

Glendale Unified School District

High School

July 18, 2017

Department: Foreign Language

Course Title: Korean 5-6

Course Number: 8134D/8135D

Grade Level(s): 9-12

Course Credits: 10

Recommended

Prerequisite: Korean 3/4
FLAG Korean Language Arts 3/4
Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by teacher.

Recommended

Textbook(s): *Dynamic Korean 3, Textbook* by Lia Kim, Eunice Lee and Grace Pak, Foundation for Korean Language and Culture in the USA; ISBN - 978-0-578-07075-9 (2011)
Dynamic Korean 3, Workbook by Lia Kim, Eunice Lee and Grace Pak, Foundation for Korean Language and Culture in the USA; ISBN - 978-0-578-07076-6 (2011)

Course Overview: FLAG Korean Language Arts or Korean 5/6 (H) utilizes thematic units from *Dynamic Korean 3*. This course emphasizes communication skills through more complicated dialogues with expanded vocabulary, grammar, sentence structure, and reading materials. The student will demonstrate oral presentations and composition on complex topics in the class. The student will utilize videos about Korean culture and history as well as selected Korean songs and movies.
Learners are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from target language sources; learn about the nature of language and culture and how each manifests

itself in human communication; and take language beyond the classroom in real-world interactions.

Instructors begin each unit by identifying the tasks students will be able to perform upon its completion. They establish three sets of objectives: for knowledge, for communication, and for control of vocabulary and structure. The objectives are aligned with the following California Common Core State Standards (CCSS) and National Standards in Foreign Language (NSFL). Upon successful completion of Korean 5/6 (H) students should be able to achieve the Intermediate high level of proficiency as pursuant to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

Course Content, Standards Covered:

1. California Common Core State Standards

a. Reading Standards for Literature (RL) Grades 9–10 Students

- i. RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ii. RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- iii. RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

b. Reading Standards for Informational Text (RI) Grades 9–10 Students

- i. RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ii. RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- iii. RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- iv. I 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - 1. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA
- c. Writing Standards (W) Grades 9–10 Students
 - i. W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 1. W 2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
 - 2. W 2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - 3. W 2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - 4. W 2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - 5. W 2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 6. W 2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - ii. W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - 1. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - 2. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 4. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 5. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- iii. W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - iv. W 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
 - v. W 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
 - vi. W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- d. Speaking and Listening Standards (SL) Grades 9-10 Students
- i. SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
 - ii. SL 2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - iii. SL 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - iv. SL 4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to

- purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
- v. SL 5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- e. Language Standards (L) Grades 9-10 Students (These are English standards that are transferrable skills in Korean)
- i. L 1: Demonstrate command of the conventions of standard Korean grammar and usage when writing or speaking.
 - 1. L 1 a. Use parallel structure.
 - 2. L 1 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - ii. L 2: Demonstrate command of the conventions of standard Korean punctuation, and spelling when writing.
 - 1. L 2 a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - 2. L 2 b: Use a colon to introduce a list or quotation.
 - 3. L 2 c: Spell correctly
 - iii. L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
 - iv. L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - 1. L 4 a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - 2. L 4 b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
 - 3. L 4 c: Consult general and specialized reference materials (e.g., dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA

4. L 4 d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- v. L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
- vi. L 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2. National Standards in Foreign Language (NSFL)

- a. Communication - Communicate in Languages Other Than English
 - i. Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - ii. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
 - iii. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- b. Cultures - Gain Knowledge and Understanding of Other Cultures
 - i. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - ii. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- c. Connections - Connect with Other Disciplines and Acquire Information
 - i. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
 - ii. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- d. Comparisons - Develop Insight into the Nature of Language and Culture
 - i. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - ii. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- e. Communities - Participate in Multilingual Communities at Home & Around the World
 - i. Standard 5.1: Students use the language both within and beyond the school setting.
 - ii. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
- 3. Topic of Study - Suggested Time Distribution
 - a. Semester 1 - Units 1-6
 - i. Units will range in length from 3-4 weeks
 - b. Semester 2 - Units 7-12
 - i. Units will range in length from 3-4 weeks

Unit 1: Travel

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, RI 5, W 4, W 5, SL 1, SL 4, SL 5, L 1, L 2, L 3, L 6

NFLS: 1.1, 1.2, 2.1, 3.1, 4.1

- A. Essential Question: How do various provinces in Korea and their geographical locations impact goods and services they provide?
- B. Objective: Students will gain a perspective about the influence of geographical factors that shape the economic, social, and cultural identity of Koreans. Activities: Students will identify the various Korean provinces and what goods are produced and services provided that promote travel to those areas. Students will also learn about the geographical features and natural resources of the areas and what impact they have on the residents and tourists. Students will create a travel advertisement/commercial about a Korean province that they have researched and present it to the class.

Unit 2: Cultural Activities

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, W 4, W 5, SL 1, SL 4, L 1, L 2, L 3

NFLS: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2

- A. Essential Question: How are personal interests influenced by culture and society?
- B. Objective: Students will learn how Korean culture is integrated into social norms and provide an understanding of one's role in society. Activities: Students will study aspects of traditional Korean culture and how it compares and contrasts with modern Korean culture and modern U.S. culture. Students will learn how Korean customs are preserved through traditional food and hospitality rituals. Students will write about their own family customs in comparison to either traditional or modern Korean customs.

Unit 3: Identity and Culture

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, W 4, W 5, SL 1, SL 4, L 1, L 2, L 3, L 4

NFLS: 1.2, 1.3, 2.2, 3.1, 5.1, 5.2

- A. Essential Question: How do life experiences and one's heritage shape a person's character?
- B. Objective: Students will gain a perspective about the influence of cultural, social, and historical factors in the shaping of Korean cultural identity as it relates to one's own personal identity. Activities: Students will research a Korean pop-culture figure and the factors from the person's heritage that impacted the person becoming a celebrity. Students will write a comparison/contrast essay on Korean and American pop-culture figures.

Unit 4: Korean Cuisine

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, W 2, W 4, W 5, SL 1, SL 2, SL 4, L 1, L 2, L 3, L 4

NFLS: 1.3, 2.2, 3.2, 5.1, 5.2

- A. Essential Question: What foods are characteristic of each of the nine Korean provinces? How are honorific and humble relationships with elders seen through examples in food and table etiquette?
- B. Objective: Students will learn about foods produced in specific Korean provinces and how region have developed various cooking styles. Students will learn about the influences of Korean etiquette on the family structure. Activities: Students will learn about foods produced in specific Korean provinces and how the natural resources from each province impact the ingredients used in cooking. In cooperative groups, students will write a script and create a cooking-style video of themselves describing the steps to prepare a specific Korean dish. Students will learn and write about the importance of honorific traditions and the relationship between elders/guests and food etiquette.

Unit 5: Community and Respect for Elders

~ 3-4 Weeks

CCSS: RL 2, RL 4, RI 2, RI 4, W 2, W 3, W 4, SL 1, SL 2, SL 4, L 1, L 2, L 3, L 4

NFLS: 1.2, 1.3, 2.1, 3.2, 5.1, 5.2

- A. Essential Question: In what way does the relationship with elders in the Korean culture impact the family and larger societal structures.
- B. Objective: Students will learn about the importance of offering one's services to one's elders in a humble way as part of Korean cultural traditions and expectations. Activities: Students will interview a guest speaker from the elder Korean community. Students will write a biographical article about the person using the correct honorific writing style. Students will create a timeline of the person's life.

Unit 6: Korean Community and Koreatown

~ 3-4 Weeks

CCSS: RL 2, RL 4, RI 2, RI 4, W 4, W 5, SL 1, SL 2, SL 4, SL 5, L 1, L 2, L 3

NFLS: 1.1, 1.2, 1.3, 3.1, 4.1, 5.1

- A. Essential Question: What values and traditions does one cherish? What role do family traditions play in one's development as a responsible citizen?

- B. Objective: Students will learn about the importance of developing family traditions that transfer to one's role outside the home as they become a part of the larger society. Activities: Students will research what restaurants, shops, and attractions are in Koreatown and/or local suburbs. Students will use their Korean language skills in the Korean community. Students will write a reflection describing their experience. Students will write a letter to the Foundation of Korean Language and Culture in appreciation of the financial support for the FLAG Korean program.

Unit 7: Korean Language and Benefits of Bilingualism

~ 3-4 Weeks

CCSS: RL 2, RL 4, RI 2, RI 4, W 3, W 4, W 5, SL 1, SL 2, SL 4, L 1, L 2, L 3

NFLS: 1.1, 1.2, 1.3, 2.1, 3.1, 4.2, 5.1

- A. Essential Question: What are the benefits of being multilingual in a global society?
- B. Objective: Students will gain an understanding of the benefits of learning Korean and how it could affect their identity as a language learner in a global economic society. Activities: Students will describe their experience in the FLAG Korean dual immersion program/learning a foreign language. Students will write about the benefits of learning Korean and how that has affected their identity as a Korean-American or a language learner. Students will have an option of submitting their writing for the Foundation of Korean Language and Culture Scholarship to study in Korea.

Unit 8: Sports, Hobbies and Education

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, RI 5, W 4, W 6, W 7, SL 1, SL 2, SL 4, SL 5, L 4, L 5, L 6

NFLS: 1.1, 1.2, 2.1, 3.1, 5.1, 5.2

- A. Essential Question: What values does Korean society place on one's involvement in sports, hobbies and education?
- B. Objective: Students will learn about famous Korean and Korean-Americans who have influenced society by their accomplishments. Activities: Students will work in small groups to research the tourism industry in one Korean province or major Korean city and develop a tourist guide highlighting the main attractions of the province including places to stay. Activities: Students will research and write about a famous Korean or Korean-American; and write a profile about the person and how their accomplishments inspired others. Students will examine the value of education in the Korean community and how the Korean and United States education systems compare/contrast.

Unit 9: Korean Tourist Attractions

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 4, RI 5, W 5, W 6, W 7, SL 2, SL 4, SL 5, L 4, L 5, L 6

NFLS: 1.1, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1

- A. Essential Questions: How is the Korean economy as a whole impacted by tourism and what attracts visitors to specific regions?

- B. Objective: Students will learn about the 9 provinces and Korean cities and their specific economic advantages incumbent to each region. Activities: Students will work in small groups to research the tourism industry in one Korean province or major Korean city and develop a tourist guide highlighting the main attractions of the province including places to stay and eat.

Unit 10: Family Background

~ 3-4 Weeks

CCSS: RL 2, RL 3, RL 4, RI 2, RI 3, RI 4, RI 5, W 3, W 4, W 5, SL 1, SL 2, SL 4, L 1, L 2, L 3, L 4

NFLS: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2

- A. Essential Question: How does the traditional Korean family structure, roles in family and society, affect individual choices and expectations?
- B. Objective: Students will learn about addressing specific family members as it relates to the hierarchical structures of society. Activities: Students will write about a family member and describe the impact that person has made to help them relate to their heritage or modeled certain characteristics to becoming a contributing member of society. Students will find out why their family chose for them to participate in the Korean dual immersion program and what goals the family had in mind for them when choosing the program.

Unit 11: Personal History

~ 3-4 Weeks

CCSS: RL 2, RL 4, RI 2, RI 4, W 2, W 4, W 5, SL 1, SL 2, SL 3, SL 4, L 1, L 2, L 4

NFLS: 1.1, 1.3, 2.1, 3.2, 4.2, 5.1

- A. Essential Question: How does one's heritage shape one's identity?
- B. Objective: Students will identify the factors that influenced their identity and how they see themselves in relation to the their community and their goals for their future.
- C. Activities: Students will create a personal timeline describing specific memories or milestones and the key individuals and/or activities that helped them develop as a young adult. Students will examine and write about how becoming bilingual in Korean has contributed to their personal identity

Unit 12: Occupations and Economy

~ 3-4 Weeks

CCSS: RL 2, RL 4, RI 2, RI 4, W 3, W 5, SL 1, SL 2, SL 3, SL 4, L 1, L 2, L 3, L 5

NFLS: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2

- A. Essential Question: How do multicultural societies shape the economy of a country?
- B. Objective: Students will study the impact of Korean and Korean-Americans through their impact on economic development.
- C. Activities: Students will research the historical impact that Koreans and Korean-Americans had on the United States' economy. Students will examine what steps they would need to take to pursue their career choices and how they might use their bilingual skills in that career. Students will work with a partner to prepare interview questions and answers. Partners will present their mock interview to the class.

Comprehensive Final Exam/Project Details:

Students will create a 20-minute bilingual video portfolio including, but not limited to:

- a. Personal History (timeline, reasons for pursuing the study of Korean)
- b. Benefits of being bilingual/bicultural in a global society
- c. Personal or professional goals
 - i. An overview of an occupation the student wishes to pursue in which the student would use bilingual/bicultural skills
- d. Steps needed to reach post high school graduate goals/occupation goals
- e. Bibliography of research

Students will research three local employers via the internet and/or in person. Students will prepare for and participate in a mock professional interview in one of the fields they wish to pursue. Interviewers (teachers and peers), will be provided with a rubric by which to score the interviewees and to score their bilingual video portfolio.

Course Content, Assessments Tools:

1. Formative Assessments
2. Summative Assessments
3. Performance tasks
4. Writing Prompts
5. Portfolios
6. Oral Presentations
7. Practice Sections of SAT II Language Exam

Supplemental Resources:

2. *Dynamic Korean 3 Workbook, Dynamic Korean Vocabulary Booklet 3*
3. *Dynamic Korean 3 CD 1, 2*
4. Full-length films and documentaries
5. Short films
6. Video clips from YouTube and similar sources
7. Authentic documents including music, images, maps, graphs, among others.