

Proclamation of the Ministry of Education #2015-74 [Annex 1]
(Includes partial modifications according to proclamation of the Ministry of Education #2018-162)

The Republic of Korea
Framework document

The National Curriculum for the Primary and Secondary Schools



Ministry of Education

Proclamation of the Ministry of Education #2015-74

In accordance with Section 2 of Article 23 of the Elementary and Secondary Education Act, the Ministry of Education announces the national curriculum for elementary and secondary schools.

September 23, 2015

Vice Prime Minister and Minister of Education

1. The national guidelines for the elementary and secondary curriculum is as Annex 1.
2. The elementary school curriculum is as Annex 2.
3. The middle school curriculum is as Annex 3.
4. The high school curriculum is as Annex 4.
5. The Korean Language curriculum is as Annex 5.
6. The Moral Education curriculum is as Annex 6.
7. The Social Studies curriculum is as Annex 7.
8. The Mathematics curriculum is as Annex 8.
9. The Science curriculum is as Annex 9.
10. The Practical Arts (Technology/Home Economics) and Informatics curriculum is as Annex 10.
11. The Physical Education curriculum is as Annex 11.
12. The Music curriculum is as Annex 12.
13. The Art curriculum is as Annex 13.
14. The English curriculum is as Annex 14.
15. The Moral Life, Inquiring Life, and Pleasant Life curriculum is as Annex 15.
16. The Foreign Language curriculum is as Annex 16.
17. The Classical Chinese curriculum is as Annex 17.
18. The middle school Elective Subjects curriculum is as Annex 18.
19. The high school Life/Liberal Arts curriculum is as Annex 19.
20. The Specialized Subjects in Science curriculum are as Annex 20.

21. The Specialized Subjects in Physical Education curriculum are as Annex 21.
22. The Specialized Subjects in Arts (including Theater in General Subjects) curriculum are as Annex 22.
23. The Specialized Subjects in Foreign Language curriculum are as Annex 23.
24. The Specialized Subjects in International Studies curriculum are as Annex 24.
25. The Specialized Subjects II curriculum is as Annex 25-41.
26. The Creative Experiential Activities (including Safe Life) curriculum is as Annex 42.
27. The Korean as a Second Language curriculum is as Annex 43.

Addenda:

1. This national curriculum will take effect on the following dates:
 - 1) March 1, 2017 : 1st and 2nd Grades in Elementary School
 - 2) March 1, 2018 : 3rd and 4th Grades in Elementary School, 1st Grade in Middle School, and 1st Grade in High School
 - 3) March 1, 2019 : 5th and 6th Grades in Elementary School, 2nd Grade in Middle School, and 2nd Grade in High School
 - 4) March 1, 2020 : 3rd Grade in Middle School, and 3rd Grade in High School
2. The guidelines regarding the organization and implementation of the Exam-Free semester in middle schools will become effective starting March 1, 2016.
3. The specialized subjects indicated in the Proclamation of the Ministry of Education #2013-7 will be implemented in replacement of practical courses in the specialized subjects II curriculum starting March 1, 2016.
4. The following proclamations concerning elementary and secondary curriculum will be terminated as of February 29, 2020.
 - Proclamation of the Ministry of Education, Science and Technology #2009-41 (2009.12.23.)
 - Proclamation of the Ministry of Education, Science and Technology #2010-24 (2010.5.12.)

- Proclamation of the Ministry of Education, Science and Technology #2011-5 (2011.1.26.)
- Proclamation of the Ministry of Education, Science and Technology #2011-13 (2011.2.24.)
- Proclamation of the Ministry of Education, Science and Technology #2011-361 (2011.8.9)
- Proclamation of the Ministry of Education, Science and Technology #2012-3 (2012.3.21.)
- Proclamation of the Ministry of Education, Science and Technology #2012-14 (2012.7.9.)
- Proclamation of the Ministry of Education, Science and Technology #2012-29 (2012.12.7)
- Proclamation of the Ministry of Education, Science and Technology #2012-31 (2012.12.13.)
- Proclamation of the Ministry of Education #2013-7 (2013.12.18.)

5. Based on the Regulations for Announcement and Management of Decrees and Notices (Presidential Decree #334), the deadline for elimination or modification of this proclamation is February 29, 2020.

For more information:

Full documents of the elementary and secondary national curriculum are available on the Ministry of Education and National Curriculum Information Center (NCIC) websites.

Ministry of Education : <http://english.moe.go.kr/enMain.do>

NCIC : <http://www.ncic.go.kr>

Characteristics of the Curriculum

This is the national curriculum proclaimed in Section 2 of Article 23 of the Elementary and Secondary Education Act, which aims to achieve educational goals and objectives of elementary and secondary schools. It provides common and general standards for organizing and implementing the elementary and secondary school curriculum.

The characteristics of this curriculum are as follows:

- A. It pursues both coherence at the national level and diversity at the local, school, and student level.
- B. It is learner-centered and aims to promote students' autonomy and creativity.
- C. It shall be implemented through the collaboration of schools, provincial and local offices of education, local communities, and teachers/ students/parents.
- D. It intends to build a curriculum-centered schooling system.
- E. It aims to monitor and improve the quality of education in elementary and secondary schools.

Table of Contents

I . Vision of the National Curriculum	1
1. Vision of an Educated Person	1
2. Principles of Curriculum Design	3
3. Educational Goals for Elementary and Secondary Schools	4
II . Standards for Curriculum Organization and Implementation by School Levels	7
1. Basic Guidelines	7
2. Elementary School	9
3. Middle School	13
4. High School	18
5. Curriculum Organization and Implementation for Non-Regular Schools	48
III . Organization and Implementation of School Curriculum	50
1. Basic Guidelines	50
2. Teaching and Learning	52
3. Assessments	54
4. Equal Opportunities for All Students	55
IV . Support for School Curriculum	56
1. Support from the Central Government	56
2. Support from the Metropolitan and Provincial Offices of Education(MPOE)	58

I . Vision of the National Curriculum

1. Vision of an Educated Person

Education in Korea, based on the ideal of Hongik Ingan* aims to enable every citizen to lead a life worthy of human dignity, contribute to the development of a democratic state, and support the realization of an ideal of shared human prosperity, by ensuring cultivation of character, development of abilities for independent life and necessary qualities as a democratic citizen under the humanitarian ideal.

* The founding spirit of the first kingdom in Korea, which has the meaning of "contributing to the overall benefit of humankind."

Based on the ideal and aims of education, the vision of an educated person in this curriculum is specified as follows:

- A. A self-directed person who builds a self-identity and explores a career and life on the basis of holistic growth.
- B. A creative person who discovers something novel by means of diverse challenges and ideas based upon basic abilities.
- C. A cultivated person who appreciates and promotes the culture of humankind on the basis of cultural literacies and understanding of diverse values.
- D. A person who lives in harmony with others, fulfilling the ethics of caring and sharing, as a democratic citizen with a sense of community and connection to the world.

To embody the vision of an educated person, the following key competencies are targeted to be promoted through the entire process of education.

- A. Self-management competency to lead one's life with self-identity and confidence based on basic abilities and qualifications necessary for life and career.
- B. Knowledge-information processing skills to process and utilize knowledge and information from diverse fields to solve problems in reasonable ways.
- C. Creative thinking skills to discover something novel by integrating knowledge, skills, and experiences from diverse professional fields on the basis of broad foundational knowledge.
- D. Aesthetic-emotional competency to find and appreciate the meanings and values of life, based on an empathetic understanding of others and cultural sensitivities.
- E. Communication skills to respectfully listen to opinions of others and effectively express one's thoughts and feelings in diverse situations.
- F. Civic competency to actively participate in improving the community with values and attitudes required to be a member of local, national, and global communities.

2. Principles of Curriculum Design

The national curriculum, on the basis of the educational ideal and the vision of an educated person, focuses on nurturing a creative and integrative learner with moral character by developing key competencies necessary in future society. The principles of curriculum design are as follows:

- A. To develop basic literacies in the humanities, society, science and technology, and to facilitate customized learning geared to individual students' aptitudes and career plans.
- B. To improve the quality of learning by organizing learning content around big ideas in subject areas and providing an optimized amount of content to learn.
- C. To encourage students to develop self-directed learning skills and experience the joy of learning by utilizing a variety of participatory teaching methods suited to the characteristics of subject areas.
- D. To help students reflect upon their learning by reinforcing assessment that places emphasis on the process of learning and to improve the quality of teaching and learning by making use of assessment results.
- E. To enhance the coherence of educational objectives, educational contents, instructional methods, and evaluation.
- F. For Vocational High Schools and High Schools Customized to Industrial Needs to follow the National Competency Standards to develop basic abilities and job-related skills needed in industrial sectors.

3. Educational Goals for Elementary and Secondary Schools

A. Educational Goals for Elementary School

Elementary school education emphasizes students' development of moral character, basic habits and abilities as needed for learning and daily living. In elementary schools, students will be able to:

- 1) Build self-esteem, cultivate sound lifestyles, and discover dreams through diverse learning experiences.
- 2) Develop basic abilities to identify and solve problems in learning and daily living, and cultivate imagination to approach these problems from new perspectives.
- 3) Foster an ability to enjoy various cultural activities and to appreciate beauty in nature and happiness in daily life.
- 4) Abide by orders and rules, and develop attitudes to help and care for one another based upon a spirit of cooperation.

B. Educational Goals for Middle School

Middle school education, based on the achievements of elementary school **education, emphasizes students' development of basic abilities needed** for learning and daily living, and fostering a moral character and the qualities of a democratic citizen. In middle schools, students will be able to:

- 1) Build self-esteem based upon a balanced development of mind and body, and actively explore the pathways of life and career through the engagement of diverse experiences and knowledge.
- 2) Cultivate a challenge-seeking spirit and creative thinking capabilities based on basic abilities and problem-solving skills needed for learning and daily living.
- 3) Develop attitudes to understand and appreciate diverse cultures in Korea and other countries based upon experiences in one's surrounding community.
- 4) Develop qualities and attitudes as democratic citizens who respect and communicate with others based on a sense of community.

C. Educational Goals for High School

High school education, based on the achievements of middle school education, emphasizes students' active exploration of career plans suitable for their aptitudes and talents, and their fostering of the qualities of a democratic citizen connected with the world. In high schools, students will be able to:

- 1) Acquire a matured self-identity and moral character, gain knowledge and skills suitable for career plans, and develop foundational dispositions to be lifelong learners.
- 2) Solve problems creatively by integrating knowledge and experiences from various fields and develop abilities to actively cope with new situations.
- 3) Develop qualities and attitudes for being capable of contributing to the creation new cultures based on literacies in the humanities, society, science and technology, and an understanding of diverse cultures.
- 4) Develop qualities and attitudes of a democratic citizen connected to the global society and fulfill the ethics of caring and sharing based upon a sense of responsibility to the national community.

II. Standards for Curriculum Organization and Implementation by School Levels

1. Basic Guidelines

- A. The national curriculum consists of the common curriculum from the 1st grade in elementary schools to the 3rd grade in middle schools and the electives-centered curriculum from the 1st grade to the 3rd grade in high schools.
- B. Grade clusters are employed to provide flexibility in organizing and implementing curriculum by aligning and interconnecting different grade levels.
- C. Subjects in the common curriculum are re-categorized into subject clusters in consideration of similarities in learning goals, methods and targets of inquiry, and connection to the modes of life.
- D. The electives-centered curriculum in high schools is divided into four subject areas and allocates the required number of units for each subject (or subject cluster) to ensure learning in foundational subjects and to provide differentiated learning aligned to students' career plans and aptitudes. The curriculum for Vocational High Schools and High Schools Customized to Industrial Needs is divided into specialized subjects and four subject areas of general subjects, allocating the number of required units to each subject area.
- E. High school subjects consist of general subjects and specialized subjects; the former includes common courses that all students should complete to ensure basic academic abilities.
- F. Intensive course-offerings can be implemented by adjusting the number of courses offered per semester to reduce the burden of learning and facilitate meaningful learning experiences.
- G. Creative Experiential Activities are designed to develop students' talents and potential, and to nurture a sense of community.

H. The following cross-curricular themes should be incorporated into the entire educational program including subject-area teachings and Creative Experiential Activities, and should be delivered in collaboration with families and local communities.

Safety·Health Education, Character Education, Career Education,
Democratic Citizenship Education, Human Rights Education, Multicultural Education,
Unification Education, Dokdo Education, Economy·Finance Education,
Environmental·Sustainable Development Education

I. Schools, if necessary, may conduct education for social events or issues. In this case, they must follow the related guidelines.

2. Elementary School

A. Curriculum Organization and Time Allocation

1) Curriculum Organization

- a. The elementary school curriculum consists of subjects (or subject clusters) and Creative Experiential Activities.
- b. Subjects (or subject clusters) to be taught are Korean Language, Social Studies/ Moral Education, Mathematics, Science/Practical Arts, Physical Education, Arts (Music/Art), and English. In the case of grade 1 and 2, subjects include Korean Language, Mathematics, and integrated subjects of Moral Life, Inquiring Life, and Pleasant Life.
- c. Creative Experiential Activities include discretionary activities, club activities, community services, and career-related activities. In grade 1 and 2, Safe Life should be part of Creative Experiential Activities, providing authentic experiential activities.

2) Time Allocation

Categories		Grades 1~2	Grades 3~4	Grades 5~6
Subjects (Subject Clusters)	Korean Language	Korean Language 448	408	408
	Social Studies / Moral Education		272	272
	Mathematics	Mathematics 256	272	272
	Science / Practical Arts	Moral Life 128	204	340
	Physical Education	Inquiring Life 192	204	204
	Arts (Music / Art)	Pleasant Life 384	272	272
	English		136	204
	Subtotal	1,408	1,768	1,972
Creative Experiential Activities		336 Safe Life (64)	204	204
Total Instructional Hours		1,744	1,972	2,176

- ① In this table, one instructional hour is equivalent to 40 minutes of teaching. This time, however, can be adjusted according to weather and seasonal conditions, degree of students' development, the nature of content to be learned, school circumstances, and so forth.
- ② Time allocation for each grade cluster and subject (or subject cluster) is the total number of instructional hours for two years, which is based on 34 weeks of teaching per year.
- ③ The total instructional hours for each grade cluster indicate the minimum number of instructional hours.
- ④ The instructional hours for Practical Arts are only applied to Science/Practical Arts for grade 5 and 6.

B. Standards for Curriculum Organization and Implementation

- 1) Schools organize and implement curriculum to ensure the development of students' basic habits, abilities, and moral character through the entire range of educational activities.
- 2) Schools organize the subjects in a grade cluster for students to complete by grades and semesters, and provide the information to parents and students.
- 3) Schools organize and implement curriculum in a way that foundational and basic elements of each subject can be acquired in a systematic manner. In particular, schools may run supplementary programs for students who lack basic skills in Korean language and mathematics.
- 4) Schools may adjust the number of instructional hours within 20% in each subject (or subject cluster) considering school conditions as well as demands and needs of students, teachers, and parents. However, the instructional hours given to Physical Education and Arts (Music/Art) must not be reduced.
- 5) If necessary, schools may implement intensive course-offerings per semester or per year to enhance efficiency of learning.
- 6) If transfer students are unable to complete certain subjects, the Metropolitan and Provincial Offices of Education and schools should provide supplementary classes to prevent academic deficiencies.
- 7) If schools organize and manage multi-grade classes with students of different ages, schools may adjust the sequence of learning or reconstruct instructional materials around common themes.
- 8) Schools can selectively organize and implement Creative Experiential Activities by focusing on different areas in different grades (or grade clusters), considering the degree of students' development, school circumstances, and other factors.
- 9) Schools may organize and manage adaptation programs to help 1st grade students in elementary school adjust to a new educational environment through Creative Experiential Activities.

- 10) Schools ensure to deliver ICT education, health education and Chinese character education in a systematic manner by integrating them into related subjects (or subject clusters) and Creative Experiential Activities.

3. Middle School

A. Curriculum Organization and Time Allocation

1) Curriculum Organization

- a. The middle school curriculum consists of subjects (or subject clusters) and Creative Experiential Activities.
- b. Subjects (or subject clusters) to be taught are Korean Language, Social Studies (including History)/Moral Education, Mathematics, Science/Technology·Home Economics/Informatics, Physical Education, Arts (Music/Art), English, and Elective Subjects.
- c. Elective subjects include Classical Chinese, Environmental Education, Daily Foreign Languages (German, French, Spanish, Chinese, Japanese, Russian, Arabic, and Vietnamese), Health Education, and Career & Occupations.
- d. Creative Experiential Activities include discretionary activities, club activities, community services, and career-related activities.

2) Time Allocation

Categories		Grades 1~3
Subjects (Subject Clusters)	Korean Language	442
	Social Studies (including History) / Moral Education	510
	Mathematics	374
	Science / Technology·Home Economics / Informatics	680
	Physical Education	272
	Arts (Music / Art)	272
	English	340
	Elective Subjects	170
	Subtotal	3,060
Creative Experiential Activities		306
Total Instructional Hours		3,366

- ① In this table, one instructional hour is equivalent to 45 minutes of teaching. This time, however, can be adjusted according to weather and seasonal conditions, degree of students' development, the nature of content to be learned, school circumstances, and so forth.
- ② Time allocation for each subject (or subject cluster) is the total number of instructional hours for three years, which is based on 34 weeks of teaching per year.
- ③ The total number of instructional hours is the minimum number of hours for three years.
- ④ The standard instructional hours for organizing and implementing Informatics is 34.

B. Standards for Curriculum Organization and Implementation

- 1) Schools organize the subjects for students to complete during the three years of middle school by grades and semesters, and provide the information to parents and students.
- 2) Schools may decide with autonomy the schedule of course-offerings in subjects (or subject clusters) and instructional hours.
- 3) Schools may adjust the number of instructional hours within 20% in each subject (or subject cluster) in consideration of school conditions as well as the demands and needs of students, teachers, and parents. However, the instructional hours given to Physical Education and Arts (Music/Art) must not be reduced.
- 4) To reduce students' academic loads and facilitate meaningful learning activities, the number of subjects to take in a semester cannot exceed eight. However, Physical Education and Arts (Music/Art) are an exception.
- 5) If transfer students are unable to complete certain subjects, schools should provide supplementary classes to prevent academic deficiencies.
- 6) In the case of schools offering elective subjects, more than two subjects must be offered at the same time to ensure students' right of choice.
- 7) Schools may offer a new elective course, if necessary. In this case, they should take necessary procedures according to the guidelines provided by the Metropolitan and Provincial Office of Education.
- 8) Schools organize and implement Creative Experiential Activities with autonomy, based on the degree of students' development, school contexts, and so forth. Creative Experiential Activities may be connected to School Sports Club Activities and/or diverse activities offered during the Exam-Free semester.

- 9) Schools should implement the Exam-Free semester to help students develop self-directed learning skills and attitudes by exploring their aptitudes and career plans as well as experiencing the joy of learning.
- a. Middle schools should implement the Exam-Free semester for one semester.
 - b. During the Exam-Free semester, subjects and Creative Experiential Activities are organized and implemented in accordance with the aims of the Exam-Free semester.
 - c. During the Exam-Free semester, schools should collaborate with local communities to offer experience-based activities such as career-exploration activities, selective theme activities, club activities, arts/physical activities, and so forth.
 - d. The Exam-Free semester should promote students' participatory learning such as collaborative learning, discussions and debate learning, project-based learning, and so forth.
 - e. The Exam-Free semester should make use of assessments focused on the process of learning to foster students' growth and learning, and avoid the use of standardized, paper-pencil tests such as midterms and finals.
 - f. The Exam-Free semester should use resources in and outside the school to support students' career designs and explorations.
 - g. Schools should make an effort to connect the aims of the Exam-Free semester with other semesters and grades.
- 10) Schools organize and implement School Sports Club Activities to cultivate a balanced development of mind and body and to promote social-emotional skills.
- a. School Sports Club Activities are implemented as part of club activities of the Creative Experiential Activities.
 - b. School Sports Club Activities are provided to students every semester from 34 to 68 hours (total 136 hours in three years) per year. Schools that allocate 68 hours in a year to Sports Club Activities may substitute the hours with Physical Education up to 34 hours.

- c. The hours for School Sports Club Activities should be acquired by reducing the instructional hours of the subjects (or subject clusters) up to 20% or increasing the instructional hours of Creative Experiential Activities. However, if this is not possible, schools may use up to 68 hours allocated for Creative Experiential Activities.
- d. Schools should consider students' interests in determining the types and contents of the School Sports Club Activities; yet they must open two or more courses to ensure students' right of choice.

4. High School

A. Curriculum Organization and Time Allocation

1) Curriculum Organization

- a. The high school curriculum consists of subjects (or subject clusters) and Creative Experiential Activities.
- b. The subjects include general subjects and specialized subjects.

(1) General Subjects

- (a) General subjects consist of four areas: Foundation, Inquiry, Physical Education/Arts, and Life/Liberal Arts. Subjects (or subject clusters) include Korean Language, Mathematics, English, Korean History, Social Studies (including History/Moral Education), Science, Physical Education, Arts, Technology/Home Economics/Foreign Language/Classical Chinese/Liberal Arts.
- (b) General subjects consist of common courses and elective courses. Common courses include Korean Language, Mathematics, English, Korean History, Integrated Social Studies, Integrated Science (including Science Laboratory Experiments). Elective courses include general elective courses and career-related elective courses.

(2) Specialized Subjects

- (a) Specialized subjects include specialized subjects I and specialized subjects II.
- (b) Specialized subjects I include courses in Science, Physical Education, Arts, Foreign Language, and International Studies.
- (c) Based on the National Competency Standards, specialized subjects II include Management/Finance, Public Health/Public Welfare, Design/Cultural Contents, Beauty Treatment/Tourism/Leisure, Food Cooking, Construction, Machinery,

Materials, Chemical engineering, Textile/Clothing, Electric/Electronic, Information/Communications, Food Processing, Printing/Publishing/Crafts, Environment/Safety, Agriculture/Fisheries & Maritime, and Ship Operations.

(d) Creative Experiential Activities include discretionary activities, club activities, community services, and career-related activities.

2) Unit Allocation

a. General High Schools (including Autonomous High Schools) and High Schools for Special Purposes (excluding High Schools Customized to Industrial Needs)

	Subject Areas	Subjects (Subject Clusters)	Common Courses(Units)	Required Units	Autonomous Implementation Units
Subjects (Subject Clusters)	Foundation	Korean Language	Korean Language(8)	10	Individual schools construct the curriculum in consideration of students' aptitudes and career plans.
		Mathematics	Mathematics(8)	10	
		English	English(8)	10	
		Korean History	Korean History(6)	6	
	Inquiry	Social Studies (including History / Moral Education)	Integrated Social Studies(8)	10	
		Science	Integrated Science(8) Science Laboratory Experiments(2)	12	
	Physical Education· Arts	Physical Education		10	
		Arts		10	
	Life·Liberal Arts	Technology·Home Economics / Second Foreign Language / Classical Chinese / Liberal Arts		16	
	Subtotal				

	Subject Areas	Subjects (Subject Clusters)	Common Courses(Units)	Required Units	Autonomous Implementation Units
Creative Experiential Activities				24 (408 hours)	
Total Units				204	

- ① One unit is equivalent to taking 50 minutes of teaching for 17 classes.
- ② One instructional hour is 50 minutes of teaching. This time, however, can be adjusted according to weather and seasonal conditions, degree of students' development, the nature of content to be learned, school circumstances, and so forth.
- ③ Units assigned to common courses can be reduced up to two units. However, Korean History must be implemented for more than six units and more than two semesters.
- ④ Science Laboratory Experiments, as a rule, must be organized and implemented without reducing the given units. However, high schools specialized in science, physical education, and art may implement this course with flexibility based on school circumstances.
- ⑤ The number of required units indicates 'the minimum requirement' which includes the units of common courses. High Schools with Special Purposes and autonomous private high schools are encouraged to allocate more than five units for the Arts subjects (or subject clusters) and more than 12 units for Life/Liberal Arts.
- ⑥ The total number of units in the Foundation may not exceed 50% of the total number of completed units in three years of high school.
- ⑦ The units for Creative Experiential Activities represent the minimum units, and the number in the parenthesis indicates the equivalent instructional hours.
- ⑧ The total units indicate 'the minimum requirement' for students to complete during the three years of high schools.

b. Vocational High Schools and High Schools Customized to Industrial Needs

		Subject Areas	Subjects (Subject Clusters)	Common Courses(Units)	Required Units	Autonomous Implementation Units
Subjects (Subject Clusters)	General Subjects	Foundation	Korean Language	Korean Language(8)	24	Individual schools construct the curriculum in consideration of students' aptitudes and career plans
			Mathematics	Mathematics(8)		
			English	English(8)		
			Korean History	Korean History(6)	6	
		Inquiry	Social Studies (including History / Moral Education)	Integrated Social Studies(8)	12	
			Science	Integrated Science(8)		
		Physical Education · Arts	Physical Education		8	
			Arts		6	
		Life · Liberal Arts	Technology · Home Economics / Second Foreign Language / Classical Chinese / Liberal Arts		10	
		Subtotal				
Specialized Subjects II	17 Subjects(Clusters) or more			86		
Creative Experiential Activities					24 (408 hours)	
Total Units					204	

- ① One unit is equivalent to taking 50 minutes of teaching for 17 classes.
- ② One instructional hour is 50 minutes of teaching. This time, however, can be adjusted according to weather and seasonal conditions, degree of students' development, the nature of content to be learned, school circumstances, and so forth.
- ③ Units assigned to common courses can be reduced up to two units. However, Korean History must be implemented for more than six units and more than two semesters.
- ④ The number of required units indicates 'the minimum requirement'.
- ⑤ The units for Creative Experiential Activities represent the minimum units, and the number in the parenthesis indicates the equivalent instructional hours.
- ⑥ The total units indicate 'the minimum requirement' for students to complete during the three years of high schools.

3) General Subjects

Subject Areas	Subject Clusters	Common Courses	Elective Courses	
			General Electives	Career-related Electives
Foundation	Korean Language	Korean Language	Speech and Writing, Reading, Language and Media, Literature	Practical Korean Language, Advanced Korean Language, Reading Classics
	Mathematics	Mathematics	Mathematics I, Mathematics II, Calculus, Probability and Statistics	Practical Mathematics, Geometry, Mathematics for Economics, Mathematics Project
	English	English	English Conversation, English I, English Reading & Writing, English II	Practical English, Culture of English Speaking Countries, Career English, Reading British and American Literature
	Korean History	Korean History		
Inquiry	Social Studies (History / Moral Education)	Integrated Social Studies	Korean Geography, World Geography, World History, East Asian History, Economics, Politics & Law, Society & Culture, Life & Ethics, Ethics & Thoughts	Travel Geography, Inquiry on Social Issues, Classics & Ethics
	Science	Integrated Science, Science Laboratory Experiments	Physics I, Chemistry I, Biology I, Earth Science I	Physics II, Chemistry II, Biology II, Earth Science II, Science History, Life & Science, Convergence Science
Physical Education · Arts	Physical Education		Physical Education, Exercise & Health	Sports & Life, Sports Inquiry
	Arts		Music, Art, Drama	Music Performance, Music Appreciation & Criticism, Studio Art, Art Appreciation & Criticism
Life · Liberal Arts	Technology · Home Economics		Technology · Home Economics/Informatics	Agricultural Life Science, General Engineering, Creative Business Management, Maritime Culture & Technology, Home Economics Science, General Intellectual Property
	Foreign Language		German I, Japanese I, French I, Russian I, Spanish I, Arabic I, Chinese I, Vietnamese I	German II, Japanese II, French II, Russian II, Spanish II, Arabic II, Chinese II, Vietnamese II
	Classical Chinese		Classical Chinese I	Classical Chinese II
	Liberal Arts		Philosophy, Logics, Psychology,	

Subject Areas	Subject Clusters	Common Courses	Elective Courses	
			General Electives	Career-related Electives
			Pedagogy, Religious Studies, Career & Occupation, Health, Environment, Practical Economics, Essay Writing	

- ① The number of units for the elective courses is five units.
- ② Common courses can be reduced up to two units.
- ③ Liberal Arts course and career-related elective course can be reduced up to three units.
- ④ Physical Education should be implemented every semester. However, Vocational High Schools and High Schools Customized to Industrial Needs can adjust it for grades that have the field practicum.

4) Specialized Subjects

a. Specialized Subjects I

Subjects (Subject Clusters)	Courses			
Science Strand	Honors Mathematics I	Honors Mathematics II	Advanced Mathematics I	Advanced Mathematics II
	Advanced Physics	Advanced Chemistry	Advanced Life Sciences	Advanced Earth Sciences
	Physics Experiment	Chemistry Experiment	Life Science Experiment	Earth Science Experiment
	Information Science	Inquiry on Convergence Science	Science Project	Ecology & Environment
Physical Education Strand	Introduction to Sports	Inquiry on Sports Careers	Physical Education Instruction	Track & Field
	Gymnastics	Aquatic Sports	Individual Sports	Team Sports
	Foundation of Sports Skills Learning	Enrichment of Sports Skills Learning	Application of Sports Skills Learning	
	Sports-related Fitness	Sports Participation	Sports Game Analysis	
Art Strand	Music Theory	Music History	Sight Singing & Ear Training	Practice in Music Major Studies
	Chorus	Ensemble & Orchestra	Performance Practice	
	Art Theory	Art History	Drawing	Two-Dimensional Art
	Three-Dimensional Art	Media Art	Specialized Studio Art	
	Understanding Dance	Dance & Body	Practice in Basic Dance	Practice in Dance for Major
	Practice in Dance Music	Choreography	Dance & Media	Appreciation & Criticism of Dance
	Introduction to Literary Composition	Introduction to Literature	Writing Theories	Literature & Media
	Reading Classical Literature	Reading Modern Literature	Poetry Writing	Novel Writing
	Drama Writing			
	Understanding Theater	Acting	Theater Design & Technology	Theater Production Workshop
	Appreciation & Criticism of Theater	Understanding Film	Film Technique	Film Scenario
	Film Production Workshop	Appreciation & Criticism of film		
	Understanding Photography	Basic Shooting in Photography	Darkroom Practice	Intermediate Shooting in Photography
	Expression Techniques in Photography	Understanding Video Production	Photo & Video Editing	Appreciation & Criticism of Photography

Subjects (Subject Clusters)	Courses			
Foreign Language Strand	Advanced English Conversation I	Advanced English Conversation II	Advanced English I	Advanced English II
	Advanced English Reading I	Advanced English Reading II	Advanced English Writing I	Advanced English Writing II
	Basic German for Major	German Speaking I	German Speaking II	German Reading & Writing I
	German Reading & Writing II	Cultures in German-Speaking Countries		
	Basic French for Major	French Speaking I	French Speaking II	French Reading & Writing I
	French Reading & Writing II	Cultures in French-Speaking Countries		
	Basic Spanish for Major	Spanish Speaking I	Spanish Speaking II	Spanish Reading & Writing I
	Spanish Reading & Writing II	Cultures in Spanish-Speaking Countries		
	Basic Chinese for Major	Chinese Speaking I	Chinese Speaking II	Chinese Reading & Writing I
	Chinese Reading & Writing II	Cultures in Chinese-Speaking Countries		
	Basic Japanese for Major	Japanese Speaking I	Japanese Speaking II	Japanese Reading & Writing I
	Japanese Reading & Writing II	Cultures in Japanese-Speaking Countries		
	Basic Russian for Major	Russian Speaking I	Russian Speaking II	Russian Reading & Writing I
	Russian Reading & Writing II	Cultures in Russian-Speaking Countries		
	Basic Arabic for Major	Arabic Speaking I	Arabic Speaking II	Arabic Reading & Writing I
	Arabic Reading & Writing II	Cultures in Arabic-Speaking Countries		
	Basic Vietnamese for Major	Vietnamese Speaking I	Vietnamese Speaking II	Vietnamese Reading & Writing I

Subjects (Subject Clusters)	Courses			
	Vietnamese Reading & Writing II	Cultures in Vietnamese-Speaking Countries		
International Studies Strand	International Politics	International Economics	International Law	Regional Studies
	Understanding Korean Society	Comparative Culture	World Issues & Future Society	International Relations & International Organizations
	Changes in Contemporary Society	Inquiry Methods in Social Studies	Research on Social Issues	

- ① The units for the specialized subjects I are assigned by the superintendent of the Metropolitan and Provincial Office of Education.
- ② Foreign Language courses in International Studies High Schools should be selected from the foreign language strand.

b) Specialized Subjects II <Modification, April 19, 2018>

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
Managemen t/Finance	Successful Life in the Work	Commercial Economy	General Affairs	Management/ Office Management
		Business & Management	Labor Management	Finance/ Accounting
Managemen t/Finance	Successful Life in the Work	Office Management	Seceretary Work	Finance/ Accounting
		Accounting Principles	Human Resource	Product Distribution
Managemen t/Finance	Successful Life in the Work	Accounting Principles	Office Administration	Product Distribution
		Accounting Information Processing System	Budget and Funds	Finance
Managemen t/Finance	Successful Life in the Work	Enterprise Resource Planning	Accounting Practice	Finance
		General Tax Investigation	Taxation Business Practices	Sales
Managemen t/Finance	Successful Life in the Work	General Product Distribution	PurchaseandSupply	Sales
		International Management	Materials Management	
Managemen t/Finance	Successful Life in the Work	Business English	Process Management	
		General Finance	Quality Control	
Managemen t/Finance	Successful Life in the Work	General Insurance	Supply Chain Management	
		Marketing & Advertising	Logistics Management	
Managemen t/Finance	Successful Life in the Work	Introduction to Entrepreneurship	Export and Import Management	
		Communication	Place-of-Origin Management	
Managemen t/Finance	Successful Life in the Work	General E-Commerce	Distribution Management	
			Bank Teller Practice	
Managemen t/Finance	Successful Life in the Work		Credit Card Sales	
			Stock Trading	
Managemen t/Finance	Successful Life in the Work		Trade Finance	
			Insurance Solicitation	
Managemen t/Finance	Successful Life in the Work		Damage Assessment	
			Customer Management	
Managemen t/Finance	Successful Life in the Work		E-Commmerce Practices	
			Store Sales	
Public Health/ Public Welfare	Successful Life in the Work	Human Development	Door-to-Door Sales	
		Childcare Principle & Childcare teacher Childcare Precess	Infant Play Guidance	Childcare
Public Health/ Public Welfare	Successful Life in the Work		Pedagogy for Infants	Social Service
			Guidance of Health, Safety, and	

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
		Child Life Guidance Child Welfare Childcare Practicum Understanding of Life Service Industry Foundations of Welfare Services Understanding of Social Welfare Facilities Public Health Human Body Structure and Function Foundation of Nursing Health & Nursing Foundational Nursing Clinical Practicum	Nutrition for Infants Personal Social Welfare Service Social Welfare Institutions Practices	Public Health & Nursing
Design/ Cultural Contents		Design & Drafting General Design Modeling Chromatics Management Computer Graphics General Media Contents General Cultural Contents Industry Film Production Foundations	Visual Design Product Design Interior Design Color Design Digital Design Broadcasting Contents Production Film Contents Production Music Contents Production Advertising Contents Production Game Planning Game Design Game Programming Animation Contents Production Cartoon Contents Production	Design Culture & Contents

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Character Production Smart Culture Application Contents Production	
Beauty treatment/ Tourism/ Leisure		Foundations of Cosmetology Cosmetology Safety & Public Health General Tourism Tourism Business Tourism Services Tourism English Tourism Japanese Tourism Chinese	Hair Beauty Art Skin Beauty Make-Up Nail Beauty Traveling Service Practices Hotel Room Service Practices Hotel Food and Beverage Service Practices Casino Service Practices Amusement Facilities Service Practices	Beauty Treatment Tourism · Leisure
Food Cooking		Food & Nutrition Meal Service Management	Korean Cousine Western Cousine Chinese Cousine Japanese Cousine Sommelier Barista Bartender	Cooking · Food & Beverage
Construction		General Industry Basic Drawing General Civil Engineering Civil Engineering Drawing Interpretation and Design Civil Engineering Basic Practice General Architecture Drawing Interpretation & Design of Architecture	Earthwork and Pavement Works Surveying Cadastre Spatial Information Construction Spatial Information Fusion Service Architectural Carpentering Architectural Painting Windows and Doors Work Heat Insulation and Interior Finishing Work Reinforced Concrete Construction Architectural Finishing Lightweight Steel Frame Construction	Civil Construction Architectural Execution Landscape

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
		Architectural Basic Practice Landscape	Landscape Construction Landscape Management Landscape Design	
Machinery		Mechanical Drawing Mechanical Basic Operation Electronic Mechanical Theory Mechanical Principles General Automobiles General Refrigeration & Air Conditioning Fluid Machinery Automobile Engine Automobile Chassis Automobile Electricity & Electronic Control Hull Drawings & Interpretation Ship Theory Ship Structure Ship Building) General Aircraft Aircraft Practice Basic	Mechanical Elements Design Mechanical Control Design Lathe Processing Milling Processing Grinding Processing Computer Aided Production Measurement Fabrication Processing Electric Discharge Machining Laser Processing Waterjet Processing Plasma Processing Injection Molding Design Injection Molding Works Injection Molding Quality Control Injection Molding Assembly Press Molding Design Press Molding Works Press Molding Quality Control Press Molding Assembly Mechanical Hand-operated Assembly Development of Mechanical Software Installation and Maintenance of Transporting and Cargo-working Machinery Installation and Maintenance of Construction and Mining Machinery Installation and Maintenance of Textile Machinery Installation and Maintenance of	Mechanical Engineering Refrigeration & Air Conditioning Automobiles Ship Building Engineering Aeronautical Engineering

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Machine Tools Installation and Maintenance of Rubbed Plastic Machinery Installation and Maintenance of Agricultural Machinery Elevator Installation and Maintenance Motorcycle Maintenance Bicycle Maintenance Refrigeration and Air-Conditioning Design Installation of Refrigeration and Air-Conditioning Equipments Installation of Boiler Equipments Refrigeration and Air-Conditioning Maintenance Boiler Installation and Maintenance Automobile Electric and Electronic Devices Maintenance Automobile Engine Maintenance Automobile Chassis Maintenance Automobile Body Maintenance Automobile Painting Automobile Maintenance Testing Automobile Sales Automobile Tuning Hull Processing Hull Assembly Ship Painting Hull Quality Management Machinery Outfitting Electrical Outfitting Hull Outfitting Cabin Design Production Shipbuilding Design Manufacture of Aircraft Fuselage Aircraft engine and propeller	

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Manufacturing Aircraft Electrical and Electronic Equipment Production Aircraft Fuselage Maintenance Aircraft Gas Turbine Engine Maintenance Aircraft Reciprocating Engine Maintenance Aircraft Propeller Maintenance Aircraft System Maintenance Aircraft Electrical and Electronic Equipment Maintenance Maintenance of Helicopter Management of Aircraft Maintenance Small-sized Unmanned Air Vehicle Maintenance	
Materials		Material Testing Ceramic Materials Ceramic Materials Principles & Process General Materials Industrial Facility	Casting Iron Making Steel Making Metal Heat Treatment Metal Materials Processing Metal Materials Reliability Testing Rolling Nonferrous Metals Smelting Plating Electricity and Electronic Materials Optical Materials Heat Resisting Materials Bio Ceramic Materials Glass and Enamel Refractories Abrasives Pottery Cement Carbon Product	Metallurgy Ceramics Industrial Equipment

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Sheet Metal Boiler Making Piping Construction Shielded Metal Arc Welding Gas Tungsten Arc Welding Carbon Dioxide and Gas Metal Arc Welding Submerged Arc Welding Robot Welding	
Chemical Engineering		Industrial Chemistry Manufacturing Chemistry Unit Operations	Chemical Analysis Chemical Materials Management Maintenance and Operation of Chemical Processes Petrochemical Products Polymer Product Manufacturing Inorganic Industrial Chemistry Functional Fine Chemical Products Manufacturing Biochemical Products Manufacturing Plastic Products Manufacturing	Chemical Engineering
Textile/ Clothing		Textile Materials Textile Process Basic Dyeing & Finishing Clothing Materials Management Basic Fashion Designs Basic Clothing Construction Fashion Marketing	Spinning Fiber Spinning and Finishing Weaving and knitting Dyeing and Finishing Textile Design Purchase and Production Management Production Site Management Practice of Fashion Design Pattern Making Visual Merchandising Western Clothing Construction and Production Knit Apparel Production Leather and Fur Design and Production Fashion Accessories Design and	Textile Clothing

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Production Hanbok Construction and Production Fashion Products Distrubution Management	
Electric/ Electronics		Electric Circuits Electrical Appliances Electric Power Installment Automation Equipment Electricity & Electronics Basic Electronic Circuits Electrical & Electronic Measurement Digital Logical Circuit	Hydroelectric Power Generation Facility Operation Thermal Power Generation Facility Operation Nuclear Power Generation Facility Operation Nuclear Power Generation Electric Equipment Maintenance Operating Electric Power Transmission, Transformation & Distribution Facilities DC Electric Power Transmission & Distribution Conversion Facilities Production DC Transmission/Distribution Control & Security System Facilities Production Design of Electrical Machinery and Apparatus Manufacturing of Electrical Machinery and Apparatus Maintenance of Electrical Machinery and Apparatus Electric Installment Operation Indoor Wiring Construction Outside Wiring Construction Substation Installment Construction Automatic Control Device Production Automatic Control System Maintenance Automatic Control System Operation Electric Railway Construction Electric Railway Facilities Maintenance Railway Signal Control Construction Railway Signal Control Facilities Maintenance Electronic Appliances Planning Electronic Appliances Production Electronic Components Planning	Electrical Engineering Electronic Engineering

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Electronic Components Production Electronic Components Apparatus Development Electronic Components Software Development Electronic Appliances Installation and Maintenance Electronic Appliances Sales Home Appliances System Software Development Home Appliances Application Software Development Industrial Electronic Appliances Software Development Electronic Applications Software Development Home Electronic Appliances Hardware Development Home Electronic Devices Development Industrial Electronic Appliances Hardware Development Industrial Electronic Devices Development Electronic Applications Hardware Development Electronic Application Devices Development Information and Communication Devices Hardware Development Information and Communication Devices Development Information and Communication Devices Software Development Semiconductor Development Semiconductor Production Semiconductor Equipment Semiconductor Materials Display Development Display Production Display Equipment Components Development Robot Hardware Design	

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Robot Devices Development Robot Software Development Robot Intelligence Development Robot Maintenance Medical Devices Licensing Medical Devices Production Research and Development of Medical Devices Optical Components Development Laser Development LED Technology Development 3D Printer Development Product Manufacturing for 3D Printer Design and Verification of Virtual Training Systems Virtual Training Driving Engineering	
Information/ Communica tions		General Communication Communication System Information Communication General Broadcasting Data Processing & Management Computer Structure Programming Data Structure General Computer System Computer Network	Network Construction Cable Communications Construction Wireless Communications Construction Superhighway Service Management Operation Broadcasting Production System Operation Network Programming System Management and Support Computer Security System Programming Application Programming Development Displaying in Application Programming Database Programming Big Data Analysis Internet of Things Service Planning Information Security Management	Broadcast/ Communications Information & Computer
Food		Food Science	Grain Processing	Food Processing

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
Processing		Food Hygiene Food Processing Techniques Food Analysis	Rice Cake Manufacturing Food Quality Control Sea Food Processing Noodles Food Processing Legumes Food Processing Livestocks Products Processing Health Functional Food Processing Dairy Products Processing Kimchi and Side Dishes Processing Beverage and Liquor Processing Agricultural Food Storage Agricultural Food Distribution Confectionery Baking	
Printing/ Publishing/ Crafts		General Printing Digital Image Reproduction General Publishing General Crafts Craft Materials & Tools	Prepress Lithography Printing Special Printing Postprocess Publication Editing Metal Crafts Ceramic Craft Wood Craft Stone Crafts Textile Crafts Jewelry Appraisal Jewelry and Precious Metal Design	Printing & Publishing Crafts
Environment/ Safety		Environmental Chemistry Basic Human & Environment Occupational Safety & Health Basic	Water Pollution Management Air Pollution Management Waste Management Noise and Vibration Measurement Industrial Environment and Public Health	Environmental Health Occupational Safety

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
			Environmental Ecology Management Machinery Safety Management Electric Safety Management Contruction Safety Management Chemical Engineering Safety Management Gas Safety Management	
Agriculture Fisheries & Maritime		Understanding Agriculture Agricultural Basic Techniques Agricultural Management Cultivation Rural Community & Farmland Development Agricultural Products Distribution Agricultural Products Distribution Management Agricultural Products Transaction Agricultural Tourism Environmental Conservation Environmentally-Frien dly Agriculture Biotechnology Agricultural Information Management Agricultural Food Processing	Rice Cultivation Upland and Industrial Crops Cultivation Breeding Seeds Production Seeds Distribution and Dissemination Agricultural Production Management Rural Experience Products Development Rural Experience Facilities Operation Agricultural Products Quality Control Vegetable Cultivation Fruits Cultivation Floriculture Floral Design Forest Seeding Forest Development Forest Conservation Forest Products Mushroom Cultivation Pulp and Paper Manufacturing Wood Processing Poultry Rearing Dairy Cattle Rearing Korean Native Cattle Rearing Pig Rearing	Agriculture Horticulture Forest Resources Animal Resources Agricultural Machinery Agricultural Civil Engineering Ocean Products & Fishery Cultivation Aquiculture Marine Leisure

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
		Horticulture	Horse Rearing	
		Production Materials	Breeding Livestocks	
		Landscape Plants Management	Forage Production	
		Floral Design Basic	Animal Medicine Production	
		Forest Recreation	Pet Animal Beauty Arts	
		Forest Resources	Veterinary Assistance	
		Forest Product Processing	Biomedicine Manufacturing	
		Animal Resources	Creating Agricultural Production Environment	
		Companion Animals Management	Coastal Fishery	
		Laboratory Animals & Other Livestocks	Inshore Fishery	
		Agricultural Machinery	Deep-Sea Fishery	
		Agricultural Machine Workshop Practice	Inland Water Fishery	
		Agricultural Machine Driving & Work	Salts Production	
		Agriculture & Water	Fishery Resources Management	
		Agricultural Civil Drafting & Design	Fishery Environment Improvement	
		Agricultural Civil Construction & Surveying	Sea-Level Culture	
		Understanding of Oceanography	Inland Water Culture	
		Fisheries & Marine Transport Industry Basics	Fisheries Seeds Production	
		General Marine Production	Aquatic Animals Disease Management	
		Marine Information Management	Fishing Village Experience Facilities Operation	
			Fishing Village Experience Products Development	
			Small Ship and Yacht Operation	
			Leisure Scuba Diving Techniques	
			Commercial Surface Supply Diving Techniques	

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
		Ocean Pollution & Prevention Basic Electronic communication Electronic communication Operation General Fisheries Marine Biology General Aquiculture Fishery Management Seafood Distribution Diseases of Marine Organisms Marine Environment & Resources Marine Leisure & Tourism Yachting Submerging Techniques		
Ship Operations		Basic Marine Navigation General Maritime Maritime Laws Ship Operations Marine Cargo Transportation General Harbor Logistics Maritime English Navigator Tasks	Ship Operating Management Ship Safety Management Ship Communication Ship Deck Management Marine Machinery Operation Marine Engineering Practices Marine Engine Maintenance Marine Auxiliary Machinery Maintenance	Navigation Marine Engines

Subjects (Subject Clusters)	Courses			Departments
	Common Special Subjects	Foundational Courses	Practical Courses	
		General Marine Transportation Heat Engines Marine Auxiliary Machinery Marine Electricity & Electronics Basic Marine Engines Practice General Marine Engineering Practice		

- ① The units for the specialized subjects I are assigned by the superintendent of the Metropolitan and Provincial Office of Education.
- ② Specialized common course, foundation course and practical course can be selected from all subjects (or subject clusters).

b. Standards for Curriculum Organization and Implementation

1) Common Guidelines

- a. The minimum requirement to complete the high school curriculum is 204 units, which consists of 180 units for the subjects (or subject clusters) and 24 units (408 instructional hours) for Creative Experiential Activities.
- b. Schools organize the subjects for students to complete during the three years of high school by grades and semesters, and provide the information to parents and students.
- c. To reduce students' burden of learning and facilitate meaningful learning activities, the number of subjects to take in a semester cannot exceed eight. However, Science Laboratory Experiments, Physical Education/Arts/Liberal Arts subjects, career-related elective courses, practical courses/field placement are an exception in this number.
- d. Schools may decide with autonomy the schedule of course-offerings in subjects (or subject clusters) and instructional hours. However, as a rule, common courses are organized and implemented before elective courses of the subjects (or subject clusters) are taken.
- e. For elective courses that are sequentially connected, schools organize and implement them in a sequential manner. However, schools can organize and implement the curriculum with flexibility, based on school conditions and student needs as well as the nature of the course.
- f. Schools should offer elective courses presented in this national curriculum if a selected number of students wish to take them. In this case, schools should follow the guidelines provided by the Metropolitan and Provincial Office of Education.
- g. If a student wants to take an elective course that is not offered at his/her school, schools should approve and acknowledge the units earned from other schools.

- h. Schools may offer courses that are not presented in the national curriculum, if necessary. In this case, they should take necessary procedures according to the guidelines provided by the Metropolitan and Provincial Office of Education.
- i. The units earned from local educational facilities may be approved and acknowledged depending on school and student needs. In this case, schools should follow the guidelines provided by the Metropolitan and Provincial Office of Education.
- j. Schools may employ University Placement (UP) courses or internationally acknowledged courses or curriculum based on student needs. In this case, schools should follow the guidelines provided by the Metropolitan and Provincial Office of Education.
- k. Schools may increase the total number of units in subjects, if necessary. However, High Schools for Special Purposes and Vocational High Schools can only increase the units for the courses that are related to specialized subjects.
- l. Schools organize and implement Creative Experiential Activities with autonomy based on the degree of students' development and school circumstances in order to provide diverse experiences related to students' career plans.
- m. Schools should actively provide career counseling that informs students about elective courses so that students can systematically take appropriate courses to their prospective careers.

2) General High Schools (including Autonomous High Schools)

- a. Out of the 180 total units for the subjects (or subject clusters), the minimum requirement should be more than 94 units.
- b. Schools should organize the curriculum on the basis of the general subjects, yet they may offer specialized subjects, if necessary.
- c. Schools should endeavor to offer general elective courses if students wish to take them, and should guide all students to take more than three career-related elective courses in general subjects.
- d. If schools offer a second foreign language course, they should seek to offer more than two courses at the same time.
- e. Schools may operate subject-centered classrooms focused on a particular subject. In this case, more than 50% of the autonomous implementation units can be allocated to related courses.
- f. If schools open tracks such as Physical Education, Music, and Art, they can make use of neighboring schools which operate subject-centered classrooms and local educational facilities.
- g. Schools may provide a track focused on vocational training. In this case, they should follow the guidelines provided by the Metropolitan and Provincial Office of Education.

3) High Schools for Special Purposes (excluding High Schools Customized to Industrial Needs)

- a. Out of the total requirements of 180 units for the subjects (or subject clusters), schools should allocate at least 85 units to general subjects and at least 72 units to specialized subjects I.

- b. The elective courses in general subjects can be organized and implemented in replacement of the specialized subjects I, if contents are similar or interconnected.
- c. Foreign Language High Schools should assign more than 60% of the units for the specialized subjects I to courses on the foreign language being majored by students. Specialized subjects I should consist of courses on two foreign languages including the foreign language being majored by students.
- d. International Studies High Schools should assign more than 72 units to international studies strand courses and foreign language strand courses in specialized subjects I, and organize more than 50% of the units for subjects in international studies.
- e. If schools wish to operate a track that is not presented in this national curriculum, they should follow the standards for similar types of schools. In the case of schools implementing a new track of curriculum and offering necessary courses due to school circumstances, they should follow necessary procedures according to the guidelines provided by the Metropolitan and Provincial Office of Education.

4) Vocational High Schools and High Schools Customized to Industrial Needs

- a. Schools should operate departments based on the changing needs in the job market and industrial need, organizing and implementing curriculum **so that students can develop basic vocational competency and job skills in consideration of the** types of training programs in each department, student competency, career development, and so forth. **<Modification, April 19, 2018>**
 - (1) Out of the total requirement of 180 units for the subjects (or subject clusters), schools should provide at least 66 units of general subjects and at least 86 units of specialized subjects II.
 - (2) Schools may select more than two subjects (or subject clusters) to organize and implement specialized subjects II.

- (3) In the case of schools organizing practical courses for certain grades and semesters, they should develop grade-level and semester-level plans based on the course standards for content areas (competency units).
 - (4) Practical courses should provide teaching and learning that is relevant to the achievement standards of the National Competency Standards.
- b. Schools may offer courses for particular majors or license certification programs. <Modification, April 19, 2018>
- c. If students take subjects that are prerequisites for specialized subjects II, the subjects can be counted as elective courses in general subjects.
 - d. Specialized subjects II may be organized and implemented in replacement of elective courses in general subjects or specialized subjects I, if the contents are similar or interconnected.
 - e. Among career-related elective courses in general subjects, practical Korean language, practical mathematics, and practical English may be organized and implemented prior to the completion of the common courses in related subjects (or subject clusters).
 - f. Schools may provide additional contents and themes to the specialized subjects II in consideration of industrial demands and other factors. However, practical courses should be based on the National Competency Standards and, if necessary, schools may select and employ specific sections of the content areas (competency units).
 - g. Field practicum should be included in curriculum to help students apply classroom knowledge and skills by being engaged in various job experiences and to enhance adaptability in the fields.
- (1) The field practicum should be operated in a way that students experience job performances related to the curriculum. In particular, students can decide whether to participate in the field practicum, and schools and industrial sectors are encouraged to collaborate in developing programs and evaluating the process and outcomes of the field practicum. <Modification, April 19, 2018>

- (2) The field practicum can be carried out in diverse ways in association with institutions in local communities; further details should follow the guidelines provided by the Metropolitan and Provincial Office of Education.
- h. Schools, prior to offering practice-related courses, should implement instruction about industrial safety and health, teaching students about how to wear safety equipment and take safety measures.
 - i. Creative Experiential Activities may be offered for the purpose of developing students' career and work experiences, character cultivation, employment capability enhancement, and so forth.
 - j. The subjects (or subject clusters) that are not included in this national curriculum should follow the standards of similar subjects (or subject clusters). If schools wish to offer new subjects (or subject clusters) and implement a new curriculum accordingly, they should follow the necessary procedures according to the guidelines provided by the Metropolitan and Provincial Office of Education.
 - k. If schools wish to offer new practical courses that are not included in this curriculum, they may develop them based on the National Competency Standards. In this case, schools should follow the necessary procedures provided by the Metropolitan and Provincial Office of Education.
 - l. High Schools Customized to Industrial Needs should implement a curriculum closely linked to industrial demands. In order to meet the industrial demands, schools may organize and implement a distinctive curriculum with autonomy.
 - m. If schools, other than Vocational High Schools or High Schools Customized to Industrial Needs, decide to manage and establish a department for vocational training, they should follow the organization and implementation standards provided by Vocational High Schools and High Schools Customized to Industrial Needs.

5. Curriculum Organization and Implementation for Non-Regular Schools

- A. Schools equivalent to elementary, middle, and high schools should organize and implement a curriculum based on the national guidelines for school curriculum.
- B. In schools established by the state, principals should organize the curriculum in reference to the curriculum organization and implementation guidelines provided by the Metropolitan and Provincial Office of Education.
- C. Civic schools, civic high schools, technical high schools, special classes for working youths, schools established by industrial organizations, and other types of non-regular schools should design a curriculum according to their circumstances and students' needs based on this curriculum. In this case, they should acquire an approval from the superintendent of the Metropolitan and Provincial Office of Education.
- D. Schools that provide night classes should follow this curriculum. However, one instructional hour can be reduced to 40 minutes of teaching.
- E. Air and Correspondence Middle Schools and Air and Correspondence High Schools should follow the middle school and high school curriculum provided in this curriculum. However, they may adjust the curriculum organization and unit allocation with the approval from the superintendent of the Metropolitan and Provincial Office of Education.
 - 1) Curriculum organization and time/unit allocation should conform to the middle and high school curriculum. However, the minimum hours/units are 2,652 hours for middle schools and 162 units for high schools.
 - 2) The minimum days for class attendance are 20 days per year.
- F. Schools granted with autonomy in organizing and implementing the curriculum by law, such as Vocational High schools, autonomous schools, and overseas Korean schools may organize and implement distinctive curriculum based on their school

missions and characteristics. Specific guidelines are provided by the Metropolitan and Provincial Offices of Education. Overseas Korean schools should follow the guidelines provided by the Ministry of Education.

G. Schools that intend to adapt a new approach to curriculum can organize and implement curriculum distinctively from the standards presented in the national curriculum with the approval of the Minister of Education.

III. Organization and Implementation of School Curriculum

1. Basic Guidelines

- A. Schools should organize and implement a school curriculum that is appropriate for their circumstances and is based on the national guidelines.
- B. Schools may organize and implement a school curriculum by grade (or grade cluster) and subject (or subject cluster) based on school-wide curriculum organization and implementation plans.
- C. School curriculum should be organized through a democratic process and procedure in which all faculty members are involved with their professional knowledge and skills.
- D. Schools should create and run a school curriculum committee comprised of teachers, curriculum experts, and parents to effectively organize and implement the school curriculum. The curriculum committee serves as an advisory body for the principal to make guided decisions about curriculum-related issues. However, Vocational High Schools and High Schools Customized to Industrial Needs may include people from industrial sectors in the committee. It is also recommended that schools with inclusive education involve special education teachers in the committee.
- E. Schools should make an effort to consider educational conditions and community environments such as the composition of the teaching staff, students' conditions, parents' demands, distinctive local contexts, and local educational facilities and resources in organizing and implementing a school curriculum.
- F. The sequences of subjects and Creative Experiential Activities do not necessarily reflect the order of learning. Therefore, schools may adjust the sequences, focuses, and methods of teaching in accordance with local contexts, seasons, school conditions, student needs, and teachers' considerations to achieve the goals of each grade cluster.

- G. Schools should utilize human and material resources in local communities to effectively implement subject areas and Creative Experiential Activities.
- H. Schools may organize and implement the areas, activities, and hours of Creative Experiential Activities with autonomy in consideration of student needs, school conditions, and distinctive school contexts.
- I. To provide authentic learning experiences in Creative Experiential Activities, schools may employ programs in collaboration with relevant institutions and facilities in local communities.
- J. Schools may offer after-school classes or vacation classes considering student and parent demands, which as a rule is run by students' voluntary participation.
- K. Schools should guide students to participate in learning with sound attitudes and behaviors in collaboration with families and local communities.
- L. Schools should enhance teachers' educational activities by promoting grade-level and subject-area team meetings, field studies, and professional development sessions.
- M. Schools should identify issues and areas of improvement by conducting a self-evaluation on the adequacy and effectiveness of curriculum organization and delivery, and apply the results to the proceeding year's curriculum plans.

2. Teaching and Learning

A. To conduct teaching and learning in accordance with the achievement standards in subject areas, schools should consider the following:

- 1) Help students to attain authentic understandings of big ideas and key concepts in subject areas, avoiding rote memorization of discrete knowledge.
- 2) Design instructions in systematic ways by intensifying the range and depth of big ideas and key concepts in subject areas according to the progress of students' development.
- 3) Help students develop integrative thinking skills by considering the connection of content knowledge within and across subject areas.
- 4) Provide sufficient first-hand experiences such as experiments, observations, investigations, surveys, data collections, work-oriented activities, field works, and so forth.
- 5) Provide ample opportunities for students to solve problems collaboratively in small groups in addition to individual learning.
- 6) Facilitate discussions and debates, encouraging students to express their ideas and actively participate in classes.
- 7) Provide sufficient opportunities for students to apply and make use of what they learn in classrooms to real-life settings.
- 8) Foster self-directed learning by encouraging students to review, examine, and improve the process of learning and learning strategies.

B. To create an effective teaching and learning environment, schools should consider the following:

- 1) Provide a teaching and learning environment that encourages the building of trust and cooperation between teachers and students as well as among students.
- 2) Provide student-centered learning by differentiating the contents and methods of instruction, taking account of students' abilities, aptitudes, and career plans. Make use of diverse learning groups by considering school conditions and student needs.

- 3) Provide supplementary services to prevent students' academic deficiencies, which should be based on autonomous school-wide professional decision-makings.
- 4) Operate a subject-based classroom system to enhance diverse learning activities relevant for the distinctive nature of each subject.
- 5) Make use of diverse learning materials developed by schools and the Metropolitan and Provincial Offices of Education in addition to government-authorized textbooks.
- 6) Make an effort to prevent accidents, ensuring students' safety in using equipment, tools, machines, and chemical substances during experiments or practical trainings.

3. Assessments

A. Assessments should focus on monitoring students' degree of achievement in accordance with educational objectives, and improving the quality of teaching and learning. Schools should consider the following:

- 1) Guide students to reflect upon and improve learning by providing constructive feedback on assessment results and offering necessary follow-up instruction.
- 2) Use student assessment results to improve the quality of instruction.

B. Schools and teachers should assess contents and skills taught in classrooms in light of achievement standards and ensure coherence between instruction and assessment. Schools should consider the following:

- 1) Do not assess contents and skills that have not been taught in the classrooms.
- 2) Assess both the results and process of learning, ensuring that all students have achieved the educational objectives.
- 3) Administer balanced assessments of students' cognitive and emotional skills.

C. Schools should make use of assessment tools suitable for the nature of subject area. Schools should consider the following:

- 1) Make use of short-answer questions, essay questions, and performance assessments to a greater extent.
- 2) Make use of valid assessment criteria and scales in subject areas that put emphasis on emotional, functional, and creative skills.
- 3) Develop and make use of a detailed rubric based on the nature of subject area in assessing performances and experiments.
- 4) Develop and make use of school-based assessment standards, considering the contents and characteristics of Creative Experiential Activities.
- 5) Make use of 'Competency Units' in assessing practical courses in specialized subjects II, which connects content elements with standards-based assessments.

4. Equal Opportunities for All Students

- A. Guide students to avoid biases about gender roles, educational levels and occupations, religions, regions of residence, ethnicities, nationalities, and so forth.
- B. Provide support for authentic learning experiences for slow learners, students with disabilities, gifted students in certain areas, returnees from overseas, students from multicultural families, and so forth.
- C. In the case of implementing classrooms for students who need special education, schools may adjust this curriculum or adapt the special education curriculum and instructional materials by taking account of the degree and types of students' disabilities.
- D. In the case of implementing classrooms for students with multicultural backgrounds, schools may adjust this curriculum or adopt a Korean as a Second Language curriculum and learning materials based on the level of students' Korean skills. Schools may offer a Korean Language curriculum up to 10 hours per week according to school circumstances and the needs of parents, teachers, and students.
- E. In the case of offering a religion course, schools should offer multiple courses in addition to the religious course to ensure students' right of choice. However, in the case of religion-affiliated schools, where students enroll willingly, a single course may offered with the consent of parents and students.

IV. Support for School Curriculum

1. Support from the Central Government

To support the effective organization and implementation of school curriculum, the Ministry of Education should:

- A. Provide administrative and financial support to foster the coordination between the assistance from the Metropolitan and Provincial Offices of Education and school-wide efforts in organizing and implementing a curriculum.
- B. Periodically assess students' academic achievement, schools and educational agencies, and curriculum organization and implementation in order to maintain the quality of the school curriculum.
 - 1) Conduct achievement tests in subject areas and grades (or grade clusters) to monitor students' achievement in academics and to improve the existing curriculum to be more appropriate. In Vocational High Schools and High Schools Customized to Industrial Needs, achievement tests may be conducted based on the characteristics of the school curriculum to enhance students' basic academic abilities and lifelong learning skills. Assessment results may be used to enhance students' basic learning skills, job-related skills, and employment competencies.
 - 2) Conduct periodic evaluations of schools and Metropolitan and Provincial Offices of Education (MPOE) to monitor the organization and implementation of the school curriculum and its support from MPOE.
 - 3) Perform research to monitor the organization and implementation of school curriculum as well as the relevancy and efficiency of supporting systems.
- C. Develop and distribute diverse assessment methods to promote the efficiency of school-wide assessments.
 - 1) Develop and distribute assessment standards according to achievement standards in subjects, helping schools to administer assessments aligned with the goals of the subject-area curriculum.

- 2) Develop and provide schools with diverse assessment methods, tools, and procedures useful for subject-area assessments.
- D. Assist Vocational High Schools and High Schools Customized to Industrial Needs to organize and implement a curriculum according to the National Competency Standards or the outcomes of the performance analysis in each major.
- E. Provide assistance to develop textbooks, learning materials, and assessments necessary for organizing and implementing the curriculum for students in special education.
- F. Promote in-service programs in Metropolitan and Provincial Offices of Education and nation-wide subject-area research associations in order to embed this curriculum in practice.
- G. Develop a plan to accommodate school facilities and provide the teaching staff for effective implementation of the school curriculum.

2. Support from the Metropolitan and Provincial Offices of Education (MPOE)

To support the effective organization and implementation of the school curriculum, MPOE should:

- A. Operate MPOE Curriculum Committees to incorporate local contexts and educational demands into the school curriculum.
 - 1) This committee takes the charges of giving advices and conducting research concerning the organization and implementation of the school curriculum.
 - 2) This committee may include teachers, educational administrators, educational researchers, curriculum experts, parents, local personnel, and members from industrial sectors.
- B. Determine the priorities of education considering local contexts, educational conditions, and demands and needs of students, teachers, and local residents. Develop curriculum guidelines for schools within its jurisdiction.
- C. Complete transference of teachers in a timely manner in addition to developing and distributing curriculum guidelines for schools to finish planning the organization and implementation of school curriculum prior to the beginning of a new school year.
- D. Endeavor to recognize, develop, and provide necessary textbooks for subject area teachings and Creative Experiential Activities.
- E. Develop and provide relevant resources, prepare teachers, and establish assistance plans in association with local communities to support the implementation of the Exam-Free Semester in middle schools.
- F. Provide guidelines and support for schools to follow the necessary procedures in offering new courses not presented in the national curriculum.

- G. Support schools to implement subject-area teachings and Creative Experiential Activities through close cooperation with relevant local institutions. Develop comprehensive supportive plans that include making the 'List of Community Resources' available to schools in its jurisdiction.
- H. Establish collaborative systems among schools and between schools and local offices of education concerning student allocation, provision of teachers, teacher rotation, and the joint use of school facilities and equipment for an effective management of the school curriculum.
- I. Provide multiple opportunities for students to make up any incomplete courses, especially for those who were unable to take certain subjects in the common curriculum or high school common courses due to transference or returning from overseas. Endeavor to approve students' course-takings in qualified public educational facilities in the local community.
- J. Provide support for returnees from overseas and students with multicultural backgrounds in consideration of their educational backgrounds and particular conditions to ensure their completion of school curriculum without any difficulties.
- K. Prepare and provide educational opportunities for gifted students in certain areas, slow learners, and students with disabilities.
- L. Assist individual schools to organize and implement a curriculum by employing plans regarding professional development, curriculum consultation, teacher communities, and the appointment of demonstration schools.
 - 1) Develop and implement plans for professional development to promote teachers' capacities to organize and implement the school curriculum, as well as conduct subject-area teaching and implement Creative Experiential Activities.
 - 2) Operate curriculum-consulting teams to assist in the effective organization and implementation of the school curriculum. Develop and distribute a range of materials useful for the curriculum organization and implementation.

3) Facilitate research teachers and professional communities in subject-area teaching to improve the quality of instruction and the school curriculum.

M. Provide the following support to enable schools to organize and implement a curriculum based on the national curriculum:

1) Provide administrative and financial support to monitor and provide necessary educational facilities, equipment, and resources for implementing the school curriculum.

2) Provide administrative and financial support to high schools to maintain and expand teaching staffs, facilities, and programs to ensure students' choices in course-takings.

3) Provide administrative and financial support for programs such as multi-grade classrooms so that small-sized schools may maintain the quality of curriculum and extend students' opportunities to learn.

4) Provide administrative and financial support for the effective implementation of differentiated instruction and 'Special Supplementary Classes' to improve students' basic learning skills and make up for any academic deficiencies.

5) Provide administrative and financial support to extend caring services for early graders in elementary schools depending on the conditions of schools and local communities.

6) Arrange and assist the implementation of intensive joint programs among neighboring schools, considering each school's requests and conditions. In particular, appoint a school and provide the necessary support for curriculum organization and implementation in offering intensive programs for a small number of students.

7) Facilitate reading activities to promote literacies in the humanities and comprehensive reading skills.

8) Provide administrative and financial support for the successful implementation of specialized curriculum and practical courses co-developed with industrial sectors in Vocational High Schools and High Schools Customized to Industrial Needs.

N. In order to monitor the quality of school curriculum, MPOE should:

- 1) Regularly review the support systems for the school curriculum and monitor the implementation of curriculum in schools. Provide assistance to effectively implement, improve, and maintain the quality of the school curriculum.
- 2) Conduct evaluations on student achievement and school curriculum to control the quality of school curriculum and enhance the adequacy and effectiveness of curriculum organization and implementation, making use of assessment results in improving the curriculum.
- 3) Conduct self-evaluations of the support systems for the school curriculum, monitor the implementation of curriculum in schools, and develop an improvement plan.



Ministry of Education

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For more information:

Full documents of the elementary and secondary national curriculum are available on the Ministry of Education and National Curriculum Information Center (NCIC) websites.

Ministry of Education : <http://english.moe.go.kr/enMain.do>

NCIC : <http://www.ncic.go.kr>