KOREAN
ONLINE COURSE
KOREAN 6
LEVEL VI

LEVEL VI - COURSE SUMMARY / COURSE OVERVIEW (Click to open.)

UNIT 1 - 동해물과 백두산이

UNIT 2 - 한국의 전통놀이

UNIT 3 - 한국의 음식

UNIT 4 - 사진신부

UNIT 5 - 한국의 시

LEVEL VI REVIEW & 1st Semester ASSESSMENT

UNIT 6 - 금속활자

UNIT 7 - 사이구 (4.29)

UNIT 8 - 한류

UNIT 9 - 속담

UNIT 10 - 소나카

UNIT 11 - REVIEW & FINAL ASSESSMENT

UNIT 12 - NEWL KOREAN EXAM PREP COURSE

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1

Page 1 Quiz 1
LEVEL VI

LEVEL VI - COURSE SUMMARY / COURSE OVERVIEW (Click to open.)

UNIT 1 - 동해물과 백두산이

OVERVIEW - LEVEL VI UNIT 1
- Pre-reading Activity
- Body Text - 동해물과 백두산이
- New Vocabulary (서단어)
- Vocabulary 1
- Vocabulary 2
- Vocabulary 3
- Reading Comprehension 1
- Reading Comprehension 2
- Project
- Listening Activity
- Speaking Question
- Assessment

UNIT 2 - 한국의 전통놀이

UNIT 3 - 한국의 음식

UNIT 4 - 사전사항
# Standard-based Unit Design

Based on CA World Language Standards 2015

## LEVEL VI UNIT 1

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL VI, UNIT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>11th – 12th grade</td>
</tr>
</tbody>
</table>

### Title
Korean National Anthem

### Pre-reading
Pre-reading. This practice is to connect the student's prior knowledge to the chapter that you are going to study.

### Brief Description of the unit
- **Why did the Koreans write the national anthem?**
- **What is the Korean National Anthem?**
- **How is the Korean National Anthem different from American National Anthem?**

### Essential Question
- **Why did the Koreans write the national anthem?**
- **What is the Korean National Anthem?**
- **How is the Korean National Anthem different from American National Anthem?**

### Approximate length of unit
15 hours of instruction, lessons, and individual practice

### Instructional minutes weekly
Approximately 5 weeks, 3 hours per day

### Unit Goals
- Students will compare and contrast the national anthem of Korea and America using the discussion board.
- They will research the composer of the Korean National Anthem and the meaning of the lyrics and the historical background of the Korean National Anthem.
- Students will identify the names of the seas and islands of Korea.
- Students will understand the active and passive form of the verbs in the Korean language.
- Students will complete the worksheet of each section by answering the text-dependent questions.
- Students will understand how to write an expository essay by creating a Korean-style power board “Use 11th to” in a collaborative group.
- Students will share their “Use 11th to” project in the virtual charting section by explaining how they create that way and why.
Pre-reading Activity

Directions: In this practice, you are going to read the questions and write the answer in the space given for each question. You may go back to the previous questions and correct them. You can continue this practice for the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct your answers. You will have a maximum time of 3 hours to complete this section. If you are ready to start, press the ✅ icon. You will start from the beginning of the practice or continue from your last saved section.

Read each question and answer in Korean unless otherwise instructed.

Ex) 이 곡의 제목이 무엇입니까? (What is the title of the chapter?)
Answer: 드래곤의 백두산이

Time limit: 3 hours
Grading method: Highest grade

Attempt quiz now
New Vocabulary (새단어)

- 가사 (명) lyric
- 감시 (명) surveillance
- 곡 (명) (a piece of) music, tune, melody
- 구호 (명) slogan, chant, rallying cry
- 국가 (명) national anthem
- 달다 (동) to wear (out, down), to run down
- 두어다 (동) to cover with
- 묘사하다 (동) to be described
- 보유하다 (동) to protect
- 보전하다 (동) to preserve, to conserve
- 삼엄하다 (동) to be strict, to be awe-inspiring
- 선천적 (명) innate, inborn
- 수립되다 (동) to be established
- 스케이타 (동) to graze (through, by), to brush
- 연주 (명) performance, play
- 영감 (명) inspiration
- 예배당 (명) chapel, church
- 유학 (명) studying abroad, studying overseas
- 음악적 재능 (명) musical talent
- 작곡 (명) composition
- 지정하다 (동) to designate, to appoint
- 찬송가 (명) hymn
- 해방 (명) liberation
- 뚫러나오다 (동) to fow out

Last modified: Monday, 22 July 2019, 5:38 PM
Speaking Question

Directions: You are given 2 questions to choose from, in which you can only answer 1 question. Do not respond to both questions. Majority of your answer should be based on the contents but you must speak in your own words. Be sure to meet the time requirements for each question and record your time. Make sure all the components in each question are answered. Please SEE the rubric.

When you are ready, click the button "ADD SUBMISSION" below. You can read to yourself and check several times by clicking "PLAY" after recording the question. However, once you click "SUBMIT", you CANNOT correct it. Be sure YOU read them. Once you click "SUBMIT", your recording will be saved and automatically sent to your teacher.

How to record your assignment and upload it for grading by your class teacher.

1. Activate Adobe Flash Player Settings
   1) Mark on ‘Allow’ & ‘Remember’.
   2) Then ‘Close’ to start.

2. Record and Upload your assignment.

   If you haven’t used it before, you may need to allow access to your microphone
   - Click the red circle button to begin recording.
   - Click the blue square button (or the red circle button again) to stop recording.
   - Enter a file name and click "Save".
   - Wait for it to state that it’s “Ready to upload” and click the "Upload“ button.
   (You can re-record your assignment before clicking "Upload" button.)
   - Click "Save Changes" to complete the assignment.

Submission status

Attempt number
This is attempt 1 (1 attempts allowed).

Submission status
No attempt.

Grading status
Not graded.

Last modified
.

Submission comments
Comments (0)

Add submission

Make changes to your submission

1. 한국의 국가 기용가에는 어떤 뜻이 담겨져 있고, 누가 만들었는지를 설명하셔야, 말해야 할 시간은 3분 이상입니다. (The Korean national anthem ‘Aegukgak’ is rich in meaning and implies a lot. What are they? How was it made and by whom? Explain them in Korean. You need to record it with a minimum of 3 minutes.)

2. 한국의 국가와 미국의 국가를 비교하여 설명하셔야. 가사의 내용 또는 두 국가가 실진 국가적 태도를 비교 설명해야 할해야 할 시간은 3분입니다. (Compare and contrast the Korean national anthem and American national anthem. You can mention the tone, rhythm, lyrics, and/or the background of how each one was composed. Your explanation should be at least 3 minutes long.)
Assessment

Directions: In this test, you are going to read questions given and choose the best answer according to the reading material. You may go back to the previous questions and correct them. Once you start this test, you need to finish this test within ONE hour. If you are ready to start, press the icon.

Ex) 이 과의 챕터를 무엇으로 부를까요? (What is the title of the chapter?) ______

1) 한국의 국가
2) 미국의 국가
3) 동해와 백두산이
4) 성조기의 영원하라

Attempts allowed: 1
Time limit: 1 hour

Attempt quiz now

---

Question 1
Not yet answered
Waited out of 1:00

Which of the following occasions does NOT play the American national anthem?

Select one:

1. when school sports are played against different schools
2. when you watch a movie
3. when an athlete wins an Olympic Gold medal
4. when pre-sports are played

---

Question 2
Not yet answered
Waited out of 1:00

Who wrote the lyrics of the Korean national anthem?

Select one:

1. unknown
2. unknown
3. unknown
4. unknown
5. unknown

---

Question 3
Not yet answered
Waited out of 1:00

What is the literal meaning of the title of the Korean national anthem?

Select one:

1. Song to live long for Korea
2. Song for the preservation of Korea
3. Song of the Love of Korea
4. Song to honor for Korea
5. Song to protect Korea
UNIT 2 - 한국의 전통놀이

OVERVIEW - LEVEL VI UNIT 2
- Pre-reading Activity
- Body Text - 한국의 전통놀이
- New Vocabulary (세미어)
- Vocabulary 1
- Vocabulary 2
- Vocabulary 3
- Reading Comprehension 1
- Reading Comprehension 2
- Listening Activity
- Assessment - LEVEL VI UNIT 2
- Speaking Question

UNIT 3 - 한국의 음식
# Standard-based Unit Design

Based on CA World Language Standards 2019

## LEVEL VI UNIT 2

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL VI, UNIT 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>11th - 12th grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Korean Folk Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>Pre-reading. This practice is to connect the student's prior knowledge to the chapter that you are going to study.</td>
</tr>
<tr>
<td>Brief Description of unit</td>
<td>Students will read the expository text about the origin of the Korean traditional folk games and understand the rules of each game. The reading will also enable students to compare and contrast other folk games of America and other countries.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do you play Nokbee Game? How is the origin of kite flying in Korea? How about other countries? How do these folk games influence Koreans' daily life styles?</td>
</tr>
<tr>
<td>Approximate length of unit</td>
<td>15 hours of instructional lessons and individual practice.</td>
</tr>
<tr>
<td>Instructional minutes weekly</td>
<td>Approximately 2 weeks, 3 hours per day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify the traditional Korean folk games and restate how to play.</td>
<td></td>
</tr>
<tr>
<td>Students will explain where each game originated and how to play in their own words in a discussion board.</td>
<td></td>
</tr>
<tr>
<td>Students will understand that Korean people use two different calendars: solar and lunar calendars and identify the differences.</td>
<td></td>
</tr>
<tr>
<td>They will research through Internet how the lunar calendar has affected the lives of Koreans until today and share their own thoughts in a collaborative group in the discussion board.</td>
<td></td>
</tr>
<tr>
<td>Students will understand the usage of the indirect quote using declarative, interrogative, imperative, and prohibitive modes.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate how to play the Korean Yut (4 stick) games in their own words using the virtual chatting session.</td>
<td></td>
</tr>
<tr>
<td>Students will understand the dialogue talking about the field trip by completing the listening comprehension questions.</td>
<td></td>
</tr>
<tr>
<td>Students will write an expository essay about their favorite game and share in the virtual chatting session.</td>
<td></td>
</tr>
</tbody>
</table>
Pre-reading Activity

Directions: In this practice, you are going to read the questions and write the answer in the space given for each question. You may go back to the previous questions and correct them. You can continue this practice for the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct your answers. You will have a maximum time of 3 hours to complete this section. If you are ready to start, press the icon. You will start from the beginning of the practice or continue from your last saved section.

* Read each question and answer in either English or Korean unless otherwise instructed. As this is pre-reading activity, you don’t have to have correct answers.

Ex) 이 과의 제목이 무엇입니까? (What is the title of the chapter?)

Answer: 한국의 전통놀이

Grading method: Highest grade

Attempt quiz now

---

**Question 1**

(Which of the following games have you played?)

Select one or more:

- 1. 볼놀이
- 2. 터널런지
- 3. 계기개기
- 4. 천어개기
- 5. 투호

**Question 2**

(Do you know how many circles are on the board when you play 볼놀이?)

Answer:

**Question 3**

(Do you know what '도', '가', '가', '율', '율', or '율' is 볼놀이 symbolized?)

Answer:
New Vocabulary (새단어)

- 가시 (thorn, prickle)
- 가지 (branch)
- 공용 (in the air, mid-air)
- 고다 (to prop, to support)
- 구름이 (cloud)
- 꽃다 (to draw, to rule)
- 말기 (mat, rug)
- 납작하다 (to be flat)
- 불면지 (bed)
- 디안하다 (to be various, to be varied)
- 닫는 (to close, to shut)
- 대표적 (representative, typical)
- 도착점 (destination)
- 도표 (map)
- 털리다 (to turn, to spin)
- 덤다 (to step (on' in), to take a step)
- 마주보다 (to face each other)
- 힘차 (strong)
- 밑판 (game board)
- 명복 (straw mat)
- 엽수 (gilt)
- 목표 (goal, aim, target)
- 무술 (martial arts)
- 물계 (body, object)
- 펼다 (to open, to spread)
- 뜨거운 (to rub, to mix)
- 브로슈케 (sharply, to be pointed)
- 사각 (rectangular)
- 갈수리 (oak)
- 속설 (common saying, talk, popular belief)
- 악 (misfortune, bad luck)
- 응답 (to carry on one's back, to stack up)
- 연살 (kite string)
- 연볼 (fruit, nut)
- 열혈 (wish, desires)
- 출혈 (inside the tenos)
- 원 (circle)
LEVEL VI

UNIT 3. 한국의 음식

OVERVIEW - LEVEL VI UNIT 3
- Pre-reading Activity
- Body Text - 한국음식과 발표식품
  - New Vocabulary (네임어)
- Vocabulary 1
- Vocabulary 2
- Vocabulary 3
- Reading Comprehension 1
- Reading Comprehension 2
- Writing Activity
- Listening Activity
- Speaking Question
- Assessment

UNIT 2. 한국의 전통음식

UNIT 4. 사전신부
OVERVIEW - LEVEL VI UNIT 3

Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL VI UNIT 3

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL VI, UNIT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>11th - 12th grade</td>
</tr>
<tr>
<td>Title</td>
<td>K-Food and Fermented Products</td>
</tr>
</tbody>
</table>

Pre-reading
Pre-reading: This practice is to connect the student’s prior knowledge to the chapter that you are going to study.

Brief Description of the unit
- Students will read the expository text about the good characteristics and origin of k-food and fermented products. The food provides a comparison of traditional foods from different countries. The learning will also enable students to learn the vocabulary related to food fermentation, nutrition, and storage.

Essential Question
- What are the Korean fermented foods?
- Why are these fermented foods good for health?
- How do these foods affect Korea’s lifestyle?
- What is the origin of Kimchi and why is it good for health?

Approximate length of unit
15 hours of instructional lessons and individual practice
Approximately 3 weeks; 5 hours per day

Instructional minutes weekly
56 minutes x 4 = 280 minutes

Unit Goals
- Students will explain the good characteristics of Korean fermented food for health in their own words in a virtual chatting room.
- Students will identify the reasons why Korean fermented foods are good for health and how to cook in a collaborative group.
- Students will research the various kinds of Korean fermented food and its globalization.
- Students will use the vocabulary related to food such as fermentation, nutrition, and storage in daily life.
- Students will explain the Korean fermented foods and will express their opinions and strategies how Korean food is becoming global and why they are popular to non-Koreans in a discussion board.

- Students will write an essay about how to promote Korean food to non-Koreans to globalize the Korean food.
- Students will categorize the Korean food according to its characteristics and compare and contrast with western food, such as “hamburger.”
Writing Activity
Suggested Time: 1 hour
Attempts allowed: 1
Time limit: 1 hour

Summary of your previous attempts

State: In progress

Continue the last attempt

Writing Prompt
The Korean culture is one in which many Koreans and even non-Koreans find proud to be a part of. Korean food in particular is very popular among non-Koreans. A recent study shows that the Korean food is one of the most appealing aspects of Korean culture to non-Koreans. It is quite common these days to see a Korean restaurant filled with non-Koreans. They enjoy Korean food such as "김치," "札七," and "고등어" to name a few. Most non-Koreans first experience Korean cuisine through Korean friends or colleagues. Pick one Korean food that you want to introduce to someone. You are going to write an essay about the Korean food you are going to recommend. You need to explain why you would recommend the food, the ingredients, cooking process, and/or how to eat it, if needed. The essay should be at least 1,000 Korean letters long and persuasive with a logical development.

Finish attempt
Assessment

Directions: In this test, you are going to read questions given and choose the best answer according to the reading material. You may go back to the previous questions and correct them. Once you start this test, you need to finish this test within ONE hour. If you are ready to start, press the icon.

Ex) 이 과의 제목은 무엇입니까? (What is the title of the chapter?)
1) 한국의 국가
2) 미국의 국가
3) 김치와 발효 식품
4) 한국 음식과 발효 식품

Attempts allowed: 1
Time limit: 1 hour

Attempt quiz now

Questions 1
[Question Text]
Select one:
- [Option 1]
- [Option 2]
- [Option 3]
- [Option 4]

Questions 2
[Question Text]
Select one:
- [Option 1]
- [Option 2]
- [Option 3]
- [Option 4]

Questions 3
[Question Text]
Select one:
- [Option 1]
- [Option 2]
- [Option 3]
- [Option 4]
LEVEL VI

LEVEL VI - COURSE SUMMARY / COURSE OVERVIEW (Click to open)

UNIT 4 - 사진신부

<table>
<thead>
<tr>
<th>OVERVIEW - LEVEL VI UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Pre-reading Activity</td>
</tr>
<tr>
<td>✓ Body Text - 사진신부</td>
</tr>
<tr>
<td>✓ New Vocabulary (재단여)</td>
</tr>
<tr>
<td>✓ Vocabulary 1</td>
</tr>
<tr>
<td>✓ Vocabulary 2</td>
</tr>
<tr>
<td>✓ Vocabulary 3</td>
</tr>
<tr>
<td>✓ Reading Comprehension 1</td>
</tr>
<tr>
<td>✓ Reading Comprehension 2</td>
</tr>
<tr>
<td>✓ Writing Prompt</td>
</tr>
<tr>
<td>✓ Listening Activity</td>
</tr>
<tr>
<td>✓ Assessment</td>
</tr>
<tr>
<td>✓ Speaking Question</td>
</tr>
</tbody>
</table>
# Standard-based Unit Design

**Based on CA World Language Standards 2015**

## LEVEL VI UNIT 4

<table>
<thead>
<tr>
<th>Language, Level Unit,</th>
<th>KOREAN LEVEL VI, UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>11th - 12th grade</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Picture Bride, First Korean American Immigrants</td>
</tr>
<tr>
<td><strong>Pre-reading</strong></td>
<td>Pre-reading: This practice is to connect the student's prior knowledge to the chapter that you are going to study.</td>
</tr>
<tr>
<td><strong>Brief Description of the unit</strong></td>
<td>Students will read the expository text about the Korean picture bride to understand the historical background about how they immigrated in Hawaii early 20th century.</td>
</tr>
</tbody>
</table>
| **Essential Questions** | - When did the Korean picture bride immigrate in Hawaii?  
- What were the hardships they encountered in new land?  
- What are the descendants of the early Korean immigrants?  
- How have the early immigrants contributed to the American society? |
| **Approximate length of unit** | 15 hours of instructional lessons and individual practice  
Approximately 2 weeks, 5 hours per day |
| **Instructional minutes weekly** | 25 minutes × 4 = 100 minutes |

### Unit Goals
- Students will understand the historical background about how Korean picture brides immigrated in Hawaii early 20th century.  
- Students will research and share how the picture brides and their descendants contributed to the success of Korean community in a discussion board.  
- Students will use the vocabulary related to emotion and feelings in daily life and how to express at the certain event and occasions.  
- Students will share the satisfactions and information that the Korean picture brides experienced and how they contributed to the Korean community by reading the expository text in a virtual chat room.  
- Students will compare and contrast the similarities and differences between Korean picture brides and Japanese by internet research.
Pre-reading Activity

Directions: In this practice, you are going to read questions given and write the answer to the space given in each question. You may go back to the previous questions and correct them. You can continue this practice in the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

* 다음 질문에 한국어이나 영어로 답을 하세요. (Read each question and answer either in Korean or English.)

Ex) 이 과의 제목이 무엇입니까? (What is the title of the chapter?)  사전 신분

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

Attempt quiz now

Questions 1
Not yet answered
Not graded

Questions 2
Not yet answered
Not graded

Select one:
1. 1910 - 1945
2. 1913 - 1946
3. 1915 - 1946
4. 1910 - 1946
New Vocabulary (새단어)

Suggested Time: 1 hour

새 단어

- 가출  
  (명) run away from home
- 간주하다  
  (동) to regard, to consider
- 검찰총장  
  (명) the Attorney General
- 경비  
  (명) expenses
- 관행  
  (명) practice
- 권위자  
  (명) expert
- 그올리다  
  (동) to suntan
- 금지  
  (명) prohibition
- 급증하다  
  (동) to increase rapidly
- 노총장  
  (명) old bachelor
- 농장  
  (명) farm
- 누  
  (명) trouble
- 대법원장  
  (명) Chief Justice of the Supreme Court
- 도박  
  (명) gambling
- 마주 나오다  
  (동) to come out to greet
- 밀집  
  (명) concentration, clustering together
- 반감  
  (명) hostility, antagonism
- 발급  
  (명) issue
- 배척  
  (명) exclusion
- 법안  
  (명) bill
- 본국  
  (명) one’s own country
Writing Prompt

Suggested Time: 1 hour

Attempts allowed: 1
Time limit: 1 hour

Summary of your previous attempts

State: In progress

Continue the test attempt

QUIZ NAVIGATION

Finish attempt

Time left: 0:59:08

Finish attempt
**Listening Activity**

**Directions:** In this practice, you are going to listen to a dialogue and write the answer to the space given according to the dialogue. You may listen to the dialogue as many times as you can and you may go back to the previous questions and correct them. You can continue this practice within the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

* Listen to the following dialogue between father and daughter and answer the following questions.

**Attempts allowed:** 1
**Time limit:** 1 hour

**Question 1**
**Select one:**
1. The father is a descendent of the picture bride.
2. Taught about the picture bride at a college.
3. Knew about the picture bride before his daughter explained it.
4. Did not know anything about the picture bride before his daughter explained it.

**Question 2**
**Select one:**
1. Marrying without knowing each other is not humane.
2. Marrying without knowing each other should be prohibited.
3. Marrying without knowing each other was a common practice in the past.
4. Marrying without knowing each other has many benefits to make a better family.

**Question 3**
**Select one:**
1. She likes the idea.
2. She strongly opposes it.
3. She thinks she can accept it.
4. She doesn't show her opinion.
Assessment

Directions: In this test, you are going to read questions given and choose the best answer according to the reading material. You may go back to the previous questions and correct them. Once you start this test, you need to finish this test within ONE hour. If you are ready to start, press the icon.

Ex) 이 글의 제목이 무엇인가요? (What is the title of the chapter?)

1) 사전 신부
2) 미국의 국가
3) 한인 이민 역사
4) 한국 음식과 방식 식품

Attempts allowed: 1
Time limit: 1 hour

Attempt quiz now

QUIZ NAVIGATION

Finish attempt

Time left: 1:00:47

Question 1
Not yet answered
Not graded

Select one:
1. 노동자로 하여금 해산부를 빼앗는다. (The bride who came to Hawaii as laborer.)
2. 빈곤한 생활하던 미국에 은신부를 만들다. (The bride who came to the States with American soldiers.)
3. 빈곤한 생활하던 해안에서 일량하는 노동자로 해산부를 빼앗한다. (The bride who came to Hawaii to get married to the Hawaiian sugar plantation workers.)
4. 한국 특별법률을 위반하여 인도를 마난으로 갑질의 형벌을 지키러 하여 가족张家界를 건진한 신부를 지킨다. (The bride who brought their family pictures to maintain their identity as they escaped Korea for independence movement.)

Question 2
Not yet answered
Not graded

Select one:
1. 1:00-1902
2. 1900-1930
3. 1931-1960
4. 1960-2000

Question 3
Not yet answered
Not graded

Select one:
1. I, II, and III
2. I, II, and IV
3. II, III, and IV
4. I, III, and IV
LEVEL VI

LEVEL VI - COURSE SUMMARY / COURSE OVERVIEW (Click to open.)

UNIT 5 - 한국의 시

OVERVIEW - LEVEL VI UNIT 5
- Pre-reading Activity
- Body Text - 한국 현대시의 감상
- New Vocabulary (대한어)
- Vocabulary 1
- Vocabulary 2
- Vocabulary 3
- Reading Comprehension 1
- Reading Comprehension 2
- Project
- Listening Activity
- Speaking Question
- Assessment

Speaking Question
## Standard-based Unit Design

Based on CA World Language Standards 2015

### LEVEL VI UNIT 5

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL VI, UNIT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>11th - 12th grade</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>KOREAN CONTEMPORARY POEMS</td>
</tr>
<tr>
<td><strong>Pre-reading</strong></td>
<td>Pre-reading. This practice is to connect the student's prior knowledge to the chapter that you are going to study.</td>
</tr>
<tr>
<td><strong>Brief Description of the unit</strong></td>
<td>Students will read several Korean contemporary poems and they research the historical background during Japanese occupation in early 20th century and life style of each poet. They will share their research about each poet in a collaborative group.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td>When did the Korean picture book immigrants in Hawai?</td>
</tr>
<tr>
<td></td>
<td>What were the hardships they encountered in new land?</td>
</tr>
<tr>
<td></td>
<td>How did they overcome the challenges?</td>
</tr>
<tr>
<td></td>
<td>Who are the descendants of the early Korean immigrants?</td>
</tr>
<tr>
<td></td>
<td>How have the early immigrants contributed to the American society?</td>
</tr>
<tr>
<td><strong>Approximate length of unit</strong></td>
<td>35 hours of instructional lessons and individual practice. Approximately 3 weeks, 5 hours per day.</td>
</tr>
<tr>
<td><strong>Instructional minutes weekly</strong></td>
<td>56 minutes x 5 = 280 minutes</td>
</tr>
<tr>
<td><strong>Unit Goals</strong></td>
<td>Students will understand the historical background of Korea's Japanese Occupation period and political tension surrounding Korea in early 20th century.</td>
</tr>
<tr>
<td></td>
<td>Students will explain how Japanese Occupation period affected Korean society, especially Korean young writers and poets and how they resisted the Japanese oppression on the discussion board.</td>
</tr>
<tr>
<td></td>
<td>Students will identify the vocabulary related to poem such as stanza, metaphor, and rhyme in Korean.</td>
</tr>
<tr>
<td></td>
<td>Students will understand the elements of a poem and the strategy how to comprehend poems.</td>
</tr>
<tr>
<td></td>
<td>Students will identify various elements commonly used in a poem such as rhythm, irony, simile, and metaphor.</td>
</tr>
</tbody>
</table>

|                      | Students will read several Korean contemporary poems and they research the life style of each poet. They will share their research about each poet in a collaborative group. |
|                      | Students will choose their favorite poem and write about their comprehension of the poem to present in a virtual chatting room. |
New Vocabulary (새단어)

새 단어
- 惜惜 (영) promotion, elevation
- 고고하다 (영) to be proud in loneliness, to be aloof, to be standoffish
- 고독 (영) loneliness
- 고이 (英) gently, quietly
- 관 (영) crown, coronet
- 구절 (영) line, verse
- 극복 (영) overcoming
- 나약한 (영) fragile, weak
- 넋 (영) loved one
- 독신 (영) a single life, living unmarried
- 돌파하다 (영) to pass, to break through
- 미세하다 (영) to be delicate, to be fine
- 민요 시인 (영) folk song poet
- 비의비 (영) irony
- 본능 (영) instinct
- 사할 (영) the brink of death
- 사뿐히 (英) lightly
- 사상범 (영) political offender
- 서머 (영) to be nursed, to be harbored
- 소명 의식 (英) calling
- 소외감 (英) a sense of alienation
- 속내 (英) intention
- 소지하다 (英) to graze, to brush
- 알바 (英) supression
- 여수 (英) sorrow, grief
- 야결하다 (英) to be sad, to be pathetic
- 역결하다 (英) to be disgusting
- 영문학 (英) English literature
- 목사 (英) death in prison
- 투르атор다 (英) to raise one's head, to look up
- 원망 (英) resentment, blame
- 의연하다 (英) to be resolute, to be determined
- 일다 (英) to blow
- 잎새 (英) leaf
Reading Comprehension 1

Directions: In this practice, you are going to read questions given and write the answer to the space given in each question. You may go back to the previous questions and correct them. You can continue this practice in the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the ✔ icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

* Read each question and write the answer on the answer document. The answer should be in Korean, unless otherwise instructed, and your answer should be according to the reading material.

Ex) 이 글의 제목이 무엇입니까? (What is the title of the chapter?)  한국 현대시의 절정

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

 Attempt quiz now
Project

You have now read three Korean contemporary poems. Which one do you like the most? Why? You will write out the poem as well as draw a picture that represents or symbolizes the poem. The following criteria will be observed:

- The size of this project needs to be a letter-size.
- Be sure to have a nice balance overall between the poem and the drawing. But be as artistic and creative as possible.
- This is an opportunity to display your artistic talents for the writing and the drawing.

Please submit your project to kecosteacher@gmail.com

Last modified: Monday, 22 July 2019, 5:54 PM
LEVEL VI REVIEW & 1st Semester ASSESSMENT

- OVERVIEW - LEVEL VI 1st Semester Assessment
- 1st Semester ASSESSMENT
- UNIT 6 - 금속활자
- UNIT 7 - 사이구 (4 29)
- UNIT 8 - 한류
- UNIT 9 - 속담
- UNIT 10 - 소나기
- UNIT 11 - REVIEW & FINAL ASSESSMENT
- UNIT 12 - NEWL KOREAN EXAM PREP COURSE
- Class Collaboration
# LEVEL VI 1st Semester ASSESSMENT

**Language, Level Unit:** KOREAN LEVEL VI 1st Semester ASSESSMENT

<table>
<thead>
<tr>
<th>Target Group</th>
<th>11th – 12th grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Review &amp; 1st Semester Assessment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Theme, Topic</th>
<th>OVERALL REVIEW &amp; 1st Semester ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 - Korean national Anthem</td>
<td></td>
</tr>
<tr>
<td>UNIT 2 - Korean Folk Games</td>
<td></td>
</tr>
<tr>
<td>UNIT 3 - K-Food and Fermented products</td>
<td></td>
</tr>
<tr>
<td>UNIT 4: Picture Bride: First Korean American Immigrants</td>
<td></td>
</tr>
<tr>
<td>UNIT 5 - Korean Contemporary Poems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approximate length of unit</th>
<th>5 hours of UNIT REVIEW of LEVEL I and ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approximately 1 weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional minutes weekly</th>
<th>56 minutes x 5 = 280 minutes</th>
</tr>
</thead>
</table>

**UNIT GOALS**

Students will be able to demonstrate understanding, interpret, and analyze the Parts of Speech, major elements, various genre, and sentence structure in Korean language. They also participate in real world, spoken, written, or signed (ASL) conversations on very familiar topics, using daily common expression, indirect quote, conjunctives, prepositive/imperative moods, noun-modifiers, progressive verb tenses, and literacy skills by reading Korean folk tales and fables. Students also understand the Korean zodiac and Korean music and its historical background and how they affect Korean life style.
1st Semester ASSESSMENT

Directions: In this test, you are going to read questions given and choose the best answer according to the reading material. You may go back to the previous questions and correct them. Once you start this test, you need to finish this test within ONE hour. If you are ready to start, press the icon.

Ex: "한국은 누가 만들었습니까? (Who made '한국'?"
A) 안길호
B) 세종대왕 (King Sejong)
C) 이순신 (General Yi Soonsin)
D) 알려져 있지 않다 (Not Known)

Answer Ex. B)

Attempts allowed: 1
Time limit: 2 hours

Attempt quiz now

**Question 1**
다음 중 한국 국가가 1월에서 쓰임 담하는 어느 단어일까요? (Which of the following words is used as part of the lyrics (verse 1) in the Korean national anthem?)

Select one:
- 1. 동해물
- 2. 세월
- 3. 바람
- 4. 신

**Question 2**
한국의 국가 1월 가사에서 쓰임 담하는 어느 단어일까요? (What does '일월' mean in the Korean national anthem?)

Select one:
- 1. 경북 국가의 음악 (The length of the Korean history)
- 2. 한국의 유명한 키가지 (A name of a famous Korean company)
- 3. 한반도에 사는 한국인의 명수 (A total number of people living in the Korean peninsula)
- 4. 한반도의 지도 어깨로 흘러 (The total length of the Korean peninsula from top to bottom)

**Question 3**
한국 국가의 가사는 누가 쓰셨습니까? (Who wrote the lyrics of the Korean national anthem?)

Select one:
- 1. unknown
- 2. 중시호
- 3. 안길호
- 4. 희중제
- 5. 세종대왕
### Standard-based Unit Design

Based on CA World Language Standards 2009

#### LEVEL VI UNIT 6

**Language, Level Unit:** KOREAN LEVEL VI, UNIT 6

**Target group:** 11th - 12th grade

<table>
<thead>
<tr>
<th>Title</th>
<th>jikji Great Invention-Metal Movable type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of the unit</td>
<td>Students will share their ideas on how the invention of the metal movable type affected the human history and the development of printing skills in Korea in the 14th century.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>What is the advantage of jikji, the metal movable type?</td>
</tr>
<tr>
<td>Approximate Length of unit</td>
<td>15 hours of instructional lessons and individual practice</td>
</tr>
<tr>
<td>Instructional minutes/week</td>
<td>Approximately 3 weeks, 4 hours per day</td>
</tr>
</tbody>
</table>

**Unit Goals**

- Students will state the greatness of the metal movable type and how it affected the human culture and development in a virtual classroom.
- Students will share their ideas on how the invention of the metal movable type affected the human history and the development of printing skills in Korea in the 14th century.
- Students will identify the cause and effect of one of the greatest inventions of humans, metal movable type by reading the expository text.
- Students will explain how Korea invented the first movable type and how it was discovered in a discussion board.
- Students will use the vocabulary related to printing and movable type in their writing.
- Students will write a persuasive essay to convince others about their beliefs.

<table>
<thead>
<tr>
<th>CA World Language Standard (Advanced Low)</th>
<th>Communication Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WLCM1A: Intensive Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM2A: Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM3A: Presentational Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM4A: Teaching for Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM5A: Receptive Structures in Service of Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM6A: Productive Structures in Service of Communication</td>
</tr>
<tr>
<td></td>
<td>WLCM7A: Language Comparison in Service of Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture Standards</th>
<th>WLC1A: Culturally Appropriate Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WLC1ZA: Cultural Products, Practices, and Perspectives</td>
</tr>
<tr>
<td></td>
<td>WLC1IA: Cultural Comparisons</td>
</tr>
<tr>
<td></td>
<td>WLC1IA: Intercultural Influences</td>
</tr>
</tbody>
</table>
Pre-reading Activity

Directions: In this practice, you are going to read the questions and write the answer in the space given for each question. You may go back to the previous questions and correct them. You can continue this practice for the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct your answers. You will have a maximum time of 3 hours to complete this section. If you are ready to start, press the icon. You will start from the beginning of the practice or continue from your last saved section.

Read each question and answer in either Korean or English, unless otherwise instructed.

Ex) 이 곡의 제목이 무엇인가요? (What is the title of the chapter?)

Answer: Ex) 위대한 발명 굿스합자

Attempts allowed: 2
Time limit: 1 hour
Grading method: Highest grade

Attempt quiz now
Writing Activity

Directions: In this practice, you are going to read a writing prompt and write the answer according to the prompt. You will have a maximum time of 3 hours to complete this section. If you are ready to start, press the \( \checkmark \) icon. You will start from the beginning of the practice or continue from your last saved section.

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

Timed quiz

The quiz has a time limit of 3 hours. Time will count down from the moment you start your attempt and you must submit before it expires. Are you sure that you wish to start now?

Start attempt  Cancel
LEVEL VI

LEVEL VI - COURSE SUMMARY / COURSE OVERVIEW (Click to open.)

UNIT 7 - 사이구 (4.29)

- OVERVIEW - LEVEL VI UNIT 7
  - Pre-reading Activity
  - Body Text - 4.29 LA 목록
  - New Vocabulary (새단어)
  - Vocabulary 1
  - Vocabulary 2
  - Vocabulary 3
  - Reading Comprehension 1
  - Reading Comprehension 2
  - Writing Activity
  - Listening Activity
  - Speaking Question
  - Assessment
### LEVEL VI UNIT 7

#### Title
Los Angeles Riot (4.29)

#### Pre-reading
Pre-reading. This practice is to connect the student’s prior knowledge to the chapter that you are going to study.

#### Brief Description of the unit
- Students will read the expository text about the Los Angeles riot that broke out in 1992 and how it affected the Korean community. They will learn why Koreans were victimized and how Koreans responded after the riot. Students will identify the cause and effect of the LA Riot and present their findings in a discussion board.

#### Essential Question
- What are the cause and effect of LA Riot?
- How did the LA Riot affect Korean American community and Afro-American Community?
- How did each involved group of the riot respond to the riot city, state, federal government, and Koreans? Students will take their positions writing about the self-defense of Koreans at the time of riot.

#### Approximate length of unit
35 hours of instructional lesson and individual practice
Approximately 3 weeks, 5 hours per day

#### Instructional minutes weekly
56 minutes x 4 = 224 minutes

#### Unit Goals
- Students will identify the cause and effect of the LA Riot and present their findings in a discussion board.
- Students will research through internet how it affected the Korean community and share their own thoughts in the discussion board.
- Students will interview people who had involved the LA Riot and find how LA Riot affected their life and share in a virtual chatting room.
- Students will write a news article about the LA Riot using the interview and share in a virtual chatting room.
- Students will write how each involved group of the LA Riot responded to the riot city, state, federal government, and Koreans.

### CA World Language Standards

#### Communication Standards
- WLCLM.1: Interpretive Communication
- WLCLM.2: Interpersonal Communication
- WLCLM.4: Presentation Communication
- WLCLM.6: Setting for Communication
- WLCLM.8: Receptive Structures in Service of Communication
- WLCLM.9: Productive Structures in Service of Communication
- WLCLM.10: Language Comparison in Service Communication

#### Cultures Standards
- WLCLNA.1: Culturally Appropriate Interaction
- WLCLNA.2: Cultural Products, Practices and Perspectives
- WLCLNA.3: Cultural Comparison
- WLCLNA.4: Intercultural Influences

#### Connections Standards
- WLCLNA.1: Connections to Other Disciplines
- WLCLNA.2: Diverse Perspectives and Distinctive Viewpoints
Pre-reading Activity

Directions: In this practice, you are going to read questions given and write the answer to the space given in each question. You may go back to the previous questions and correct them. You can continue this practice in the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

Read each question and answer in either Korean or English, unless otherwise instructed.

Ex: 이 곡의 제목이 무엇입니까? (What is the title of the chapter?)

4.29 LA 독동

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

Attempt quiz now

1. 한국을 떠난 한국인이 체념없이 살고 있는 곳은 어디입니까? (Where do most Koreans live outside the Korean peninsula?)

Answer:

2. 한국인이 처음 미국에 온 것은 언제였습니까? (What year did the first Koreans come to America?)

You learned this in Chapter 4.

Answer:

3. 미국에 살고 있는 한국 사람들이 종 교회에 다닌다고 생각합니까? (What percentage of Koreans living in America do you think go to church?)

Answer:
첫째 날, 1992년 4월 29일:

로스앤젤레스 근교의 샷페인드 벨리 범죄에 있어서 역사적인 판결문이 낙독되었다. 범죄원만은 죽인 루드리 킹을 구타하여 기소된 비명의 백인 경찰관들에게 정량방위를 인정하고 무죄를 선고하였다.

- 오후 3시 15분: 그들이 무죄로 석방되는 장면이 뉴스로 방송되자 세상과의 부담함에 항의하는 300여 명의 흑인들이 로스앤젤레스 범죄 없으므로 물러들기 시작하였다.
- 오후 3시 45분: 물러든 군중의 숫자가 점차 감소해 나가자 놀라운 일로 변하여 시위대 선두가의 일원들은 놀라운 교차길에서 신호등에 걸려 서 있던 트럭의 백인 운전자가 끼어 내려 무차별 구타하였다. 그 장면이 텔레비전으로 생중계 되었지만 경찰들은 그 자리에 나타나지 않았다.
New Vocabulary (새단어)

- (결합을 수) 였다  
  (동) can't control
- (우려중) 표명하다  
  (동) to express one's concern
- 가석방  
  (명) release on parole
- 결속  
  (명) unity, solidarity
- 경비대  
  (명) guard, garrison
- 계기  
  (동) chance, opportunity
- 계엄령  
  (명) martial law
- 불타  
  (동) to fester, to form pus
- 공권력  
  (명) governmental authority
- 공정  
  (명) fairness
- 공중파  
  (명) public TV
- 과속  
  (명) speeding
- 구타  
  (명) beating
- 군중  
  (명) crowd
- 극혐해지다  
  (동) to become violent, to become severe
- 기금 모금  
  (명) fund-raising campaign
- 기소  
  (명) indictment
- 곤기  
  (명) tenacity, perseverance
- 낭독  
  (명) to read aloud
- 다문화  
  (명) multi-culture
- 다민족  
  (명) multi-ethnic
- 대처하다  
  (동) to cope (with)
- 도약  
  (명) leap, jump
- 동분서주  
  (동) being busy, being (constantly) on the move
New Vocabulary (새단어)

- (별짓을 수) 없다  (동) can't control
- (무려물) 표명하다  (동) to express one's concern
- 가석방  (명) release on parole
- 결속  (명) unity, solidarity
- 경비대  (명) guard, garrison
- 계기  (명) chance, opportunity
- 계열  (명) martial law
- 골다  (동) to fester, to form pus
- 공권력  (명) governmental authority
- 공정  (명) fairness
- 공중파  (명) public TV
- 과속  (명) speeding
- 구타  (명) beating
- 군중  (명) crowd
- 극렬해지다  (동) to become violent, to become severe
- 기금 모금  (명) fund-raising campaign
- 기소  (명) indictment
- 균기  (명) tenacity, perseverance
- 낭목  (동) to read aloud
- 다문화  (명) multi-culture
- 다민족  (명) multi-ethnic
- 대처하다  (동) to cope (with)
- 도약  (명) leap, jump
- 동문서주  (명) being busy, being (constantly) on the move
OVERVIEW - LEVEL VI UNIT 8

Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL VI UNIT 8

<table>
<thead>
<tr>
<th>Language, Level Unit,</th>
<th>KOREAN LEVEL VI, UNIT 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>11th - 12th grade</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Hallyu - New Cultural Wave</td>
</tr>
<tr>
<td><strong>Pre-reading</strong></td>
<td>Pre-reading. This practice is to connect the student's prior knowledge to the chapter that you are going to study.</td>
</tr>
<tr>
<td><strong>Brief Description of the unit</strong></td>
<td>Students will identify the meaning of Hallyu and explain how new Korean cultures like K-pop and Korean dramas have become global. Students will share their favorite Hallyu celebrity and why they like her or him.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td>Who is your favorite K-POP celebrity? Why do you choose him/her? What do you think K-POP affect the youngsters in the world?</td>
</tr>
<tr>
<td><strong>Approximate length of unit</strong></td>
<td>15 hours of instructional lessons and individual practice Approximately 3 weeks 5 hours per day</td>
</tr>
<tr>
<td><strong>Instructional minutes weekly</strong></td>
<td>56 minutes x 4 = 280 minutes</td>
</tr>
<tr>
<td><strong>Unit Goals</strong></td>
<td>Students will identify the meaning of Hallyu and explain how new Korean cultures like K-pop and Korean dramas have become global. Students will share their favorite Hallyu celebrity and why they like her or him in a discussion board. Students will understand the history of Korean culture quickly spreading to the world by reading the expository text. Students will identify the period of 1st, 2nd, and 3rd wave of Hallyu and explain the characteristics of each wave in a virtual chatting room. Students will write an expository essay about the global syndrome to the Hallyu and why and how it has affected the world giving specific personal experience of it. Students will share how they feel about Hallyu and their own experience.</td>
</tr>
</tbody>
</table>
New Vocabulary (새단어)

- (끼가) 넘치다
  (동) to flush out one's full of talents
- 가전제품
  (명) home appliances
- 강타
  (명) heavy blow, fatal blow
- 고취시키다
  (동) to instill
- 공신
  (명) one who has rendered distinguished services
- 급속도로
  (부) rapidly, quickly
- 기립박수
  (명) standing ovation
- 기분
  (명) energy, strength
- 깔끔하게
  (부) in a sleek and clean manner
- 대중문화
  (명) popular culture
- 명실공히
  (부) both in name and reality
- 몰입
  (명) wave
- 선후작
  (명) sensation
- 선호
  (명) preference
- 수립
  (명) establishment, forming
- 연출하다
  (동) to direct
- 위상
  (명) status, stature
- 인기հ
  (명) being popular
- 인식하다
  (동) to recognize
- 일컬다
  (동) to call, to name
- 자부심
  (명) pride, self-confidence
- 전환
  (명) change, switch
- 정책
  (명) policy
- 조성하다
  (동) to make
- 조짐
  (명) symptoms, indications
- 중반기
  (명) middle of the period
Project on the Korean Wave (‘한류’에 관한 프로젝트)

As we have learned in this chapter, the Korean Wave has been dispersed throughout the world. For example, Psy’s single, “Gangnam Style” has delivered Korean pop music into mainstream music in the United States. For this assignment, you will need to research more on the spread of Korean culture into the world. You need to pick 4 figures (or groups) that had an impact on the Korean Wave. They could be actors/actresses, singers, or other influential figures. If you picked an actor, you need to explain his/her career such as which drama the actor/actress appeared. If you picked a singer, you need to include the song(s) that he/she sings and explain the significance of that song. You need to use a poster board adhering to the following rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>At least 4 accurate figures as well as their names are displayed on the poster.</td>
<td>At least 2-3 accurate figures as well as their names are displayed on the poster.</td>
<td>Only 1 figure and name are displayed on the poster.</td>
<td>No or inappropriate figures are displayed.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distracting, messy or very poorly designed.</td>
</tr>
<tr>
<td>Graphics - Clarity</td>
<td>Graphics are all in focus and the content can be easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content can be easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content is easily identifiable from 4 ft. away.</td>
<td>Many graphics are not clear or are too small.</td>
</tr>
</tbody>
</table>

* You are going to critique student's projects about the “Korean Wave(한류)”. 한류 refers to the phenomenon in which the Korean culture spread all over the world. The Korean culture includes Korean cuisine, Korean dramas, K-pop, and so on. Based on the rubric given below, how would you evaluate each project? You are going to score each project based on a scoring rubric that ranges from 1 to 4 for each category. Be sure to differentiate your evaluation and explain why you gave your score. If not, you will not receive any points.
Writing Activity

Directions: In this practice, you are going to read writing prompt and write the answer according to the prompt. You will have a maximum time of 3 hours to complete this section. If you are ready to start, press the icon. You will start from the beginning of the practice or continue from your last saved section.

Attempts allowed: 2
Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continue the last attempt

Writing Activity

Choose only one writing prompt that you want to respond.

1. The “Korean Cultural Center” in the place that promotes the Korean cultures overseas. The Korean government establishes a Korean Cultural Center in a major city throughout the world. There is one in Los Angeles as well. Assume that you are the president of the Korean Cultural Center. What would you do to spread, promote, or introduce the Korean culture to foreigners? Think of an idea or an event and explain why you chose it and how you are going to implement it. Be specific and the length should be a minimum of 200 Korean words.

2. The Korean Wave can be seen quite easily around us. For example, a Caucasian who enjoys watching Korean dramas on television every evening, a Japanese who is learning the Korean language because she wants to sing K-pop better, a Chinese who sings at a "K-pop" party, an Indian who enjoys hot dishes of "Kimchi," and the list goes on. There are many students learning the Korean language at a Korean language program and many Korean and non-Korean students alike are eager to speak Korean at Korean language classes in middle and high schools. There are many college programs offering not only the Korean language but also classes about Korean history and culture.

And now you are going to write about the Korean Wave in Korea with a minimum of 200 words. Be sure to include at least 2 answers from the questions below and explain with specific examples.

1. Why do you think that the Korean pop culture has become popular?
2. If the Korean Wave continues to spread, what kind of benefits does Korea get?
3. What should be done to continue to spread the Korean Wave? They could be by the Korean government, an individual, or entertainment agencies.
Listening Activity

Suggested Time: 1 hour

Directions: In this practice, you are going to listen to a dialogue and write the answer to the space given according to the dialogue. You may listen to the dialogue as many times as you can and you may go back to the previous questions and correct them. You can continue this practice within the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

* Listen to the following dialogue between friends and answer the following questions.

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continue the last attempt

---

Question 1
Stephanie

Select one:
- 1. Wants to be a singer
- 2. Is going to a good college
- 3. Knows only a few Korean singers
- 4. Knows most singers from all over the world

According to their conversation, which of the following statements is true about the song "Gangnam Style)?

Select one:
- 1. It was so popular on Youtube.
- 2. They didn’t remember it because it was a long time ago.
- 3. Stephanie let the "Gangnam Style" flash mob at her school.
- 4. Michael participated in his school’s "Gangnam Style" flash mob.

Question 2
Michael

Select one:
- 1. Is a good dancer.
- 2. Is learning Korean now.
- 4. Thinks that his Korean is not improving at all.

Question 3

Select one:
- 1. It was so popular on Youtube.
- 2. They didn’t remember it because it was a long time ago.
- 3. Stephanie let the "Gangnam Style" flash mob at her school.
- 4. Michael participated in his school’s "Gangnam Style" flash mob.

Question 4
Michael thinks that learning Korean is

Select one:
- 1. Is very difficult
- 2. Is not needed to enjoy K-pop
- 3. Is a must if people want to enjoy K-pop
- 4. Makes him understand the songs better and enjoy K-pop better.
**Standard-based Unit Design**

Based on CA World Language Standards 2019

### LEVEL VI UNIT 9

<table>
<thead>
<tr>
<th>Language, Level Unit.</th>
<th>KOREAN LEVEL VI, UNIT 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>11th - 12th grade</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Korean Proverbs</td>
</tr>
<tr>
<td><strong>Pre-reading</strong></td>
<td>Pre-reading. This practice is to connect the student's prior knowledge to the chapter that you are going to study.</td>
</tr>
<tr>
<td><strong>Brief Description of the unit</strong></td>
<td>Students will read the expository text about how proverbs play roles in a language. Then they will be introduced Korean proverbs and the characteristics of the Korean proverbs. They will read many examples from the reading how each proverb is used either in a conversation or writing.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Approximate length of unit</strong></td>
<td>15 hours of instructional lessons and individual practice</td>
</tr>
<tr>
<td><strong>Instructional minutes weekly</strong></td>
<td>Approximately 3 weeks: 5 hours per day</td>
</tr>
</tbody>
</table>
| **Unit Goals**        | - Students will identify the roles of proverbs in a language and how Korean proverbs have evolved.  
- Students will practice many Korean proverbs to use them in proper ways in daily life.  
- Students will understand how proverbs play roles in a language and the characteristics of the Korean proverbs by reading the expository text.  
- Students will practice many examples how each proverb is used either in a conversation or writing and share in a virtual chatting room.  
- Students will make dialogues using the given Korean proverbs in their own words in a collaborative group. |
Pre-reading Activity

Directions: In this practice, you are going to read questions given and write the answer to the space given in each question. You may go back to the previous questions and correct them. You can continue this practice in the next 48 hours. However, once you save and/or submit the answers, you CANNOT correct answers. You still can finish this practice within the total of 3 hours. If you are ready to start, press the check icon. Then you will start from the beginning of the practice or continue from the last point you stopped.

* Read each question and answer in either Korean or English, unless otherwise instructed.

Ex) 이 그의 제목이 무엇입니까? (What is the title of the chapter?) 한국의 속담

Attempts allowed: 2
Time limit: 3 hours
Grading method: Highest grade

Attempt quiz now
## Standard-based Unit Design

### LEVEL VI UNIT 10

**Based on CA World Language Standards 2019**

<table>
<thead>
<tr>
<th>Language Level Unit</th>
<th>KOREAN LEVEL VI, UNIT 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>10th - 12th grade</td>
</tr>
</tbody>
</table>

**Title**

**Sonagi - Korean Novel**

**Pre-reading**

Pre-reading: This practice is to connect the student's prior knowledge to the chapter that you are going to study.

**Brief Description of the unit**

Students will read the Korean short novel about a love story between boy and girl. Student should be able to read their emotions and feelings as they read it and they will be familiar with the Korean rural area as well.

**Essential Question**

Approximate length of unit: Approximately 6 weeks, 6 hours per day

**Instructional minutes weekly**

56 minutes x 4 = 224 minutes

**Unit Goals**

- Students will understand the Korean culture and lifestyle in the country side by reading the Korean short novel, Sonagi.
- Students will compare and contrast the lifestyle between Korean way and American way to express the feeling.
- Students will summarize the story using the story elements: character, settings, problems, events, and resolution in a collaborative group in a virtual chatting room.
- Students will draw a story board and share it in a discussion board.
- Students will make inference the character's feeling or intention using the dialogue in the text.
- Students will discuss how they would feel and react when they were in the same situation in a collaborative group in a virtual discussion session.
- Students will rewrite the story having the five elements of writing Korean novel: (beginning), (Rise), (Conflict), (Climax), and (Ending).

<table>
<thead>
<tr>
<th>CA World Language Standard (Advanced)</th>
<th>Communication Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLCMA A: Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>WLCMA B: Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>WLCMA C: Preparatory Communication</td>
<td></td>
</tr>
<tr>
<td>WLCMA D: Cultural Appropriateness in Service of Communication</td>
<td></td>
</tr>
<tr>
<td>WLCMA E: Productive Structures in Service of Communication</td>
<td></td>
</tr>
<tr>
<td>WLCMA F: Language Comparison in Service Communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLC2A: Cultural Appropriateness in Service of Communication</td>
</tr>
<tr>
<td>WLC2B: Cultural Products, Practices, and Perspectives</td>
</tr>
<tr>
<td>WLC2C: Cultural Influences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLC3A: Connections to Other Disciplines</td>
</tr>
<tr>
<td>WLC3B: Textual Perspectives and Interpretation</td>
</tr>
</tbody>
</table>
New Vocabulary (새단어)

● (걸려어) 있다 (동) to be dried, to be dispelled
● (겨냥해) 보다 (동) to measure, to aim
● (감아) 오르다 (동) to steam
● (늘룩선) 멀리다 (동) to lower (drop) one’s eyes
● (달이 지우는) 눈 (명) the shadow made by the sinking moon
● (폴이) 뜨다 (동) to be colored
● (범벅이) 되다 (동) to get all mixed up
● (비른) 곳다 (동) to get away from the rain for a while and wait to stop it
● (손율) 잡으다 (동) to soak the water into
● (안간힘을) 쓰다 (동) to give a lot of efforts
● (잡아) 끌다 (동) to grasp and hold
● 가을 걷이 (명) harvesting in the fall
● 갓넷 (명) reed
● 갈래길래 (명) sections, parts
● 갈림길 (명) a forked road
● 갈벌 (명) a field of reeds
● 갈갈하다 (동) to be suffocating
● 깔다 (동) to be clear
● 개물가 (명) by the brook
● 개물척 (명) brook bank
● 걸ثار하다 (동) to straddle
● 검붉다 (동) to be dark-red
● 겔져고리 (명) lined coat
Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL VI UNIT 11 -- FINAL ASSESSMENT

<table>
<thead>
<tr>
<th>Language, Level Unit,</th>
<th>KOREAN LEVEL VI UNIT 11 FINAL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>11th – 12th grade</td>
</tr>
<tr>
<td>Title</td>
<td>Review &amp; Final Assessment</td>
</tr>
<tr>
<td>Theme, Topic</td>
<td>OVERALL REVIEW &amp; FINAL ASSESSMENT</td>
</tr>
<tr>
<td>UNIT 6: Jikji: The Great Invention, Metal Movable Type</td>
<td></td>
</tr>
<tr>
<td>UNIT 7: Los Angeles Riot</td>
<td></td>
</tr>
<tr>
<td>UNIT 8: New Cultural Wave: Hallyu</td>
<td></td>
</tr>
<tr>
<td>UNIT 9: Korean Proverbs</td>
<td></td>
</tr>
<tr>
<td>UNIT 10: Sonjji, Korean Novel</td>
<td></td>
</tr>
<tr>
<td>Approximate length of unit</td>
<td>5 hours of UNIT REVIEW of LEVEL I and ASSESSMENTS</td>
</tr>
<tr>
<td></td>
<td>Approximately 1 weeks</td>
</tr>
<tr>
<td>Instructional minutes weekly</td>
<td>56 minutes x 5 = 280 minutes</td>
</tr>
</tbody>
</table>

UNIT GOALS

Students will be able to demonstrate understanding, interpret, and analyze the Parts of Speech, major elements, various genre, and sentence structure in Korean language. They also participate in real world, spoken, written, or signed (ASL) conversations on very familiar topics, using daily common expression, indirect quote, conjunctives, propositive/imperative moods, noun-modifiers, progressive verb tenses, and literacy skills by reading Korean folk tales and fables. Students also understand the Korean zodiac and Korean music and its historical background and how they affect Korean life style.
FINAL ASSESSMENT

Suggested Time: 2 hour

Directions: In this test, you are going to read questions given and choose the best answer according to the reading material. You may go back to the previous questions and correct them. Once you start this test, you need to finish this test within ONE hour. If you are ready to start, press the icon.

Ex) “한국은 누가 만들었습니까? (Who made “한글”?)
A) 안창호
B) 세종대왕 (King Sejong)
C) 이순신 (General Yi Soonsin)
D) 알려져 있지 않다. (Not Known)

Attempts allowed: 1
Time limit: 2 hours

Attempt quiz now

Quiz Navigation

Question 1
Not yet answered
Marked out of 1.00

Question 2
Not yet answered
Marked out of 1.00

Question 3
Not yet answered
Marked out of 1.00

1. Because it allowed the recording of world history.
2. Because it gave commoners the opportunity to be rich.
3. Because it made possible for the books to spread in the public.
4. Because it allowed the most advanced countries able to colonize less developed countries.
# Standard-based Unit Design

Based on CA World Language Standards 2019

## LEVEL VI UNIT 12 – NEWL KOREAN EXAM PREP

<table>
<thead>
<tr>
<th>Language, Level Unit,</th>
<th>KOREAN LEVEL VI UNIT 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>10th – 12th grade</td>
</tr>
<tr>
<td>Title</td>
<td>NEWL KOREAN PREP PRACTICE</td>
</tr>
<tr>
<td>PREP PRACTICE BOOK</td>
<td>NEWL Korean PREP Reading, Listening, Speaking &amp; Writing materials are available upon request to IREN. <a href="mailto:Sungkim77@gmail.com">Sungkim77@gmail.com</a></td>
</tr>
<tr>
<td>NEWL PARTNERSHIP UNIV. IN US.</td>
<td><a href="http://www.ikeneducate.org">www.ikeneducate.org</a></td>
</tr>
<tr>
<td>Approximate length of unit</td>
<td>5 hours of UNIT REVIEW of LEVEL I and ASSESSMENTS</td>
</tr>
<tr>
<td>Approximately 4 weeks</td>
<td></td>
</tr>
<tr>
<td>Instructional minutes weekly</td>
<td>56 minutes x 5 = 280 minutes</td>
</tr>
<tr>
<td>UNIT GOALS</td>
<td>Students will be able to get prepared to take the NEWL Korean Exam throughout the PREP Unit.</td>
</tr>
</tbody>
</table>
END OF OVERVIEW

KOREAN EDUCATION CENTER ONLINE SCHOOL (KECOS)

COURSE SITE: IKENEDUCATE.ORG / KECOSSCHOOL.ORG