



Korea's School Curriculums & Efforts to Improve Its Textbooks



Ku, Nan Hee

(The Academy of Korean Studies)



Revisions of Curriculums and Major Directions

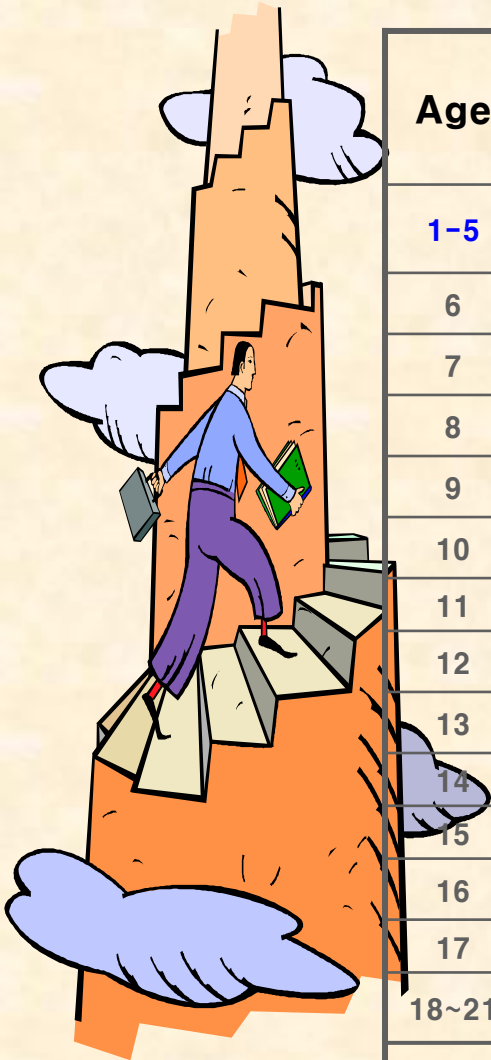
Period	Years	Main Characteristics
First	1955~1963	Subject-centered Curriculums
Second	1963~1973	Experience(Living)-centered Curriculums * Chinese Characters, Military Drill Course (New)
Third	1973~1981	Learning-centered Curriculums
Fourth	1982~1987	Human-centered Curriculums * Focus on Whole-person Education
Fifth	1987~1994	Integrated Curriculums * Introduction of Integrated Curriculums for Elementary School Grade 1 and 2
Sixth	1995~1999	Integrated Curriculums * Education of Computers & Economy
Seventh	2000~2010	Integrated Curriculums * Introduction of Selection-based Curriculums * Elementary School English Education
2009 Revision	Present	Integrated Curriculums * Expansion of School Autonomy



Grade System of South Korea

* Statistics as of 2013 (%)

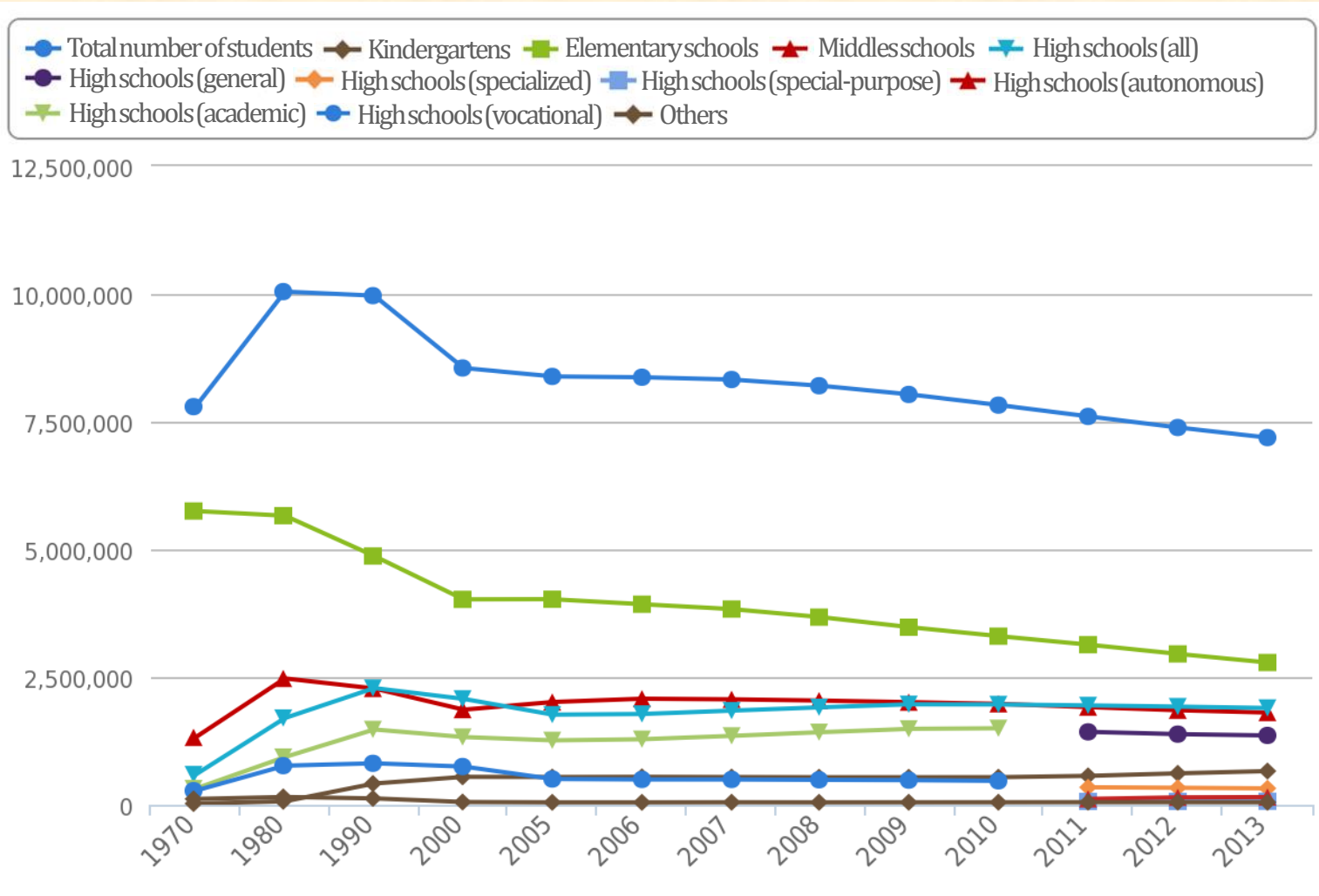
Age	Grade	Grade		System of Education		Enrollment Ratio*
1-5		Kindergarten		Pre-school Education	Tuitions	40.5
6	1	Elementary School		Elementary School Education	Free	98.6
7	2					
8	3					
9	4					
10	5					
11	6	Middle School		Alternative School	Free	97.6
12	7					
13	8					
14	9	Academic High School	Vocational High School		Tuitions	92.4
15	10					
16	11					
17	12					
18~21		University Course			Tuitions	Entrance Ratio 70.7
22~		Graduate School Course			Tuitions	



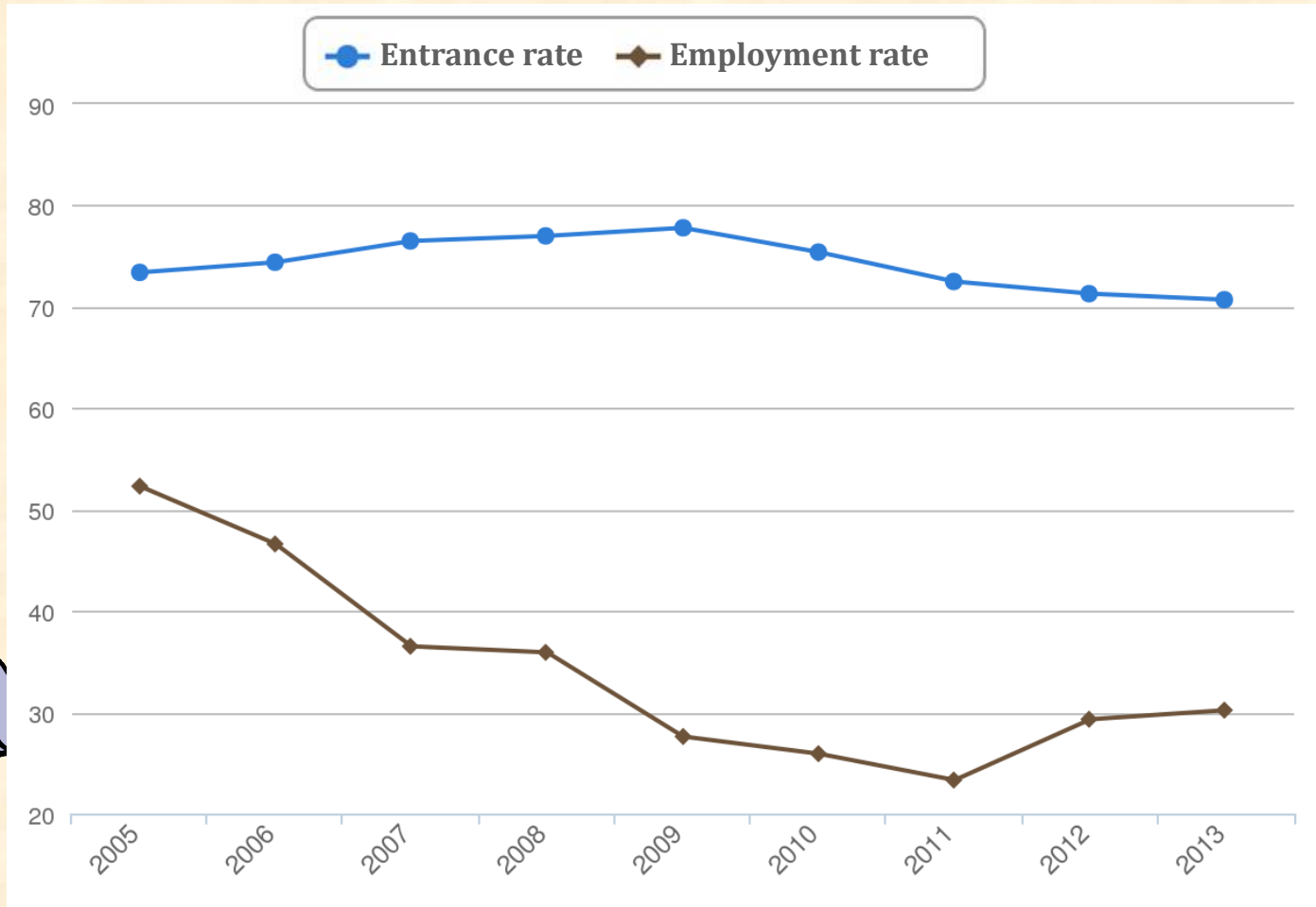


Changes in the Number of Students

* The Statistics as of 2013(%)



College entrance rate and employment rate of high school graduates





Main Points and Directions of 2009 Revision of Curriculums

- ✚ **Introduction of the Grade Group System and the Curriculum Group System** → **Reduction of the burden of study through the intensive course completion system**
 - (Before) Establishment of mandatory courses and due hours for each grade
 - (After) Each school unit has autonomy to draw up and operate the courses

- ✚ **Extracurricular Activities & Creative and Autonomous Activities** → **Expansion of Experience-based Activities**
 - (Before) Division of extracurricular activities (student body, clubs, service activities, etc.) and autonomous activities
 - (After) Incorporation of extracurricular activities and autonomous activities for promoting comprehensive experience-based activities

- ✚ **Expansion of School Authority for Autonomously Operation of the System**
 - (Before) Regulations for required courses and hours for each grade
 - (After) 20 percent fluctuations of required hours according to the discretion of school principles





Promotion of Effectiveness for Learning by Reducing the Number of Required Subjects for Each Grade

Current System

Excessive Number of Required Subjects

- Upper grades of elementary school (10 subjects per week)
- Middle & high school (11~13 subjects per week)

Decrease of Effectiveness for Learning

- Increase of burden for learning
- Lessening of interests for learning

Enhancement Plan

Introduction of the Grade Group System



Introduction of the Curriculum Group System

Intensive completion of the courses

- Lessening of burdens for learning
- Promotion of effectiveness for learning



Introduction of the Grade Group System

Cases of Foreign Schools

Elementary School

Grade 1~2

Grade 3~4

Grade 5~6

Middle School

Grade 7~9

High School

Grade 10~12

Intensive completion of courses possible

Flexible Curriculums

 France

Grade 1-2 Grade 3-5

 Britain

Grade 1-2 Grade 3-6 Grade 7-9 Grade 10-11

 Singapore

Grade 1-2 Grade 3-6

 State of Louisiana, the USA

Grade 1-3 Grade 4-6 Grade 7-8



Introduction of the Curriculum Group

Reclassification of Curriculums

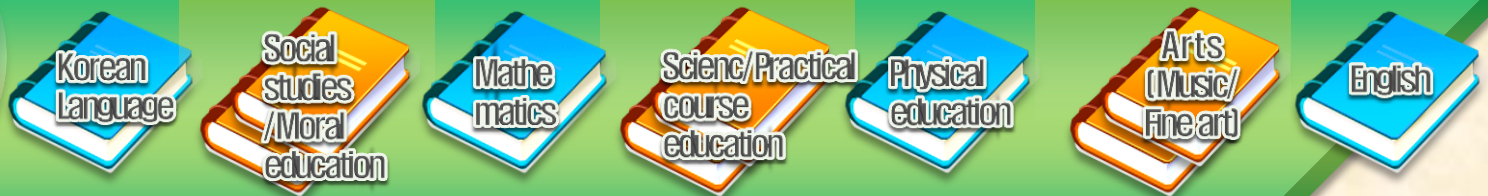
Curriculums for Elementary School

Establishment of 7 Curriculums (Groups)

10
curriculums



7
curriculums
(groups)





Introduction of the Curriculum Group

Reclassification of Curriculums

Curriculums for Middle School

Establishment of 8 Curriculums (Groups)

10 subjects and optional subjects for autonomous activities



8 curriculums (groups)





Introduction of the Curriculum Group

Reclassification of Curriculums

Curriculums For High School

Establishment of 4 Curriculum Groups and 7 Curriculums (Groups)

10 subjects and optional subjects



4 curriculums area



8 curriculums (groups)



Formation of School Hours per Grade (Elementary School)









2 Semesters per Year/ 34 Weeks per Semester/

- Elementary School 6th Grade: 32 hours per week (6 hours per day on average)

Elementary School

Curriculums (groups)

	Korean language
	Social studies/Moral education
	Mathematics
	Science/Practical course education
	Physical education
	Arts (Music/Fine art)
	English

	1~2	3~4	5~6
Korean language 448	408	408	408
Mathematics 256	272	272	272
Proper life 128	204	340	340
Wise life 192	204	204	204
Happy life 384	272	272	272
	136	204	204
Creative experience-based activities	272	204	204
Autonomous activities/ Club activities Service activities/ Career activities			
Total class hours per grade	1,680	1,972	2,176



Formation of School Hours per Grade (Middle School)

- Middle school 6th grade : 45 hours per week (7.5 hours per day on average)



Curriculums
(Groups)

		Middle school
	Korean language	7 (Middle school1) ~ 9 (Middle school3)
	Special studies (including history)/ Moral education	442
	Mathematics	510
	Science/Technology education/ Home management	374
	Physical education	646
	Arts(Music/Fine art)	272
	English	272
	Optional courses	340
		204
Creative experience- based activities	Autonomous activities/ Club activities Service activities/ Career activities	306
Total class hours per grade		3,366

Formation of School Hours per Grade (High School)

Curriculum Area		Units of Mandatory Course Completion	Autonomous Activities Courses at School		
Curriculums (groups)	Basic Courses	Korean language	15(10)		
		Mathematics	15(10)		
		Mathematics	15(10)		
	Investigative courses	Social studies (Including History/ Moral education)	15(10)	Curriculum design in consideration of students' aptitudes and future careers	
		Science	15(10)		
	Physical education · Arts	Physical education	10(5)		45 (30)
		Arts(Music/Fine art)	10(5)		35 (20)
	Living · Liberal arts	Technology education · Home management/ 2 nd foreign language/ Chinese Characters/ Liberal arts	16(12)		20 (10)
		Total	116(72)		64
	Creative experience-based activities		Autonomous activities/ Club activities Service activities/ Career activities		
Total Units of Course Completion		24			
		204			

Formation of School Hours per Grade (High School)

Curriculum area/Curriculums (groups)

Subjects

Basic courses

Korean language

- **Korean language**, Speech & writing I, Speech & Writing, Reading & Grammar I, Reading & Grammar II, Literature I, Literature II

Mathematics

- **Mathematics**, Application of Mathematics, Mathematics I Differential and Integral Calculus and Basic Statistics, Mathematics II, Integral Calculus and Statistics, Geometry & Vectors

English

- **English**, English I, English II, Practical English Conversation, Advanced English Conversation, English Reading & Writing, Advanced English Reading & Writing

Social studies (including History/ Moral education)

- **Social Studies, History of Korea**, Korean Geography, World Geography, History of East Asia, World History, Law and Politics, Economy, Society & Culture
- **Moral Education** Living & Ethics, Ethics & Thoughts

Science

- **Science**, Physics I, Physics II, Chemistry I, Chemistry II, Life Science I, Life Science II, Earth Science I, Earth Science II

Physical education

- **Physical Education** Physical Training & Healthy Life, Sports Culture, Sports Science

Arts (Music/fine art)

- **Music**, Practice of Music, Music & Society, Understanding of Music

- **Fine Art**, Fine Art and Living, Appreciation of Fine Art, Fine Art Creation

Technology education

- **Technology Education · Home Management**, Agriculture & Life Science, Engineering & Technology, Home Science, Business Start-up & Management, Marine Science, Information

Home management/ 2nd languages/ Chinese Characters/ Liberal arts

- German I, German II, French I, French II, Spanish I, Spanish II, Chinese I, Chinese II, Japanese I, Japanese II, Russian I, Russian II, Arabic I, Arabic II

- Chinese Characters I, Chinese Characters II

Living Liberal arts

- Living & Philosophy, Living & Logics, Living & Psychology, Living & Education, Living & Religion
- Living Economy, Security & Health, Careers & Professions, Public Health, Environment & Green-Growth



A New Framework of Social Studies Curriculums



Elementary School Social Studies

Grade	History Area	Geography Area	CIVIC Area
Grade 3~4	<ul style="list-style-type: none"> ◦ The Place Where We Live ◦ Changing Aspects of Life ◦ Formation of Villages and Residents' Life ◦ Democracy & Residents' Self-administration 	<ul style="list-style-type: none"> ◦ Migration & Communications ◦ Our Territories vs. Other People's Territories ◦ Economic Life & Desirable Decisions ◦ Development of Regional Society 	<ul style="list-style-type: none"> ◦ The Place Where People Gather ◦ Development of Cities and Residents' Life ◦ Diverse Aspects of Life ◦ Social Changes & Our Life
Grade 5~6	<ul style="list-style-type: none"> ◦ Our Land Worth Living In ◦ Our Land Harmonized with Environment ◦ Environment and Life of Our Neighboring Nations ◦ Environment and Life of Many Other Nations in the World 	<ul style="list-style-type: none"> ◦ Growth of Our Economy ◦ Our Democratic Politics ◦ Tasks of Our Society and Cultural Development ◦ Living in the Age of Information & Globalization 	<ul style="list-style-type: none"> ◦ Beginning and Development of Our History ◦ Goryeo's Active Exchanges with the World ◦ Development of Confucianism in the Joseon Dynasty ◦ New Movements of Joseon ◦ Efforts for Establishing Modern State and the Nationalist Movement ◦ Development of Korea and We of Today



A New Framework of Social Studies Curriculums

Middle School Social Studies

Grade	Geography Area	CIVIC Area
Grade 1~3	<ul style="list-style-type: none"> ○ The World Where I Live ○ <u>Areas Advantageous to Human Habitation</u> ○ <u>Life in Extremely Cold Areas</u> ○ <u>Journey into Nature</u> ○ <u>Natural Disasters and Human Life</u> ○ Population Changes & the Problem of Population ○ Urban Development & Urban Problems ○ Cultural Diversity & Globalization ○ <u>Global Economy & Regional Changes</u> ○ <u>The Strategy of Glocalization in the Age of Globalization</u> ○ <u>Development and Utilization of Resources</u> ○ <u>Environmental Problems & Sustainable Environment</u> ○ The Territory of the Korean Peninsula ○ The Role of the Unified Korea and the World Citizens 	<ul style="list-style-type: none"> ○ Individuals & Social Life ○ Understanding and Creation of Culture ○ Social Changes and Development ○ Political Life and Democracy ○ Political Process and Citizens' Participation ○ Understanding of Economic Life ○ Understanding of Market Economy ○ Everyday Life and Law ○ Protection of Human Rights and Law ○ Constitution and the State Agency ○ National Economy and Economic Growth ○ International Economy & Globalization ○ <u>Global Society and International Politics</u> ○ <u>The Comporary Society and Social Problems</u>



A New Framework of Social Studies Curriculums

Middle School History

	Area	Contents
Korean History Area	Formation of Civilization and the Establishment of Gojoseon	<ul style="list-style-type: none"> ◦ Meaning of History and the Aim of History Study/◦ Prehistoric Cultures of the Korean Peninsula and Other Nations /◦ Formation and Development of Many Other Nations /◦ Formation and Development of Gojoseon /◦ Growth of Many Nations after Gojoseon
	Formation and Development of the Three Kingdoms	<ul style="list-style-type: none"> ◦ Growth and Development of Goguryeo/◦ Establishment and Development of Baekje/◦ Establishment and Development of Silla/◦ Establishment and Development of the Gaya Confederation/◦ External Exchanges and Cultures of the Three Kingdoms and Gaya
	Development of Unified Silla and Balhae	<ul style="list-style-type: none"> ◦ Goguryeo' s Wars against Sui and Tang China and Their Significance/◦ Silla' s Unification of the Three Kingdoms and Its Significance/◦ Development of Unified Silla and Its Significance/◦ Cultural Characteristics of Unified Silla /◦ Development and Cultures of Balhae/◦ Unrest in Unified Silla and the Establishment of the Later Three Kingdoms
	Formation and Changes of Goryeo	<ul style="list-style-type: none"> ◦ Goryeo' s Unification of the Later Three Kingdoms and Its Significance/◦ Goryeo' s Establishment of the Ruling System and Its External Relations/◦ The Military Regime and the Revolts of Farmers and the Lowest Class/◦ Goryeo' s Fight against Mongolia and Anti-Yuan Independence Efforts/◦ Characteristics and Changes of Goryeo Cultures
	Establishment and Development of Joseon	<ul style="list-style-type: none"> ◦ Establishment of Joseon and the Refurbishment of the Ruling Systems/◦ Development of National Cultures/◦ Background, Process, and Significance of the neo-Confucian Literati Forces ◦ Backgrounds of the Hideyoshi Invasion of Korea and the Manchu War and Efforts to Overcome Them
	Changes of Joseon Society	<ul style="list-style-type: none"> ◦ Changes of Political Fortunes in the Later Joseon Dyansty/◦ The Contents of Social Reforms and Their Significance ◦ Background and Aspects of Cultural Changes/◦ Cases of Farmers' Revolt during the Period of Power Politics and Their Significance
World History Area	Emergence of the Unified Empire	<ul style="list-style-type: none"> ◦ Political and Cultural Changes during the Spring and Autumn Warring States Period, Jin, and Han China/◦ Changes of the Mauria and Kushan Empires and Buddhism ◦ <u>Rise and Fall of Persia and Its Cultural Characteristics</u>/◦ Polis in Greece and the Political and Cultural Changes of the Roman Empire and Christianity
	Formation and Development of Regional World	<ul style="list-style-type: none"> ◦ Political and Cultural Changes of Sui and Tang China after the Split of the Three Kingdoms/◦ Formation of East Asia and the Development of Ancient Japanese State ◦ <u>Political Changes of India and Southwest Asia and the Importation of Islam</u>/◦ <u>Formation and Propagation of Islam and the Development of the Muslim Empire</u>/◦ Formation of Western Europe and the History of Byzantium
	Development and Changes of the	<ul style="list-style-type: none"> ◦ Political Changes of Song, Yuan, Ming, and Qing China and the Exchanges between the East and the West/◦ Emergence of the Shogun Empire in Japan and the Changes of the



A New Framework of Social Studies Curriculums

	Area	Contents
Korean History Area	Movement for Establishing Modern State and for Protecting National Sovereignty	<ul style="list-style-type: none"> ◦ Domestic and Foreign Situations Before and After Joseon' s Port Opening, Promotion of Enlightenment Policies ◦ Plans of Gapsin Coup, Donghak Farmers' Movement, and Gabo Reform, and Their Directions ◦ Activities of the Dongnip Hyeophoe (Independence Club), Reforms of the Daehan Empire ◦ Background, Process and the Aspects of the Importation of New Products of Civilization ◦ Protecting of National Sovereignty against Japan' s Infiltration of Korea
	Development of the Nationalist Movement	<ul style="list-style-type: none"> ◦ The Background and the Process of the March 1st Movement and Its Significance ◦ Diverse Aspects of Nationalist Movements Both at Home and Abroad in the 1920s ◦ Aspects of Nationalist Movements Both at Home and Abroad in the 1930s and the 1940s ◦ Movement of Protecting Korea' s Culture against Japan' s Policy of Destroying Korea' s National Spirits
	Development of the Republic of Korea	<ul style="list-style-type: none"> ◦ Liberation of Korea, Establishment of the Korean Government, National Division and the Korean War ◦ Political and Cultural Development after the April 19th Revolution ◦ Efforts for Peaceful Reunification of Korea in the 1970s and the Situation of North Korea ◦ Efforts for Resolving Conflicts over History with Neighboring Nations
World History Area	Formation of the Industrial Society and Nation State	<ul style="list-style-type: none"> ◦ The Industrial Revolution in Britain and Its Influence ◦ The French Revolution and the Napoleon War ◦ The Independence War in United States and the Establishment of U.S. Government, Independence of Latin America ◦ Liberalism and Nationalism, Formation of the Nation State ◦ Concept and Characteristics of Imperialism
	Changes and the Nationalist Movements in Asia and Africa	<ul style="list-style-type: none"> ◦ The 1st & 2nd Opium War, Taiping Tianguo (Peaceful Heaven) Movement, Yang Wu Movement and Hundred Days of Reform, Great Boxer Rebelliion, Xinhai Revolution ◦ Meiji Restoration and the Establishment of the Emperor System in Japan ◦ Anti-imperialist Movement in India and Southeast Asia ◦ Reform and Nationalist Movements in West Asia and North Africa
	Development of the Contemporary World	<ul style="list-style-type: none"> ◦ The Background of World War I and the Russian Revolution ◦ Changes after World War I ◦ Background of World War II and Efforts for Peace ◦ Birth of Independent Nations after 1945 and the Cold War ◦ Expansion of Capitalism and the Regional Conflicts



A New Framework of Social Studies Curriculums

High School **Korean History**

Area

Formation of Our History and the Ancient State

Formation and Changes of Aristocratic Society in Goryeo

Formation and Changes of Neo-Confucian Society in Joseon

Changes of the International Order and
the Movement for Establishing Modern State

The Movement for Establishing Modern State and
the Invasion of Japanese Imperialists

Japanese Occupation and the Development of the Nationalist Movement

Development of the Republic of Korea and
the Changes of Contemporary World



A New Framework of Social Studies Curriculums

High School **Korean Geography**

Area

Understanding of the Land of Korea and the National Reunification

Topographical Environment and Ecosystem

Changes of Climate Environment

Changes of Living Space

Changes of Production and Consumption Space

Regional Research and Geographical Information-Processing

Diverse Aspects of Korean Land

Sustainable Development of Korean Land

A New Framework of Social Studies Curriculums

High School World Geography



Area	Contents
Globalization and Regional Understanding	<ul style="list-style-type: none">◦ Spatio-temporal Differences of World View / ◦ Globalization and Glocalization◦ The Methods of Collecting Geographical Information and the System of Geographical Information / ◦ Classification of the Regions of the World
Diverse Natural Environments of the World	<ul style="list-style-type: none">◦ Tropical Rain Forests and Tropical Savannah ◦ Temperate East Shore Climate and West Shore Climate ◦ <u>Arid Climate and Dry Terrain</u> ◦ <u>Subarctic and Polar Climate and Glacial Terrain</u> ◦ Major Macro-morphology of the World ◦ Terrains of the World Rivers and Shores
Cultural Diversity of Many Countries in the World	<ul style="list-style-type: none">◦ <u>Distribution of the Ethnic People and Languages</u> ◦ <u>Distribution and Propagation of Religions</u>◦ <u>Creation and Dispersion of Food Culture</u> ◦ <u>Characteristics of Regional Cultures</u>
Population and Cities of the Changing World	<ul style="list-style-type: none">◦ Growth of Population and Population Problems ◦ Movements of Population and Regional Changes ◦ Differences of Urbanization ◦ Globalization and World Cities
Globalization of Economic Activities	<ul style="list-style-type: none">◦ <u>Characteristics of Energy Resources</u> ◦ <u>Characteristics of Farming and Ranching</u> ◦ Industrial Activities of the World and Their Changes ◦ Globalization of Business Activities ◦ Changes of Service-sector Industry
World of Conflicts and Coexistence	<ul style="list-style-type: none">◦ Territorial Disputes of the World ◦ <u>Cultural Differences and Exchanges</u> ◦ <u>Changes of the World's Economic Environment and Environmental Problems</u>



A New Framework of Social Studies Curriculums



High School History of East Asia

Area	Contents
Formation of State	◦ Natural Environment and Occupations ◦ Neolithic Cultures ◦ Formation and Development of State
Establishment of East Asia	◦ Movement of Population and Wars ◦ International Relations ◦ Ruling System Based on Statutes and Confucianism ◦ Buddhism
Changes of International Relations and the Refurbishment of the Ruling Class	◦ Growth of Nomadic Race and Pluralistic International Relations ◦ Aristocrats and Warriors ◦ Neo-Confucianism ◦ Internal and External Exchanges after the Emergence of the Mongol Empire
Sustainability and Changes of East Asian Society	◦ Wars in East Asia Before and After the 17 th Century ◦ Social Changes in the 16 th ~19 th Century ◦ Academic Activities and Science & Technology, Civilian Culture ◦ Changes in Trade Relations within the Region, Exchanges with the West
Efforts for the Establishment of Modern State	◦ Modernization Movements and the Changes of International Relations ◦ Invasion of Imperialism and Nationalist Movements ◦ Expansion of Invasive Wars and the International Alliance ◦ Importation of the Cultural Products of Western Civilization
East Asia of Today	◦ Post-war Readjustment and the Cold War in East Asia ◦ Economic Growth and Revitalization of Trade ◦ Political and Social Development ◦ Conflicts and Reconciliation

✦

* This course is newly added to the curriculums in order to help resolve the conflicts between China and Japan over (history) textbooks by promoting the understanding of the history of the respective nations in East Asia.

✦

* This is the outcome of the efforts for promoting action plans by benchmarking the results of the joint research of history textbooks between Germany and France, and between Germany and Poland.



A New Framework of Social Studies Curriculums

High School World History

Area	Contents
History and Human Beings	<ul style="list-style-type: none"> ◦ Time and Space in World History ◦ Importance of Studying World History
Establishment of Civilization and the Unified Empire	<ul style="list-style-type: none"> ◦ <u>Earlier Civilization of Eurasia</u> ◦ Formation of the Unified Empire ◦ Appearance of Universal Religions and Their Propagation
Refurbishment and Growth of Regional World	<ul style="list-style-type: none"> ◦ <u>Formation and Development of Eurasian Regions</u> ◦ Development of Africa, America, and Oceania ◦ <u>Exchanges among Regions</u>
Incorporation of Regional World and the Global Trade Network	<ul style="list-style-type: none"> ◦ Prosperity of East Asia ◦ The Mughal Empire and the Ottoman Empire ◦ Expansion of Europe ◦ <u>Trade Networks of the World</u>
Formation of Western Nation State and Industrialization	<ul style="list-style-type: none"> ◦ Scientific Revolution and Enlightenment Spirits ◦ Civil Revolution and Nation State ◦ Development of Capitalism and Industrialization
Invasion of Imperialism and Nationalist Movements	<ul style="list-style-type: none"> ◦ Imperialism and the Colonial Rule ◦ <u>Nationalist Movements of Asia and the Establishment of Modern State</u> ◦ Nationalist Movements of Latin America and Africa and the Establishment of Modern State
Changes in Contemporary World	<ul style="list-style-type: none"> ◦ World War I & II and Efforts for Preserving Peace ◦ Changes of Capitalism and Socialism ◦ Mass Society ◦ Globalization

A New Framework of Social Studies Curriculums

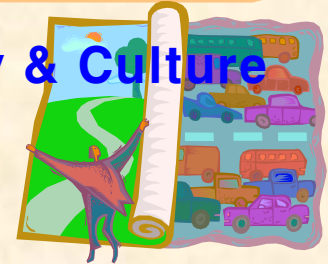
Economy



Law and Politics



Society & Culture



Area
Understanding of Economic Life and Economic Problems
The Role of Economic Agents and Decision-making
Markets and Economic Activities
Understanding of National Economy
<u>Global Markets and Korean Economy</u>
Economic Life and Finance

Area
Democratic Politics and Law
Process of Democratic Politics and Participation
Basic Principles of Constitution
Individual Life and Law
Social Life and Law
<u>Law and Politics of International Society</u>

Area
Investigation of Socio-cultural Phenomena
Individuals and Social Structure
Culture and Society
Social Class and Inequality
Everyday Life and Social Systems
Contemporary Society and Social Changes



A New Framework of Social Studies Curriculums

(High School Advanced Subjects)

- * International Politics**
- * International Economy**
- * International Relations and International Organizations**
- * Global Problems**
- * Comparative Cultures**
- * Methodology of Social Science**
- * Society and Culture of Korea**
- * International Law**
- * Understanding of Regions**
- * Future Society of Human Beings**
- * Tasks for Research**



Strengthen Core Competencies

Core Competency Factor	Definition	Sub-factors (example)
Self-management ability	– Abilities to develop and maintain basic abilities and talent for one's life, learning, health and career and adapt him/herself to a changing society	– One's identity, self-control, good use of leisure time, health management, basic learning skills, self-directed learning ability, reasonable economic life, career development ability, etc.
Sense of community	– Abilities to accept and exercise values and attitudes that require for a member of communities of region, nation, and world, and to play one's role in earnest and take responsibility for solving problems and developing a community	–Citizenship, law abiding citizen, a sense of environment, moral sense, volunteerism, a sense of public order, cooperation, consideration, participation and a sense of responsibility, etc.
Communication ability	– Abilities to communicate, understand and coordinate one's ideas and feelings by using appropriate languages, symbols, text and media in various situation	– Verbal and non-verbal ability (speaking, listening, writing, reading, understanding contexts), ability to use and understand media, ability to understand, respect, consider, resolve conflicts with others, etc.
Creative/divergent thinking skill	– Skills to come up with new and creative ideas based on one's basic wide knowledge expert areas and take advantage of knowledge, skills, and experiences of various areas	<input type="checkbox"/> Creative thinking (cognitive ability): fluency, flexibility, creativity, accuracy, inference ability, etc. <input type="checkbox"/> Tendency for creative thinking (definition): sensitivity, openness, independence, task commitment, spontaneity <input type="checkbox"/> Ability to combine, connect and use interdisciplinary knowledge and skills
Information processing ability	–Abilities to collect, analyze, evaluate various information to solve problems one is faced in society, and choose and process them effectively so that one can solve issues reasonably	– Skills to explore/implement ways of problem-solving, and evaluate/use media with logical and critical thinking, etc.
Aesthetic appreciation	–Abilities to understand and sympathize diverse values and phenomena with open mind-set, and to enjoy beauty and value of phenomena and objects thereby to improve quality of life and happiness	– Emotional stability, sensitivity to arts and cultures, imagination, sympathy with other's experiences, understanding and respecting diverse values, etc.



Strengthen Core Competencies

(Core competencies of History subject)


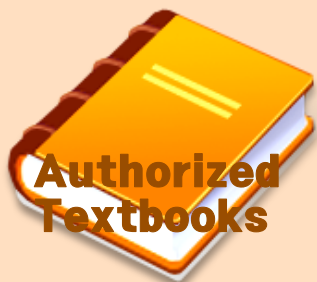

Core Competency Factor	Definition	Sub-factors (example)
Self-management ability	– Abilities to develop and maintain basic abilities and talent for one's life, learning, health and career and adapt him/herself to a changing society	– One's identity, self-control, good use of leisure time, health management, basic learning skills, self-directed learning ability, reasonable economic life, career development ability, etc.
Sense of community	– Abilities to accept and exercise values and attitudes that require for a member of communities of region, nation, and world, and to play one's role in earnest and take responsibility for solving problems and developing a community	–Citizenship, law abiding citizen, a sense of environment, moral sense, volunteerism, a sense of public order, cooperation, consideration, participation and a sense of responsibility, etc.
Communication ability	– Abilities to communicate, understand and coordinate one's ideas and feelings by using appropriate languages, symbols, text and media in various situation	– Verbal and non-verbal ability (speaking, listening, writing, reading, understanding contexts), ability to use and understand media, ability to understand, respect, consider, resolve conflicts with others, etc.
Creative/divergent thinking skill	– Skills to come up with new and creative ideas based on one's basic wide knowledge expert areas and take advantage of knowledge, skills, and experiences of various areas	<input type="checkbox"/> Creative thinking (cognitive ability): fluency, flexibility, creativity, accuracy, inference ability, etc. <input type="checkbox"/> Tendency for creative thinking (definition): sensitivity, openness, independence, task commitment, spontaneity <input type="checkbox"/> Ability to combine, connect and use inter-disciplinary knowledge and skills
Information processing ability	–Abilities to collect, analyze, evaluate various information to solve problems one is faced in society, and choose and process them effectively so that one can solve issues reasonably	– Skills to explore/implement ways of problem-solving, and evaluate/use media with logical and critical thinking, etc.
Aesthetic appreciation	–Abilities to understand and sympathize diverse values and phenomena with open mind-set, and to enjoy beauty and value of phenomena and objects thereby to improve quality of life and happiness	– Emotional stability, sensitivity to arts and cultures, imagination, sympathy with other's experiences, understanding and respecting diverse values, etc.



Situations of Textbook System



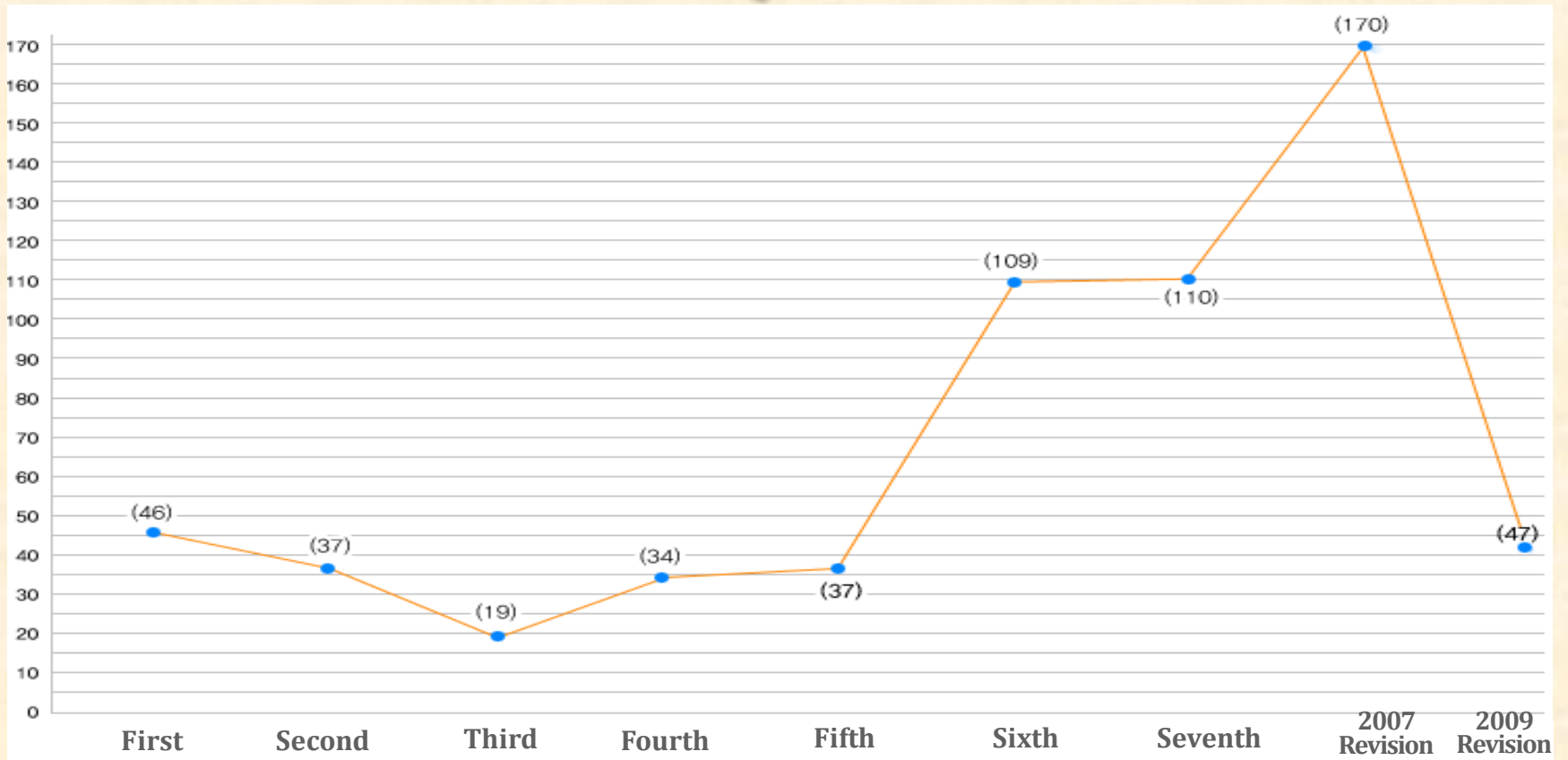
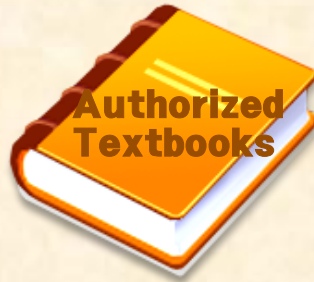
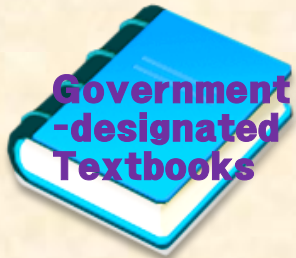
Types of Textbooks

Types	Characteristics
 Government-designated Textbooks	<ul style="list-style-type: none">◦ Government produces textbooks and holds a copyright law for them◦ 9 percent of the total textbooks (53 volumes)◦ Textbooks that needs government support such as those for the courses open for the disabled students or other limited number of students
 Authorized Textbooks	<ul style="list-style-type: none">◦ Textbooks developed by the private sector◦ Screened by Korea Institute for Curriculum and Evaluation and other state-commissioned organizations (Criterion: Meeting the requirements for state-designated educational standards)◦ Elementary and Middle & High School Korean Language, History (& guidance), Social Studies (& guidance), Moral Education◦ 7 percent of the total textbooks (47 volumes)
 Recognized Textbooks	<ul style="list-style-type: none">◦ Textbooks developed by the private sector◦ Required to be screened by superintendents of education in provinces and provincial cities◦ The majority of middle and high school textbooks, or 84 percent of the total textbooks (494 volumes)



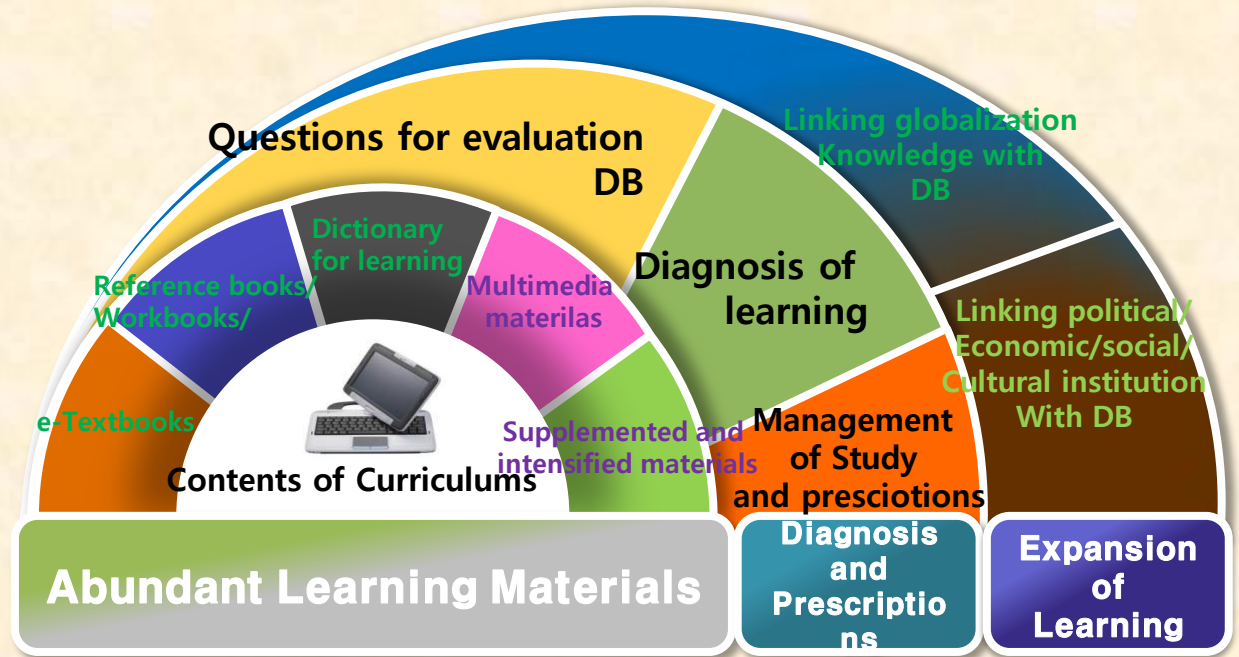
Situations of Textbook System

(Graph shows the movement of authorized textbooks)





Development and Utilization of E-text



Book-style textbooks

- Predetermined contents
- Difficulties in reflecting up-to-date information
- Limited learning activities

- Requires neither reference books nor workbooks
- Guarantees management catering to the needs of each student
- Tailored learning materials that suits the self-learning of students

Development and Utilization of E-text

CD-type Textbooks



Development and Utilization of E-text

✿ Digital Textbooks





Development and Utilization of E-text

SMART Education

Establishment of an on-line evaluation system

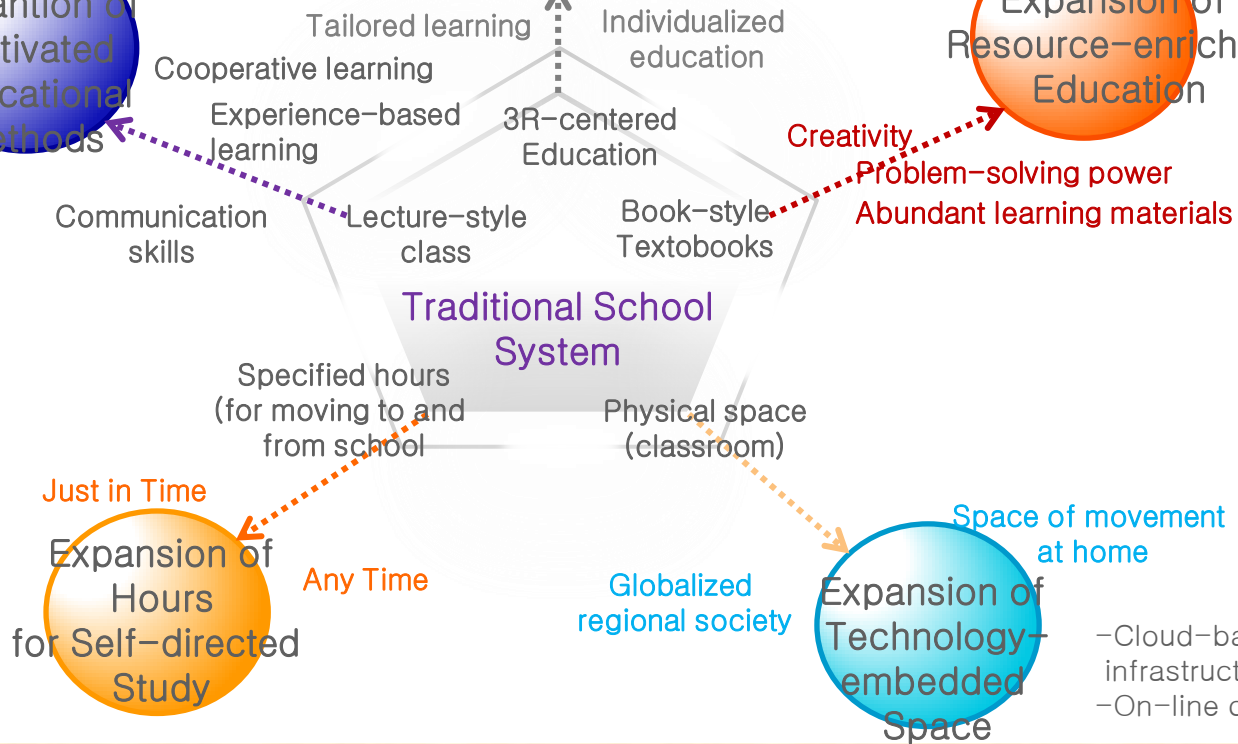
- Utilization of digital textbooks
- Activation of on-line class
- On-line evaluation

- Development and application of digital textbooks
- Activation of educational contents for public purposes

Expansion of Motivated Educational Methods

Expansion of Adaptive Educational Competence

Expansion of Resource-enriched Education



- Systematization of on-line class
- Cloud-based school infrastructure

- Cloud-based school infrastructure
- On-line class



Worries and Prospects for New Curriculums

Realization of the Aim of New Curriculums

- * Respecting autonomy of schools & lessening the burden of learning for students
- * Worries over excessive focus on Korean Language, English, and Mathematics due to heated competition for entrance examination

Efforts for Balanced Writing of Textbooks

- * Balanced writing of textbooks needed for resolving conflicts between conservative and liberal groups over several subjects including “Modern and Contemporary History of Korea” and “Economy”
- * Textbook should not be changed according to the will of the ruling power

Cultivation of Global Citizenship for Understanding Diverse Cultures

- * Korea has long cherished the idea of a homogenous country
- * Expansion of multi-cultural and multi-ethnic concept of co-existence in recent years
- Increase of foreign workers, rise of the global movement of population, increase of international marriages

Searching for New Paradigms of Study and Learning

- * Operation of learner-oriented learning rather than the fixed methods of teaching
- * Consideration of various preconditions such as communications, crisis-management skills needed for coping with the reality, and students' health

