# STARTALK
## Start Talking!

# 2015 STUDENT Program Curriculum Template

*For step-by-step help in completing this document, please see the accompanying guide.*

## BASIC PROGRAM INFORMATION

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| **Host Institution:** | STARTALK Central |

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| **Program Title:** | Who lives in the ocean? |

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| **Language(s):** | Korean | **Grade(s) of Learners:** | 3-5 |

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| **Heritage Speakers?** | | **Non-Heritage Speakers?** | X |

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|---|---|---|---|---|---|
| **Program Setting:** | *Residential:* No | *Non-Residential:* x | *Distance/Online Component:* No | | |
| | *Other (please specify):* | | | | |

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| **Duration:** | *Weeks/Days:* | 3 weeks | *Contact Hours:* | 90 |

| Target Proficiency Level: (by end of program) | Novice Mid | Target Performance Level(s): (during and by end of program) | Novice Mid |
|---|---|---|---|

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**STARTALK-endorsed Principles for Effective Teaching and Learning**

· **Implementing a standards-based and thematically organized curriculum**
· **Facilitating a learner-centered classroom**
· **Using target language and providing comprehensible input for instruction**
· **Integrating culture, content, and language in a world language classroom**
· **Adapting and using age-appropriate authentic materials**
· **Conducting performance-based assessment**

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

## Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

This program is designed for non-heritage students in grades 3 to 5 with little previous experience with Korean. The students will learn about the Korean language and culture through a traditional Korean folktale about the ocean and its creatures. In addition to learning how to introduce themselves and others, they will learn how to talk about their daily routines. They will also learn how to describe the color, size, habits and diets of the creatures of the sea and explore the concept of the need to preserve the ocean world. As a culminating activity, they will create and present their own ocean story.

## Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at **https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf**. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

| NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS<br>*Be sure to label the mode and proficiency level of each statement.* | PROGRAM CAN-DO STATEMENTS<br>OR NCSSFL-ACTFL CAN-DO STATEMENTS<br>*Number the Can-Do statements here and then transfer to Stage 3.* |
|---|---|
| **Interpersonal Speaking** ||
| Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | 1. I can greet my teacher and classmates when I see them and say goodbye to them when I leave.<br><br>2. I can have a simple conversation with a partner with greetings, age, name, and what grade I am in.<br><br>3. I can ask and answer simple questions about the sea creatures in a picture and say if I like them or not.<br><br>4. I can ask and answer simple questions, with my partner, about the food chain of the sea.<br><br>5. I can ask my partner what color a fish is and answer what color the next fish is when I am asked.<br><br>6. I can ask and answer questions with my partner about family members on our family trees. |

## Presentational Speaking

| Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. | 7. I can talk about my name, age, grade and favorite things such as color, food, or sports to the whole class. <br><br> 8. I can draw the places I go and explain in phrases or simple sentences what I have drawn. <br><br> 9. I can make a daily routine clock and present my clock in front of my class in simple phrases and sentences. <br><br> 10. I can create and present a simple story about an underwater creature, using visual supports such as a drawing. |
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## Presentational Writing

| Novice Mid: I can write lists and memorized phrases on familiar topics. | 11. I can make a Venn diagram using descriptive words to compare and contrast two different kinds of sea creatures. <br><br> 12. I can write simple sentences about selected sea creatures next to matching pictures on a work sheet. <br><br> 13. I can make a "My Family" book, using family member words and descriptive words. <br><br> 14. I can write the names of selected colors. |
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## Interpretive Listening

| Novice Mid: I can recognize some familiar words and phrases when I hear them spoken. | 15. I can understand, when I hear them and with visual aids if necessary, simple sentences about how to protect the ocean. <br><br> 16. I can understand the story of the underwater palace, when I hear it, with visual aids and my teacher's explanation. <br><br> 17. I can recognize selected words, phrases, and simple sentences from the whale video. |
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| | 18. I can generally understand my classmates' oral presentations of their stories, sometimes with the help of visuals or my teacher's rephrasing. |
|---|---|
| **Interpretive Reading** | |
| Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. | 19. I can recognize and match the names of sea creatures about which I have learned with selected words describing them.<br><br>20. I can recognize, from the lyrics that the teacher gave, the words and phrases that I have learned.<br><br>21. I can match the captions in the internet news, "the tears of the baby whale" with the appropriate images. |

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

## Summative Performance Assessment

**Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.**

| INTERPRETIVE TASK | INTERPERSONAL TASK | PRESENTATIONAL TASK |
|---|---|---|
| **Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.** | **Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.** | **Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.** |

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| On a sheet with two columns, one with the written names of selected sea creatures, the other with images of those creatures, students will match the written names with the corresponding images.<br><br>While watching the videos about the sharks and whales, students will circle images on a sheet that match what they are hearing.<br><br>Students will draw a picture of what they are hearing about the protection of the ocean. | Students will ask and answer questions with a partner about family members in each other's family trees.<br><br>Students will ask and answer questions with a partner about the pictures of sea creatures on a worksheet naming the sea creatures and saying whether they like the creatures or not. | Students will create and present their own underwater world story to the whole group in phrases and simple sentences. |

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

### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

| PROGRAM CAN-DO STATEMENTS<br>NCSSFL-ACTFL CAN-DO STATEMENTS<br>*Learners can ...* | LANGUAGE, CULTURE, CONTENT<br>*Learners need to use ...* | MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate ...* |
|---|---|---|
| **Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.** | **List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.** | **Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.** |

| Interpersonal Speaking | | |
| --- | --- | --- |
| 1. I can greet my teacher and classmates when I see them and say goodbye to them when I leave. | Hello (안녕하세요?)<br><br>Nice to meet you. (만나서 반가워요)<br><br>Goodbye! (안녕히 계세요) | Students observe the teacher and teaching assistant greeting each other.<br><br>Then students practice greetings using the "Inside/Outside Circles" activity. Split the class into two groups. One group forms the inside circle and the other group forms the outside circle. Ask students in the inside circles to say greetings to the person facing them in the outside circle. When they have done this, their partners in the outside circle will do the greetings. On the teacher's signal, the outside circle moves one step to the right and does the same with their new partner. They keep doing this until they have met with all the different partners.<br><br>Students greet with appropriate gestures when they see their teacher and/or classmates. |

| 2. I can have a simple conversation with a partner with greetings, age, name, and what grade I am in. | Hello (안녕하세요?)<br><br>What is your name? (이름이 뭐예요?)<br><br>My name is--- (제 이름은 ---이에요/예요.)<br><br>How old are you? (몇 살이에요?)<br><br>I am ----years old. (저는 --- 살 이에요.)<br><br>What grade are you in? (몇 학년이에요?)<br><br>I am --- grade. (저는 ---학년이에요.)<br><br>If the name ends with consonant: use "이에요"<br><br>If the name ends with vowel: use "예요"<br><br>Native Korean numbers for age.<br>Sino-Korean numbers for grade. | Students practice self-introduction through the "Sticky Name Tags" game. They include greetings, and their names, ages and grades in the self-introduction. Students put on sticky name tags and introduce themselves to another person. They say to each other their name, age, and grade. Then the pairs switch their name tags and switch partners and introduce themselves to someone else. Students should introduce themselves according to their nametag, not their actual identities. They switch 3 more times and then students introduce themselves to the whole group, according to their name tag. |
| 3. I can ask and answer simple questions about the sea creatures in a picture and say if I like them or not. | What is this? (이게 뭐예요?)<br><br>This is --- (이건 ---이에요/예요)<br><br>Do you like ---? (---을/를 좋아해요?)<br><br>Yes, I like ---. (네, ---을/를 좋아해요.)<br><br>No, I don't like ---. (아니요, ---을/를 안 좋아해요.)<br><br>Names of sea creatures: ocean, big fish, small fish, shark, whale, turtle, tropical fish, jelly fish, seaweed, plankton (바다, 큰 물고기, 작은 | The teacher prepares and passes out two sets of cards: one set with pictures of different sea creatures and the other set with the matching words. Students will then try to find the picture or word which matches their card. They will find their partners by matching the words and the pictures.<br><br>Once they find their partners, each group receives a handout with pictures of sea creatures. One student points to a picture and asks, "what is this?" The other answers, "it is ----." They then ask and answer questions with their partners about whether they like the creatures or not. |

| | 물고기, 상어, 고래, 거북이, 열대어, 해파리, 미역, 플랑크톤) | |
|---|---|---|
| 4. I can ask and answer simple questions, with my partner, about the food chain of the sea. | What do sharks eat? (상어는 뭘 먹어요?)<br><br>Sharks eat turtles. (상어는 거북이를 먹어요.)<br><br>What do turtles eat? (거북이는 뭘 먹어요?)<br><br>Turtles eat jelly fish. (거북이는 해파리를 먹어요)<br><br>Jelly fish eat plankton. (해파리는 플랑크톤을 먹어요.)<br><br>The small fish also eat plankton. (작은 물고기도 플랑크톤을 먹어요.)<br><br>The big fish eat the small fish. (큰 물고기는 작은 물고기를 먹어요.)<br><br>If the noun ends with consonant: use "을"<br><br>If the noun ends with vowel: use "를"<br><br>Use "도" for "also" | Students break into groups of two and decide "who eats what," using the names of sea animals that the teacher has provided. Then they create a food chain together. Once the food chain is completed, they take turns asking and answering the question, "who eats what?" |
| 5. I can ask my partner what color a fish is and answer what color the next fish is when I am asked. | What color is it? (무슨 색이에요?)<br><br>It is red. (빨간색이에요.)<br><br>Names of colors: red, blue, yellow, green, black, white, pink, purple, brown, grey (빨간색, | The teacher gives out tropical fish coloring papers to each student. Students color the paper, show it to their partners and practice asking and answering questions about the colors of different fish. |

| | 파란색, 노란색, 초록색, 까만색, 하얀색, 분홍색, 보라색, 고동색, 회색) | |
|---|---|---|
| 6.   I can ask and answer questions with my partner about family members on our family trees. | Who is this person? (이 사람은 누구예요?)<br><br>This is mom. (엄마예요.)<br><br>Family terms: family, grandma, grandpa, mom, dad, older sister for boys, older sister for girls, older brother for boys, older brother for girls, younger sibling (가족, 할머니, 할아버지, 엄마, 아빠, 누나, 언니, 형, 오빠, 동생) | Students draw their own family trees and share it with their partners. They practice the phrases, "who is this person?" and "this is ----" to describe the members of their family. |
| **Presentational Speaking** | | |
| 7.  I can talk about my name, age, grade and favorite things such as  color, food, or sports to the whole class. | My name is--- (제 이름은 ---이에요/예요.)<br><br>I am ----years old. (저는 --- 살 이에요.)<br><br>I am --- grade. (저는 ---학년이에요.)<br><br>I like blue. (저는 파란색을 좋아해요.)<br><br>I like bul-go-gi. (저는 불고기를 좋아해요.)<br><br>I like basketball. (저는 농구를 좋아해요.)<br><br>Basketball, baseball, soccer, tennis (농구, 야구, 축구, 테니스) | Students make "All About Me" posters to introduce themselves. They draw or make a collage using magazines for the things that represent their name, age, grade, favorite colors, foods, and their favorite sports. They then show and explain the poster to the whole class. |

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| 8. I can draw the places I go and explain in phrases or simple sentences what I have drawn. | I live in Seattle. (저는 시애틀에 살아요.)<br><br>I go----. (---에 가요.)<br><br>Seattle, school, home, park, library, store, swimming pool (시애틀, 학교, 집, 공원, 도서관, 가게, 수영장) | Students draw the area where they live and draw all the places they go on one piece of paper as if they are all clustered in one place. They then show the drawing and explain where they usually go in front of class. |
| 9. I can make a daily routine clock and present my clock in front of my class in simple phrases and sentences. | I wake up. (저는 일어나요.)<br><br>I eat breakfast. (저는아침을 먹어요.)<br><br>I go to school. (저는 학교에 가요.)<br><br>I eat lunch. (저는 점심을 먹어요.)<br><br>I come home. (저는 집에 와요.)<br><br>I do homework. (저는 숙제해요.)<br><br>I eat dinner. (저는 저녁을 먹어요.)<br><br>I take shower. (저는 샤워해요.)<br><br>I sleep. (저는 자요.) | After learning new action words, students make their "daily routine clocks," which depicts what they do and at which times they do their activities. They show and explain their clock to their classmates. |
| 10. I can create and present a simple story about an underwater creature, using visual supports such as a drawing. | There is a shrimp family (새우 가족이 있어요.)<br><br>There is seaweed in his house. (집에 미역이 있어요.)<br><br>The baby shrimp did not like seaweed. (아기 새우는 미역을 안 좋아해요.)---- | Students create their own story of an underwater creature. They draw the story and present it to the whole class in simple phrases and sentences. The teacher may give tips to students who struggle to create their stories. |

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| 11.  I can make a Venn Diagram using descriptive words to compare and contrast two different kinds of sea creatures. | Sharks live in the ocean. (상어는 바다에 살아요.)<br><br>Sharks are scary. (상어는 무서워요)<br><br>The tropical fish are not scary. (열대어는 안 무서워요.)<br><br>Sharks eat big fish. (상어는 큰물고기를 먹어요)<br><br>The tropical fish eat plankton. (열대어는 플랑크톤을 먹어요.)<br><br>Sharks and tropical fish swim.<br><br>(상어하고 열대어는 수영해요).<br><br>Sharks and tropical fish live in the ocean. (상어하고 열대어는 바다에서 살아요,) | Students work in groups of 4. They discuss similarities and differences between two different sea creatures of their choice. Then they draw a Venn Diagram and add simple phrases and sentences using descriptive words, looking for differences and similarities between the two sea creatures. Students put the differences of the two creatures at either side of the diagram and put the similarities in the middle. |
| 12.  I can write simple sentences about selected sea creatures next to matching pictures on a work sheet. | Sharks are scary. (상어는 무서워요)<br><br>The tropical fish are not scary. (열대어는 안 무서워요.)<br><br>Big, small, pretty, cute, scary, not scary (커요, 작아요, 예뻐요, 귀여워요, 무서워요, 안 무서워요)<br><br>"안" for negative.  Not scary(안 무서워요) | The teacher prepares worksheets with small pictures of sea creatures on the left side of the paper.  Students write descriptions next to the matching pictures in simple sentences, using the descriptive words they learn. |

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| 13. I can make a "My Family" book, using family member words and descriptive words. | (My) Dad is big (아빠는 커요.)<br><br>(My) mom is small. (엄마는 작아요.)<br><br>(My) older sister is pretty. (언니는 예뻐요.)<br><br>(My) younger brother is cute (동생은 귀여워요.)<br><br>(My) grandma is nice (할머니는 좋아요.) | Students make a step book using family member words and descriptive words. They write different descriptive words for different family members. |
| 14. I can write the names of selected objects and the matching colors. | Red fish, yellow tropical fish, blue fish, green seaweed, grey shark, pink fish, brown turtle, black whale, white jelly fish (빨간색 물고기, 노란색 열대어, 파란색 물고기, 초록색 미역, 회색 상어, 분홍색 물고기, 고동색 거북이, 까만색 고래, 하얀색 해파리) | The teacher prepares enough outlined drawings of sea creatures so that each student can select two or three. After coloring their sea creatures, the students cut out the pictures and also make name tags for them, using the color and the name, for example, "red tropical fish" or "black whale." Then they decorate the wall with the pictures and name tags. |
| **Interpretive Listening** | | |
| 15. I can understand when I hear them and with visual aids as necessary, simple sentences about how to protect the ocean. | Do not throw away plastics on the beach. (바닷가에 플라스틱을 버리지 마세요)<br>The fish eat the plastics.<br>(물고기는 플라스틱을 먹어요.)<br>The seabirds get caught in the plastic rings. | The teacher makes a presentation in simple sentences about protecting the ocean, with visual aids such as photos and posters. After the teacher's presentation, students are given papers divided into eight sections. They draw cartoons in the sequence of eight scenes to summarize the teacher's presentation. |

| | (바다새가 플라스틱 고리에 걸려요.) | |
| --- | --- | --- |
| | Clean trash and oil spill at the beach. (바닷가에서 쓰레기와 기름을 청소해요). | |
| 16.      I can understand the story of the underwater palace when I hear it, with visual aids and my teacher's explanation. | Names of the characters from the story: underwater palace, underwater king, rabbit, turtle, liver (용궁, 용왕, 토끼, 거북, 간) | The teacher shows the video, "The Story of the Underwater Palace." The teacher sometimes stops the video to repeat the words, phrases, or sentences and explain scenes. After watching the video, pairs of students are given a bag of pictures that represent the sequence of the story. Each pair organizes the pictures in the appropriate order. |
| 17.      I can recognize selected words, phrases, and simple sentences from the whale video. | Whales are not fish. (고래는 물고기가 아니에요.) Whales have babies. (고래는 아기를 낳아요.) | The teacher shows the video, "The Story of the Whale." After the video, students write "네 (yes)" or "아니요 (no)" on the small board and hold it up when teacher asks yes-no questions about the story. |
| 18.      I can generally understand, my classmates' oral presentations of their stories, sometimes with the help of visual or my teacher's rephrasing. | Names of sea creatures Action words Family member words | Before the students' presentations, the teacher asks students to make their own small booklets. Students take turns presenting their stories, while listening to their classmates' presentations. Students will draw the most impressive scene from each student's story in the booklet they made. |

**Interpretive Reading**

| | | |
|---|---|---|
| 19.    I can recognize and match the names of sea creatures I have learned about with selected words describing them. | Names of sea creatures and descriptive words. | Students are given a bag with descriptive words in it. Students take out the cards and display them on their desks.  When the teacher shows cards with the sea creature's name, students will hold up the appropriate descriptive word cards. |
| 20.    I can recognize, from the lyrics that the teacher gave, the words and phrases that I have learned. | Shark family (상어가족)<br><br>Baby shark (아기 상어)<br><br>Under the ocean (바다속)<br><br>Mom shark (엄마상어)<br><br>Hunter in the ocean(바다의 사냥군) | The teacher gives students a picture walk, using the scenes of the song, "Shark Family." Then gives students the lyrics of the song. The students read the lyrics out loud together and then sing with the music video. They follow the lyrics on the video screen.<br><br>After singing, the teacher holds up cards with the words from the song and students show the meaning of the words with total physical response. |
| 21.    I can match the captions in the internet news, "the tears of the baby whale" with the appropriate images. | Hello (안녕하세요).<br><br>I am a baby whale (저는 아기 고래예요).<br><br>People took my mom and dad. (사람들이 엄마, 아빠 잡아갔어요.)<br><br>Sorry, whale (고래야, 미안해.) | The teacher prepares the photos and matching captions from the news story, "the tears of the baby whale." After listening to the story, students match the photos with the captions. |

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Poster papers, colored copy papers, color pencils, compasses (or big round cans for drawing circles), rulers

Number wall chart with both Sino-Korean and native Korean

Days of the week chart

Wall clock, with the times labeled in Korean

Pictures of sharks, whales, shrimps, clams, crabs, see weeds and fish eggs with the words

Music video, "10 의 노래 (number song)" https://www.youtube.com/watch?v=jX6UFHgtwng

Handout, "누가 뭘 먹어요? (who eats what?)"

Pictures of colorful tropical fish with the names of colors

Music video, "색깔송 (color song)" https://www.youtube.com/watch?v=k-hFxVrTvOE

Pictures of transportation: plain, train, ship, submarine, car, bus, bicycle, skateboard

Pictures of cleaning plastics and oil spills in the ocean

Article, "바다 쓰레기, 현재의 문제들(ocean trash-the problems) https://www.oceanpark.com.hk/kr/conservation/current-issue/marine-debris

Article, "10 things you can do to save the ocean" https://www.nationalgeographic.com/environment/oceans/take-action/10-things-you-can-do-to-save-the-ocean/

Video, "고래이야기 (the whale story)" https://www.youtube.com/watch?v=dG5hEkwzCXI

Video, "용궁이야기 (the story of underwater palace)" https://www.youtube.com/watch?v=joaffXD6L7Y

Music video, "상어가족 (shark family)" https://www.youtube.com/watch?v=cq_JzIjis40

Music video, "상어체조 (shark dance)" https://www.youtube.com/watch?v=F2ORcoBoEe4

Internet news, "카드뉴스-아기 고래의 눈물 (the tears of baby whale)

http://www.yonhapnews.co.kr/bulletin/2017/09/11/0200000000AKR20170911106700797.HTML

## Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

| TIME FRAME | ACTIVITY |
|---|---|
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