

THE SCHOOL CURRICULUM OF THE REPUBLIC OF KOREA

**Proclamation of the Ministry of Education, Science and
Technology:
#2009-41 (Feb. 26, 2008)
December 23, 2009
Minister of Education, Science and Technology**

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In accordance with Article 23(23-2), the Ministry of Education, Science and Technology announces the elementary and secondary school curriculum as follows:

1. The elementary and secondary school curriculum is as Annex 1.
2. The elementary school curriculum is as Annex 2.
3. The middle school curriculum is as Annex 3.
4. The high school curriculum is as Annex 4.
5. The Korean language curriculum is as Annex 5.
6. The moral education curriculum is as Annex 6.
7. The social studies curriculum is as Annex 7.
8. The mathematics curriculum is as Annex 8.
9. The science curriculum is as Annex 9.
10. The practical course (technology·home economics) curriculum is as Annex 10.
11. The physical education curriculum is as Annex 11.
12. The music curriculum is as Annex 12.
13. The fine arts curriculum is as Annex 13.
14. The foreign language curriculum is as Annex 14.
15. The middle school elective course curriculum is as Annex 16.
16. The curriculum for elective subjects between Chinese characters and classics or Liberal arts is as Annex 17.
17. The creative experiential learning activities curriculum is as Annex 18.
18. The Foreign language track specialized subjects curriculum is as Annex 27.
19. The international affairs track specialized subjects curriculum is as Annex 28.

Addenda:

1. This Curriculum will take effect on the following dates:
 - 1) March 1, 2011: 1st, 2nd, 7th and 10th grades
 - 2) March 1, 2012: 3rd, 4th, 8th and 11th grades
 - 3) March 1, 2013: 5th, 6th, 9th and 12th grades
 - 4) Among high school general subjects, Speech Communication and Writing I-II, Reading and Grammar I-II, Literature I-II, Korean Geography, World Geography, East Asian History, World History, Law and Society, Economics, Society and Culture, Life and Ethics, Ethics and Thought, Physics I-II, Chemistry I-II, Life Science I-II, Earth Science I-II, Exercises and Healthy Life, Sports Culture, Sports Science, Music Performance, Music and Society, Understanding Music, Art in Life, Art Appreciation, Art Production, Agricultural Life Science, Engineering Technology, Home Science, Enterprise Management, Ocean Science, Information, German I-II, French I-II, Spanish I-II, Chinese I-II, Japanese I-II, Russian I-II, Arabic I-II and Chinese Characters and Classics I-II will take effect starting the year 2012, and those with an asterisk (*) will take effect from March 1st, 2011 to February 28th, 2014.

The Characteristics of the Curriculum

This curriculum, designated by Article 23-2 of the Elementary and Secondary Education Law, is the National Curriculum that aims to accomplish the educational goals and objectives of elementary and secondary schools. It provides the common and general standards for the elementary and secondary school curriculum.

The characteristics of this curriculum are as follows:

- a. It seeks both the commonness on the national level, and diversity on the regional, school and individual level.
- b. It is student-centered and aims to facilitate student autonomy and creativity.
- c. It takes shape through the collaboration of schools, Office of Education, teachers, students and parents.
- d. It intends to build a curriculum-centered school education system.
- e. It aims to maintain and control the quality of the process and results of education.

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I. The Framework of the Curriculum Design

1. The vision for the Educated Person

Education in Korea aims to assist every citizen in building up one's character based on humanitarianism, to manage a humane life by developing autonomous life skills and the qualifications needed as a democratic citizen, and to contribute to the development of a democratic country and realize the public idealism of humankind.

Based on this purpose on education, this curriculum pursues the vision for the educated to be as the following:

- a. One who pioneers the development of individuality and career on top of a holistic development
- b. One who shows creativity with new thinking and challenges based on basic capabilities
- c. One who leads a dignified life based on understanding cultural knowledge and pluralistic values
- d. One who participates in community development possessing the spirit of consideration and sharing, as a citizen communicating with the world.

2. Principles of Curriculum Design

In order to realize the vision for the educated person, the principles of designing this curriculum are as the following:

- a. Construct the curriculum to cultivate creative individuals that take consideration of and share with others
- b. Design the common curriculum for 1st to 9th grade students and elective curriculum for 10th to 12th grade students
- c. Avoid rigidity of curriculum organization and implementation, and organize grade clusters to allow flexibility of curriculum organization and implementation for schools through inter-connection and cooperation between grades.
- d. The subjects of the common curriculum are re-organized into subject clusters considering its closeness to the educational purpose, the proximity of the target or methodology used in studies, and connection with everyday lifestyle.
- e. Considering of the students' strengthening in basic studies, future career and aptitude, the elective curriculum is divided in to 4 subject fields and suggests the required units to be completed.
- f. Adjust studying material to a reasonable amount by reducing the subjects needed to be completed per semester, and increase intensive courses to be completed to allow meaningful learning activities.
- g. Combine the previous discretionary activities and extracurricular activities to form a new 'creative experiential learning activity' for practicing consideration to and sharing with others.
- h. Strengthen the curriculum quality management system through evaluation of school curriculum, improvement of curriculum evaluation and national assessment of the students' academic achievement, etc.

II . Curriculum Organization and Implementation by School Levels

1. Elementary School

A. Educational Goals for Elementary School

Elementary school education focuses on student's learning, cultivation of basic capabilities needed for everyday life, and forming basic everyday behavior. In elementary school education, students will:

- (1) Allow the body and mind to grow healthy and balanced through a plentiful learning experience, and form a basic understanding of the various worlds of affairs.
- (2) Raise basic capabilities for acknowledging and solving problems during learning and life, and cultivate imagination to renew its experience.
- (3) Raise a proper manner for understanding our culture and enjoying culture itself.
- (4) Form a manner to express their own experience and thoughts in various ways, and to sympathize and cooperate with others.

B. Organization and Time Allocation

(1) Organization

- (a) The elementary school curriculum comprises the subject (cluster) and the creative experiential learning activities.

- ① Curriculum (clusters) comprise Korean Language, Social Studies/Moral Education, Mathematics, Science/Practical Course, Physical Education, Arts(Music/Fine Arts) and English. However, curriculum for 1st and 2nd grade comprises Korean Language, Mathematics, Disciplined Life, Intelligent Life and Pleasant Life.
- ② Creative experiential learning activities comprise Autonomous Activities, Club Activities, Social Services and Career Activities.

(2) Time Allocation

Classification		1st & 2nd grade	3rd & 4th grade	5th & 6th grade
Subject (cluster)	Korean Language	Korean Language 448	408	408
	Social Studies/Moral Education		272	272
	Mathematics	Mathematics 448	272	272
	Science/Home Economics		204	340

	Physical Education	Disciplined Life 128	204	204
	Arts (Music/Fine Arts)	Intelligent Life 192	272	272
	English	Pleasant Life 192	136	204
Creative experiential learning activities		272	204	204
Total number of units shown per grade cluster		1,680	1,972	2,176

- ① In this table, 1 unit of class is usually 40 minutes, however it can be adjusted according to climate and season, development of student, characteristic of learning contents, and school situation.
- ② Time units for each grade cluster and subject (cluster) shown above are for a two year time frame, with 34 weeks for each year.
- ③ Total number of units shown per grade cluster is the minimum class hours required.
- ④ As the standard classroom hours for 3rd and 4th grade Korean Language represent the reduced hours due to a 5-day class week, the school may perform 442 hours as standard classroom hours.
- ⑤ The classroom hours for Home Economics are only included in 5th and 6th Science/Home Economics classroom hours.

C. Priorities for Elementary School Curriculum Organization and Implementation

- (1) The school can autonomously organize and implement adjustment programs for 1st graders that are newly attending the school, using units of creative experiential learning activities for adjustment education.
- (2) The school organizes and implements the curriculum so the student can form character and basic everyday behavior through all educational activities.
- (3) All curriculums are planned so basic and fundamental elements are learned in a systematic manner, and consider increasing the capability of using accurate Korean. Especially, separate programs can be organized and implemented for students who lack basic Korean or numeral capabilities.
- (4) Depending on the school condition or need/request of the student's parents, the school can adjust the classroom hours within 20% of the respective subject (cluster).
- (5) Considering the status of the school and characteristic of each subject (cluster), the elementary school can reduce the number of subjects that are organized and implemented per semester, through extensive work for completing the grade or semester.

- (6) ICT Education, Health Education, and Chinese Characters and Classics Education are conducted through systematic guidance by using the related subject (cluster) and the time allocated for creative experimental learning.
- (7) If a transferred student did not complete a certain subject, the Office of Education and the school prevents the loss of learning through `Additional Learning Courses`.
- (8) In case of organizing and implementing combined classes merged by different grades, the educational contents can be reorganized between grades or the textbook can be recomposed focusing on a common subject.
- (9) The school organizes and introduces the curriculum that students must complete per grade and semester.
- (10) Arts (Music/Fine Arts) are organized and implemented focusing on the music and fine arts curriculum.

2. Middle School

A. Educational Goal for Middle School

Middle school education, based on the results of elementary school education, emphasizes on the development of basic competencies essential for learning and daily living, and focuses on cultivating the quality of a democratic citizen accepting and respecting pluralistic values. In middle school education, students will:

- (1) Develop a healthy and sound body and mind, and actively search for their own career through various experience and knowledge.
- (2) Cultivate creative thinking based on basic capabilities and problem solving abilities needed for learning and everyday living.
- (3) Broaden understanding of various cultures and values based on surrounding experience.
- (4) Cultivate various communicating skills and develop the quality and attitude of a democratic citizen.

B. Organization and Time Allocation

(1) Organization

- (a) The middle school curriculum comprises the subject (cluster) and creative experimental learning activities.
 - ① The subject (cluster) comprises Korean Language, Social Studies (including History)/Moral Education, Mathematics, Science/Technology·Home Economics, Physical Education, Arts (Music/Fine Arts), English and elective subjects. Elective subjects include Chinese Characters and Classics, Information, environment, everyday foreign languages (German, French, Spanish, Chinese, Japanese, Russian and Arabic), Health Education, and Career and Occupation.
 - ② Creative experiential learning activities include Autonomous Activities, Club Activities, Volunteer Activities, and Career Activities.

(2) Time Allocation

Classification		1st to 3rd grade
Subject (cluster)	Korean Language	442
	Social Studies(including History)/Moral Education	510
	Mathematics	374
	Science/Technology·Home Economics	646
	Physical Education	272
	Arts (Music/Fine Arts)	272
	English	340
	Elective subject	204
Creative experiential learning activities		306
Total number of units		3,366

- ① In this table, one unit of classroom hour is 45 minutes, and can be organized and implemented elastically according to climate and weather, development of students, nature of learning contents and school condition.
- ② Unit hour allocated per grade cluster and curriculum cluster shows the basic classroom hours for three years, with 34 weeks per year.
- ③ Total classroom hours represent the minimal classroom hours needed for 3 years.

C. Priorities for Middle School Curriculum Organization and Implementation

- (1) The school organizes and introduces the three year curriculum that students must complete within each grade and semester.
- (2) Schools may decide when the curriculum is completed and the total units of classroom hours.
- (3) According to the characteristic of the school or need/request of the student's parents, the school can adjust the classroom hours within 20% of the respective subject (cluster).
- (4) To increase educational effect, subjects to be completed per each semester should be under 8 subjects.
- (5) Arts (Music/Fine Arts) are organized and implemented focusing on Music and Fine Arts curriculum.
- (6) In case of preparing elective subjects, the school shall provide two or more subjects to ensure student's right of choice.
- (7) If needed, the school can provide a new elective subject. In this case, required procedures must be taken beforehand according to the curriculum organizing and implementing guidelines of the Metropolitan·Provincial Office of Education.
- (8) The school organizes and implements a curriculum strengthened in career education for the student to find and select his/her own occupation and career.
- (9) If a transferred student did not complete a certain subject, the Office of Education and the school prevents loss of learning through 'Additional Learning Courses'.

3. High School

A. Educational Goal for High School

High school education, based on middle school education, emphasizes on cultivating global citizens and developing a career that best fits the student's aptitude and talents. In high school education, students will:

- (1) Obtain basic capability and attitude for lifelong education by developing a career from learning various knowledge and skills based on a sophisticated self-consciousness.
- (2) Foster critical and creative thinking and attitude that can form new understanding and values from learning and everyday living.
- (3) Obtain ability and attitude to accept various cultures and values, and enjoy Korean culture.
- (4) Endeavor for the advancement of the national community and cultivate qualifications and attitude as a global citizen.

B. Organization and Time Allocation

(1) Organization

- (a) The high school curriculum is organized of curriculum (clusters) and creative experiential learning activities.
- (b) The curriculum comprises regular subjects and specialized subjects.
 - ① Regular subjects are Basic, Inquiry, Physical Education·Arts and Life Living·Liberal Arts, and the subject (cluster) comprises Korean Language, Mathematics, English, Social Studies(including History/Moral Studies), Science, Physical Education, Arts(Music/Fine Arts) and Technology·Home Economics/Second Foreign Language/Chinese Characters and Classics/Liberal Arts.
 - ② Specialized subjects are Agriculture and Biotechnology Industry, Industry, Business Information, Fishery·Maritime Transportation, Home Economics·Vocational Education, Science, Physical Education, Arts, Foreign Languages and International Affairs.
- (c) Creative experiential learning activities include Autonomous Activities, Club Activities, Volunteer Activities, and Career Activities.

(2) Time Allocation

	Subject Field	Subject (cluster)	Minimal completion units		School Autonomous Course
			Subject (cluster)	Subject Field	
Subject (cluster)	Basic	Korean Language	15 (10)	45 (30)	Organized considering the student's aptitude and career
		English	15 (10)		
		Mathematics	15		

			(10)		
	Inquiry	Social Studies (including History/Moral Education)	15 (10)	35 (20)	
		Science	15 (10)		
	PE·Arts	Physical Education	10 (5)	20 (10)	
		Arts (Music/Fine Arts)	10 (5)		
	Life Living· Liberal Arts	Technology·Home Living/ 2nd Foreign Language/ Chinese Characters and Classics/ Liberal Arts	16 (12)	16 (12)	
	Total		116(72)		
Creative experiential learning activities			24		
Total number of units			204		

- ① In this table, one unit of classroom hour is 50 minutes, carried out 17 times.
- ② In principle, one classroom hour is 50 minutes. However it can be organized and implemented elastically according to climate and weather, development of students, nature of learning contents and school situation.
- ③ Subject (cluster) and subject field of the Core Subject Completion Units represent the minimal units required to complete the related subject (cluster) and subject field.
- ④ The numbers inside the parenthesis of the Core Subject Completion Units are the units encouraged to be finished by schools entitled to autonomous organization and implementation of the curriculum, such as Arts and Physical Education schools or schools focused on specialized education.
- ⑤ Total Units represent the combined units for subject (cluster) and creative experiential learning activities, and are the total number of units needed for high school graduation.

(3) Regular Curriculum

Subject Fields	Subject (clusters)	Subjects
Basic	Korean Language	Korean Language*, Speech Communication and Writing I·II, Reading and Grammar I·II, Literature I·II,
	Mathematics	Mathematics*, Applied Mathematics, Mathematics I·II, Pre-Calculus and Pre-Statistics, Calculus and Statistics, Integration and Statistics, Geometry and Vector

	English	English*, English I-II, Listening and Speaking(English) I-II, Reading and Writing(English) I-II
Inquiry	Social Studies (including History/Moral Education)	Social Studies*, Korean Geography, World Geography, East Asian History, World History, Law and Politics, Economics, Society and Culture, Korean History Moral Education, Life and Ethics, Ethics and Thought
	Science	Science*, Physics I-II, Chemistry I-II, Biology I-II, Earth Science I-II
PE-Arts	Physical Education	Physical Education*, Exercises and Healthy Life, Sports Culture, Sports Science
	Arts (Music/Fine Arts)	Music*, Music Performance, Music and Society, Understanding Music Fine Arts*, Art in Life, Art Appreciation, Art Production
Life Living-Liberal Arts	Technology-Home Living/2nd Foreign Language/Chinese Characters and Classics/Liberal Arts	Technology-Home Living*, Agricultural Biology, Engineering Technology, Home Science, Enterprise Management, Ocean Science, Information
		German I-II, French I-II, Spanish I-II, Chinese I-II, Japanese I-II, Russian I-II, Arabic I-II
		Chinese Characters and Classics I-II
		Life and Philosophy, Life and Psychology, Life and Education, Life and Religion, Life Economics, Safety and Health, Career and Occupation, Health, Environment and Green Growth

- ① The basic number of units for each subject is 5 units, and may be increased or decreased within one unit per subject. If possible, the subject should be finished within one semester.
- ② Students shall be guided so that subjects with an asterisk (*) are selected considering of the learning chain connected other subjects.
- ③ Specialized subjects that are not included in the table above can also be organized and implemented in the curriculum.

(4) Specialized Subjects

Subject Areas	Courses / Departments
Agriculture	<ul style="list-style-type: none"> Courses
	Understanding of Agriculture, Techniques in Basic Agriculture, Agricultural Information Management, Agricultural Management, Basic Bionics, Cultivation, Techniques in Crop Production, Forest and Humans, Techniques in Forest Resources, Horticulture, Life Horticulture, Production Materials, Techniques in Gardening I ,

	Techniques in Gardening II, Animal Science, Techniques in Breeding I, Techniques in Breeding II, Silkworm and Silk Fabrics, Silk Reeling Techniques, Agricultural Machinery, Farm Machinery Mechanics, Techniques in Agricultural Machinery I, Techniques in Agricultural Machinery II, Agriculture and Water, Rural Community and Development of Farmland, Techniques in Agricultural Civil Engineering I, Techniques in Agricultural Civil Engineering II, Food Science, Food Sanitation, Techniques in Food Processing I, Techniques in Food Processing II, Environmental Conservation, Environmental Management I, Environmental Management II, Landscaping, Techniques in Landscape Architecture I, Techniques in Landscape Architecture II, Agricultural Products Distribution, Circulation Management I, Circulation Management II	
	<ul style="list-style-type: none"> Departments 	
	Plant Resources Agricultural Management Food Processing Landscaping Distribution Environmental Preservation	Animal Resources Agricultural Civil Engineering Agricultural Machinery Agricultural Products
Industry	<ul style="list-style-type: none"> Courses 	

	<p>Introduction to Industry, Basic Drafting, Basic Information Technology, Professional Drafting, Mechanical Principles, General Electricity, Industrial English, Design of Machines, Machinery Construction, Power Generators, Fluid Mechanics, Air Mixing Arrangement, Basic Machinery Construction, Machinery I , Machinery II , Industrial Installation, Troy Construction, Electronic Machinery Theory, Mechatronics Circuits, Electronic Machinery Construction, Electronic Machinery Control, Metal Materials, Metal Manufacture, Plastic Forming, Casting, Metal Treatment, Resource Development, Explosives and Blasting, Stone Processing, Drilling & Underground Water, Resources Development, Resource Development Machines, Electric Appliances, Electric Circuits, Electrical Machines, Electric Power Installment I , Electric Power Installment II , Electrical and Electronic Measurement, Automation Installment, Electronic Machines, Applications in Electronics & Computer Science, Electronic Circuits, Engineering Control, General Communication, Information Communication, Communication Systems, Computer Structure, System Programming, Programming, Digital Logical Circuit, Multimedia, Dynamics, Civil Engineering Design, General Civil Engineering, Surveying, Civil Engineering Materials and Construction, Hydrology and Soil Mechanics, Computer, Intellectual Business, Building Structure, General Construction Plan, Building Carpentry, Building Construction I , Building Construction II , General Design, Chromatics Management, Modeling, Product Design, Industrial Arts, Industrial Chemistry, Unit Manipulation·Process Control, Chemical Manufacturing, Chemical Analysis, Functional Ceramics, Ceramics Principles and Processing, Ceramics Structure, Ceramics Design, Fermentation, Food Production Machinery, Food Analysis, Food Industry Technology, Textile Materials, Spinning, Wrapping & Sewing, Dying and Finishing, General Printing, Printing Materials, Lithography Printing, Special Printing, Photograph & Electronic Engraving, Photography Techniques, Automobile & Construction Machinery, Automobile Engine, Automobile Chassis, Automobile Electricity, Construction Machinery Structure & Equipment, Automobile Chassis Repair, Ship Theory, Ship Structure, Ship Building, General Aircraft, Aircraft Body, Aircraft Engines, Aircraft Instrumentation, Aircraft Electronic Equipment, General Environmental Industry, Water Management, Atmosphere & Noise Prevention, Waste Disposal, Computer Game Design, Computer Game Programming, Computer Game Graphics, Basic Cartoon·Animation, Animation Production, Cartoon Creation, Film Production, Filming and Lightning, Broadcasting Systems</p>
	<ul style="list-style-type: none"> ● Departments

	<div> <div> Mechanical Engineering Mine Resources Electronic Engineering Computer Science Architecture Chemical Engineering Ceramics Textiles Automobiles Aeronautical Engineering Cartoon·Animation </div> <div> Mechatronics Electrical Engineering Communication Engineering Civil Engineering Industrial Design Environmental Engineering Food Industries Printing Ship-building Engineering Computer Gaming Film Producing </div> </div>
Commerce	<ul style="list-style-type: none"> Courses
	<p>Commercial Economy, General Computers, Principles of Accounting, Introduction to Management, Commerce Law, Marketing and Advertising, Management Information System, Business Asset Management, Practical Communication, Cost Accounting, Business Accounting, Accounting Business, Tax Accounting, Finance and Living, International Management, Trade English, Electronic Trade and International Commerce, Distribution Information Management, Distribution Management, Information Processing, Practical Programming, Software Development, Practical Office Management, General Multimedia, Multimedia Planning, Practical Multimedia, Web Programming, General e-Commerce, Online Shopping Management, Practical e-Commerce, Internet Marketing, General Enterprising</p>
	<ul style="list-style-type: none"> Departments
	<div> <div> Management Information Trade Information Information Processing e-Commerce Tourism Management </div> <div> Accounting Information Distribution Information Multimedia Applied Design </div> </div>
	<ul style="list-style-type: none"> Courses

Fishery & Marine Transportation Departments	<p>Introduction to Fisheries, General Marine Affairs, General Oceanography, Fishery & Shipping Information Processing, Marine Biology, General Fishery Management, Oceanography Production Technology, Seafood Cultivation, Diseases of Cultivation, Seafood Processing, Seafood Circulation, Ocean Environments, Ocean Pollution, General Refrigeration, Refrigeration Machines, Refrigeration Equipment & Design, Heat Engines, Marine Auxiliary Machinery, Marine Electricity & Electronics, Machinery Design & Mechanics, Diving, Navigation, Seamanship, Maritime Law, Maritime English, Marine Cargo Transportation, Electronic Telecommunication Engineering, Electronic Telecommunication Apparatus, Electronic Telecommunication Operation, Raw Fish Practicum, Ocean Leisure and Tourism, General Harbor Transportation, Ocean Information Management</p>	
	<ul style="list-style-type: none"> Departments 	
	<p>Fisheries Self-Managing Fisheries Ocean Environment Power Mechanical Engineering Electronic Telecommunication Harbor Transportation</p>	<p>Fishery Cultivation Seafood Science Refrigeration Machines Navigation Ocean Leisure Ocean Information</p>
Home Economics and Vocational Education	<ul style="list-style-type: none"> Courses 	
	<p>Human Development, Food and Nutrition, Feeding Management, Korean Cooking, Eastern Cooking, Western Cooking, Confectionery & Baking, Clothing Materials and Care, Fashion Designs, Korean Clothing Construction, Western Clothing Construction, Embroidery and Knitting, Housing, Interior Design, Furniture Design, Display, Early Childhood Education Principles, Early Childhood Education Programs, Early Childhood Education and Playing, Early Childhood Living Instruction, Tourism General, Tourism Business, Hotel Business, Tourism Cooking, Tourism English, Tourism Japanese, Tourism Chinese, Basic Nursing, Health and Nursing, Basic Clinical Nursing, Basic Welfare Services, Support for the Aged, Hair Beauty Art, Skin Care, Makeup, Public Health</p>	
	<ul style="list-style-type: none"> Departments 	

	<div> <div> Cooking Interior Design Tourism Welfare Service </div> <div> Clothing and Design Early Childhood Education Nursing Beauty Art </div> </div>
Science	<ul style="list-style-type: none"> Courses
	<p>Experiment in Physics, Experiment in Chemistry, Experiment in Biology, Experiment in Earth Science, History of Science, Electronics Science, Computer Science I , Computer Science II , Advanced Mathematics, Advanced Physics, Advanced Chemistry, Advanced Biology, Advanced Earth Science, Project Study I , Project Study II , Environmental Science, Modern Science & Technology, Reading of Original Texts, Workshop, Philosophy of Science</p>
	<ul style="list-style-type: none"> Departments
	-
Physical Education	<ul style="list-style-type: none"> Courses
	<p>Introduction to Physical Education, Sports Science, Athletics and Career, Track and Field, Gymnastics, Aquatics, Individual Competitions, Group Competitions, Throwing Competitions, Ice Competitions, Expression and Creative Competitions, Athletics Competitions, Professional Sports Physical, Professional Sports Beginners, Professional Sports Intermediate, Professional Sports Advanced, Professional Sports Practical, Sports Education, Coaching, Health Management, Sports Business, Practice in Major Studies, Theory in Major Studies</p>
	<ul style="list-style-type: none"> Departments
	Sports Sciences, Athletic Training
Arts	<ul style="list-style-type: none"> Courses

Departments	<ul style="list-style-type: none"> • Music Theory, Music History and Appreciation, Singing and Listening, Practice in Music Major Studies, Chorus, Orchestra, Performance, Computer and Music, Practice in Liberal Arts • Art Theory, Art History, Drawing, Basic Painting, Basic Sculpture, Basic Design, Practice in Art Major Studies, Imagery Medium and Art, Art Critiquing • Dance Theory, Basic Korean Dance, Basic Ballet, Basic Modern Dance, Practice in Dance Major Studies, Dance Music, Motion Analysis, Dance Critiquing • Introduction to Literature, Syntax, Classical Literature Critiquing, Modern Literature Critiquing, Poetry Writing, Novel Writing, Drama Writing, Medium and Literature • Introduction to Drama, Stage Techniques, Acting, Drama Production, Drama Critiquing • Introduction to Movies, Movie Techniques, Movie Creation and Expression, Movie Production, Movie Critiquing • Introduction to Photography, Practice in Basic Photographing, Practice in Intermediate Photographing, Practice in Darkroom, Photograph Editing, Practice in Digital Photographing, Expressionism in Digital Photographing, Photograph Critiquing 		
	<ul style="list-style-type: none"> • Departments 		
	<table> <tr> <td data-bbox="448 1272 655 1384">Music Dancing Drama & Movie</td><td data-bbox="826 1272 1027 1384">Fine Arts Literary Writing Photography</td></tr> </table>	Music Dancing Drama & Movie	Fine Arts Literary Writing Photography
Music Dancing Drama & Movie	Fine Arts Literary Writing Photography		
Foreign Language	<ul style="list-style-type: none"> • Courses <ul style="list-style-type: none"> • Advanced English, English Auding, English Conversation I, English Conversation II, English Reading Comprehension, English Composition, Culture of English-speaking World I, Culture of English-speaking World II, English Grammar • Basic German, German Auding, German Conversation I, German Conversation II, German Reading Comprehension, German Composition, Culture of German-speaking World I, Culture of German-speaking World II, German Grammar • Basic French, French Auding, French Conversation I, French Conversation II, French Reading Comprehension, French Composition, Culture of French-speaking World I, Culture of French-speaking World II, French Grammar • Basic Spanish, Spanish Auding, Spanish Conversation I, Spanish Conversation II, Spanish Reading Comprehension, 		

	Spanish Composition, Culture of Spanish-speaking World I , Culture of Spanish-speaking World II , Spanish Grammar • Basic Chinese, Chinese Auding, Chinese Conversation I , Chinese Conversation II , Chinese Reading Comprehension, Chinese Composition, Culture of Chinese-speaking World I , Culture of Chinese-speaking World II , Chinese Grammar • Basic Japanese, Japanese Auding, Japanese Conversation I , Japanese Conversation II , Japanese Reading Comprehension, Japanese Composition, Culture of Japanese-speaking World I , Culture of Japanese-speaking World II , Japanese Grammar • Basic Russian, Russian Auding, Russian Conversation I , Russian Conversation II , Russian Reading Comprehension, Russian Composition, Culture of Russian-speaking World I , Culture of Russian-speaking World II , Russian Grammar • Basic Arabic, Arabic Auding, Arabic Conversation I , Arabic Conversation II , Arabic Reading Comprehension, Arabic Composition, Culture of Arabic-speaking World I , Culture of Arabic-speaking World II , Arabic Grammar			
	• Departments			
	English Spanish Russian	German Chinese Arabic	French Japanese	
International Affairs	• Courses			
	English Reading, German Reading, French Reading, Spanish Reading, Chinese Reading, Japanese Reading, Russian Reading, Arabic Reading, International Politics I (6), International Politics II (6), International Economics I (6), International Politics II (6), International Issues, Contrastive Cultures I (6), Contrastive Cultures II (6), Information Science, International Law, Understanding Communities, Future Society of Human, Korean Tradition and Culture, Korean Modern Society, Korean Language, Subject Research I (6), Subject Research II (6), Practice in Arts			
	• Departments			
	-			

① High schools focusing on specialized education shall complete 80 units or more of the needed specialized subjects in Table 3.

② High schools focusing on specialized education shall have the following required subjects:

- ① Agriculture track: Understanding of Agriculture, Techniques in Basic Agriculture, Agricultural Information Management
- ② Industry track: Introduction to Industry, Basic Drafting, Basic Information Technology
- ③ Commerce track: Commercial Economy, Principles of Accounting, General Computers
- ④ Fishery & Marine Transportation track : General Oceanography, Fishery & Shipping Information Processing, Introduction to Fisheries (Fishery track), General Marine Affairs (Marine Transportation track)
- ⑤ Home Economics and Vocational Education track : Human Development, General Computers
- ⑥ Physical Education, Foreign Language and International tracks follow the guidelines of the Metropolitan-Provincial Superintendent, however the Science and Arts track does not designate other required subjects.

C. Priorities for High School Curriculum Organization and Implementation

(1) General Guidelines

- (a) Total units to be completed in the high school curriculum is 204 units, divided into 180 units for the curriculum (cluster) and 24 units for the creative experiential learning activities curriculum.
- (b) Schools may decide when the curriculum is completed and the total units of classroom hours.
- (c) To increase educational effect, subjects to be completed within the semester should be under 8 subjects.
- (d) Elective subjects that are hierarchic should be organized to form a subject track. However, this can be organized and implemented elastically according to requirement of students, nature of subject and school situation.
- (e) Elective subjects are organized inflicting the school situation and requirements of students, although the school can provide subjects other than those introduced in this curriculum. In this case, required procedures must be taken beforehand according to the curriculum organizing and implementing guidelines of the Metropolitan-Provincial Office of Education.
- (f) If a substantial number of students request a certain elective subject to be provided, the school must do so.
- (g) If a student wishes to take an elective subject not provided by the school, credit will be accepted if the student completes the course in another school.
- (h) Learning conducted at the community learning field can be accepted as completed courses according to the needs of the school or the student. However, related specific details are to follow the guidelines of the Metropolitan-Provincial Office of Education.
- (i) If needed, the school can open pre-college courses, and allow internationally accepted curriculum and subjects as elective subjects. However, related specific details are to follow the guidelines of the Metropolitan-Provincial Office of Education.
- (j) If needed, the school can increase the units of the subject to be completed. However, related specific details are to follow the guidelines of the Metropolitan-Provincial Office of Education.
- (k) The school organizes and introduces the three year curriculum that students must complete by each grade and semester.

(2) General High Schools

- (a) Total required curriculum (cluster) units to be completed are 116 units or more among 180 units.
- (b) Considering the student's career path, the curriculum (cluster) may be organized according to minimal required units, but must organize and implement units according to subject fields.
- (c) General high schools may open Physical Education, Music and Fine Arts classes, or in case of autonomous schools, organize and implement the minimal completion units of 72 hours of the curriculum (cluster).
- (d) The school organizes and implements a focused career course that can properly guide a career considering the student's needs, interests and aptitude. The school organizes and implements so advanced learning of the subject related to the focused career course can be carried out in the 'autonomous school course' provided by the school in this curriculum.
- (e) Focused schools can be managed focusing on subjects such as Science, Mathematics, Social Studies, English, Arts and Physical Education. In this case, at least 50% of the autonomous school course can be organized as the related subject.
- (f) General high schools can organize courses related to career. Specific details are to follow the guidelines of the Metropolitan-Provincial Office of Education.
- (g) If the school opens a second foreign language subject, efforts should be made to open 2 subjects simultaneously.

(3) High Schools for Specialized Education

- (a) Normal curriculum completion units will be organized as 72 units or more among the 180 units for completing the curriculum (cluster), and specialized subjects will be organized as 80 units or more.
- (b) Completion units for each specialized subject will be decided by the Metropolitan-Provincial Superintendent, however completion units for foreign languages and international subjects are to be 5 units which can be increased or decreased within a 3 unit range.
- (c) Completed elective subjects that are the basis of specialized subjects can be accredited as completion of the related normal curriculum.
- (d) Normal curriculum subjects and specialized curriculum subjects that are similar in context or related can be cross-organized and implemented.
- (e) Agriculture and Biotechnology Industry, Industry, Business Information, Fishery-Maritime Transportation and Home Economics-Vocational Education track high schools can organize and implement the curriculum as following:
 - ① The specialized curriculum can be organized and implemented by selecting specialized subjects of other tracks if needed.
 - ② The school head can choose the required subjects for each major if needed. If two or more tracks are organized, the required subjects the track under the affiliated course must be completed.
 - ③ Field studies related to the curriculum must be implemented. This can be implemented in various forms, and related specific details are to follow the guidelines of the Metropolitan-Provincial Office of Education.

- (f) International track high schools are to complete 80 or more units of the curriculum cluster related to the major and subjects related to foreign languages, with 50% or more organized from the curriculum cluster related to the major.
- (g) Foreign language track high schools must organize 60% or more of the total specialized curriculum units for majoring foreign languages, and organize the specialized curriculum for 2 foreign languages including the majoring language.
- (h) Curriculum tracks not mentioned here are to follow the curriculum of similar tracks. If a new track is established and therefore a new curriculum is organized, or a new subject is to be implemented according to the situation of the school, necessary procedures are to be carried out beforehand according to the guidelines of the Metropolitan-Provincial Office of Education.

4. Common Matters for All School Grades

A. Organization- Implementation

- (1) The school organizes and implements a suitable curriculum based on this curriculum.
- (2) The school can organize curriculums for each grade and subject based on the organization and implementation plan of the school curriculum.
- (3) The school curriculum is organized and implemented using democratic procedures and methods where all teachers participate with professionalism.
- (4) For a reasonable organization and efficient implementation of the curriculum, a school curriculum board consisted of teachers, curriculum specialists and parents acts as an advisory body for the curriculum implementation and decision making of the school head.
- (5) In the organization and implementation of the curriculum, the educational condition and environment is fully considered, including the teacher's organization, actual condition of students, requests of parents, actual situation of the community, education facilities and installations.
- (6) The school ensures the improvement of teacher's education activities through meetings of the same grade or subject, field studies and self-preformed training, etc.
- (7) When the school opens a religious subject, it must also organize an alternate subject to give students the opportunity of choice.
- (8) The basic and fundamental elements of each curriculum should be planned to be learned systematically, and be guided in a coherent and consistent manner.
- (9) Learning objectives for each subject are guided so it can be achieved by all students, so various opportunities and methods of learning can be provided allowing achievement according to capability, and so premeditated consideration and guidance is practiced to avoid accumulated loss of learning or loss of the desire to learn.
- (10) In the general curriculum, various education contents and methods should be used considering the student's capability, aptitude and career. Classes organized by level are especially recommended for Korean Language, Mathematics, Social Studies, Science and English.
- (11) Organizing a learning group for each class level can be variously organized according to school condition or student character, and special additional courses` can be implemented to supplement loss of learning. All matters regarding `special additional courses` can be decided by the school.

- (12) Subject classes allow the understanding of concept and principle through questioning, and give many opportunities for applying this to new situations. It especially tries to cultivate the capability to process information using various data.
- (13) Small group common studying activities are also valued with individual studying activities to provide the experience of solving problems together.
- (14) Each curriculum activity should have individual learning, and will provide with concern sufficient direct experience activities, including presentation/discussion activities, experiments/observation, investigation, surveying, collecting, elaboration and field visiting.
- (15) The school organizes programs by cooperating with related institutions within the community to ensure creative experiential learning activities lead to actual experiential learning.
- (16) For the efficient implementation of creative experiential learning activities, human and physical resources of the community are used through planned preparation.
- (17) The hour units allocated for creative experiential learning activities can be implemented elastically based on the student's needs and the school condition.
- (18) The arrangement of the curriculum and creative experiential learning activities is as an example and does not necessarily imply the sequence of learning. Therefore the sequence, volume, method, etc. of the objectives of each grade and subject can be adjusted according to the distinct characteristics of the region, school condition, season or needs of the students or teachers.
- (19) When a special classroom is established and managed for students with mental or physical disabilities, taking consideration of the student's capabilities and the amount of disability, this curriculum can be adjusted, or curriculum and pedagogical-learning information for specialized schools can be used.
- (20) Students that have difficulty in learning, students with disabilities, students returning from foreign countries and students from multicultural homes are to receive special care and support to ensure a sufficient learning experience.
- (21) Students are guided to not acquire prejudice between the roles of men and women during overall education activities.
- (22) Learning themes that cover multiple subjects should be covered collectively across overall education activities, including related subjects and creative experiential learning activities. It should also help guidance of the connection of the local society and household.

Democratic Citizenship Education, Character Education, Environment Education, Economic Education, Energy Education, Education for Raising Awareness in Labor and Service, Health Education, Safety Education, Sex Education, Consumer Education, Career Education, Unification Education, Korean Culture and Identity Education, Education for International Understanding, Fisheries and Marine Sciences Education, Education for Information Literacy and Ethics , Integrity and Anti-Corruption Education, Water Conservation Education, Education for Sustainable Development , Gender Equality Education, Education for Understanding People with Disabilities, Human Rights Education, Safety and Disaster Prevention Education, Education for Managing Low Birth Rates and Senior Societies, Leisure Education, Defense Education, Education for respecting Parents, Seniors and Tradition, Child and Youth Protection Education, Multicultural Education, Arts and Culture Education, Education for Understanding Culture and Rural Communities, Intellectual Property Education, Media Education, Communication and Debate Education, Creative Writing Education, Korean Cultural History Education, Chinese Characters and Classics Education, Green Education

- (23) The school can provide opportunitive education to help the student`s proper understanding of current social issues that are not introduced in the curriculum, and in that case should follow opportunitive education guidelines.
- (24) For pedagogical-learning material otherwise than curriculum books, material developed from the Office of Education or the school can be used.
- (25) Maintaining classrooms for specific subjects is encouraged to allow various kinds of learning experiences according to the characteristic of each subject.
- (26) During experiments-practice or the guidance of the such, caution is to be practiced during the usage of facilities, equipment, instruments and chemicals.
- (27) The school can open after-school or vacation programs based on the requests of the students and parents. In principle, the participation of the students will be voluntary.

B. Evaluation

- (1) The school self-evaluates the suitability, validity and effectiveness of the school curriculum organization and implementation and finds out problems and ways for improvement, and apply those results to the organization and implementation of the next year`s curriculum.
- (2) The school evaluation activities will consider the following:
 - (a) Evaluation is a process of education to make sure all students complete the educational objective.
 - (b) The school evaluates achievement with various evaluation tools and methods and checks reach of student objective, and use it as information to improve quality of the class.
 - (c) Evaluation of curriculum is done in an appropriate manner to the characteristics of each curriculum, with performance evaluation done more through descriptions or essays rather than multiple choices.
 - (d) Evaluation of experiments and practice are done with a reasonable detailed evaluation standard considering the characteristics of the related subject.

- (e) Evaluation of subjects that value justice, function and creativity are done using reasonable rating standards and criteria.
- (f) The school and teachers evaluate contents and skills that were taught in school. They must be cautious not to evaluate contents and skills that students did not have a chance to learn at school and had to learn through educational methods outside of school.
- (g) Regarding the evaluation on creative experiential learning activities, the school prepares and utilizes the focal content for evaluation taking consideration of the contents and characteristics of the activity.

III. Support for School Curriculum

1. Support for School Curriculum Organization and Implementation

A. Support from the National Level

For the smooth organization and implementation of this curriculum, evaluation and support from the national level is provided as following:

- (1) Administrative and financial support to allow interaction between the curriculum support activity from the metropolitan-province and the curriculum organization and implementation activity of the school.
- (2) Periodical evaluation of learning achievement, school and educational institution, organization and implementation of curriculum for the quality maintenance of this curriculum.
 - (a) Student evaluation according to subject and grade to evaluate learning achievement, and use the results for an adequate curriculum and improvement.
 - (b) Periodical evaluation of the school and related Office of Education, to identify the situation of the organization and implementation of the school curriculum and the Office of Education support for the curriculum.
 - (c) Research activity for evaluating the adequacy and effects of the curriculum organization and implementation and its support system.
- (3) Various methods of support in the national level must be studied and provided to the school field to ensure smooth evaluation activity that materializes the mentality of the school curriculum.
 - (a) Developing and delivering an `evaluation standard` for each subject, allowing evaluation that matches the objectives of the school curriculum.
 - (b) Developing various evaluation methods, procedures and tools that can be used in evaluating each subjects and provide it to the school

B. Support from the Office of Education

For the smooth organization and implementation of this curriculum, evaluation and support from the Office of Education is provided as following:

- (1) Organize and maintain a Commission to act as a research and advisory board for curriculum organization and implementation. Teachers, educational civil servants, educational studies specialists, curriculum specialists, parents, community personnel and industry personnel can be part of this Commission.

- (2) Establish educational priorities considering the unique characteristics of the region, educational situation, needs and requests of the students, teachers and residents, and prepare a curriculum organization and implementation guideline.
- (3) Maintain a research school for improving curriculum organization and implementation, and actively support research groups for subjects through placing teachers researching for class improvement.
- (4) Organize a supporting body for curriculum consulting, for issues such as self-organizing the school curriculum through the implementation of grade and curriculum clusters, or the effective organizing of creative experiential learning activities, etc, and through this, develop and deliver various kinds of information for curriculum organization and implementation.
- (5) Establish and carry out a training plan for school teachers of each grade to improve guiding capabilities on creative experiential learning activities and organizing and implementing capabilities on the teacher's school curriculum.
- (6) Develop and deliver curriculum organizing and implementing information so each school can plan the organization and implementation of the curriculum before the start of each semester, and transfer teachers at proper moments.
- (7) Provide the needed administrative and financial support for expanding educational facilities, equipment and information for organizing and implementing the school curriculum.
- (8) Provide support so the school can implement curriculums and creative experiential learning activities through cooperating actively with related institutes of the community, and provide specific methods of support, such as preparing and providing a `regional resource list` that schools within the jurisdiction can utilize.
- (9) Support the effective implementation of classes divided by student capacity, and provide the administrative and financial support for implementing `special additional courses` to supplement loss of learning.
- (10) Rearrange the focused course that will be opened between schools of the same region, taking consideration of the desires and situations of each school, and support its organization and implementation. This is done especially by designating schools that open focused courses for a small number of students, and providing administrative and financial support for a smooth organization and implementation of the curriculum.
- (11) Support and provide educational opportunities for students talented in certain fields and students with disabilities.
- (12) Support students returning from foreign countries and students from multicultural homes by taking consideration of the background and characteristics of their educational experience, and ensure they have no difficulties in completing the curriculum.
- (13) Provide various opportunities so students who did not complete the common curriculum due to transferring between schools or returning from foreign countries can finish the common curriculum, and introduce a method to accept credits students received from public social education institutes of the local community.
- (14) Reinforce school functions so it can take care of lower grade elementary students at school depending on the situation of the local community and school, with the Office of Education's special consideration and support.
- (15) In case of establishing and implementing subjects not introduced in the curriculum, the Office of Education provides the school with related guidelines and supports it to carry out the procedures needed.

- (16) Provide administrative and financial support such as distribution of teachers, expansion of the student's opportunity of learning etc, needed for curriculum implementation of small-sized schools such as maintaining combined classes.
- (17) For the effective implementation of school curriculum, establish a cooperative system between the school and nearby Offices of Education for student distribution, teacher rotation and supplement, shared usage of school facilities and equipment and joint development and usage of information.
- (18) Endeavor for the acceptance, development and supplement of curriculum books needed for the student's educational activities.
- (19) In case of high schools for specialized education, they can organize and implement specialized curriculum and practice courses by cooperating with industries similar to the provided majors, and provide administrative and financial support so the field practice can be implemented substantially.
- (20) Periodically examine the support given to the school for implementing the curriculum and the condition of the school curriculum organization and implementation, and provide adequate support needed for effective curriculum implementation, improvement and quality management.
- (21) Evaluation of learning achievements or curriculum organization and implementation can be carried out in order to manage the quality of the school curriculum organization and implementation, and strengthen the adequacy and effect of the curriculum organizing and implementing system.

2. School Curriculum Organization and Implementation for Special Schools

- a. Curriculum of schools equivalent to elementary, middle and high schools are to be organized and implemented according to this curriculum.
- b. Curriculum of schools established and managed by the country will be organized by the head of school taking consideration of the organization and implementation guidelines provided by the related Metropolitan-Provincial Office of Education.
- c. Civic schools, civic high schools, technical high schools, special classes for wage earning students, schools attached to industries and other special schools should implement the school curriculum based on this curriculum, so it can fit the school condition and the characteristics of the students, and will be managed with the approval of the Metropolitan-Provincial Superintendent.
- d. Schools with night classes will follow this curriculum, however the unit hour for classrooms can be reduced to 40 minutes.
- e. Air and correspondence high schools follow this high school curriculum, however the curriculum formation and unit hour allocation can be adjusted and implemented with the approval of the Metropolitan-Provincial Superintendent.
 - (1) Formation and unit allocation is equivalent to the high school curriculum; however 162 units or more must be completed.
 - (2) Education is delivered through Air and correspondence classes, attended classes and classes through correction and guidance.
 - (3) Attended classes are to be 20 days or more per annum.
- f. Schools that are autonomous in organizing and implementing the curriculum by law, such as specialized and autonomous schools, are to enjoy autonomy in organizing and implementing the curriculum allowing education to be carried out based on the

school's purpose and characteristics. Related specific matters are to follow the guidelines of the Metropolitan-Provincial Office of Education.

- g. Schools that wish to organize and implement the curriculum in a new method for the purpose of research, can organize and implement the school curriculum differently from this curriculum with the approval of the Minister of Education, Science and Technology.