

Proclamation of the Ministry of Education and Human Resources Development, 2007

## THE KINDERGARTEN CURRICULUM

OF

## THE REPUBLIC OF KOREA

The Ministry of Education, Science, and Technology

Proclamation No. 2007-153 of M.O.E

In accordance with Article 13 (2), the Ministry of Education and Human Resources Development announces the Kindergarten Curriculum as follows:

Dec. 19, 2007

Minister of Education and Human Resources Development

Addenda:

1. This Curriculum will take effect with first year kindergarteners on March 1, 2009.
2. The Curriculum, Proclamation No. 1998-10 promulgated on June 30, 1998 will be abrogated on February 28, 2009.

### **Characteristics of the Curriculum**

This curriculum, designated by Article 13-2 of Kindergarten Education Law, is the National Curriculum that aims to accomplish the educational goals and objectives of kindergarten. It provides the common and general standards for organizing and implementing the kindergarten curriculum.

The characteristics of this curriculum are as follows:

1. This curriculum seeks both a common standard on the national level and diversity on the regional, kindergarten, and individual levels.
2. This curriculum pursues whole-person development and happiness of young children.
3. This child-centered curriculum promotes the development of autonomy and creativity of young children.

4. This curriculum is realized through the integration of activities and play in the daily life of young children.
5. This curriculum takes shape through the cooperation of district offices of education, local communities, teachers, young children, and parents.
6. This curriculum aims to maintain and control the quality standards of kindergarten education.

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## **Chapter 1**

### **Curriculum Organization and Implementation**

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III. Areas and Hours of the Curriculum

IV. Guidelines for Organizing and Implementing Curriculum

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## **I. The Framework of Curriculum Design**

### **1. The Vision of an Educated Person**

Education in Korea, based on humanitarianism, aims to assist every citizen in building up one's character, developing autonomous life skills and competencies necessary to the citizens of a democratic society, and contributing to the country and the welfare of all humankind.

Based on this purpose of education, this curriculum pursues the vision for the educated person:

- 1) Person who develops one's own individuality as a whole person
- 2) Person who exerts one's creativity based on basic abilities
- 3) Person who explores one's career based on extensive cultural background
- 4) Person who creates new values based on an understanding of Korean culture
- 5) Person who contributes to the community based on democratic citizenship

### **2. Principles of Curriculum Design**

The basic principle of the curriculum is to cultivate Koreans to take charge of the knowledge and information based 21st century by respecting and caring for people and the natural environment. As such, the curriculum is designed to:

- 1) Be based on world views of respect and care for people and nature.
- 2) Emphasize young children's basic living habits, traditional culture, and creativity.
- 3) Promote autonomy of local communities and kindergartens.
  - 4) Recognize the identity of kindergarten education and connect it with elementary and secondary education.
  - 5) Design differentiated curriculum according to each child's developmental characteristics.
  - 6) Establish a curriculum evaluation system to improve quality control of education.

## **Ⅱ . Goals and Objectives of Kindergarten**

Kindergarten education aims to help young children develop harmonious minds and bodies by providing appropriate educational environments. The specific objectives are as follows:

1. To promote healthy development of the mind and body and acquire basic living habits.
2. To acquire skills for living together and love for traditional culture.
3. To enable young children to express their own thoughts and feelings in creative ways.
4. To develop language skills for communication and proper language use.
5. To explore the environment with curiosity and to respect nature.

## **Ⅲ . Areas and Hours of the Curriculum**

1. The National Kindergarten Curriculum consists of five areas in daily life:

"Health", "Social Relationships", "Expression", "Language", and "Inquiry".

2. Annual teaching of 180 days, and a minimum of 180 minutes of daily teaching are required. However, the annual number of teaching days and daily teaching hours may be adjusted by kindergartens depending on circumstances and in accordance with the guidelines of the Metropolitan and Provincial Offices of Education (referred to as MPOE hereafter).

## **IV. Guidelines for Organizing and Implementing Curriculum**

### **1. Organization and Implementation of the Curriculum in the Local Community and Kindergartens**

#### **1) Metropolitan and Provincial Offices of Education (MPOE)**

##### **(1) Organization**

a. The MPOE shall offer local offices of education and kindergartens within their jurisdiction a set of operating guidelines for curriculum organization and implementation which will be based on research conducted on young children, teachers, circumstance of kindergartens, request of parents and local residents, and characteristics of the local community. These will include the following:

- ① Provisions for standard annual teaching days
- ② Provisions for teaching hours
- ③ Provisions for class grouping
- ④ Provisions for planning and implementation of educational activities
- ⑤ Provisions for organization of educational environment
- ⑥ Provisions for evaluation and quality control of curriculum organization and implementation
- ⑦ Provisions for parental education and participation

⑧ Provisions for education of young children with special needs, returnees, and young children from multicultural families

⑨ Provisions for connections between kindergarten and elementary school education

⑩ Other provisions as needed

b. The MPOE shall organize and operate a committee that will conduct surveys, do research and consult on curriculum organization and implementation. The committee shall consist of teachers, education administrators, curriculum experts, parents, local community members, and industry personnels.

c. The MPOE shall develop and provide material on curriculum planning and implementation before the beginning of a new kindergarten year so as to allow advanced planning.

## **(2) Implementation**

a. The MPOE shall set plans on teacher training, teacher supply and demand, and the transfer of teachers for the effective implementation of the curriculum.

b. The MPOE shall regularly monitor the status of the local offices of education within their jurisdiction on the status of managerial support for kindergarten curriculum implementation. The MPOE shall also provide administrative and financial support for effective implementation and quality control of the curriculum.

① The MPOE shall provide proper guidance and advice in order to allow for the curriculum areas to be integratively operated.

② The MPOE shall develop and distribute various educational materials for the implementation of the curriculum.

③ The MPOE shall operate research and experimental kindergartens for improvement of curriculum and employ research teachers for improvement in teaching.

④ The MPOE shall support prolongation and adjustments to daily teaching hours according to parental requests and community circumstances.

⑤ The MPOE shall provide educational opportunities for young children showing outstanding talents, or for those with special needs.

⑥ The MPOE shall provide support for returnees, and young children from multi-cultural families by considering the educational experiences and background of the young children in order to minimize any difficulties.

## **2) Local Office of Education (LOE)**

### **(1) Organization**

a. On the basis of MPOE operating guidelines, the LOE shall organize and offer supervision guidelines to kindergartens within its jurisdiction. These will include the following:

① Provisions for main educational activities based on the special characteristics of the local community

② Provisions for educational materials and support needed for the organization and implementation of the curriculum

③ Provisions for inter-kindergarten cooperation in the organization and implementation of the curriculum

④ Provisions for inter-kindergarten cooperation in supply and circulation of teachers

⑤ Provisions for inter-kindergarten cooperation in use of educational facilities

⑥ Provisions for the evaluation and quality control of the curriculum

⑦ Other provisions as needed

b. The LOE shall establish a curriculum committee composed of teachers, educational administrators, curriculum experts, and parents. This committee will guide and support organization and implementation of a curriculum derived from the special characteristics of the local community.

c. The LOE shall provide support for inter-kindergarten consultation concerning the organization and implementation of the curriculum.

## **(2) Implementation**

a. The LOE shall make plans for kindergarten supervision and regularly carry them out to ensure that each kindergarten will implement its curriculum faithfully.

b. The LOE shall regularly check the status of kindergartens within its jurisdiction on the organization and implementation of the curriculum, and provide administrative and financial support, training and advice for effective curriculum implementation, improvement and quality control of the curriculum.

① The LOE shall offer various local-level teacher training programs to facilitate curriculum implementation.

② The LOE shall develop and distribute various materials for organizing and implementing curriculum to kindergartens within its jurisdiction.

③ The LOE shall provide educational opportunities to young children with special needs, returnees, and those from multicultural families.

④ The LOE shall establish an inter-kindergarten cooperative system between adjacent offices of education for interactions between kindergarten teachers, use of shared equipment and facilities, and development and utilization of materials for effective curriculum implementation.

⑤ The LOE shall provide active support to kindergartens by operating research and experimental kindergartens for curriculum improvement, and employ teachers to conduct research for instruction improvement.

## **3) Kindergartens**

### **(1) Organization**

a. On the basis of this curriculum and guidelines on kindergarten curriculum organization and implementation from MPOE and LOE, each kindergarten shall organize and implement curriculum appropriate to its situation through democratic procedures in which all teachers can utilize their expertise.

b. Each kindergarten should exert efforts to control the quality of education through rational organization and efficient implementation.



c. Instruction on basic life skills, respect for humans and nature, traditional customs, and creativity should be emphasized and actively implemented throughout the educational activities in the curriculum.

d. Since there is no prescribed order to the 5 areas, each area can be selectively integrated with other areas according to time, circumstance and needs.

e. The level-differentiated content in each curriculum area is not a classification by age, and the curriculum shall be organized and implemented according to developmental stages and continued interest of young children.

f. The annual days and hours of teaching are determined according to the guidelines of MPOE and LOE and needs of kindergartens, young children, and parents.

## **(2) Implementation**

a. Kindergartens shall implement the curriculum by attending to the following details.

① The curriculum is integratively operated based on young children's daily lives and play-oriented activities.

② Indoor and outdoor educational activities should be organized and implemented within various areas of interest to young children.

③ Organization and implementation of educational activities should not be biased by young children's sex, religion, familial background, physical traits, or ethnic background.

b. Educational activities should be selected by sufficiently considering the characteristics of the teacher group, state of young children, parental needs, local community, educational facilities and environmental conditions.

① Educational activities should be selected considering the circumstances and characteristics of the local community and implemented by utilizing parents as resources.

② Parental education should be offered according to the circumstances of parents and kindergartens.

c. In cases when kindergartens operate classes for young children with special needs, the curriculum shall be modified for implementation according to the degree of needs and abilities of the young

children. The kindergarten may also choose to utilize teaching-learning materials from the Special Education Curriculum.

d. The kindergarten shall guide young children with special needs by obtaining help from parents and experts in the field for receiving appropriate education.

e. The kindergarten shall promote improvement of teacher educational activities through teacher meetings, field research, and local community training.

f. The kindergarten will identify problems and find measures for improvement through self-evaluation of its curriculum organization and implementation with regard to appropriateness, validity, and effectiveness, and the results will be considered for curriculum implementation in the following kindergarten year.

g. When considered necessary, the following integrated cross-curricular subjects may be flexibly implemented, and connections made to local communities and homes.

The courses that may be included are:

Democratic Citizenship, Human Interests and Values (humanism education), Environmental Studies, Economics, Energy, Labor and Service, Healthy Life, Safety, Sex Education, Consumer Education, Career Education, Education on Unification, Education on Korean Culture and Identity, Cultural Identity Education, Marine Life, Information Literacy and Ethics, Integrity and Anti-Corruption, Water Preservation, Gender Equality, Understanding the Disabled, Equal Human Rights, Disaster Reduction and Safety, Low Birth Rates and Preparing for an Aging Society, Leisure Life, Defense and Veterans, Respecting Parents, Seniors and Tradition, Protecting Young Children and Teens, Understanding Multicultural Societies, Understanding Art and Culture, Understanding Agriculture and Rural Communities, Intellectual Property Rights, Media, Effective Communication and Discussion.

## **2. Evaluation and Quality Control of the Curriculum**

**1) To ensure quality control of this curriculum, the organization and implementation of the curriculum shall be evaluated regularly based on national standards.**

(1) Regular evaluation of MPOE and LOE shall be conducted to examine the quality of support for curriculum and its organization and implementation.

(2) Research shall be conducted to assess the adequacy and effectiveness of organization and implementation of the kindergarten curriculum and the support system. This research concentrates on efficiency and effectiveness of the guidelines for the organization and implementation of the curriculum.

**2) Various evaluation methods, procedures, and tools shall be developed and distributed to kindergartens on the national level to ensure effective evaluation activities.**

**3) Kindergarten curriculum shall be evaluated considering the following:**

(1) Whether educational contents are organized and implemented integratively through young children's daily lives and play-oriented activities.

(2) Whether the teaching and learning methods are in accordance with young children's interests and activity characteristics.

(3) Whether the educational environment and materials are related to the main activity, developmental characteristics of the young children, and appropriate environmental organization.

(4) The results of evaluation shall be reflected in the further development of the curriculum in the following year.

## **V. Teaching-Learning Methods and Evaluation**

Kindergarten teachers shall evaluate teaching-learning methods and educational activities by attending to the following details.

### **1. Teaching-Learning Methods**

- 1) Play-oriented, integrated educational activities are employed considering young children's stage of development and interests.
- 2) The daily educational activities should be balanced with physical activities and non-physical activities, indoor and outdoor activities, individual activities and small and large group activities, child-initiated activities and teacher-initiated activities.
- 3) Young children should be encouraged to experience various types of interaction between young children of similar ages, teachers and the surrounding environment.
- 4) Teachers' attitudes and language toward young children should be positive and supportive, loving and caring.
- 5) Teachers should ask various questions according to characteristics of the educational activities in order to promote creative thinking.
- 6) Teachers should continually observe and appropriately support young children so as to promote the manifestation of each child's individual potential.
- 7) Teachers shall promote active use of various resources and natural items surrounding the young children in order to encourage young children's realistic and concrete experiences.
- 8) Interest areas may be rearranged according to season, themes, occasions and young children's needs.
- 9) Afternoon sessions for extended hours or all-day programs may be arranged to consist of play-oriented activities that sufficiently allow comfortable relaxation together with outdoor playing based on individual characteristics of young children. Repetition of morning classes, knowledge-based or skill-oriented activities are discouraged for the sessions.

## **2. Evaluation**

- 1) Evaluation on the characteristics and change of young children should be based on the objectives and content of the national curriculum.

- 2) Evaluation should include comprehensive assessment of young children's attitudes, knowledge and skills.
- 3) Evaluation should be comprehensively conducted within the daily educational activities of kindergarten.
- 4) Various methods of evaluation, such as observation, analysis of activity results, interviews, etc., should be comprehensively used and recorded.
- 5) Results of the evaluation should be utilized as a foundation for understanding young children, making decisions in child support, improving teaching-learning methods, organizing and implementing the curriculum, conducting parent meetings, and for writing of school records.

## **Chapter 2**

### **Areas of the Curriculum**

I . Health

II . Social Relationships

III. Expression

IV. Language

V. Inquiry

### **I. Health**

#### **1. Characteristics**

The area of "Health" is designed to help young children develop basic physical strengths needed for a positive sense of self and daily life. It also intends to develop harmonious minds and bodies of young children.

This area consists of four types of contents: 'Recognizing One's Body', 'Moving One's Body', 'Living a Heathy Life', and 'Living Safely'.

'Recognizing One's Body' focuses on developing the basic sense organs and positive awareness of the body.

'Moving One's Body' focuses on developing basic physical abilities by systematically and regularly conducting exercises that are required in early childhood, and focuses on promoting basic physical strength.

'Living a Healthy Life' focuses on promoting Health not only through cleanliness, proper nutrition, prevention of diseases, and adequate rest, but also focuses on maintaining mental health and forming healthy living habits.

'Living Safely' focuses on valuing one's body and the bodies of others, preventing dangerous situations that can occur in the young children's surroundings, and developing knowledge, skills, and attitudes in order to prepare for disasters.

The educational activities of the "Health" area should be introduced throughout all kindergarten routines via various sensory and physical activities, and be integrated with contents of other curriculum areas. In particular, the sensory functions of young children should be actively utilized, and opportunities should be regularly provided in various ways for the young children to actively use their bodies. Also, through indoor and outdoor physical activities, young children should be able to release their tension, be happy, and be able to achieve a healthy life in safe and comfortable surroundings.

## **2. Objectives**

The objectives of the "Health" area are for young children to positively recognize their bodies and develop basic physical strengths needed for daily life, and to develop healthy and safe living habits.

- 1) To develop positive attitudes towards the young children's bodies, surroundings, and the world.

2) To develop young children's basic movement skills and basic physical strengths.

3) To develop healthy bodies and minds.

4) To develop safe living habits.

### 3. Contents

#### 1) Structure of Content

Contents	Sub-contents
Recognizing One's Body	Using the sense organ Recognizing and moving one's body
Moving One's Body	Using locomotor skills Using stability skills Utilizing instruments and play facilities Participating in outdoor physical activities
Living a Healthy Life	Maintaining personal hygiene and cleaning one's surroundings Developing proper eating habits Preventing disease Living happily
Living Safely	Valuing one's body and bodies of others Playing safely Following traffic safety regulations Recognizing and coping with dangerous situations Responding to environmental pollution or natural disasters

#### 2) Levels of Content

Contents	Sub-contents	Levels of Content	
		I	II
Recognizing One's Body	Using the sense organs	.Using various senses	.Acting with sensory coordination
	Recognizing and moving one's body	.Moving one's body, taking interest in each part of the body	.Moving one's body using the characteristics of each part of the body
		.Recognizing physical abilities positively and moving	

Moving One's Body	Using locomotor skills	. Moving the body in various ways by walking, running, and jumping	. Following instructions while walking, running, and jumping.
	Using stability skills	. Moving the body in various ways while standing in one place	. Following instructions to use the body in balanced ways
	Utilizing instruments and play facilities	. Using equipment and play facilities, such as balls, ribbons, hoops, balance beams, mats, etc. for physical activities	
	Participating in outdoor physical activities	. Participating regularly in outdoor physical activities	
Living a Healthy Life	Maintaining personal hygiene and cleaning one's surroundings	. Keeping teeth clean	. Autonomously maintaining clean teeth
		. Keeping one's hands and body clean	. Getting into the habit of maintaining clean hands and body
	. Keeping one's environment clean	. Getting into the habit of maintaining and cleaning one's environment	
Living Safely	Developing proper eating habits	. Eating balanced meals	. Eating proper quantities for a balanced diet
		. Valuing food	
		. Eating happily with proper manners	
	Preventing disease	. Knowing the dangers of illnesses and being cautious	. Knowing how to avoid illnesses and responding
		. Dressing appropriately for the weather and occasion	
. Resting appropriately after play			
Living happily	. Relaxing enjoyably through various physical activities		
Valuing one's body and bodies of others	. Valuing one's body and the bodies of others		
	. Prohibiting others from touching one's body without reason		
	Playing safely	. Learning to safely handle play materials, equipment, and facilities	
. Playing in safe areas			
		. Knowing that there are both beneficial and harmful materials in media and knowing how to use	



		them properly
Following traffic safety regulations		.Following pedestrian safety rules
		.Using public transportation safely
Recognizing and coping with dangerous situations		.Recognizing and responding to dangerous materials and situations
		.Seeking help in dangerous situations so as to protect oneself
Responding to environmental pollution or natural disasters		.Knowing the dangers of a polluted environment and learning about ways to stay safe
		.Knowing about ways to prevent environmental pollution and responding
		.Finding out about natural and human disasters and practicing escape exercises

#### **4. Guidelines for Teaching**

Teacher should be attentive to the following points when teaching.

First, each child's developmental level should be considered in order for young children to properly identify their sense of self and the surrounding environment through various senses. For this, instruments and activities at various levels should be provided.

Second, young children should be able to develop basic exercise functions and basic physical strength through activities that are conducted outdoors or in spacious rooms. Teachers should gradually increase the range of outdoor activities so that the young children's interests are directed towards nature, and ensure that young children are able to actively play in safe places.

Third, through conducting systematic muscular activities, teachers should be able to guide young children to move actively and feel satisfied. For this purpose, teachers should organize activities appropriate to young children's development so as to increase young children's interest and active participation.

Fourth, a healthy life for the young children should be achieved through instruction of daily routines. Primarily by considering young children's health conditions and biorhythm, young children should be taught to follow regular schedules, brush their teeth and wash their hands, keep their surrounding clean, follow a sensible diet and dress on their own in order to maintain healthy and safe living habits.

Fifth, teachers should make sure young children can play safely. There should be regular safety checks on the number of young children based on space, instruments, and flooring. Young children should also be taught safety instructions for using instruments and tools so that they can stay safe.

Sixth, since early childhood is the time when young children lack physical control abilities and perception of their surroundings, young children should be taught to prevent accidents. In order to achieve this, young children should be continually instructed to protect themselves from dangerous locations, dangerous play activities, and disasters.

## **II. Social Relationships**

### **1. Characteristics**

The area of "Social Relationships" is designed to help young children develop knowledge and value of self, learn to cooperate with others, and take interest in and adapt to the surrounding environment.

This area consists of four types of contents; 'Knowing and Loving Oneself', 'Living Together with the Family', 'Living with Neighbors', and 'Taking Interest in Social Phenomena'.

'Knowing and Loving Oneself', based on valuing oneself, focuses on encouraging young children to be autonomous, recognizing the types of one's own emotions and learning how to control them.

'Living Together with the Family' focuses on living in harmony with the family, and developing cooperative attitudes in their daily lives.

'Living with Neighbors' focuses on developing proper manners needed for daily living, and on understanding, respecting and cooperating with others. This area particularly focuses on building good relationships with peers, and following public rules and regulations.

'Taking Interest in Social Phenomena', based on the cultural and social environment of the young children, focuses on young children taking interest in the surrounding districts, economic life, and the cultures of Korea and other countries.

The area of "Social Relationships" encourages the use of various teaching methodologies, such as discussion, role play, collaborative work, and cooperative games based on the daily life of the young children. Young children are encouraged to participate so as to help them form social skills, attitudes and knowledge while explanation or instruction by the teachers is discouraged. In particular, basic living habits are to be taught continually via young children's daily lives and cooperation from the young children's families are needed for young children to naturally form proper habits.

## **2. Objectives**

The objectives of "Social Relationships" are to develop self respect and live in harmonious with others.

- 1) To value self and to think, behave autonomously and control emotions.
- 2) To live harmoniously and to cooperate with the family.
- 3) To behave well, follow public orders and live cooperatively with neighbors
- 4) To take interest in social phenomena that surround the young children.

## **3. Contents**

Contents	Sub-contents
Knowing and Loving Oneself	Valuing self
	Being autonomous
	Recognizing and controlling emotions
Living Together with the Family	Living in harmony with the family
	Cooperating with the family
Living with Neighbors	Practicing good manners
	Understanding and respecting others
	Following public rules and regulations
	Knowing the value of group work and cooperation
Taking Interest in Social Phenomena	Taking interest in one's surroundings
	Taking interest in economic life
	Taking interest in Korea and traditional culture
	Taking interest in various cultures

### 1) Structure of Content

Contents	Sub-contents	Levels of Content		
		I	II	
Knowing and Loving Oneself	Valuing self	· Discovering and valuing myself		
		· Establishing confidence in tasks		
	Being autonomous	· Being autonomous in tasks that can be conducted alone		
		· Being responsible for tasks to be completed		
		· Autonomously selecting and completing tasks	· Planning and conducting self-chosen tasks.	
		· Adapting to a daily schedule	· Knowing and conducting daily tasks · Living life according to a regular schedule	
	Recognizing and controlling emotions	· Knowing that various types of emotions can arise	· Recognizing that emotions can change according to situations	
		· Knowing that there is need to control emotions	· Controlling and appropriately expressing emotions	
	Living Together with the	Living in harmony with the family	· Knowing the value of the family and living in harmony	
			· Forming good relationships with parents and siblings	

Family	Cooperating with the family	· Knowing the members of the family	· Knowing the various structures of the family
		· Finding and completing doable tasks at home	· Finding and conducting tasks for the family
Living with Neighbors	Practicing good manners	· Speaking and behaving honestly	
		· Greeting friends and the elderly appropriately	
		· Knowing the language for thanking and apologizing	· Knowing how to appropriately express gratitude or apologies
		· Dressing properly	
	Understanding and respecting others	· Practicing good relationships with peers	
		· Recognizing individual differences	· Respecting and living together with different individuals
	Following public rules and regulations	· Keeping promises	
		· Knowing that rules must be followed	· Following rules
		· Knowing and following rules in public places	
	Knowing the values of group work and cooperation	· Participating in activities with friends	· Respecting peer opinion and participating in group activities
		· Experience helping others	· Cooperating with others
		· Sharing items	· Sharing and yielding items
Taking Interest in Social Phenomena	Taking interest in one's surroundings	· Finding out about neighborhood names and home locations	· Finding out about the characteristics of the neighborhood
		· Finding out about the various institutions in the young children's neighborhoods	· Discovering the functions of various institutions
	Taking interest in economic life	· Consuming frugally and taking care of possessions	
		· Recycling reusable items	
		· Learning that money is needed	· Planning ahead to purchase

		for purchases	needed items
		· Learning about the occupations of the family	· Finding out about different jobs and the importance of all types of jobs
Taking interest in Korea and traditional culture		· Taking interest in the Korean flag, anthem, and the national flower	· Knowing how to act appropriately to the national flag and anthem
			· Taking interest in the unification of South and North Korea
		· Taking interest in traditional culture	· Respecting and gaining a familiarity of traditional culture
Taking interest in various cultures		· Taking interest in the people of other countries	· Learning about and respecting people of other countries
		· Taking interest in the culture of various countries	· Learning about and respecting cultures of other countries

## 2) Levels of Content

### 4. Guidelines for Teaching

Teacher should be attentive to the following points when teaching.

First, the organization and implementation of educational activities in "Social Relationships" should focus on comprehensively obtaining and utilizing young children's basic social skills, functions, and knowledge. Young children should not only be instructed on social norms or skills, but also be made to practice them for a more desirable social life.

Second, educational activities in the area of "Social Relationships" should be organized and implemented naturally within the daily lives of young children based on the educational concept that modern society values interpersonal respect and dependence. Within the modern society where relationships between people are becoming more important, young children should be guided to recognize and respect

similarities and differences between themselves and others. In particular, teachers primarily should identify the instructional content elements of multicultural education and anti-bias education so that teachers can organize educational activities overall across the area of "Social Relationships".

Third, young children should be guided to naturally obtain proper basic life skills through repeated and continuous teaching in their daily lives. The teacher should try to become a role model, and since basic life skills are established at home, kindergartens and parents should cooperate so as to maintain consistency.

Fourth, warm words of encouragement, presentation of problems, prompting problem solving, or divergent questions are recommended for promoting young children's experience in various types of social relationships whereas teachers' verbal explanations or instructions are discouraged in the process. Through collaborative work, cooperative games, small group discussion activities, and dramatic plays, conflicts or competition between the young children are dealt with, and experiences are shared. Also, young children should be led to directly identify the value of workplaces and the fruitfulness of jobs through participating in field trips or utilizing people from the community as resources.

Fifth, the characteristics and cultural resources of each district should be fully utilized. Young children should be guided so as to develop not only an understanding of the districts' social cultures but also local patriotism, community spirit, and pride for the districts.

### **III. Expression**

#### **1. Characteristics**

The area of "Expression" is developed to help young children develop rich sensitivity, aesthetic appreciation and creative expressive abilities, and also respect various artistic expression methods and foster appreciative skills.

This area consists of three types of contents; 'Finding Beauty in Nature and Life', 'Enjoying Artistic Expressions', and 'Appreciation'.

'Finding Beauty in Nature and Life' emphasizes young children's natural interest in sound, music, movement, and art works that can be found in nature and the surrounding environment, and on the experiences of finding various fundamental elements in artistic activities.

'Enjoying Artistic Expression' emphasizes young children's autonomous expressions of thoughts and feelings by participating in various artistic activities. Also, the area emphasizes enjoying the process of artistic activities through comprehensively experiencing music, movement and dance, formative activities, and drama play.

'Appreciation' emphasizes young children taking interest in and enjoying artistic works, beauty in nature and life, and traditional art produced by young children or others.

The educational activities of "Expression" emphasizes young children's autonomous and creative expressions of thoughts and feelings rather than particular artistic concepts or acquisition of functions. Expressive activities emphasize dynamic activity processes, such as through directly seeing, listening, touching, and feeling objects, and naturally providing these activities through various opportunities for exploration and appreciation. These activities should be integrated through large and small group activities and optional activities.

## **2. Objectives**



The objectives of this area are to develop aesthetic appreciation and creative expressive skills through artistically expressing and appreciating thoughts and feelings.

1) To find artistic elements in nature and life.

2) To develop an ability to enjoy the processes of expressing thoughts and feelings through music, movement and dance, art activities, drama play or comprehensive activities.

3) To develop rich sensitivity and aesthetic skills by appreciating nature and objects, various artistic works and traditional Korean art.

### 3. Contents

#### 1) Structure of Content

Contents	Sub-contents
Finding Beauty in Nature and Life	Taking interest in sounds, movement and art works Finding artistic elements
Enjoying Artistic Expression	Expressing through music Expressing through movement and dance Expressing through art activities Expressing through drama play Expressing integratively Enjoying creative expression processes
Appreciation	Sensing beauty Respecting artistic expressions Appreciating Korean traditional arts

#### 2) Levels of Content

Contents	Sub-contents	Levels of Content	
		I	II
Finding Beauty in Nature and Life	Taking interest in sounds, movement and art works	.Becoming interested in sounds, music, movement, art works, and the surrounding environment	
	Finding artistic	.Exploring speed, strength, and rhythm through voice, body, objects, and instruments	

	elements	. Exploring shapes of movement, degrees of strength, speed and flow in nature and the surrounding environment	
		. Exploring color, forms, and texture in nature and the surrounding environment	
Enjoying Artistic Expression	Expressing through music	. Enjoying singing songs	. Expressing one's thoughts and feelings through songs
		. Enjoy singing traditional young children's songs and doing related play activities	
		. Creating simple rhythmic patterns using one's body or rhythm.	. Spontaneously playing simple music instruments
	Expressing through movement and dance	. Expressing the movement of a familiar entity with use of one's body	. Expressing movements found in the surrounding in various ways with use of one's body
		. Moving creatively while using instruments	
		. Freely expressing thoughts and feelings via movement and dance	
	Expressing through art activities	. Creatively expressing thoughts and feelings through formative activities	
			. Expressing thoughts and feelings through cooperative formative activities
		. Taking interest in materials and tools needed for art activities and using them	. Various use of materials and instruments needed for art activities
	Expressing through drama play	. Dramatizing a simple story or one's imagination	. Preparing props, scenery, and costumes for cooperative drama play
Expressing integratively	. Integratively expressing thoughts and feelings on particular themes through music, dance, art activities, and drama play		
Enjoying creative expression processes	. Participating in artistic activities and enjoying the expressive process	. Autonomously selecting and trying out various artistic activities	
Appreciation	Sensing beauty	. Listening or watching and enjoying nature and various kinds of music, dances, shapes, and drama play	
			. Sharing thoughts and feelings after appreciating nature and various forms of music, dance, shapes, and drama play
	Respecting artistic expressions	. Appreciating the artistic expressions of myself and others	. Sensing the differences in artistic expressions between myself and others

	Appreciating Korean traditional arts	. Taking interest in and becoming acquainted with traditional art	. Enjoying traditional art
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#### **4. Guidelines for Teaching**

Teachers should be attentive to the following points when teaching.

First, young children should be led to autonomously find artistic elements in easily approachable objects within nature and the immediate environment that surround young children. The experience of drawing young children's interest and discovering sound, music, movement and shape should be implemented in the daily routines of kindergarten.

Second, with regard to young children's artistic activities, teachers should create an open atmosphere to allow young children to enjoy the processes of expressing individual thoughts and feelings. Teachers should guide young children to sufficiently expand their thoughts and feelings in the process of freely expressing themselves through sound and music, movement and dance, crafts and drawing, and drama play. Teachers are advised not to do the following for they may decrease young children's creative expression skills: Teachers should not direct young children to simply imitate activities, ask for a verbal answer while presenting only one answer, or compliment only on the final product.

Third, activities for artistic expression should not only be frequently provided in small/large group activities but also in free optional activities where young children are supported to immerse themselves individually in the activity processes. Young children should be led to gradually try out and enjoy individually unique expressive methods by continually participating in expressive activities.

Fourth, young children should be guided to find activities meaningful in their own ways by self-selecting activities according to previous experiences and interests. For this purpose, consideration should be given to young children to perceive beauty,

express and appreciate nature, music, and art works through seeing, listening and touching.

Fifth, teachers should be respectful towards young children's creative expressions. Teachers should use expression, movement, and language to give support for young children's creative and individual expressions of music, movement, dance, art works, and drama play.

Sixth, music, dance, shapes, drama play should be integrated as much as possible. For instance, after young children have been asked to express a strong wind in their drawings, the young children may be asked to express this in another type of movement or dance. Young children should be led to discover, express themselves, and appreciate various artistic elements through an integrative approach throughout the curriculum, not in any fixed order.

## **IV. Language**

### **1. Characteristics**

The area of "Language" is designed to help young children enjoy using language in their daily lives, develop communication skills and use language properly and appropriately.

This area consists of four types of contents; 'Listening', 'Speaking', 'Reading' and 'Writing'.

'Listening' focuses on listening to stories of daily lives and literary works, developing good listening and comprehension skills, developing literary interests and enjoy using Korean.

'Speaking' focuses on expressing personal thoughts and feelings, and developing speaking skills while respecting others.

'Reading' focuses on developing curiosity of familiar letters and content of books, and developing interests in the meaning of letters.

'Writing' focuses on enjoyment of conveying personal thoughts and feelings through various forms, such as drawings or scribbles, and taking interest in diverse kinds of writing tools.

"Language" considers the balance of teacher-centered activities through sharing conversations, reading books aloud, and young children-centered activities through role play with peers and young children's plays. In particular, there is need to ensure that the literacy education of reading and writing is not conducted at the elementary school level, and to naturally acquaint young children with scribbling and drawing through activities such as reading picture books and expressing themselves.

## 2. Objectives

The objectives of this area are to develop basic linguistic abilities needed for reading and writing and to enjoy using polite language happily.

- 1) To develop the ability to listen attentively and understand what others are saying.
- 2) To appropriately express one's thoughts and feelings.
- 3) To take interest in reading through the experience of becoming familiar with letters and books in surroundings.
- 4) To recognize the functions of letters and express one's thoughts and feelings via drawings and writing.

## 3. Contents

Contents	Sub-contents
Listening	Listening and understanding words and sentences Listening and understanding stories Enjoying listening to literature

	Listening with proper attitude
Speaking	Speaking in words and sentences Expressing personal thoughts and feelings Creating and telling stories Speaking with proper attitude
Reading	Becoming interested in reading Becoming interested in books
Writing	<b>Becoming interested in writing</b> Using writing tools

## 1) Structure of Content

## 2) Levels of content

Contents	Sub-contents	Levels of Content	
		I	II
Listening	Listening and understanding words and sentences	. Listening to words and sentences related to daily life and understanding them	
	Listening and understanding stories	. Listening attentively to understand what others say	
		. Listening attentively to understand instructions	. Listening to instructions and responding accordingly
	Enjoying listening to literature	. Enjoying listening to various literature	. Listening to various literature and understanding content
. Enjoying listening to Korean folk tales, songs, and young children's poems			
Listening with proper attitude	. Making eye-contact and listening to the speaker	. Listening attentively and making responses	
	. Listening until the speaker is finished talking		
Speaking	Speaking in words and sentences	. Pronouncing accurately	
		. Taking interest in new vocabulary	. Speaking with various vocabulary
	. Forming sentences when speaking		
Expressing personal thoughts	. Talking about objects and incidents	. Speaking accurately about objects and incidents	

	and feelings	. Expressing one's needs and thoughts	. Expressing one's needs and thoughts accurately	
		. Expressing one's feelings	. Expressing one's feelings using appropriate vocabulary	
		. Talking over a theme together		
	Creating and telling stories	. Enjoying creating stories		. Looking at various materials and speaking creatively
				. Creatively composing stories and poems
	Speaking with proper attitude	. Taking interest in the listener's thoughts and feelings	. Consider the listener's thoughts and feelings while speaking	
		. Speaking by taking turns	. Taking turns in conversations and speaking with proper attitude	
		. Speaking politely when speaking to the elderly		
		. Using courteous language		
		. Considering time, place, and person when speaking		
Reading	Becoming interested in reading	. Finding familiar letters in the surrounding	. Finding familiar letters in the surrounding and reading them	
		. Using various reading contexts to infer content		
	Becoming interested in books	. Using pictures of books to guess content	. Using pictures of books to infer content	
		. Enjoying reading and value books		
		. Looking up queries in books		
Writing	Becoming interested in writing	. Knowing that words and thoughts can be transferred to writing	. Enjoying expressing personal thoughts and feelings via drawings and scribbles	
		. Taking interest in the letters of one's name	. Writing one's name	
	Using writing tools	. Taking interest in various writing tools		
			. Taking interest in proper ways to use writing tools	

#### 4. Guidelines for Teaching

Teachers should be attentive to the following points when teaching.

First, teachers should organize and implement various activities for recognizing the importance of oral language as the foundation for literacy development. Through use of the oral language that the young children are familiar with, young children should

be encouraged to learn and enjoy the various functions of the language, and be curious and interested in developing literacy.

Second, with regard to the development of young children's literacy, the importance of the environment and resources should be recognized and reflected in the activities of literacy development. In particular, young children should be encouraged to comfortably draw and scribble whenever necessary by having writing tools placed in several places around the classroom.

Third, teachers should provide meaningful and realistic activities so that young children can be actively encouraged to acquire fundamental principles of language use. Various activities that offer effective use of language should be provided within daily functional contexts.

## **V. Inquiry**

### **1. Characteristics**

The area of "Inquiry" is designed to help young children think and inquire through the basis of respect for nature, and develop problem-solving skills.

This curriculum area consists of three types of contents; 'Developing Inquiring Attitudes', 'Developing Basic Scientific Abilities', and 'Developing Basic Mathematical Abilities'.

'Developing Inquiring Attitudes' emphasizes continuous arousal of curiosity and active inquiry into objects in their immediate surroundings and the natural environment, and development of creative thinking skills.

'Developing Basic Scientific Abilities' emphasizes respect towards nature and scientific thinking skills through the young children's experience of actively inquiring about objects, living things, and natural phenomena that surround the young children.



'Developing Basic Mathematical Abilities' emphasizes developing basic insights into numbers, space, shapes and measurements gained through the experience of logical and mathematical problem-solving experiences which are acquired via play and exploring the surrounding environment.

In the educational activities of "Inquiry", teachers should guide young children to actively participate in the processes of autonomously identifying and exploring problems by providing them with various realistic materials and natural experiences. young children should be guided to try out various tasks based on knowledge gained from their daily lives and meaningfully expand basic scientific and mathematical abilities through activities that require inferencing. The results of exploration and young children's thoughts should be conveyed through use of various means, such as concrete objects, pictures, tables, writing or speech, so that they may be shared with others.

## **2. Objectives**

The objectives of this area are to develop basic literacy on respecting nature, creative exploration and logical problem solving.

- 1) To stimulate curiosity about objects and natural phenomena, and continuously develop abilities for exploration.
- 2) To gain basic knowledge of objects and natural phenomena, and develop abilities for exploration.
- 3) To develop basic abilities for solving immediate problems logically and mathematically.

## **3. Contents**

Contents	Sub-contents
Developing Inquiring Attitudes	Taking continuous interest in objects and phenomena Enjoying the process of exploration

Developing Basic Scientific Abilities	Finding out about objects and materials Valuing living things and natural environment Finding out about natural phenomena Using basic tools and machines
Developing Basic Mathematical Abilities	Developing sense for numbers Finding out about space and shapes Basic measuring Understanding patterns <b>Organizing material and reporting results</b>

## 1) Structure of Content

Contents	Sub-contents	Levels of Content	
		I	II
Developing Inquiring Attitudes	Taking continuous interest in objects and phenomena	. <b>Becoming curious about surrounding objects and phenomena</b>	. Taking continuous interest in queries
	Enjoying the process of exploration	. Taking interest in exploratory stories on science or math	
Developing Basic Scientific Abilities	Enjoying the process of exploration	. Searching for ways to find solutions	. Trying out self-derived solutions
	Enjoying the process of exploration	. Participating with others in exploratory processes	. Realizing that my thoughts can be different from others
Developing Basic Scientific Abilities	<b>Finding out about objects and materials</b>	. Exploring characteristics of familiar objects in various ways	
	<b>Finding out about objects and materials</b>	. Exploring various ways to change objects and materials	
Developing Basic Scientific Abilities	Valuing living things and natural environment	. Taking interest in the transformation of objects and substances	. Exploring the transformation processes of objects and materials
		. Taking interest in one's body	. Taking interest in one's birth and growth
Developing Basic Scientific Abilities	Valuing living things and natural environment	. Taking interest in animals and plants in the environment	. Finding out about the characteristics of animals of interest
		. <b>Being respectful and caring towards all living things around</b>	. Knowing that all living things are to live together
Developing Basic Scientific Abilities	Finding out about natural phenomena		. Finding out about the most favorable environment for living things
		. Enjoying exploring the objects of nature around us (e.g. stone, water, soil)	
Developing Basic Scientific Abilities	Finding out about natural phenomena	. Taking interest in conditions and transformation of objects in nature	. Observing conditions and change of objects in nature
			. Understanding that objects of convenience can sometimes be harmful

		. Taking interest in days, nights, and change of seasons	. Finding out about changes and regularities of days, nights, and seasons
Using basic tools and machines		. Using various ways to enjoy making and playing with instruments or playthings of interest	
		. Taking interest in the convenience of instruments and machines	. Understanding that convenient objects can sometimes be harmful
		. Utilizing basic tools and machines in daily life	
			. Taking interest in instruments and machines that have been discovered in Korean traditional societies

## 2) Levels of Content

Developing Basic Mathematical Abilities	Developing sense for numbers	. Knowing the various meanings of numbers used in daily life		
		. Comparing large and small quantities		
		. Counting surrounding objects to number 10	. Experiencing counting familiar numbers in daily life . Experiencing additions and subtractions with concrete objects	
	Finding out about space and shapes		. Finding out relative positions (top/bottom, front/back/side) of one's body	. Indicating locations and routes in various ways
			. Learning names of shapes and distinguishing the forms of basic shapes (e.g. cylinders, boxes, balls) and flat shapes (e.g. triangles, squares, circles)	. Finding out about the characteristics of basic flat shapes
				. Adding or dividing basic flat shapes to form various shapes
				. Making structures after seeing pictures or drawing after seeing structures
	Basic measuring		. Exploring measurable properties of surrounding objects (length, size, weight, volume, time)	
			. Comparing and talking about the length and size of two objects	. Comparing and sequencing length, size, and weight
			. Taking interest in units of approximate measurement (e.g. using one's hand, a block)	. Experiencing measurements by approximate measurement

Understanding patterns	. Finding simple regularities in various objects and pattern arrangements	. Understanding repeated regularities in daily surroundings and making predictions
Organizing material and reporting results	. Classifying and explaining material according to a criterion	. Classifying differently from the criterion previously used
	. Collecting and comparing various types of materials	. Exhibiting the collected materials in various ways

#### **4. Guidelines for Teaching**

Teachers should be attentive to the following points when teaching.

First, young children should be guided to obtain exploratory skills for math and science and enjoy the processes through various activities in their daily lives. To do this, young children should be encouraged to take interest in objects in their surrounding and the environment and to explore various options in their search for solutions to their individually devised queries, and experience creating their own conclusions.

Second, young children should be guided to continually participate in exploring phenomena or themes that are also of interest to other young children, and share their findings. Through young children's experience of autonomously discovering and presenting findings, exploratory skills should be developed and motivate other young children to explore further.

Third, young children should be provided with conditions to value living things and the natural environment, and know that these should be preserved. Providing opportunities for rearing animals and plants in kindergarten is a way for young children to experience a relationship between nature and human. In case young children naturally experience death during the process of rearing animals and plants, they should be guided to value lives of even small living objects.

Fourth, young children should be guided to infer a reasonable conclusion by applying existing knowledge when young children try to solve personally

meaningful mathematical problems. For this, young children should be provided with sufficient time to solve the problems with a set of their individual strategies. Also, young children should be encouraged to convey their mathematical ideas in various ways through concrete objects, pictures, tables, writing, and speech, and interact with other young children.

Fifth, young children should be provided with activities and materials that arouse interest so as to continually immerse them in mathematical and scientific phenomena. Since it is difficult for young children to consider several properties at once, teachers should bear in mind that presenting various materials all at once is rather detrimental to young children's exploration process.