grammatical roughness • generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation; • generally use culturally appropriate behavior in social situations; • can be understood by native speakers unaccustomed dealing with non-natives 	<p><i>Students can:</i></p> <ul style="list-style-type: none"> • use minimally cohesive paragraph with loosely connected sentences when speaking;

CULTURE

- Students describe Korean cultural practices related to traditional and contemporary traditions of different customs such as birthday milestones, marriage customs, funerals, and other observations of memorials and are able to articulate differences, similarities, and meanings contained in each set of customs.
- Students discuss unique aspects of the Korean language, such as idiomatic expressions (e.g., four-syllable proverbs), by analyzing the socio-historical origin, modern-day usage, and meanings of such expressions.
- Students observe and discuss Korean superstitions and their manifestation in the lives of Korean people (e.g., eating traditional taffy on college examination day, avoiding writing one's name in red), with an emphasis on the meanings behind these superstitions.
- Students discuss the experiences and elements of the social life of college students in Korea (e.g., college entrance examinations, tonggari activities, etc.).
- students analyze Korean arts including pottery and traditional paintings and identify and analyze the various symbolic components in these products.
- Students describe concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life.
- Students describe expressive products of Korean culture including Korean film, literature, and performance and explore ways in which these products reflect Korean people's lifestyles, beliefs, and values.

CONNECTION

- Students discuss in Korean the connections and relationships between Korean and world history.
- Students exchange information and opinions in Korean orally about concrete topics being studied in other school subject areas, such as political, economic, and social issues (e.g., climate change, government structure, public health).
- Students acquire information through authentic materials, such as books, newspapers, or the Internet, pertaining to Korean practices in politics and social and environmental issues (e.g., Korean recycling regulations, compulsory military service, air-raid drill) and describe them.
- Students expand their understanding of young adulthood by learning about the characteristics of Korean and Korean-American youths and the issues and challenges they face.

COMPARISON

- Students use appropriate registers expressing formality and politeness as well as common indirect speech styles.
- Students discuss elements of the Korean language, such as time, tense, and aspects, and comparable linguistic element in English to understand various representations of events.

- Students analyze elements of complex sentence structure of the Korean language and comparable elements in English, and recognize different ways of indicating main and subordinate events
- Students start exploring how proverbs, sayings, and idiomatic expressions reflect one's culture through examples from the Korean language and their own.
- Students discuss different national holidays and cultural treasures of Korea in comparison with and contrast to their own culture.
- Students compare and contrast the uses and functions of public facilities and services in Korea with their own culture (e.g., public transportation, market, hospitals, postal and delivery services).

COMMUNITY

- Students have discussions with members of the Korean language community about their intercultural experiences (e.g., student life in the U.S. vs. in Korea, cultural differences).
- Students interview members of the local Korean community and/or guest speakers from Korea about various aspects of family and society (e.g., roles in the family, youth culture, education).
- Students enroll and participate in summer camps and language programs in Korea or in Korean communities.
- Students do internships or volunteer work at U.S.-based Korean businesses.
- Students use Korean to obtain information on topics of personal interest and to advance knowledge of their Korean language, culture, and history.
- Students engage in activities for personal enjoyment and growth (e.g., martial arts, calligraphy, playing traditional instruments, watching Korean film)
- Students participate in school and community projects which require proficiency in Korean.

Interpretive Abilities (Communication)

Students in Third-Year Korean will be able to understand and interpret written and spoken Korean on a variety of daily topics and topics of community, national, or international interest. They understand the main idea and supporting details of straightforward narrative and descriptive texts in the major times frames of past, present, and future in a minimally cohesive discourse.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students develop the ability to:</p> <ul style="list-style-type: none"> • understand the main idea and supporting details of authentic straightforward narrative and descriptive written and oral texts. • use real-world knowledge and contextual clues for comprehension when reading and listening. • understand speech that is authentic and in connected discourse which is straightforward and is generally organized in a clear and predictable way. • comprehend language on a range of topics of general interest. • understand basic language structure with basic time-frame references. • recognize the main argument from the argument on concrete topics in written and oral texts. • understand standard linguistic conventions to understand sequencing, time frames, and chronology. 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when listening, in social interaction and using audio or video texts; • when reading short stories, poems, essays, and articles; <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • work, school, home, leisure time activities • history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields; • career choices, the environment, current events such as community events, activities, accidents, and factual news stories 	<p>Students:</p> <ul style="list-style-type: none"> • are able to understand and retain most key ideas and some supporting detail when reading and listening. 	<p>Students can:</p> <ul style="list-style-type: none"> • understand most spoken language in uncomplicated paragraph length discourse • acquire knowledge and new information from comprehensive paragraph length authentic texts when reading.
<p>CULTURE</p> <ul style="list-style-type: none"> • Students demonstrate an understanding of Korean cultural practices related to traditional and contemporary traditions of different customs such as birthday milestones, marriage customs, funerals, and other observations of memorials and are able to articulate differences, similarities, and meanings contained in each set of customs. 			

- Students understand unique aspects of the Korean language, such as idiomatic expressions (e.g., four-syllable proverbs), by analyzing the socio-historical origin, modern-day usage, and meanings of such expressions in written and oral texts.
- Students observe and understand Korean superstitions and their manifestation in the lives of Korean people (e.g., eating traditional taffy on college examination day, avoiding writing one's name in red), with an emphasis on the meanings behind these superstitions.
- Students read and listen to social life of high school students in Korea.
- Students experience and explore concrete products of Korean culture that reflect daily life, such as food, dwelling, leisure activities, traditional and modern artifacts and discuss the elements of Korean culture that are represented in daily life.
- Students experience and understand expressive products of Korean culture including Korean film, literature, and performance and explore ways in which these products reflect Korean people's lifestyles, beliefs, and values.
- Students understand themes, ideas, and perspectives related to the products of Korean culture through reading and listening.
- Students identify and understand the uniqueness of Korean culture that receives worldwide recognition.

CONNECTION

- Students read and listen to the connections and relationships between Korean and world history (e.g., the Korean War and Korean immigration to the U.S).
- Students obtain information in Korean by reading or listening through various sources (e.g., Internet, news media, library materials) on topics of other disciplines such as current events, art and music, and popular culture.
- Students acquire information through authentic materials, such as books, newspapers, or the Internet, pertaining to Korean practices in politics and social and environmental issues (e.g., Korean recycling regulations, compulsory military service, air-raid drill).
- Students expand their understanding of young adulthood by learning about the characteristics of Korean and Korean-American youths and the issues and challenges they face.

COMPARISON

- Students understand the use of appropriate registers expressing formality and politeness as well as common indirect speech styles in oral texts and writing.
- Students recognize the more pronounced distinction between written and colloquial registers in the use of grammatical markers.
- Students understand elements of the Korean language, such as time, tense, and aspects, and comparable linguistic element in English to understand various representations of events.
- Students analyze elements of complex sentence structure of the Korean language and comparable elements in English, and recognize different ways of indicating main and subordinate events
- Students explore and learn how proverbs, sayings, and idiomatic expressions reflect one's culture through examples from the Korean

language and their own through reading and listening related materials and texts.

- Students understand Korean cultural perspectives regarding familial and generational relationships manifested in respect for elders, importance of birth order, family responsibilities and duties, parental sacrifice for children and filial obligations through reading and listening related materials.
- Students understand the importance of national holidays and cultural treasures of Korea in comparison with and contrast to their own culture through reading and listening to related materials.
- Students compare and contrast the uses and functions of public facilities and services in Korea with their own culture (e.g., public transportation, market, hospitals, postal and delivery services).

COMMUNITY

- Students meet and listen to Koreans' intercultural experiences (e.g., student life in the U.S. vs. in Korea, cultural differences).
- Students listen to guest speakers from Korea and/or local Korean community about various aspects of family and society (e.g., roles in the family, youth culture, education).
- Students investigate the history of the local Korean community through research of related materials and literature.
- Students read books in Korean to obtain information on topics of personal interest and to advance knowledge of their Korean language, culture, and history.
- Students read Korean websites to get news on current events and information pertaining to their personal interests.
- Students participate in school and community projects which require proficiency in Korean.

Presentational Abilities (Communication)

Students in Third-Year Korean will be able to present information both in oral and written forms to an audience of listeners or readers on a variety of topics of personal interest as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future in a minimally cohesive discourse.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students develop the ability to:</p> <ul style="list-style-type: none"> • deliver informal and formal presentation on topics related to school, home, leisure activities, and community interests. • narrate and describe in the major time frames of past, present, and future in paragraph-length planned discourse with some control of aspect in a formal oral presentation. • use communicative strategies such as rephrasing and circumlocution when asked for clarification. • write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature in the major time frames of past, present, and future. • write connected discourse of paragraph length and structure. • show good control of the most frequently used structures and generic vocabulary in writing 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when giving oral presentations. • when writing journals, letters, and essays. <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • work, school, home, leisure time activities • history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields; • career choices, the environment, current events such as community events, activities, accidents, and factual news stories 	<p>Students:</p> <ul style="list-style-type: none"> • can deliver oral presentations and write essays or reports with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. • demonstrate culturally acceptable behavior for the matching functions; • Their speech and writing can be understood by native speakers unaccustomed to dealing with non-natives 	<p>Students can:</p> <ul style="list-style-type: none"> • deliver oral presentations using simple paragraphs • create simple paragraphs when writing;
<p>CULTURE</p> <ul style="list-style-type: none"> • Students write and make oral presentation on Korean cultural practices related to traditional and contemporary traditions of different customs such as birthday milestones, marriage customs, funerals, and other observations of memorials. • Students discuss Korean arts including pottery and traditional paintings and identify and analyze the various symbolic components in 			

these products through oral presentation and written research paper.

- Students engage in research on concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life, and write a paper and give oral presentation on them.
- Students engage in research on expressive products of Korean culture including Korean film, literature, and performance and explore ways in which these products reflect Korean people's lifestyles, beliefs, and values, and write a paper and give oral presentation on them.

CONNECTION

- Students research on the connections and relationships between Korean and world history (e.g., the Korean War and Korean immigration to the U.S) and write a paper and give oral presentation on them.
- Students obtain information in Korean through various sources (e.g., Internet, news media, library materials) on topics of other disciplines such as current events, art and music, and popular culture, and write a report and give oral report.
- Students exchange information and opinions in Korean orally and/or in writing about topics being studied in other school subject areas, such as political, economic, and social issues (e.g., climate change, government structure, public health).
- Students acquire information through authentic materials, such as books, newspapers, or the Internet, pertaining to Korean practices in politics and social and environmental issues (e.g., Korean recycling regulations, compulsory military service, air-raid drill).
- Students expand their understanding of young adulthood by learning about the characteristics of Korean and Korean-American youths and the issues and challenges they face and write a paper and give oral presentation on them.

COMPARISON

- Students use proper written styles and formality using appropriate speech levels and forms for reporting speeches in oral presentation in comparison with the ones in their own language.
- Students start using some proverbs, sayings, and idiomatic expressions reflect one's culture through examples from the Korean language and their own.
- Students research on Korean cultural perspectives regarding familial and generational relationships manifested in respect for elders, importance of birth order, family responsibilities and duties, parental sacrifice for children and filial obligations in comparison with their own cultural perspectives and write a paper and give an oral presentation.
- Students report importance of national holidays and cultural treasures of Korea in comparison with and in contrast to their own culture in writing and oral presentation.
- Students compare and contrast the uses and functions of public facilities and services in Korea with their own culture (e.g., public transportation, market, hospitals, postal and delivery services) in writing and oral presentation.

COMMUNITY

- Students report their own intercultural experiences (e.g., student life in the U.S. vs. in Korea, cultural differences) to the members of local Korean community or Koreans from Korea.

- Students investigate and research on the history of the local Korean community and write a paper and give an oral presentation.
- Students do internships or volunteer work at U.S.-based Korean businesses.
- Students participate in school and community projects which require proficiency in Korean.

Standards for Fourth Year Korean (150 hours)

Content Standards:

Communication: Communication is a social act through which various social actions are carried out, language being the primary tool. Learning a language, therefore, must be more than gaining knowledge of its linguistic structure: the successful language learner is also communicatively competent.

Culture: The Cultures Goal emphasizes that learning a language fundamentally entails (a) acquiring the language as a means of coming to understand the culture in which the target language is used and (b) developing an authentic understanding of the target culture as an essential part of the language learning process.

Connection: The Connections Goal encourages students to use their Korean communication skills (developed under the Communication Goal) and their cultural understanding of the world (developed under the Cultures Goal) as a way of extending their knowledge into new domains.

Comparison: The Comparisons Goal is intended to help students achieve greater cross-linguistic and cross-cultural awareness by explicitly utilizing the precious opportunity for comparison-based learning that comes with studying a foreign language.

Community: Learning Korean becomes more meaningful and motivating when students have opportunities to use, demonstrate, and further expand their language skills and cultural knowledge outside the classroom.

Proficiency Objectives:

Advanced Mid/High (Based on ACTFL Proficiency guidelines)

Proficiency during the Fourth Year Korean is characterized by the ability to comprehend and produce connected, paragraph-level discourse and some extended language. The fourth year language users deal with concrete and factual topics of public interest (the external environment) with confidence and ease, and some abstract, unfamiliar and professional topics. When **listening** or **reading**, they comprehend non-sympathetic speakers or writers using informal and formal language. When **speaking** or **writing**, users functioning within this stage are intelligible to non-sympathetic listeners or readers when using informal and formal language.

Interpersonal Abilities (Communication)

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students in Fourth-Year Korean will continue to develop the ability to interact with their peers and speakers of Korean in a range of contexts, both academic and professional. Students begin to express opinions, develop their arguments and share their views through both oral and written discussion.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all communicative tasks learned in Third-Year Korean with greater sophistication, confidence and ease. They also develop the ability to:</p> <ul style="list-style-type: none"> • exchange on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance; • narrate and describe in the present, past, and future by providing a full account, with good control of aspect; • compare and contrast in cohesive paragraphs; • handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task; • control basic structures and generic vocabulary; • use communicative strategies such as rephrasing and circumlocution; • give advice and suggestions; • may provide a structured argument to support their opinions, and may construct hypotheses, but patterns of error appear when dealing with abstract topics; 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when speaking, in face-to-face social interaction and in simple transactions on the phone, and in group discussions, prepared debates, and presentations; <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • news stories, explanations, instructions, anecdotes, or travelogue descriptions; • career choices, the environment, social issues, and political issues. • concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture; • topics of social and personal interest such as music, literature, arts and science; 	<p>Students:</p> <ul style="list-style-type: none"> • can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary; • produce the oral paragraph structure of their own language rather than that of the target language; • convey their intended message without misrepresentation or confusion; • can be generally understood by natives unaccustomed to dealing with non-native speakers. 	<p>Students can:</p> <ul style="list-style-type: none"> • use simple discourse in a coherent paragraph when speaking; • create a series of coherent paragraphs when writing;

CULTURE:

- Students explore and discuss social, economic, political, scientific, and/or religious topics related to Korean culture.
- Students analyze, discuss, and evaluate Korean traditional cultural practices and their influences on contemporary social interactions (e.g., weddings, funerals, business culture).
- Students participate in real and simulated discussion on the topics such as national events, religious ceremonies, family relationships, and education in the Korean speaking communities.
- Students discuss and critique artistic products of the Korean culture such as social, religious, economic, and political institutions, and explore relationships among these institutions and perspectives of Korean culture (e.g., temples, churches, palaces, National Assembly, universities);
- Students explore and discuss concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life.
- Students analyze and critique both expressive products of Korean culture, including Korean film, literature, arts and performance and identify the elements of Korean culture that are reflected in these products.

CONNECTION:

- Students discuss topics and concepts from other school subjects and the fields of their study for personal and academic interests (e.g. politics, economics, sociology);
- Students use Korean to obtain information and expand their knowledge of other subject areas;
- Students use authentic media sources to compare and contrast Korean and their own cultural viewpoints on contemporary issues or issues of personal interest;
- Students develop and support a point of view on topics of personal interest incorporating information acquired from a variety of Korean-language sources to prepare reports in oral and/or written format.

COMPARISON:

- Students compare and contrast news coverage of a current event in Korean vs. American media;
 - Students demonstrate control of nuances of meaning and distinguish between written and colloquial registers;
 - Students demonstrate awareness of the subtle nuances of speech level choices and its implications for the relationship between speakers in different social situations (e.g., switching from polite to intimate speech level or vice versa).
 - Students demonstrate their understanding and awareness of language variation and style differences based on regions, gender, age and status differences.
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- Students proficiently use appropriate speech levels to reflect the subtle nuances and implications for the relationship between speakers;
 - Students analyze and discuss the roles and functions of major social institutions and infrastructure in Korea and contrast these with their own (e.g., education systems, religious institutions, types of retail shopping, and types of housing).
 - Students compare ways of networking in social groups and institutions such as schools and work places and understand the internal dynamics

among the members.

- Students compare and contrast the characteristics of mass media (e.g., film, TV, magazines, newspapers) in Korea and their own culture.

COMMUNITY:

- Students engage in community services and share opinions about the activities;
- Students interview Korean visitors and members of the local Korean community about various aspects of family and society (e.g., roles in the family, youth culture, education).
- Students communicate orally or in writing with members of the Korean language community on topics such as social, economic, political, or historical issues at the local and global levels.
- Students explore and their careers, which require advanced proficiency in Korean (e.g., internships, positions in local companies).
- Students participate in community activities such as tutoring, translating and interpreting for social agencies, and acting as mentors for younger members of the Korean community.

Interpretive Abilities (Communication)

Students understand and interpret written and spoken Korean on a variety of topics. Students in Fourth-Year Korean will show increasing ability to understand and interpret a variety of written, oral and visual information on a variety of general interest topics including cultural, political, social and academic or professional issues related to Korea.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all interpretive tasks learned in Third-Year Korean with greater sophistication, confidence and ease. Students develop the ability to:</p> <ul style="list-style-type: none"> • understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events; • understand the main facts and many supporting details; • derive some meaning from texts at higher levels (e.g., argumentative texts) if they possess significant familiarity with the topic or context; • comprehend language on a range of topics of general interest; • understand basic time-frame references, but often limited to concrete, conventional discourse; • understand parts of texts dealing with unfamiliar topics and situations; • identify nuance and tones in some of oral and written texts; 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when listening, in social interaction and using audio or video texts, including TV interviews and news-casts; • when reading short literary texts, poems, and articles; <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • news stories, explanations, instructions, anecdotes, or travelogue descriptions; • career choices, the environment, social issues, and political issues. • concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture; • topics of social and personal interest such as music, literature, arts and science; 	<p>Students:</p> <ul style="list-style-type: none"> • understand most key ideas and some supporting detail when reading and listening; • compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues; • understand parts of texts that deal with abstract topics and situations; 	<p>Students can:</p> <ul style="list-style-type: none"> • understand most authentic spoken language when listening; • acquire knowledge and new information from comprehensive, authentic texts when reading; • may derive some meaning from texts that are structurally and conceptually more complex, but misunderstanding may occur when reading such texts;

CULTURE:

- Students observe, identify, compare and contrast typical cultural patterns and social behaviors presented on a screen, discussions, news, role play and interviews.
- Students become familiar with social, political, and cultural issues discussed at various media (e.g., commercials, documentaries, newspaper articles, TV programs, and websites).
- Students analyze and demonstrate an understanding of connections between cultural perspectives and socially approved behavioral patterns within Korean cultural contexts (e.g., accepting and declining compliments, filial piety, business etiquette).
- Students interpret and analyze social, economic, geographic, and/or historical factors that affect cultural practices in Korea.
- Students identify, discuss and analyze major Korean social, political, religious, and/or economic contributions on the world.
- Students experience and analyze artistic products of the Korean culture and understand Korean people's lifestyles, beliefs, and values reflected in the products.
- Students experience and explore concrete products of Korean culture that reflect daily life.
- Students analyze instances of public media in Korea and identify the elements of culture that are reflected within them, including gender/social roles, speech styles, rhetorical organization (e.g., directness vs. indirectness), and value systems (e.g., collectivism vs. individualism).

CONNECTION:

- Students use Korean language resources to enhance their knowledge of subjects such as fine arts, architecture, music, history, science, career of interest.
- Students obtain information in Korean on topics of general interests such as current events, economic, geographical, and social issues.
- Students evaluate and synthesize information from a variety of authentic Korean sources to identify and analyze distinct Korean perspectives on social and political issues in relation to other cultural perspectives.
- Students acquire information through authentic materials pertaining to Korean practices in politics and social and environmental issues (e.g., Korean recycling regulations, compulsory military service, air-raid drill).

COMPARISON:

- Students understand language specific patterns, colloquialisms, and differences in regional speech patterns.
- Students identify and use more advanced idiomatic expressions and collocations.
- Students recognize and understand different grammatical structures used to express time and tense relationship, mode, and nuance.
- Students understand Korean cultural perspectives reflected in a variety of literary genres.
- Students analyze elements of complex sentence structure of the Korean language and comparable elements in English, and recognize different ways of indicating main and subordinate events.
- Students recognize and understand conventions of written genres in Korean. (e.g., terms referring to the author, the reader, and other subjects, vocabulary and structural choices, rhetorical organization).

- Students are aware of the Korean mimetic vocabulary that consists of sound-imitating and manner-symbolic words.
- Students analyze cultural perspectives as reflected in a variety of literary genres.

COMMUNITY:

- Students research a cultural or linguistic topic related to Korean community and local businesses.
- Students explore ways in which Korean can be used in the real-world setting through various resources (e.g., internship, job searches, tutoring, or community services).
- Students learn more in-depth about personal interests such as sports, entertainment, travel, economic and political issues.
- Students establish or maintain relationships in the Korean-speaking community.
- Students view current events and social activities through Korean media and interpret literary works in Korean.
- Students continue to utilize Korean websites to get news on current events and information pertaining to their personal interests.
- Students do research using the Korean language resources to enhance their academic and professional interest (e.g., thesis research, preparing a portfolio for job applications, internship opportunities).

Presentational Abilities (Communication)

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Students in Fourth-Year Korean will be able to present to an audience orally and in written form, on topics of general interests including cultural, political, social and academic or professional issues related to Korea and Korean community.

FUNCTIONS	CONTEXT/CONTENT	ACCURACY	TEXT TYPE
<p>Students carry out all presentational tasks learned in Third-Year Korean with greater sophistication, confidence and ease. Students develop the ability to:</p> <ul style="list-style-type: none"> • narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity and detail; • write summaries and reports of factual topics of general interest; • research and present information on a current event or global issue; • deal with a social situation with an unexpected complication; • compensate for an imperfect grasp of some forms or for limitations in vocabulary by the use of strategies such as paraphrasing, circumlocution, and illustration; • handle writing or oral presentation tasks associated to the Superior level, such as developing arguments and constructing hypothesis gradually; 	<p>Students can perform these functions:</p> <ul style="list-style-type: none"> • when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations; • when writing journals, letters, and essays; <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • news stories, explanations, instructions, anecdotes, or travelogue descriptions; • career choices, the environment, social issues, and political issues. • concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture; • topics of social and personal interest such as music, literature, arts and science; 	<p>Students:</p> <ul style="list-style-type: none"> • show good control of the most frequently used structures and generic vocabulary; • show organizational features, but may at times resemble oral discourse; • demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes abstract, they tend to become less accurate; • understood readily by natives not used to the writing of nonnatives; 	<p>Students can:</p> <ul style="list-style-type: none"> • produce connected discourse of paragraph length and structure; • exhibit a variety of cohesive devices in texts up to several paragraphs in length;

CULTURE:

- Students participate in real or simulated cultural events.
- Students present individual and group projects, video presentations, and/or reports on topics related to Korean cultural products and practices.
- Students compare and contrast news coverage of a current event through a power point or oral report.
- Students prepare a research-based analysis of a current event or social issue from the perspective of both Korean and their own cultures.
- Students debate perspectives on Korean cultural practices, education, family system, and business.

CONNECTION:

- Students report and present on topics from other school subjects such as geography, math, history, science, and/or arts.
- Students create a presentation on both concrete and abstract topics.
- Students synthesize and evaluate information gathered in other disciplines in Korean to enhance theoretical concepts on topics on socio-cultural and historical issues (e.g., a study of gender roles in a sociology course through a discussion of changing gender roles in Korea).
- Students develop and support a point of view on topics of personal interest incorporating information acquired from a variety of Korean-language sources to prepare reports in oral and/or written format.

COMPARISON:

- Students create and present dialogues using a variety of idiomatic expressions and compare with their own.
- Students demonstrate the subtle nuances of speech level choices and its implications in different social situations.
- Students express unique qualities of a Korean cultural product such as film, art or literature.
- Students demonstrate the knowledge of the ways in which the Korean language has been influenced by the historical contact with Chinese, Japanese, and English (e.g., Sino-Korean vocabulary, loan words).
- Students present the roles and functions of major social institutions and infrastructure in Korea and contrast these with their own (e.g., education systems, religious institutions, types of retail shopping, and types of housing).
- Students create a portfolio or journal entries illustrating the differences between Korean cultural practices and public services and their own;

COMMUNITY:

- Students perform in Korean for a classroom or a larger public setting (e.g. talent shows and plays).
- Students participate in a project that requires advanced proficiency in Korean (e.g., Korean festival or culture night shared with the local community).
- Students create a portfolio, newsletter, brochure or power point presentation on topics of personal interests such as sport events, travels, and/or memorable experiences;
- Students give a presentation in Korean on issues relevant to the local community (e.g., internship, study abroad programs, local elections, Korean language maintenance).

- Students participate in study abroad programs or explore job opportunities in Korea.