



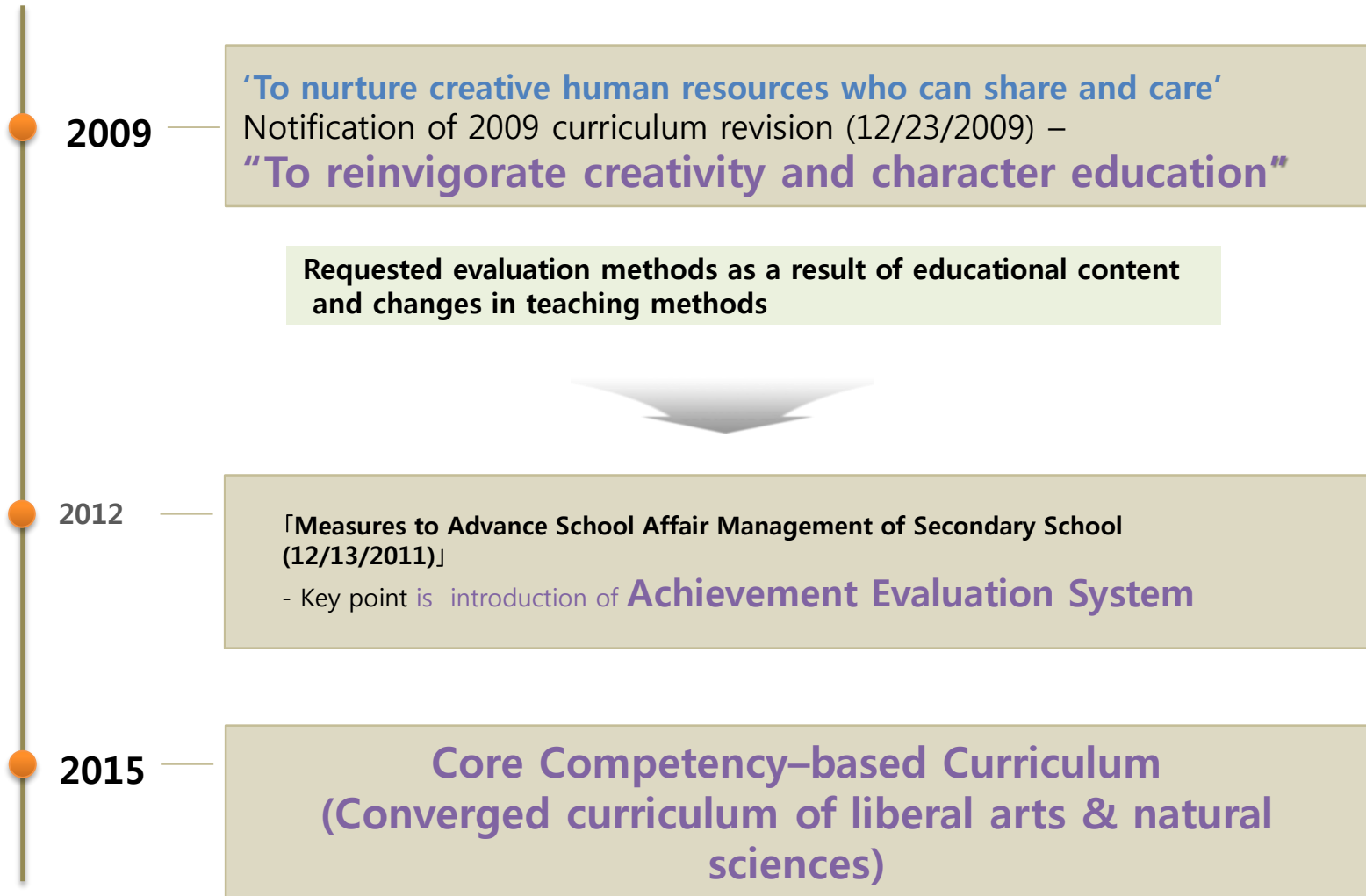
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Geography Education in 2015 Curriculum Revision



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Base Directions on 2015 Curriculum Revision

- It is to shift a paradigm of the curriculum where all students are to **learn basics of liberal arts, social science and science & technology** so that **they can grow as creativity-interdisciplinary human resources equipped with both imagination and scientific technology based creativity**
 - To learn basics, 『**common subjects**』 were employed.
 - To foster thinking & holistic ability, subjects of Integrated Social Studies and Integrated Science were adopted.
- To foster **core competencies**, the future social science requires
 - Each subject has to **suggest core concepts & principles** rather than fractional knowledge and set up an **appropriate amount of studying**. **Thereby, students can take active participation in class with discussion, debates, experiments & practices** to nurture the competencies.
 - Each subject has to expand **course-based evaluation**.
- the 2015 curriculum aims to **improve separation of arts & science** in high school as a result of highly competitive Korean SAT and **too much focus on SAT-based subjects**.

With areas you choose for academic path, students can learn basic knowledge on liberal arts, social science, science & technology, and take various 『elective subjects』 in accordance with their job career and aptitude.

Major Curriculum Revision by School Level

Elementary School

- Connect the kindergarten (Nuri Curriculum) to Grds 1 & 2 (group) by i.e. emphasizing writing of Korean alphabets.
- Operate a subject '**Safe Living**' with experiences by using creative hands-on activities.

Middle School

- Provide opportunities to explore job careers along with experience-based subject activities in accordance with '**autonomous semester**'
- Designate **S/W based subjects** as required ones to nurture knowledge & information

High School

- New common subjects: All students are required to learn 6 subjects to learn basic knowledge and achieve academic goals. (**Korean, Math, English, Social Studies, Science, Korean History**)
- **Appropriate portions of Korean, Math, English:** Include Korean History into basic subjects (K, M, E) and assign them within the range of 50% of total credit hours
- **Expand students' choice:** Divide and develop general and career subjects to provide educational support with their aptitude & career.
Develop career based subjects allowing mixed learning, career guide, deep-learning and experiences.

Area	Course (Group)	Common Subjects	Electives Subjects	
			General	Career
Basic	Korean	Korean	Speech & Writing, Reading, Language & Media, Literature	Practical Korean, In-depth Korean, Reading Classics
	Math	Math	Math I, Math II, Calculus, Probability & Statistics,	Practical Math, Geometry, Economic Math, Math Tasks
	English	English	English I, English II, Conversation, RC & Writing	Practical English, English Cultures, Reading British & English Literature, Career English
	Korean History	Korean History		
Enquiry	Social Studies	Integrated Social Studies	Korean Geography, World Geography , World History, East Asian History, Economic, Politics & Law, Society - Culture, Life & Ethics, Ethics & Thoughts	Classics & Ethics, Travel Geography , Social Issue Research
	Science	Integrated Science Science Experiments	Physics I, Chemistry I, Life Science I, Earth Science I	Physics II, Chemistry II, Life Science II, Earth Science II, Science History, Life & Science, Convergence Science
PE & Arts	PE		PE, Fitness & Health	Sports Life, PE Research
	Arts (Music/Art)		Music, Art, Drama	
living culture	Home Economics		Home Economics, Information	
	2nd Foreign Languages		German I, Japanese I, French I, Russian I, Spanish I, Arabian I, Chinese I, Vietnamese I	German II, Japanese II, French II, Russian II, Spanish II, Arabian II, Chinese II, Vietnamese II
	Chinese Characters		Chinese Characters I	Chinese Characters II
	Liberal Arts		Philosophy, Logic, Psychology, Pedagogy, Science of Religion, Career & Jobs, Health, Environment, Practical Economics, Essay	

Core Competencies in 2015 Curriculum Revision

『2015 Curriculum Revision』 proposes practical **ability to help students do something in their lives** when they study subjects and do creative activities during their school lives.

Core Competencies in 2015 Curriculum Revision	
Self-management	A competency to lead one's life with self identity and confidence by fostering basic abilities and qualities for one's life and job career
Knowledge & Information Processing	A competency to process and use various areas of knowledge and information to resolve problems reasonably
Creative Thinking	A competency to create new things by taking advantage of knowledge, technology, and experiences in various areas based on basic knowledge
Esthetic Sensitivity	A competency to discover and enjoy meanings and values of life with empathy for humanity and cultural sensitivity
Communication	A competency to express one's thoughts and feelings effectively and listen to and respect others' opinions
Community Building	A competency to have values and attitudes, which the national, regional and global community require, and to take active participation in community development

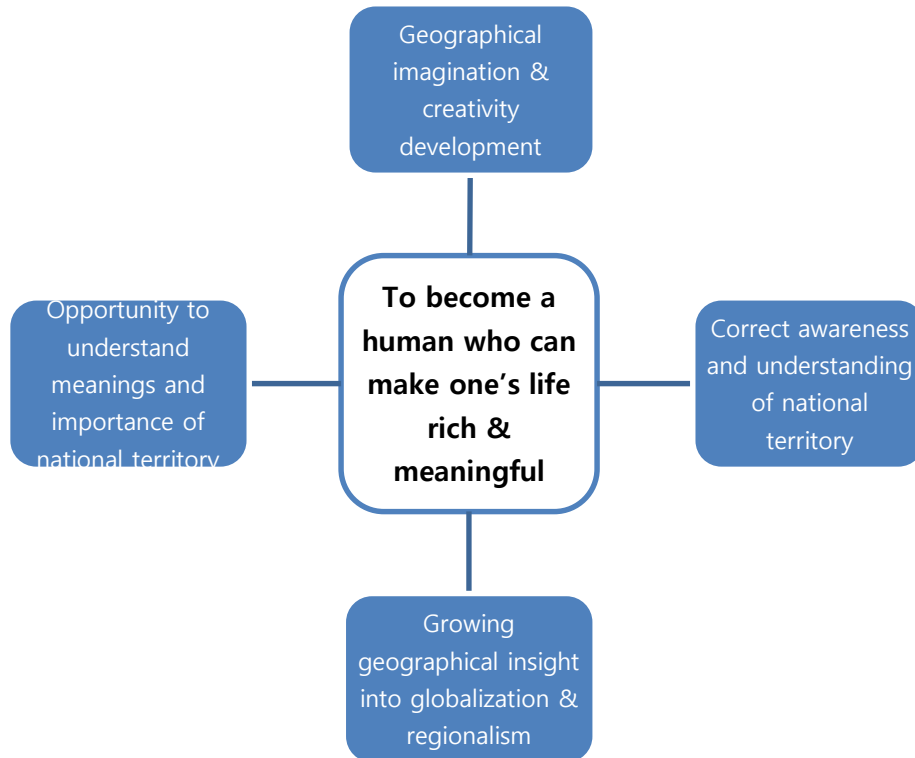
2015 Curriculum Revision – Social Science **Subject Competencies**

Social Science aims to nurture subject competencies such as creative and critical thinking, problem solving, decision-making, communication and collaboration, use of information which are qualities to become a democratic citizen.

- **Creative thinking:** an ability to generate new and valuation ideas
- **Critical thinking:** an ability to analyze and evaluate a situation
- **Problem solving & decision-making:** an ability to make a reasonable decision in solving various social issues
- **Communication & collaboration:** An ability to express one's opinions clearly and interact with others effectively
- **Use of information:** An ability to collect, interpret, use, and generate information by taking advantage of various data and technology

Korean Geography

Features



Goals

- **Knowledge:** to understand multi-dimensional and complex national territory
- **Functions:** to nurture ability to solve imminent territorial issues
- **Values & attitudes:** to grow an ideal view of & love for national territory

Revision Directions on Korean Geography

Strengthen recent spatial issues on national territory

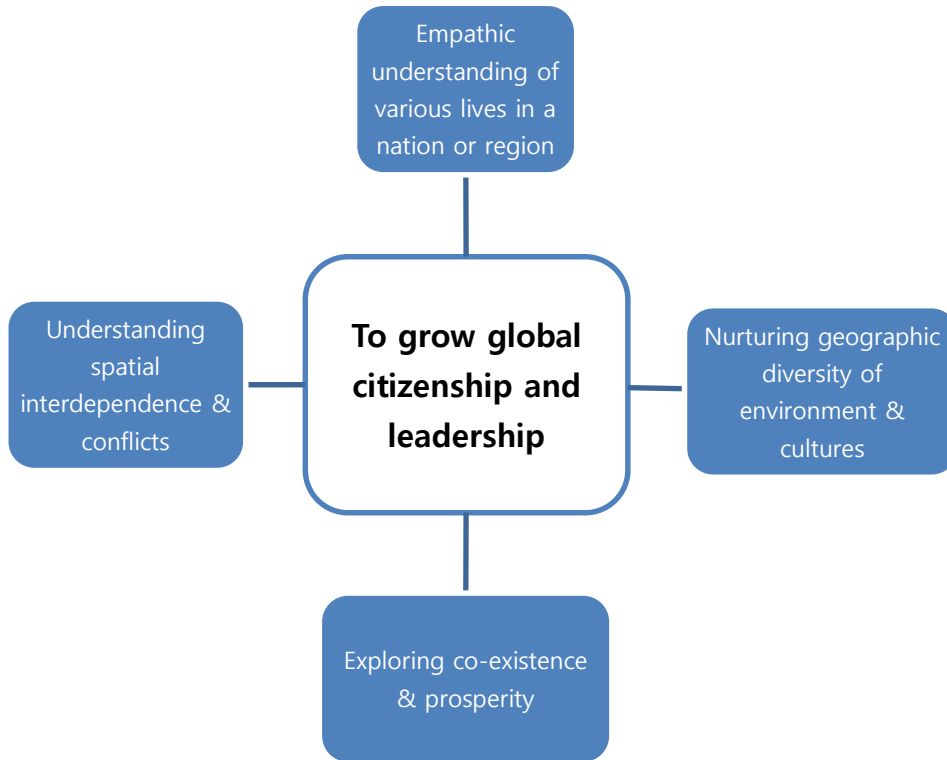
- Pending issues on territorial space and waters
- Pending issues by region
- Spatial issues on changing demographics and diverse cultures

Harmony of systematic & regional geography

- Systematic geography units – decrease
- Regional geography units - increase

World Geography

Features



Goals

- To understand global natural environment & humanistic environment
- To understand ways of life in a nation & a region
- To study pending issues at every scale
- To nurture functions of collecting, analyzing and drawing geographical information
- To understand spatial diversity and regional differences empathically

Revision Directions on World Geography

1. To sophisticate features and goals of the subject thereby to respond to global changes
2. To describe subject competency goals and achievement criteria

Subject competencies

- Map reading
- Geographic info. & collection, analysis
- Comparing with regional geographic info.
- Studying geographic principles
- Evaluating geographic issues with empathy

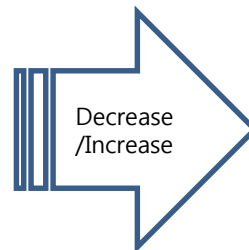


To diagnose,
evaluate &
predict phenomena
at multi-scales

3. To complement systematic and regional approaches

2009 Curriculum revision

- Understanding globalization & regions
- Global natural environments & human life
- Cultural diversity in regions
- Changing global demographic & cities
- Globalization of economic activities
- A world with conflicts & co-existence



2015 Curriculum revision

- Understanding globalization & regions
- Global natural environments & human life
- Global humanistic environment & Landscape
- Monsoon Asia & Oceania
- Dry Asia & North Africa
- Europe & North America
- Sub-Sahara Africa & Central South America
- A world with peace & co-existence

Units for regional geography back
Units for systematic geography decreased/combined

4. To select content & elements for regional geography units with BIG IDEAS

- Natural environments and adapted human lives
- Regional diversity of religions and cultures
- Formation of residential space & urbanization
- Distribution of natural resources and industrial structures
- Recent regional issues



Improved too wide regional geography units


Travel Geography

Features

Direct travels due to globalization & regionalism

Indirect travels due to TV, internet, and printing media

An explosive increase in travel



- Quality approach to meaning of travel required beyond leisure activities
- Travel and geographic knowledge, values, attitudes required to live as a member of a community, a nation, & region.

Goals

- Knowledge: to reflect meanings of desirable travel, cooperate between individuals & community through travel, and gain & organize information for travel
- Functions: to nurture ability of geographic observation, sensitivity, imagination, comprehensive research, critical thinking, community consciousness, participation, & career exploration
- Values/attitudes: to raise ideal community consciousness and have attitudes in multi-cultural values, national, regional, & global setting

Directions on Travel Geography Development

1. Approach to increasing usefulness, interest, and empathy under the topic of travel and within that framework

2. Provide insight and imagination for career search

- To explore travel-related jobs
- To grow insight into nature and humanistic environment
- To provide an opportunity for self-reflection

3. Describe subject goals and achievement criteria based on subject competences

- Competences for comprehensive study
- problem solving
- decision-making
- respect, care, communication, & empathy with others' lives
- career research

Authorization Criteria

Areas	Items	Score
Compliance with curriculum	1. Did it reflect 'features' & 'goals' well presented in the curriculum?	20
	2. Did it reflect content structure & achievement criteria well presented in the curriculum?	
	3. Did it reflect 'teaching/learning methods' appropriately presented in the curriculum?	
	4. Did it reflect 'evaluation' appropriately presented in the curriculum?	
Selection & organization of content	5. Are level & range of content, and volume for overall & each element appropriate?	25
	6. Do content elements have hierarchy and consider connection with geography in middle and high schools?	
	7. Was content constructed well so that students can learn and use by themselves?	
	8. Does a lesson have the right process & composition logical and systemic?	
	9. Were data (map, picture, illustration, statics, table, etc.) relevant to learning content and presented well in consideration of learning effect & esthetic perspective?	
	10. Were introductory & research activities and evaluation tasks compliant with achievement criteria and executable practically?	
	11. Were topics creative enough to students' lives and encourage them to think in a convergent and creative manner?	
Content accuracy & fairness	12. Were facts, concepts, principles, & theories appropriate and common?	30
	13. Is there no error in evaluation questionnaire?	
	14. Were data (map, picture, illustration, statics, table, etc.) reliable and latest and did they provide sources?	
	15. Did cases represent the globe in a balanced manner?	
	16. Did content not criticize/distort or support certain region, class, person, gender, product, organization, religion, group, etc. and were they described fairly?	
	17. Were Korean, Chinese, Roman writings, name, place, terminology, statics, table, map, & measuring unit accurate and compliant with notes for compilation criteria?	
Teaching/learning methods & evaluations	18. Were various teaching/learning methods and evaluation presented to encourage students to apply and use convergent thinking and knowledge?	25
	19. Were various teaching/learning methods & evaluation tools presented so that students can learn and do their tasks?	
	20. Were teaching/learning methods & evaluation activities presented to lead interactions among teachers & students and among students through participation and collaboration?	
Total		100