

Glendale Unified School District Level

High School

April 7, 2020

Department: World Language and Culture

Course Title: Korean Language and Culture 7-8 Honors

Course Code: 8138D/8139D

Grade Level(s): 9-12

School(s)

Course Offered: Hoover High School and Crescenta Valley High School

UC/CSU Approved

(Y/N, Subject): Y, "e" Language Other than English

Course Credits: 10

Prerequisites: Korean Language and Culture 5-6 **or** placement test

Recommended Textbook:

Name	Specifications	Price/ISBN
Dynamic Korean 3 Textbook	Dynamic Korean is accordant to the National Standards for Foreign Language Learning. It is designed to introduce the Korean language and culture. The curriculum will interrelate language skills with the common core strategies.	Textbook ISBN: 978-89-5518-759-5 \$59.00
Dynamic Korean 3 Workbook		Workbook ISBN: 978-89-5518-762-5 \$20.00
NEWL Prep (supplemental)	NEWL Korean Practice tests	

Course Overview: Korean Language and Culture 7-8 Honors is a fourth year course meant to provide a deeper foundation for advanced-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the World-Readiness Standards for Learning Languages will be addressed to build knowledge and purpose for effective communication at the intermediate proficiency level or above. The course will strengthen the three communicative modes. Thematic units that draw from Korean literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. In conjunction, the course examines production, consumption, and interpretation of Korean popular culture in the modern historical context from the early twentieth century to the present. The course looks at a range of products and fandom of popular culture, including music, drama, fashion, film and game, focusing on their global circulation to and from Korea through radio, television, and online social media. At the end of the course, students will be able to understand and communicate effectively and fluently at an advanced level within a range of authentic contexts. Students will experience Korean beyond the classroom in real-world interactions. This course will be taught entirely in Korean.

Cultural Highlights:

Instructional Units, approximately four weeks in duration	Objectives for knowledge	Objectives for comprehension	Objectives for production
Self evaluation	Students will self evaluate their understanding of cultural perspectives on Korea.	Students will demonstrate understanding of oral and written texts on Korea background.	Students will complete a case study paper on introduction about Korea. Students will write to others explaining their perspectives on Korea.
Places to visit in Korea	Students will demonstrate variety of places to visit in Korean-speaking world.	Students will demonstrate understanding of oral and written texts relating to famous places to visit in Korea.	Design a guide book of a tourist attraction in Korea and present to the class. Students also write an advertisement to other students

			promoting different places to others.
Korean Literature	Students will demonstrate their understanding of reading Korean literature and novel.	Students will demonstrate understanding of oral and written texts on Korean literature.	Students will read Korean literature and discuss and narrate into writing project. Students will discuss among themselves and exchange constructive feedback
Korean Stereotypes, Relationship between parents and children	Students will demonstrate understanding of cultural differences by distinguishing stereotypes of being a Korean-American.	Students will demonstrate understanding of oral and written texts relating to Korean culture and American culture. They will demonstrate the relationship between their parents as well.	Students will identify the typical stereotypes of being a Korean-American and their relationship between the parents. They will write a comparative essay and discuss it with the class.
Going to the museum	Students will demonstrate understanding of cultural perspectives on Korean arts and history by visiting Korean museum.	Students will be able to understand oral and written texts relating to Korean traditional life and artifacts in Korean-speaking world.	Students will visit Korean Culture Center. They will report their thoughts into writing back to class. The reflection paper need to be in minimum 2-3 paragraphs.
Music/songs and folktales	Students will demonstrate understanding of Korean popular music and folktale.	Students will be able to understand Korean traditional music and performance. Students will also understand the oral and written texts relating to Korean pop star musician	Students will learn different traditional instruments and music, and perform at the end of school year event. Students may choose to do extra with K-Pop culture.

		and famous well-known folktales.	
Summer study programs	Students will plan a trip to Korea. (Exchange program, summer study program)	Students will experience the language and culture of Korea through the daily interactions. Students will be asked to provide a comparative analysis of what the significance of practices found in Korea and the United States.	Students will study the differences between Korean and American education system. They will write a comparison essay and report their findings to class.
Further instruction on Korean Culture and Korean History	Students will demonstrate understanding of major historical events in the Korean-speaking world.	Students will demonstrate understanding of oral and written texts relating to important events that affected the Korean-world.	Students will study an important event that impacted Korea. Students will identify the facts and tell how Korea was affected. Students will create a documentary film/project highlighting their learnings.
A Guide to Basic Chinese Characters	Students will demonstrate understanding of Hangul and where some words got adapted from.	Students will demonstrate understanding of oral and written texts relating to Chinese characters.	Students will be able to identify Sino-Korean words/phrases and their meanings. Students will research and write the Sino-Korean phrases and write them in Chinese characters. Students will explain their works to others.

California Common Core State Standards:

A. Reading Standards for Literature (RL) Grades 9–12 Students

1. 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 9–12 Students

1. 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).
2. RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

C. Writing Standards (W) Grades 9–12 Students

1. W 2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
2. 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.
3. 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
4. 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 9-12 Students

1. 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 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
2. 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.

3. 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 9-12 Students (These are English standards that are transferable skills in Korean)
1. L 1: Demonstrate command of the conventions of standard Korean grammar and usage when writing or speaking.
 - a) L 1 a. Use parallel structure.
 - b) 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.
 2. L 2: Demonstrate command of the conventions of standard Korean punctuation and spelling when writing.
 - a) L 2 a: Use a comma (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b) L 2 b: Use a colon to introduce a list or quotation.
 - c) L 2 c: Spell correctly
 3. L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies.
 - a) 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.
 - b) 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). CA
 - c) L 4 c: Consult general and specialized reference materials (e.g., bilingual dictionaries, glossaries, thesauruses), both print and digital, to clarify its precise meaning, its part of speech). CA
 - d) 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).
 4. 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.

Assessments

Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Unit tests measuring listening, reading, speaking, and writing proficiency
2. Quizzes measuring grammar, expressions, vocabulary, and reading comprehension
3. Online homework assignments that reinforce skills taught in class
4. Individual and group presentations that measure listening and speaking skills that could be recorded or done in class
5. NEWL Korean practice tests - Course related speaking, listening, writing, reading topics will be assessed throughout the semester
6. Writing assignments on topics and texts based on the units of study
7. Reading Journals in response to a text of student's own choice.
8. Culminating projects that are accompanied by a clear set of objectives on rubrics

Unit 1: 부산에 가 봤어요? **Have you been to Busan?**

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.1; W.9-10.3; SL.9-10.5

NFLS: 1.1, 2.1, 4.1, 5.1

Essential Question: How do I describe my travel experiences?

Objectives: Identify countries, capitals, and languages that people speak
Talk about places in the world they have been to
Talk about experiences they have had while traveling
Talk about what they would like to do

Students will learn about different countries, capitals, and languages people speak around the world. Students will be able to share their experiences in countries and places they have been to. They will also have the opportunity to talk about what they would like to do. Students will use “동안” and “동안에” (while, during) to describe the time during vacation. The clausal connective sequence “~아서/어서” (and then) to describe the two events that are logically sequenced and connected.

There will be opportunities for students to develop cultural understanding through reading about field trips and school trips in Korea. Students will gain knowledge of Korean culture by watching videos of students going on a school trip. Through this experience, students will understand what Korean high school students do during their high school years. Korean high

school students build valuable memories together through school trip. Students will be asked to compare and contrast the school trips in Korea and the United States.

Sample Assignment: Students will interview each other using 어디에 갔다 왔어요? 어디가 제일 좋았어요? 어디가 가장 기억에 남아요? Then students record each other's responses and present what they heard from their peers. Students will write a 2-3 paragraphs; minimum 20 complex sentences describing the places their peers have been and make comparisons with their own experiences.

Unit 2: **어느 클럽에 들어갈 거예요? Which school club are you going to join?** (2-3 weeks)

STANDARDS

CCSS: RI.9-10.2; RI.9-10.4; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1; W9-10.2; W9-10.3

NFLS: 1.1, 2.1, 3.1, 4.1, and 5.1

Essential Question: Which school club matches my interests?

Objectives: Report school news and weather forecasts
Learn how to ask questions using different question words
Discuss school club activities

Students are introduced to different school clubs they can join. As a result, students will be able to discuss about different school club activities. Also, students will be able to report school news and weather forecast and learn how to ask questions using different question words. Students will build upon informal polite verb/adjective present tense with formal polite verb/adjective present and past tenses. Different ending will be introduced, and students will be able to change the intention in formal settings. Lastly, students will learn about interrogative words 누가, 언제, 어디, 무엇, 어떻게, 왜, 더스, 무슨/어떤 to ask questions.

To capture Korean culture, students will learn about different school clubs in Korea. Students will be able to explore some of the popular school clubs in Korea through a YouTube videos depicting Korean high school clubs, and compare and contrast the clubs in Korea and the United States.

Sample Assignment: Students will create their own club and an advertisement and talk about different school clubs and activities. Then students will create their own report and news. Newspaper will be created in small groups and students will answer 15 questions using all interrogative words learned in the unit. Then different groups will evaluate each other using a rigorous rubric. Students will also form a pair and change the sentence ending from informal polite form to formal polite form and vice versa. Students will create a short school magazine containing school news, events, and one interview with a teacher or a peer. This magazine needs to be at least 5 different articles with pictures and designs and other magazine attributes and

needs to be in both Korean and English. This school magazine will be published and distributed to other class.

Unit 3: **댄스파티에 가요? Are you going to the dance party?**

(2-3 weeks)

CCSS: RI.9-10.1: RI.9-10.5; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1: W9-10.2: W9-10.3

NFLS: 1.1, 2.1, 3.1, 4.1, 4.2 and 5.1

Essential Question: What school events do you wish to attend and why?

Objectives: Describe a person's characteristics and appearance
Talk about school events and plans
Describe objects using colors

Students will be learning different adjective words that describe a person's characteristics and appearances. Students will be able to talk about school events and plans and describe objects using colors. The future tense will be introduced, and students will be able to express how an event/person will probably turn out to be using ~을/를 거예요. To describe the amount more than expected, students will learn ~이/나/나 (as many as, as much as) to express in a conversation.

The cultural aspect this unit will emphasize the Chinese Zodiac sign. The zodiac is based on a twelve-year cycle with each year being represented by an animal. Because many Koreans believe that each animal, or "띠", represents certain personalities. Since the Chinese zodiac sign is based on a year, students will be able to recognize the year without actually hearing the actual year number. Additionally, students will have a chance to read a short writing describing different year animals and let students explore how Koreans used years to describe a characteristic of a person.

Sample Assignment: Students will be assigned in small groups to describe different people and things using different adjectives they learned in class. Students will be divided into small groups and each group will describe a famous person and let the class guess who the person might be. Students will be asked to find a picture from a fashion magazine to describe what people are wearing. As a big group project, students will make a board game using the key words and expressions learned in class. Students will imagine a school dance party and write about how the party will be using correct ㅎ irregular forms. In addition to that, students will find a traditional clothing of their heritage and make comparisons with Korean hanbok. This will be done as a mini project, students need to create a report of minimum 2-3 paragraphs and a Google Slides to present their project. After the presentation, students will engage in conversations and exchange constructive feedback.

Unit 4: **김밥을 만들 줄 알아요? Do you know how to make kimbap?**

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.2: RI.9-10.5; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1: W9-10.2: W9-10.3

NFLS: 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, and 4.2

Essential Question: How do we recall an event sequentially?

Objectives: Talk about what they know and don't know about how to do something

Tell an event in order

Describe cooking procedures

In this unit, students will talk about what they know and don't know about how to do something. Students will learn how to tell an event in order and describe cooking procedures. Different cooking words and verbs will be introduced, and students will use ~을/ㄹ 줄 알다 (모르다) to express to know (not know) how to do (something). Connective clausal ~기 전에 (before) and ~은/ㄴ 후에 (after) will be introduced to describe an event in sequence. Later, different kimbap ingredients will be introduced, and at the end of the unit, students will be able to make their own version of kimbap explaining the cooking procedures to classmates.

Different areas in Korea are known for certain products. By exploring different local regions, students will be introduced to special products that are famous among Koreans. Different products are prepared in different ways, and through this, students will understand Korean traditional food and learn about how to eat certain food.

Sample Assignments: Students will research and select one Korean dish of their choice and create a Cooking Show of that dish. This cooking show needs to be in between 15-20 minutes introducing the food, actually showing the cooking steps, and presenting the final dish at the end with students' evaluation. Students will also research on Korean regional foods and present their findings to the class. Students will write an email to others inquiring information about certain Korean regional foods.

Unit 5: **신문을 읽어 드릴까요? Would you like me to read you the newspaper?** (4-5 weeks)

STANDARDS

CCSS: SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

NFLS: 1.1, 1.2, 2.1, 2.2, 3.1, and 4.1

Essential Question: How do we locate specific objects?

Objectives: Talk about what they intend to do

Request others to do something for them

Talk about what they can do for others
Offer a service in a humble way

Students will talk about what they intend to do and request others to do something for them. Moreover, students will talk about what they can do for others and offer a service in a humble way. Vocabulary related to community service will be introduced, and students will be able to describe their intention. ~으려고/려고 (하다) (to intend to do) will be introduced to express the students' intention of plan to take some action in the future. Polite command ~아/어 주세요 (please do...(for me)) will be used when the student is requesting something from someone. To build upon this, students will learn the question and answer form of ~아/어 드릴까요? And ~아/어 드릴게요 to offer to do something for others.

Cultural lessons will also be addressed to introduce Korean filial piety, which is to have honor and respect for elders. Koreans are expected to take care of their parents when they get older and hold memorial services to commemorate the days of their parents' or ancestors' deaths. In the Korean culture, it is proper to use two hands and bow when one receives something or gives something to an older person. Through this cultural values and gestures Koreans share in the Korean society, students will have a better understanding of Korean culture.

Sample Assignment: Students will participate in community service and write about their experiences in Korean, minimum 2-3 paragraphs using complex sentence structures. Students will also create an award and write the content accordingly. Students can extend this into a mini project where they find a problem of the community and suggest a solution. Students will present their findings in class and this can be done with a Google Slides, Google Sites, Video Presentation, etc.

Unit 6: 어디로 가기로 했어요? Where did you decide to go?

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.2: RI.9-10.4; RI.9-10.5; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1: W9-10.2: W9-10.3

NFLS: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, and 4.2

Essential Question: What did you decide to do this weekend?

Objectives: Talk about what they decide to do
 Talk about what they should not do
 Talk about their past experiences

Students will develop target language skills to communicate what they decided to do in the future using appropriate verb ending. Different place vocabulary will be introduced and students will learn about certain places they want to visit in Korea. They will learn the concepts of expressing

what is allowed and not allowed in different places. Noun modifier ~은/ㄴ will be introduced to show the present situation of a verb modifying a noun.

Students will learn about the popular tourist attractions in South Korea. Through these tourist attractions, students will gain a better understanding of Korean culture and history. The Koreatown in Los Angeles will be introduced as well as it is the hub of Korean American communities in America. With the single largest concentration of Korean Americans in the nation. The community has established so much in the neighborhood and students will have a chance to explore the Korean culture through this Koreatown.

Sample Assignment: Students will research and make a travel book of Koreatown in Los Angeles. Then students will choose a few attractions and talk about the history and stories behind them. Students will also do research on famous tourist attractions in Korea and talk about the location, its value, history, and what they hold and share their findings with the class. As a class project, students will plan a week trip to Korea describing the places they want to visit and what they will see and gain from the experience. This will be done in a booklet format where students create a trip guide in both Korean and English.

End of Unit Cumulative Projects: Students will have an opportunity to choose from one of the projects below to showcase their learnings from this year.

- Korean Holiday Calendar: Create a Korean Holiday Calendar with a focus and explanation of Korean tradition and culture for each holiday.
- Cooking Show - Students will create a cooking show featuring Korean foods and recipes.
- Trip to Korea Project - Students will create a guide book and share with other students
- Family Biography writing - Students will interview their family members and write a biography of their family members.
- Various Essays - students will write various essays focusing on various topics/themes

Unit 7: 왜 한국어를 배워요? Why do you learn Korean?

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.2; RI.9-10.4; RI.9-10.5; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1; W9-10.2; W9-10.3

NFLS: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, and 4.2

Essential Question: What are the benefits of learning Korean?

Objectives: Contrast two statements
Give reasons to questions
Describe what they are doing now
Explain reasons for learning a foreign language

Students will be learning about how to contrast two statements and give reasons to a question. Students will also learn about how to describe what they are doing now. Students will explore why learning Korean, and they will be able to explain their reasons for learning Korean. Students will learn about different expressions describing reasons to describe their reasons for learning the language. Students will use ~으려고/려고 (하다), ~기 때문에, and ~아서/어서 to express their reasoning.

Culture: Korean language is known for its simplicity yet very scientific as it follows faithfully to phonetics. The Korean alphabet, known as Hangul, was created by King Sejong the Great in the 15th century, and the Hangul alphabet consists of 24 letters with 14 consonant letters and 10 vowel letters. Students will watch a documentary film on King Sejong the Great.

Sample Assignments: Students will tell their classmates about why they are studying Korean and write an argumentative essay explaining the advantages or disadvantages of learning Korean. Students will organize their thoughts and interview others and gather information about what other people think about learning Korean. Then students will write a report on how others perceive the Korean language.

Unit 8: 운동 경기를 좋아해요? Do you like sports?

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.5; RI.9-10.4; RI.9-10.6; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1: W9-10.2: W9-10.3

Essential Question: How do we describe our favorite sports and hobbies?

Objectives: Talk about their favorite sports and hobbies
 Talk about things they like or dislike to do
 Describe two simultaneous activities

Students will talk about their favorite sports and hobbies. Different sports and hobbies will be introduced, and students will learn how to describe the things they like doing or dislike doing. As a result, students describe two simultaneous activities. Different instruments will be introduced with the right verb that goes with specific instrument. Clausal connectives 으면서/면 (while) will learn to be used when two things occur at the same time. Students will also learn the new particle ~으로/로 (with, using, by means of) to express a means of a method or an instrument by which a certain action comes about.

The three most popular hobbies that Korean people enjoy are hiking, reading, and listening to music. Students will explore the popular hobbies Korean people enjoy and understand the culture Korean people share. Through learning about the world famous Korean athletes and K-Pop stars, students will understand more about the Korean people.

Sample Assignments: Students will complete a day schedule chart using the form ~기, then make a daily schedule on a pie graph using the chart they created. Another sample assignment is students will read and understand an article about a famous Korean athlete playing abroad, and write a profile about the athlete: minimum 2-3 paragraphs. Then, the whole class will create a profile book of their favorite Korean players together and through this, students will exchange feedback and edit the book together.

Unit 9: **뭐에 대해서 조사해요? What are you researching?**

(2-3 weeks)

STANDARDS

CCSS: RI.9-10.5: RI.9-10.6; RI.9-10.8; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1: W9-10.2: W9-10.3

NFLS: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, and 4.2

Essential Question: How do we conduct research?

Objectives: Talk about Korean provinces and major cities
 Request others to do something
 Describe objects and people in the future tense

Students will talk about Korean provinces and major cities, and learn about Korean geography. Students will be learning about how to request others to do something and describe objects and people in the future tense. Eight provinces and three islands will be introduced, and students will research either a province or an island. The grammar points students will be learning are: ~에 대해서 (about, regarding) to talk about what the content is regarding, ~아/어 오세요 (please do - polite command) to request someone to do something, and ~을/ㄹ to modify a noun in a sentence where the action has not yet taken place.

Culture: Students will be introduced to the heritage of the Korean world. By studying the heritage of Korea, students will have a better understanding of its architect, technology, advancement, and history. Students will watch a Korean drama that highlights the Chosun dynasty to have a better understanding of traditional buildings and clothing. Students will have a better understanding of present Korea by learning about its past.

Sample Assignment: Students will choose one province or one island in Korea and do research on the region. Students will need to include the history, geographical features, food, sports, lifestyle, song, etc. Then students will present their findings using a creative technology method where other students can visit and leave comments/evaluations. Various Korean World Heritage sites will be included. Students will also learn about the famous person in Korean history and find a book or a film that highlights the life of the person and write a bibliography of what the person did. An extended project might be a student's future goal project. Students will do

research and plan what they want to be and do in the future and why using the future tense learned in class and write a mini essay on this topic.

Unit 10: 미국에 언제 오셨어요? When did you come to the United States? (2-3 weeks)

STANDARDS

CCSS: RI.9-10.4; RI.9-10.6; RI.9-10.10; SL 9-10.1; SL 9-10.2; SL 9-10.4 W9-10.1; W9-10.2; W9-10.3

NFLS: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, and 4.2

Essential Question: How do I describe my house?

Objectives: Talk about bedroom items
 Identify rooms in a house
 Address and describe family members

Students will learn about the bedroom items and identify different rooms in a house. Students will learn about how to address and describe family members according to their appropriate status. The honorific form of formal polite ending in present, past, and future tenses will be introduced to show respect for the person who has a superior social standing. Students will be able to write a respectful family description using the honorific forms they learned in this chapter.

Culture: Introduce the different types of housing in Korea. Although Korea has a single family house similar to those found in America, the most common housing in Korea are apartments which have a different reputation than of other countries. Since Korea is a small country, many high-rise residential buildings were built to utilize space efficiently. Oftentimes, apartments in Korea are designed with multiple complex buildings that hold grocery stores, restaurants, and other convenience stores. Students will explore different housing types in Korea and compare and contrast housing options in Korea and that of the United States.

Students will interview a person who has immigrated to the United States from Korea. Students will ask appropriate questions and record the answers in a dialogue format. Students will also interview their parents or grandparents and write a family biography highlighting what they did using the honorific form of formal polite endings. Students will evaluate each other's work and give constructive feedback to each other. Another sample student work would be students will find a type of Korean housing that they would want to live in and design a sample rendering, identifying its different rooms and features, and share it in class.