Proclamation of the Ministry of Education #2022-33 [Annex 1]

# The National Framework for the Elementary and Secondary Curriculum

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Proclamation of the Ministry of Education #2022-33

In accordance with Section 2 of Article 23, Article 48 of the Elementary and Secondary Education Act, and Article 4 of the Addenda of the National Education Commission Act, the Ministry of Education announces the National Curriculum for elementary and secondary schools as follows.

> December 22, 2022 Minister of Education

- 1. The national guidelines for the elementary and secondary curriculum is as stated in Annex 1.
- 2. The National Curriculum for elementary school is as Annex 2.
- 3. The National Curriculum for middle school 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/ethics 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 fine arts 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 curriculum for specialized subjects in science is as Annex 20.
- 21. The curriculum for specialized subjects in physical education is as Annex 21.
- 22. The curriculum for specialized subjects in arts (including theater) curriculum is as Annex 22.
- 23. The specialized subjects curriculum is as Annex 23-39.
- 24. The Creative Experiential Activities curriculum is as Annex 40.
- 25. The Korean as a Second Language curriculum is as Annex 41.

#### Addenda:

- 1. This National Curriculum will take effect on the following dates:
  - 1) March 1, 2024 : 1<sup>st</sup> and 2<sup>nd</sup> Grades in Elementary School
  - 2) March 1, 2025 : 3<sup>rd</sup> and 4<sup>th</sup> Grades in Elementary School, 1<sup>st</sup> Grade in Middle School, and 1<sup>st</sup> Grade in High School
  - March 1, 2026 : 5<sup>th</sup> and 6<sup>th</sup> Grades in Elementary School, 2<sup>nd</sup> Grade in Middle School, and 2<sup>nd</sup> Grade in High School
  - March 1, 2027 : 3<sup>rd</sup> Grade in Middle School, and 3<sup>rd</sup> Grade in High School
- 2. The Korean as a Second Language curriculum [Annex 41] will remain in accordance with the Proclamation of the Ministry of Education #2017-131
- 3. The following proclamations concerning elementary and secondary curriculum will be terminated as of February 28, 2027.
  - · Proclamation of the Ministry of Education, #2015-74 (2015.09.23.)
  - · Proclamation of the Ministry of Education, #2015-80 (2015.12.01.)
  - · Proclamation of the Ministry of Education, #2017-108 (2017.01.06.)

· Proclamation of the Ministry of Education, #2017-131 (2017.09.29.)

· Proclamation of the Ministry of Education, #2018-150 (2018.04.19.)

· Proclamation of the Ministry of Education, #2018-162 (2018.7.27.)

· Proclamation of the Ministry of Education, #2019-211 (2019.12.27.)

· Proclamation of the Ministry of Education, #2020-225 (2020.04.14.)

· Proclamation of the Ministry of Education, #2020-236 (2020.09.11.)

· Proclamation of the Ministry of Education, #2020-248 (2020.12.31.)

· Proclamation of the Ministry of Education, #2022-2 (2022.01.17.)

4. Based on the Regulations for Announcement and Management of Decrees and Notices (Presidential Decree #334, 2021.02.05.), the deadline for elimination or modification of this proclamation is February 28, 2027.

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://ncic.kice.re.kr/english.index.do

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## Statutory Status of the National Curriculum

As stated in Section 2 of Article 23 of the Elementary and Secondary Education Act, the National Curriculum aims to achieve the educational goals of elementary and secondary schools by providing guidelines and requirements for designing and implementing the school curriculum.

The roles of this curriculum consist of the following:

- A. It promotes diversity at the local, school, and student levels while establishing commonality across the nation.
- B. It emphasizes a student-centered curriculum that supports students' growth by fostering agency, autonomy, and creativity.
- C. It facilitates the implementation of a comprehensive educational system centered around the school curriculum.
- D. It promotes collaboration among schools, local offices of education, local communities, and students, parents, teachers to achieve the educational goals outlined in the school curriculum.
- E. It manages and improves the quality of school education at the national, local offices of education, and individual school levels.

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I. Directions for Developing the National Curriculum

This chapter describes the background and focus of the revised National Curriculum. It also presents the Vision of an Educated Person, the key competencies, and the educational goals that the curriculum aims to fulfill.

- 'The Principles of Developing National Curriculum' outlines the rationale behind the curriculum revision and the corresponding emphasis of the revision.
- 'The Vision of an Educated Person' represents the qualities students are expected to achieve through an elementary and secondary education while suggesting the nature and direction of such an education.
- 'The Key Competencies' details the main competencies to be gained throughout the entire process of school education to implement the vision of an educated person.
- 'The Educational Goals for Elementary and Secondary Schools' specifies the goals that elementary, middle, and high schools are expected to achieve based on the vision of an educated person and the key competencies.

## 1. Focus of Developing National Curriculum

The National Curriculum for elementary and secondary schools in the Republic of Korea has been consistently developed and revised to keep up with changes in society and contemporary demands. With the ongoing natures of changes and challenges, there is a need to revise the curriculum to respond to them. The reasons for requesting curriculum revision are as follows:

First, social uncertainties have arisen due to digital transformation, AI technology, the pandemics, climate and ecological changes, and demographic shifts.

Second, fostering mutual respect and a greater sense of community has become increasingly critical as society becomes more complex and diverse, and addressing social problems requires greater collaboration.

Third, the need for personalized education has been growing to support learning tailored to individual students' characteristics and career development.

Fourth, the demand for increased participation of various educational agents in the process of curriculum decision-making and the activation of curriculum autonomy and decentralization has been increasing.

Thus, the curriculum has been developed to enable students to cultivate the abilities to lead in the future society while building upon its ongoing development.

The National Curriculum aims to foster inclusive and creative persons with the key competencies for the future society, in line with its ideals of education and the visions of an educated person.

The principles of curriculum development are as follows.

A. It cultivates the ability to proactively respond to uncertainties of the future arising from digital transformation and climate and ecological changes, as well as fosters the agency to lead one's own life and learning.

- B. It supports students' personal growth and fosters a sense of community that values mutual respect, consideration, and collaboration among its members for the well-being of society.
- C. It ensures all students acquire foundational knowledge in language, mathematics, and digital literacy to facilitate ongoing learning in both in school and in the future.
- D. It establishes a system for personalized curriculum to empower students to take ownership of paving their careers and learning at their own pace.
- E. It strengthens integration between subjects, life-related learning, and reflection on learning in order to cultivate competencies through deeper learning.
- F. It expands various student-participatory classes and improves the quality of learning through assessments for learning and as learning that emphasize problem-solving and process of thinking.
- G. It facilitates a collaborative system among educational agents such as schools, teachers, parents, local offices of education, and the Ministry of Education, based on the autonomy and decentralization of the curriculum, allowing appropriate learning according to the students' characteristics and the school context.

## 2. Vision of an Educated Person and Key Competencies

This National Curriculum focuses on nurturing individuals who are proactive, inclusive, and creative by cultivating the core competencies demanded by future society. Built upon the educational philosophy and ideals that our country's curriculum has pursued (the ideal of Hongik Ingan, the founding spirit of the first kingdom in Korea, which has the meaning of "contributing to the overall benefit of humankind."), it aims to foster individuals who possess inclusiveness and creativity, enabling them to grow into capable leaders.

The vision of an educated person guided by the ideal and aims of education is:

- A. A self-directed person who takes the initiative in shaping their own life and developing a career with a sense of identity based on holistic growth.
- B. A creative person who generates novel values through forward-looking ideas and undertakings built upon a broad range of foundational abilities.
- C. A cultivated person who appreciates and contributes to human culture through equipping cultural literacy and understanding diverse values.
- D. A harmonious person who embraces diversity, respects others, communicates globally, and practices consideration, sharing, and collaboration as part of a community.

To achieve the Visions of an Educated Person, this curriculum aims to develop key competencies across the entire education process, encompassing subject education and Creative Experiential Activities, including:

- A. Self-management competency to lead students by allowing them to design their own life and career with self-identity and confidence established on required basic abilities and qualities.
- B. Knowledge-information processing competency to enable students to solve problems in logical ways by deeply understanding, critically exploring, and utilizing knowledge and information from various fields.
- C. Creative thinking competency to enable students to generate novel ideas by merging knowledge, skills, and experiences from diverse professional areas based on broad foundational knowledge.
- D. Aesthetic-emotional competency to enable students to reflect and appreciate the meaning and values of life through an empathetic understanding of humanity and cultural sensitivities.
- E. Collaborative communication competency to enable students to achieve common goals in a cooperative partnership by enabling them to effectively convey their own personal thoughts and emotions while respecting and listening to others' perspectives.

F. Civic competency to enable students to actively and responsibly contribute to advancing sustainable human communities with open and inclusive values and attitudes required of local, national, and global community members.

## 3. Educational Goals for Elementary and Secondary Schools

## A. Educational Goals for Elementary Schools

Elementary school education aims to develop students' basic habits, abilities, and good moral character that are required for daily life and learning.

- 1) Students value their self-esteem, adopt healthy lifestyles, and pursue their aspirations through abundant learning experiences.
- 2) Students cultivate basic problem-solving abilities for learning and daily life and foster imagination to approach problems from new perspectives.
- 3) Students nurture a mindset that enjoys diverse cultural activities and appreciates beauty in nature and happiness in daily life.
- 4) Students follow rules and orders for daily life and learning, and foster a caring and helpful attitude toward others.

## B. Educational Goals for Middle Schools

Middle school education builds on the educational outcomes of elementary education, and focuses on developing essential skills required for students' daily life and learning while fostering good moral character and democratic citizenship.

 Students cultivate self-esteem through the harmonious development of mind and body and take responsibility for exploring the purpose of life and their careers through various experiences and knowledge.

- 2) Students develop a spirit of challenge and creative thinking based on basic abilities and problem-solving necessary for learning and life.
- Students develop an attitude of cultural understanding and empathy towards diverse cultures present in the Republic of Korea and the world, based on real-world experiences.
- Students develop the qualities and attitudes of a democratic citizen, including respect for others and collaborative communication, through a sense of community.

#### C. Educational Goals for High Schools

High school education builds on the achievements of middle school education, aiming to foster the qualities of a democratic citizen who communicates globally and develops a career based on their own individual aptitudes and talents.

- 1) Students appreciate the value of work through a sense of mature self-identity and respect for human dignity and cultivate basic capabilities of lifelong learning through acquiring knowledge and skills relevant to their careers.
- 2) Students enhance their own creative problem-solving skills by integrating knowledge and experiences from various areas with proactive adaptability.
- 3) Students reflect on personal growth and develop qualities and attitudes that contribute to creating new cultures based on an understanding of various cultures.
- 4) Students develop the characters and attitudes of a democratic citizen connected to the global society and fulfill an ethics of caring and sharing based upon a sense of responsibility to the national community.

II. Designing and Implementing the School Curriculum

This chapter provides principles for designing and implementing a school curriculum based on the National Curriculum under the Elementary and Secondary Education Act.

- 'Principles of Curriculum Design' offers principles, considerations, and procedures for designing and implementing a school curriculum.
- 'Teaching and Learning' provides principles for planning and conducting instruction based on fundamental principles of learning.
- 'Assessment' presents principles and instructions for incorporating assessments that facilitate students' growth within the design and implementation of a school curriculum.
- 'Equal Opportunities for All Students' provides guidance to ensure that students with diverse characteristics can access appropriate educational opportunities without suffering discrimination.

## 1. Principles for Designing the School Curriculum

- A. Schools design and implement their own school curriculum based on the National Curriculum in accordance with their students' needs and school's individual situation and provide a tailored learning experience for their students.
- 1) Schools offer a broad and balanced curriculum that aligns with student developmental levels while ensuring their students' holistic growth and development through the design and implementation of their curriculum.
- 2) Schools provide appropriate learning experiences for their students by considering the students' situations and needs, teacher organizations, educational facilities and equipment, the opinions of the students' parents, and community conditions.
- 3) Schools can design and implement various educational activities based on their students' needs and the situation of the school.
- 4) Schools make efforts to reduce learning disparities by supporting the development of the foundational skills and self-directed learning abilities necessary for lifelong learning, including during the school education period.
- 5) Schools and local offices of education offer and support after-school or vacation programs that meet the needs of students and parents based on the principle of voluntary student participation
- 6) Schools utilize all resources, human and material, in local communities to effectively design and implement their school curriculum.
- Schools provide proper guidance for students to participate in learning with desirable attitudes and behaviors in collaboration with families and local communities.
- B. Schools design and implement their own curriculum through democratic procedures and processes in which all teachers participate by contributing their unique expertise and making efforts to continuously improve the curriculum.

- Schools create and run a school curriculum committee comprised of teachers, education 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. Vocational High Schools and High Schools Customized to Industrial Needs may include experts from their industrial fields in the committee. It is also recommended that schools with inclusive education include special education teachers in the committee.
- 2) Schools cultivate a culture of learning communities and motivate teachers to enhance their teaching expertise by promoting grade-level and subject-area team meetings, action research, and in-school teacher training.
- 3) Schools self-evaluate the adequacy and effectiveness of the curriculum design and implementation to identify areas in need of improvement, and incorporate the results into the curriculum for the following academic year.

## 2. Teaching and Learning

- A. Schools design and conduct teaching and learning that promote deeper learning for the development of students' key competencies.
  - Schools plan lessons that connect knowledge and understanding, process and skills, and values and attitudes, all centered around the big ideas of each subject, and avoid rote memorization of discrete knowledge. The instruction helps to broaden and deepen the learning experience as students advance through their developmental stages.
- Schools help students develop integrative thinking and creative problem-solving skills by considering the connection of content knowledge within and across subject areas.
- 3) Schools make learning in school a meaningful experience for students by providing opportunities to understand and apply their learning in real-world

contexts.

- 4) Schools can support students in developing their own self-directed learning ability that enables them to explore and learn on their own by offering opportunities to understand the distinctive methods of inquiry across disciplines and to examine and refine their learning processes and strategies.
- 5) Schools plan lessons that promote basic literacy, numeracy, and digital literacy across all subjects as a foundation for deeper learning.
- B. Schools plan and conduct teaching and learning so that students participate actively in learning and experience the joy thereof.
- Schools encourage student-participatory classes, in which students are able to make use of their own curiosity and interest to solve content-related problems on their own, and have opportunities to express their ideas through discussions and debates.
- Schools offer sufficient opportunities for students to engage in hands-on and experiential activities such as experiments, observations, investigations, and field trips.
- Schools ensure that students have plenty of opportunities to work collaboratively in small groups to solve problems, as well as engage in individual learning activities.
- C. Schools diversify learning activities and methods based on the characteristics of the subject matter and students' abilities, aptitudes, and careers and promote personalized lessons by forming various learning groups based on the school environment and students' characteristics.
  - Schools gauge students' baseline learning by considering their prior experiences, knowledge, and misconceptions, and diversify learning materials, resources, and activities based on their characteristics.

- Schools can utilize Information and Communication Technology (ICT) to diversify teaching and learning methods, and use Intelligence and Information Technology (IIT) for personalized learning.
- 3) Schools recognize and respect the diversity of students' personal and sociocultural contexts, such as their multicultural backgrounds, family compositions, and disability statuses. Schools also strive to avoid creating bias, stereotypes, or discrimination while reflecting this diversity in teaching.
- 4) Schools strive to prevent any learning loss by checking the learning progress of individual students and offering remedial learning opportunities when necessary.
- D. Schools foster a safe and adaptable teaching and learning environment that encourages trust and cooperation among teachers and students, as well as between students themselves. Schools also create educational spaces and settings that facilitate digital-based learning.
- Schools operate subject classrooms so that various forms of learning suited to each subject's unique characteristics can take place. High schools provide flexible learning spaces for a credit-based curriculum<sup>1)</sup> operation to facilitate various learning opportunities.
- 2) Schools can use a range of teaching and learning materials developed by provincial and local education offices and schools, in addition to official textbooks.
- 3) Schools establish a digital learning environment that utilizes various tools and forms of IIT to support efficient learning.
- 4) Schools take precautions to ensure student safety when using facilities, equipment, machinery, chemicals, and tools during experimental practice.
- 5) Schools provide communication aids, behavioral supports, and assistive technology to support students with varying educational needs including those with special needs.

<sup>1)</sup> To foster personalized education, a credit system is incorporated into the high school curriculum. It provides more course options, allowing students to find the meaning in their learning as it allows the curriculum to be structured in a way that aligns with the individual student's interests and career development.

## 3. Assessment

- A. Assessment aims to monitor the extent to which students have achieved their educational objectives, bridge gaps in their learning, and enhance the overall quality of teaching and learning.
- Schools guide students to reflect upon and improve learning by providing constructive feedback on student assessment results and offering necessary follow-up instruction.
- 2) Schools and teachers continuously improve the quality of their instruction by utilizing student assessment results.
- B. Schools and teachers ensure teaching, learning, and assessment are consistent and effective based on the achievement standards.
  - 1) Schools provide students with the necessary support to develop their thinking skills and successful learning by focusing on the learning processes that lead to outcomes as well as the learning outcomes themselves.
- 2) Schools strive to maintain a balance between assessing students' cognitive and affective domains while also providing students with opportunities to self-evaluate their own learning processes and outcomes.
- 3) Schools establish achievement levels in accordance with subject-specific achievement standards and assessment criteria and incorporate them into their teaching, learning, and assessment plans
- 4) Schools only assess students on content and skills that have been taught and learned.
- C. Schools select appropriate assessment methods that are relevant to the subject matter and students' characteristics.
- 1) Schools emphasize performance assessments, and increase the proportion of
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assessment based on open-ended questions and essays.

- 2) Schools establish valid and reasonable standards and scales that align with the subject matters when the assessments focus on affective and functional aspects, or experimentation and practice.
- 3) Schools enable personalized assessment by using a range of IITs, taking into account the conditions of the school and educational activities.
- 4) Schools adjust their assessment plans to consider individual students' developmental levels and characteristics, and adjust assessment methods as necessary for students with special needs in special or general classrooms.
- 5) Schools determine the primary focus in assessing the Creative Experiential Activities by considering their contents and characteristics.

### 4. Equal Opportunities for All Students

- A. Schools instruct students not to have biases and prejudices about gender roles, education levels and occupations, disabilities, religions, regions of residence, races, ethnicities, and languages throughout all of their educational activities.
- B. Schools ensure that students are not unfairly discriminated against or segregated from educational opportunities and learning experiences due to their personal characteristics or social and cultural backgrounds.
- C. Schools provide supports for adequate learning experiences for their entire student body, including but not limited to: underachievers, gifted students, students with disabilities, returnees from overseas, students from multicultural backgrounds, and so forth.
- D. In the case of installing and managing classrooms for students with special needs, schools may adjust this curriculum or apply the special education curriculum

textbooks and teaching and learning materials for inclusive education by taking into account the degree and types of students' disabilities.

- E. In the case of installing and managing classrooms for students with multicultural backgrounds, schools may adjust this curriculum or adopt a Korean as a Second Language (KSL) curriculum and teaching and learning materials based on the level of students' Korean proficiency. Schools may offer the Korean Language curriculum for approximately 10 hours per week according to school circumstances and the needs of parents, teachers, and students.
- F. In the case of offering a religion course, schools should offer multiple courses in addition to the religious course to ensure students' right to choose. However, in the case of religion-affiliated schools-in which students willingly enroll-a single course may be offered with the consent of parents and students.

## III. Requirements for Curriculum Organization and Implementation by School Levels

This chapter provides the requirements to consider when organizing and implementing a school curriculum, categorized by school levels.

- 'Basic Guidelines' offers general requirements for organizing and implementing a school curriculum that applies to all school levels.
- 'Curriculum Organization and Time (Credit) Allocation' and 'Curriculum Organization and Implementation' present their respective information according to elementary, middle, and high school levels.
- 'Schools for Specialized Education' includes guidelines for curriculum organization and implementation for a variety of schools, including those that are equivalent to both elementary and secondary schools, other special schools, schools established under different regulations of the Elementary and Secondary Education Act, and schools that are granted special exemptions from curriculum implementation under the Enforcement Decree of the Elementary and Secondary Education Act.

## 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 credit-based and electives-centered curriculum from the 1st grade to the 3rd grade in high schools.
- B. Schools may organize the curriculum for each grade (or grade cluster) and subject (or subject cluster) as outlined in their curriculum organization and implementation plan.
- C. Grade clusters are employed to provide flexibility in organizing and implementing the curriculum through interconnection and collaboration between different grade levels.
- D. Subjects in the common curriculum are re-categorized into each subject (or subject cluster) in consideration of similarities in learning goals, methods and targets of inquiry, and connection to the modes of life.
- 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. The content arrangement of subjects and Creative Experiential Activities does not necessarily imply a learning sequence to be followed. Instead, the order and proportion of content and methods of disciplinary and interdisciplinary instruction can be adjusted to achieve the goals of the specific grade level in each subject based on factors such as student interests and needs, school conditions, teacher needs, and seasonal and regional characteristics.
- G. 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.
- H. Schools can implement career-related education to assist students in transition between school levels to equip them for school life and learning in upper grades.

I. 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 and Health Education, Character Education, Career Education, Democratic Citizenship Education, Human Rights Education, Multicultural Education, Unification Education, Dokdo Education, Economy and Finance Education, Environmental and Sustainable Development Education

- J. Schools implement experience-oriented safety education in connection with related subjects and Creative Experiential Activities so that students can recognize and deal with dangerous situations at home, school, and society.
- K. Schools may conduct education for social events or issues as needed. In this case, they must follow the related guidelines.
- L. Schools may conduct online education as needed. In this case, the standards for online education must follow national laws and guidelines.
- M. Provincial offices of education and schools can offer courses that are not presented in the National Curriculum, if necessary. In this case, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
- N. Students with special needs follow the organization and time (credit) allocation of their grade (grade cluster) levels of this curriculum. Still, schools may design and implement lessons in conjunction with the curriculum or substitute the content of the special education curriculum subjects (subject clusters) to meet the individual student's educational needs.

## 2. Elementary School

#### A. Curriculum Organization and Time Allocation

#### 1) Curriculum Organization

- a. The elementary school curriculum consists of subjects (subject clusters) and Creative Experiential Activities.
- b. Subjects (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 grades 1 and 2, the subjects to be taught include Korean Language, Mathematics, and integrated subjects consisting of Moral Life, Inquiring Life, and Pleasant Life.
- c. Creative Experiential Activities include discretionary · self-governing activities, club activities, and career activities.

#### 2) Time Allocation

(Table 1)

	Categories	Grades 1~2	Grades 3~4	Grades 5~6
Subjects (Subject Clusters)	Korean Language	Korean Language 182	408	408
	Social Studies/ Moral Education		272	272
	Mathematics	Mathematics 256	272	272
	Science / Practical Arts	Moral Life 144	204	340
	Physical Education	Inquiring Life 224	204	204
	Arts (Music / Art)		272	272
	English	Pleasant Life 400	136	204
	Subtotal	1,506	1,768	1,972
Creative Experiential Activities		238	204	204
Total	Instructional Hours	1,744	1,972	2,176

① One instructional hour is equivalent to 40 minutes in length. This time, however, can be adjusted according to weather and seasonal conditions, the student developmental level, the nature of learning contents, school circumstances, and so forth.

② Time allocation for a subject (subject cluster) and Creative Experiential Activities of each grade cluster is the total number of instructional hours for two years, which is based on 34 weeks of teaching per year.

③ Total Instructional Hours indicates the minimum number of instructional hours for each grade.

4 The instructional hours for Practical Arts are only applied to Science/Practical Arts for grades 5 and 6.

(5) Information Education is organized and implemented for more than 34 hours by utilizing the number of hours in the informatics area of Practical Arts, School-designed Autonomous Hours, and so forth.

- B. Standards for Curriculum Organization and Implementation
- Schools can organize the number of instructional hours for each subject (subject clusters) of each grade (grade clusters) and Creative Experiential Activities by grades and semesters.
  - a. Schools organize the subjects for student completion in each grade (grade clusters) by grade and semester, and provide the information to parents and students.
  - b. Schools organize and implement curriculum to ensure the development of students' basic life habits, foundational learning abilities, and good moral character through the entire educational activities.
  - c. Schools can adjust the number of instructional hours within the range of 20% in each subject (subject cluster) and Creative Experiential Activities in consideration of the school's individual 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.
  - d. If necessary, schools can implement intensive course-offerings per semester or per year to enhance effectiveness of learning.
  - e. Schools can organize and implement Creative Experiential Activities by focusing on different areas in different grades (grade clusters), in consideration of student developmental needs, school circumstances, and other factors.
- 2) Schools organize and implement the curriculum in a way that ensures learning opportunities for all students.
  - a. Schools organize and implement curriculum in a way that allows for foundational and basic elements of each subject to be learned in a systematic manner. In particular, schools may run supplementary programs for students who lack basic skills in literacy and numeracy.
  - b. If a transfer student is unable to complete certain subjects, the local offices of education and schools should ensure that no learning deficits occur through supplementary classes and the like.
  - c. 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.

- Schools organize and implement School-designed Autonomous Hours for grades 3-6, which can be utilized to engage with the community or to enact various unique curricula.
  - a. Schools can offer new subjects or activities in addition to those outlined in this curriculum utilizing School-designed Autonomous Hours. In this case, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
  - b. Schools decide on the contents of subjects and activities to be offered during School-designed Autonomous Hours based on local and school conditions and student needs. Schools also provide and implement a variety of subjects and activities for students.
  - c. Schools provide School-designed Autonomous Hours by securing one week of instructional time of curriculum or Creative Experiential Activities per semester based on 34 weeks per year, depending on school conditions.
- 4) Schools organize and implement career-related education that strengthens the connections between school levels and career education by utilizing part of a semester at the beginning of the school year and before moving to upper grade or school.
  - a. Schools implement an entrants orientation program for first-grade students, such as school life adaptation and Korean literacy education, as a form of career-related education by utilizing hours for subjects and Creative Experiential Activities.
  - b. Schools autonomously implement career-related education, such as school life and learning preparation in middle school, career exploration, and so forth, by utilizing hours for subjects and Creative Experiential Activities.
  - c. Schools prioritize career-related education to enhance students' competencies and promote self-directed learning skills. In addition, schools support students' learning and growth by connecting learning contents and methods for each subject between school levels and career activities linked to the subject education.
- 5) Schools organize and implement the curriculum with regard to the developmental characteristics of students.
  - a. Schools ensure that first and second-grade students have sufficient time for physical

activity as well as indoor and outdoor play.

- b. Schools organize and implement safety education in grades 1 and 2 using subjects and Creative Experiential Activities, including 64 hours in Moral Life, Inquiring Life, and Pleasant Life.
- c. Schools ensure that ICT education, health education, and Chinese character education are systematically taught by utilizing related subjects and hours for Creative Experiential Activities.

## 3. Middle School

- A. Curriculum Organization and Time Allocation
  - 1) Curriculum Organization
    - a. The middle school curriculum consists of subjects (subject clusters) and Creative Experiential Activities.
    - b. Subjects (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, Vietnamese), Health Education, and Career and Vocation.
    - d. Creative Experiential Activities include discretionary and self-governing activities, club activities, and career activities.

#### 2) Time Allocation

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

(Table 1)

① One instructional hour is equivalent to 45 minutes in length. This time, however, can be adjusted according to weather and seasonal conditions, student developmental level, the nature of learning contents, school circumstances, and so forth.

② Time allocation for a subject (subject cluster) and Creative Experiential Activities is the total number of instructional hours for three years, which is based on 34 weeks of teaching per year.

③ Total Instructional Hours indicates the minimum number of instructional hours for three years.

④ Informatics is organized and implemented for more than 68 hours by utilizing the allocated subject and School-designed Autonomous Hours.

- B. Curriculum Organization and Implementation
- 1) Schools can organize the number of instructional hours for subjects (subject clusters) and Creative Experiential Activities by grades and semesters.
  - a. Schools organize the subjects for student completion over the three years of middle school by grades and semesters, and provide the information to parents and students.
  - b. Schools can adjust the number of instructional hours within the range of 20% in each subject (subject cluster) and Creative Experiential Activities 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.
  - c. 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, Arts (Music/Art), elective subjects, and subjects assigned within autonomous school hours are an exception.
  - d. When schools offer elective subjects, more than two subjects should be offered simultaneously to ensure students' choice. Schools can offer new elective subjects, if necessary. In this case, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
  - e. Schools can organize and implement Creative Experiential Activities by focusing on different areas, in consideration of student developmental needs, school circumstances, and other factors.
- 2) Schools organize and implement the curriculum in a way that ensures learning opportunities for all students.
  - a. If a transfer student is unable to complete certain subjects, the local offices of education and schools should ensure that no learning deficits occur through supplementary classes and so forth.
  - b. Schools utilize online resources and share educational resources within the area to prevent learning deficits in small or rural schools in which the offering of new courses can be challenging. In this case, they should follow the guidelines set by the superintendent of the local offices of education.

- Schools organize and implement School-designed Autonomous Hours, which can be utilized to engage with the community or to implement various unique curriculum.
  - a. Schools can offer new elective subjects in addition to those outlined in this curriculum by utilizing School-designed Autonomous Hours.
  - b. Schools decide on the contents of subjects and activities to be offered during School-designed Autonomous Hours based on local and school conditions and student needs. Schools also provide and implement a variety of subjects in consideration of their students' choice.
  - c. Schools provide School-designed Autonomous Hours by securing one week of instructional time of curriculum or Creative Experiential Activities per semester based on 34 weeks per year, depending on school conditions.
- Schools organize and implement the Free Semester Program and career-related education to help student explore their interests and future possibilities and experience the joy of learning.
  - a. One semester of the middle school curriculum shall be implemented as the Free Semester Program, and schools organize and implement the subjects and Creative Experiential Activities of that semester in alignment with the aims of the Free Semester Program.
  - (1) During the Free Semester Program, schools autonomously offer theme-selective and career-exploration activities centered on students' participation in consideration of local and school conditions.
  - (2) During the Free Semester Program, schools promote students' participatory learning, such as discussion and debate, project-based learning, and so forth. Schools also use assessments focused on the learning process and avoid using standardized, paper-pencil tests during the semester.
  - b. Schools organize and implement career-related education that strengthens career education and the connection between school levels by utilizing part of a semester or school year before moving to upper grade or school.

- (1) Schools autonomously implement career-related education, such as school life and learning preparation in high school, career exploration, and preparation for college by utilizing hours for subjects and Creative Experiential Activities.
- (2) Schools prioritize career-related education to enhance students' competencies and promote self-directed learning skills. In addition, schools support students' learning and growth by connecting subject contents, learning methods, and the like between school levels.
- (3) Schools implement career-related education in connection with career activities in Creative Experiential Activities and Free Semester Program.
- 5) Schools organize and implement School Sports Club Activities so that students are able to enjoy in their lives and cultivate a balanced development of mind and body, and promote social-emotional skills.
  - a. Schools organize and implement Sports Club Activities as a club activity of Creative Experiential Activities every semester for 34 hours per year.
  - b. Schools consider students' desires in determining the types and contents of the School Sports Club Activities, yet they should open two or more options of those activities to ensure students' choice.

## 4. High School

- A. Curriculum Organization and Time Allocation
- 1) Curriculum Organization
  - a. The high school curriculum consists of subjects (subject clusters) and Creative Experiential Activities.
  - b. The subjects include general subjects and specialized subjects.
- (1) General Subjects
  - (a) General subjects (subject clusters) include Korean Language, Mathematics, English, Social Studies (including History/Moral Education), Science, Physical Education, Arts, Technology and Home Economics/Informatics/Second Foreign Language/Classical Chinese/Liberal Arts.
  - (b) General subjects consist of common courses and elective courses. Elective courses include general electives, career-related electives, and interdisciplinary electives.
- (2) Specialized Subjects
  - (a) Based on the National Competency Standards, specialized subjects (subject clusters) include Management and Finance, Public Health and Public Welfare, Culture, Art, Design, and Broadcasting, Cosmetology, Tourism and Leisure, Food and Culinary Art, Architecture and Civil Engineering, Mechanical Engineering, Material Science, Chemical Industry, Textile and Apparel, Electrical and Electronics Engineering, Information and communication, Environment, Safety, and Fire Science, Agriculture and Animal Science, Fisheries and Marine Transportation, Convergence Science and Intellectual Property.
  - (b) Specialized subjects consist of major common courses, major general courses, and major practical courses.
  - c. Creative Experiential Activities include discretionary and self-governing activities, club activities, and career activities.

#### 2) Credit Allocation

a. General High Schools and High Schools for Special Purposes (excluding High Schools Customized to Industrial Need)

Subjects (Subject Clusters)	Common Courses	Required Credits	Autonomous Credits
Korean Language	Common Korean Language 1, Common Korean Language 2	8	
Mathematics	Common Mathematics 1, Common Mathematics 2	8	
English	Common English 1, Common English 2	8	
Social Studies	Korean History 1, Korean History 2	6	·
(including History/ Moral Education)	Integrated Social Studies 1, Integrated Social Studies 2	8	construct their
Science	Integrated Science 1, Integrated Science 2, Science Laboratory Experiments 1, Science Laboratory Experiments 2	10	consideration of students' aptitudes and career
Physical Education		10	development.
Arts		10	
Technology & Home Economics/ Informatics Second Foreign Language/ Classical Chinese/ Liberal Arts		16	
	Subtotal	84	90
Crea	Creative Experiential Activities		
	Total Credits		192

(Table 3)

1 One credit is equivalent to 16 instructional hours.

- ② One instructional hour is equivalent to 50 minutes in length. This time, however, can be adjusted according to weather and seasonal conditions, students developmental characteristics, the nature of content to be learned, school circumstances, and so forth.
- ③ The common courses comprise four credits, and the number of credits can be reduced by up to a single credit. However, Korean History 1 and 2 comprise three credits each and cannot be reduced.
- ④ Science Laboratory Experiments 1 and 2 comprise one credit each, and as a rule, they must be organized and run without reducing the given credit. However, high schools specialized in science, physical education, and art may provide this course flexibly based on school circumstances.
- ⑤ The number of required credits indicates the minimum credit. High Schools with Special Purposes are encouraged to allocate more than five credits for the Arts subjects (subject clusters) and more than 12 credits for Technology.Home Economics/Second Foreign Language/Classical Chinese/Liberal Arts.

- ⑥ The total number of credits completed in Korean language, Mathematics, and English should not exceed 81. When the total number of credits exceeds 174, Korean Language, mathematics, and English should not comprise more than 50% of the additional credits.
- ⑦ The credits for Creative Experiential Activities represent the minimum requirement, and the parenthetical indicates the equivalent instructional hours.
- (8) The total number of credits is the minimum requirement that must be completed in three years to graduate from high school.

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

	Subjects (Subject Clusters)	Common Courses	Required Credits	Autonomous Credits
	Korean Language	Common Korean Language 1, Common Korean Language 2		
	Mathematics	Common Mathematics 1, Common Mathematics 2	24	
	English	Common English 1, Common English 2		
	Social Studies	Korean History 1, Korean History 2	6	Individual schools
	Moral Education)	Integrated Social Studies 1, Integrated Social Studies 2	19	construct their curriculum in
General subjects	Science	Integrated Science 1, Integrated Science 2	12	consideration of students'
	Physical Education		8	career
	Arts		6	development.
	Technology & Home Economics / Informatics / Second Foreign Language / Classical Chinese / Liberal Arts		8	
	Subtotal		64	
Specialized Subjects	17 \$	17 Subjects (Clusters)		30
	Creative Experiential Activities		18(288 hours)	
		Total Credits	1	192

#### ⟨Table 4⟩

① One credit is equivalent to 16 instructional hours.

② One instructional hour is equivalent to 50 minutes in length. This time, however, can be adjusted according to weather and seasonal conditions, student developmental characteristics, the nature of content to be learned, school circumstances, and so forth.

③ The common courses comprise four credits, and the number of credits can be reduced by up to a single credit. However, Korean History 1 and 2 comprise three credits each and cannot be reduced.

- 4 The number of required credits is the minimum requirement.
- ⑤ The number of credits required for Vocational High Schools that specialize in experiential education, such as field works, is determined by the superintendent of the local offices of education.
- (6) The credits for Creative Experiential Activities are the minimum requirement, and the parenthetical indicates the equivalent instructional hours.
- O The total number of credits is the minimum requirement that must be completed in three years to graduate from high school.

## 3) General Subjects

Subjects		Elective Courses			
(Subject clusters)	Common Courses	General Electives	Career-related Electives	Interdisciplinary Electives	
Korean Language	Common Korean Language 1, Common Korean Language 2	Speech & Language, Reading & Writing, Literature	Topic-based Inquiry Reading, Literature & Film, Job Communication	Book Discussion & Writing, Media Communication, Inquiry on Language Life	
Mathematics	Common Mathematics 1, Common Mathematics 2 Basic Mathematics 1, Basic Mathematics 2	Algebra, Calculus I , Probability & Statistics	Geometry, Calculus II, Mathematics for Economics, Mathematics for Artificial Intelligence, Mathematics for Workplace	Mathematics & Culture, Practical Statistics, Mathematics Project	
English	Common English 1, Common English 2 Basic English 1, Basic English 2	English I, English II, English Reading & Writing	Reading English Literature, English Presentation & Debate, Advanced English, Advanced English Reading & Writing,	Daily English Conversation, English & Media, World Cultures & English	
Social Studies (History / Moral Education)	Korean History 1, Korean History 2 Integrated Social Studies 1, Integrated Social Studies 2	Global Citizen & Geography, World History, Society & Culture, Modern Society & Ethics	Vocational English Korean Geography: An inquiry approach, Inquiry on Cities for the Future Journey into the East Asian History Politics, Civic Life & Law, Economics, Ethics & Thoughts, Humanities & Ethics Introduction to International Relations	Travel Geography, Inquiry on Modern History, Inquiry on Social Issues, Personal Finance for Economic Lives, Inquiry on Ethical Issues, Climate Change & A Sustainable World	
Science	Integrated Science 1, Integrated Science 2, Science Laboratory Experiments 1, Science Laboratory Experiments 2	Physics, Chemistry, Life Science, Earth Science	Mechanics & Electromagnetism Energy, & Quantum, Matter & Chemical Energy, Reactions, Cell & Inheritance of Metabolism, Life, Earth System Planetary & Science, Space Science	Science History & Culture, Climate Change & Environmental Ecology, Convergence Science Inquiry	
Physical Education		Physical Education1, Physical Education2	Exercise & Health, Sports & Culture*, Sports & Science*	Sports & Life 1, Sports & Life 2	
Arts		Music, Art, Theater	Music Performance & Creation, Music Appreciation & Criticism, Studio Art, Art Appreciation & Criticism	Music & Media, Art & Media	
Technology and Home Economics/ Informatics		Technology and Home Economics	Robotics & Engineering World, Exploring Human Ecology	Creative Engineering Design, Introduction to Intellectual Property,	

## ⟨Table 5⟩

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Subjects		Elective Courses			
(Subject clusters)	Common Courses	General Electives	Career-related Electives	Interdisciplinary Electives	
			Artificial Intelligence Basics.	Life Planning & Independence*, Child Development & Parenting	
		Informatics	Data Science	Software & Life	
Foreign Language/ Classical Chinese		German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese Classical Chinese	German Conversation, French Conversation, Spanish Conversation, Chinese Conversation, Russian Conversation, Arabic Conversation, Vietnamese Conversation Advanced German, Advanced French, Advanced Spanish, Advanced Spanish, Advanced Chinese, Advanced Japanese, Advanced Russian, Advanced Russian, Advanced Arabic, Advanced Vietnamese Reading classics in Chinese characters	Cultures in German-Speaking Countries, Cultures in French-Speaking Countries, Cultures in Spanish-Speaking Countries, Chinese Culture, Japanese Culture, Russian Culture, Arab Culture, Vietnamese Culture Chinese characters in Korean language	
Liberal Arts		Career & Vocation, Ecology & Enviornment	Human & Philosophy, Logic, Human & Psychology, Understanding Education, Religion in Human Life, Health	Human & Economic Activity, Critical Writing	

① The elective courses comprise four credits. However, Physical Education, Arts, and Liberal Arts Subjects (Subject clusters) comprise three credits.

② Elective courses can be organized and implemented by increasing or decreasing their number by up to a single credit.

- ③ Subjects marked with an asterisk(\*) comprise two basic credits and can be organized and implemented by reducing up to a single credit.
- ④ Physical education should be implemented every semester. However, Vocational High Schools and High Schools Customized to Industrial Needs can adjust their implementations for grades that have a field practicum.

Subject	Subject					
Areas	Clusters		Career-rela	ted Electives		Interdisciplinary Electives
	Mathematics	Specialized Mathematics Advanced Calculus	Discrete Mathematics	Advanced Geometry	Advanced Algebra	
Science Strand	Science	Advanced Physics	Advanced Chemistry	Advanced Life Science	Advanced Earth Science	Physics Experiment, Chemistry Experiment
	Informatics	Science Research				
	mormatics	Introduction to Sports	Athletics	Gymnastics	Aquatic Sports	Sport Pedagogy
Physical Education	Physical Education	Basic Sports Practical Skills	Intermediate Sports Practical Skills	Advanced Sports Practical Skills	Sports Event Physical Strength	Exercise Physiology & Medicine
Strand		Sports Event Skills	Sports Ever Analysis	t		Sports Administration & Management
		Music Theory	Music History	Sight Singing & Ear Training	Applied Lessons for Music Maior	Music & Culture
		Choral & Instrumenta Ensembles	lPractice in Musi Performance	c		
		Art Theory	Drawing	Art History	Specialized Studio Art	Inquiry in Art Media
		Art Inquiry Introduction to Dance	Dance & Body	Essential Dance Techniques	eAdvanced Dance Techniques	Art & Society Dance & Media
		Choreography	Dance Production	Dance Appreciation & Critique	1	
		Introduction to Creative Writing	Writing Theories	Appreciation & Criticism of Literature	Poetry Writing	Literature & Media
Art Strand	Art	Novel Writing	Drama Writing			
		Acting & Body	Acting & Speech	Acting	Scenography	Theater & Life
		Theater Production Workshop	Theater Appreciation & Criticism	Understanding Film	Cinematography & Lighting	Film & Life
		Editing & Sound	Film Production Workshop	Appreciation & Criticism of Film		
		Understanding Photography	Photography Shoot	Expression Techniques in Photography	Understanding Video Production	Photography & Life
		Appreciation & Criticism of Photography				

#### (Table 6)

① Electives for High Schools for Special Purposes are devided into the Science, Physical Education, and Art strand.

② The number of basic credits and the range of increase or decrease for Electives for High Schools for Special Purposes are determined by the superintendent of local offices of education.

## 4) Specialized Subjects

Subjects	Elective Courses				
(Subject	Common Special	Foundational	D (* 1	0	Departments
clusters)	Subjects	Courses	Practical	Courses	
Management.	Successful Life in the	Commercial Economy	General Affairs	Human Resources	Business Office
Finance	Work	Business & Management	Labor Management	Management	Administration
1 manee	Labor Rights, Occupational	Office Management	Office Work Administration	Secretarial Work	Tax Accounting
	Safety & Health	Accounting Principles	Accounting Practice	Budget & Funds	Distribution
	Digital & Vocational	Accounting Information	Distribution Management	Tax Affairs Practice	Financial Information
	Life	Processing System	Materials Management	Purchase Procurement	Marketing
		Enterprise Resource Planning	Supply Chain Management	Process Management	
		Foundations of Tax Affairs	Logistics Management	Quality Management	
		Foundations of Distribution	Production Site Management	Import & Export	
		Management	Trade Finance Business	Management	
		Foundations of Trade	E-Commerce Practicum	Bank Teller Affairs	
		Trade English		Customer Management	
		Foundations of Finance		Retail Sales	
		Foundations of Insurance			
		Marketing & Advertising			
		Provide the communication			
		Exampletions of E-Commons			
II 14h		Foundations of E-Confinence	Haalth Safaty & Mutuition	Diarr Cuidenaa fan Fankr	Childaara
Health.		Children Dringinlag & Touching	Guidanco for Forly Childhood	Childhood	Wolfaro
Welfare		Farly Childhood Curriculum	Social Welfare Facility Practicum	Personal Welfare Services	Nursing
		Child Guidance	Senior Care Support		i vui sing
		Child Welfare	cano caro capore		
		Childcare Practice			
		Early Childhood Pedagogy			
		Understanding of Life Service			
		Industry			
		Introduction to Welfare Services			
		Understanding of Social Welfare			
		Facilities			
		Public Health			
		Function			
		Introduction to Nursing			
		Basic Nursing Clinical Practice			
		Public Health Nursing			
		Health & Medical Regulations			
		Dental Nursing Clinical Practice			
Culture · Art ·		Understanding Cultural Contents	Film Contents Production	Music Contents Production	Cultural Contents
Design•		Industry	Advertising Contents Production	Game Planning	Design
Broadcasting		Understanding Media Contents	Game Design	Game Programming	Crafts
		Introduction to Video Production	Animation Contents Production	Cartoon Contents	Broadcasting
		Introduction to Animation	Character Production	Production	
		Introduction to Music Contents	VR•AR Contents Production	Smart Culture App	
		Production	Product Design	Contents Production	
		Lesign & Lirawing	Editorial Docim	visual Design	
		Plastic Arts	Woodworking	Color Design	
		Introduction to Color	Broadcasting Contents Production	Ceramic Art	
		Computer Graphic Design	and the second second in the second s	Metal Art	
		Introduction to Grafts		Management of	
		Craft Materials & Tools		Broadcasting Production	
		Introduction to Broadcasting		System	
		-			

## ⟨Table 7⟩

Subjects	Elective Courses				
(Subject	Common Special	Foundational	Departicul	Courses	Departments
clusters)	Subjects	Courses	Fractical	Courses	
Cosmetology		Introduction to Cosmetology	Hair Care	Skin Care	Cosmetology
		Safety & Health in Beauty	Makeup		
		Services		Nail Care	
Tourism•		Introduction to Tourism	Hotel Food & Beverage	Hotel Rooms Operation	Tourism
Leisure		Tourism English	Domestic Travel Service	Overseas Travel Service	Leisure Industry
		Tourism Japanese	Practicum	Practicum	Leisure moustry
		Tourism Chinese	Exhibition · Convention ·	Casino Service Practicum	
		Tourism Culture & Resources	Event Practicum		
		Tourism Contents			
		Development			
		Exhibitions, Conventions,			
		Introduction to Leisure			
		Services			
Food		Food & Nutrition	Korean Food Cuisine	Western Food Cuisine	Culinary Arts
Culinary Art		Culinary Basic	Chinese Food Cuisine	Japanese Food Cuisine	Food & Beverage
-		Introduction to Food &	Barista	Bartender	Food Processing
		Beverage	Dining Space Management	Sea food Processing	Pastry & Bakery
		Food Science	Healthy Food Processing	Kinchi & Side Dishes Processing	
		Food Hygiene	Beverage & Liquor Processing	Food Quality Management	
		Food Processing Technology	Rice Cake Manufacturing	Bakery making	
		Food Analysis	Pastry making		
Architecture		Introduction to General	Reinforced Concrete Construction	Architectural Carpentering	Architecture
Civil		Engineering	Architectural Finishing	Architectural Painting	Architecture & Interior
Engineering		Foundations of Drafting	Architectural Design	Civil Engineering Design	Civil Engineering
		General Architecture	Civil Engineering Construction	Cadastre	Spatial Information
		Architectural Basic Practice	Surveying	Spatial Information Building	Smart City
		Analysis & Drafting	Service	Unmanned Aerial Vehicles	
		Introduction to Civil Engineering	Transportation Planning &	National Territorial Urban	
		Civil Drawing Analysis &	Design	Planning	
		Drafting	Residential Services		
		Construction Materials			
		Soil & Irrigation			
		Foundations of Surveying			
		Foundations of Drone			
		Foundations of Smart City			
		Foundations of Building			
Mechanical		Machine Drafting	Mechanical Flement Design	Machine Control Design	Mechanical Engineering
Engineering		Machine Groundwork	Turning Machines	Milled Finishing	Air Conditioning &
Diigineering		Electromechanical Theory	Grinding Work	Computer-Assisted Production	Industrial Facilities
		Introduction to Machinery	Mechanic Measurement	Molding Processing	Automobile
		Introduction to Automotive	Non-Traditional Machining	Machine Manual Assembly	Shipbuilding
		Introduction to Mechanics	Levelopment of Nechanical Software	Transport & Libloading Machines	Aeronautics
		Introduction to refrigeration Air	Installation & Maintenance of	Installation & Maintenance of	
		Conditioning	Construction & Mining Machinery	Machine Tools	
		Fluid Machine	Installation & Maintenance of	Motorcycle Maintenance	
		Industrial Equipment	Elevators	Injection Mold Design	
		Automobile Engines	Like Maintenance	Injection Mold Quality Control Press Mold Design	
		Automotive Electric-Electronic	Injection Mold Assembly	Press Mold Quality Control	
		Controls	Press Mold Making	Punbing	

Subjects	Elective Courses				
(Subject	Common Special	Foundational		2	Departments
clusters)	Subjects	Courses	Practical	Courses	
		Ship Theory	Press Mold Assembly	Refrigeration Air Conditioning	
		Ship Structure	Design of Refrigeration Air	Maintenance Management	
		Ship Building	Conditioning	Sheet Metal & Canning	
		Hull Drawing Reading & Drafting	Installation & Maintenance of	Carbon Dioxide & Gas Metal Arc	
		Introduction to Aircraft	Boilers	Welding	
		Foundations of Aircraft Practice	Shielded Arc Welding	Robot Welding	
			Gas Tungsten Arc Welding	Installation of Refrigeration Air	
			Installation of Boiler Devices	Conditioners	
			Automobile Electric & Electronic	Automobile Engine Maintenance	
			Devices Maintenance	Automobile Body Maintenance	
			Automobile Chassis Maintenance	Automobile Maintenance Testing	
			Autombile Taning	Hill Asserting Docion	
			Floatric Apparatus Production	Manufacturing of Flectrical &	
			Aircraft Airframe Manufacturing	Flectronic Equipment for Aircrafts	
			Aircraft Airframe Maintenance	Maintenance of Aircraft Gas	
			Aircraft Reciprocating Engine	Turbine Engines	
			Maintenance	Aircraft System Maintenance	
			Maintenance of Aircraft Electrical	Small Drone Maintenance	
			& Electronic Equipment		
			Aircraft Maintenance & Management		
Materials		Introduction to Materials	Iron Making	Steel Making	Metal Materials
science		Materials Testing	Rolling	Casting	Ceramics
		Ceramic Materials	Metal Material Processing	Metal Heat Treatment	
		Ceramic Principles & Processes	Plating	Metal Material Reliability Test	
			Ceramics	Carbon Materials	
			Molten Ceramic Manufacturing		
Chemical		Industrial Chemistry	Chemical Analysis	Chemical Management	Chemical Industry
Industry		Manufacturing Chemistry	Operation & Maintenance of	Functional Fine Chemical	Biochemical Industry
		Smart Process Control	Chemical Process	Manufacturing	Energy Chemical
		Chemical Plant Machinery	Polymer Product Manufacturing	Biopharmaceutical Manufacturing	Industry
		Chemical Plant Electricity	Biochemical Product Manufacturing	Cosmetic Manufacturing	
		Fundamentals of	Utilities of An Energy Facility	Renewable Energy Practice	
		Biochemistry			
		Energy industry Fundamentals			
		Manufacturing			
Toxtilo		Textile Materials	Tavtile Decign	Spinning-Varp	Textiles
Assess		Textile Manufacturing Process	Weaving & Knitting	Dveing Processing	Clothing
Apparei		Foundations of Dyeing &	Manufacturing Process	Pattern Making	5
		Processing	Practice of Fashion Design	Knit Apparel Production	
		Fashion Materials	Construction & Production of	Design & Production of Fashion	
		Foundations of Fashion Design	Western Clothing	Accessories	
		Foundations of Clothing	Construction & Production of	Visual Merchandising	
		Construction	Korean Costume		
		Knitting	Distribution Management of		
		Fashion Marketing	Fashion Products	0 / ( D	
Electrical·El		Electric Circuits	Fower Plant Facility Operation	Uperation of Hower Transmission,	Electricity
ectronics		Electrical Installation	Electric Machine Design	iranstormation & Listinbution Pacilities	Liectronics
Engineering		Automation Fouipment	Electric Installation of Inside	Flectric Machine Manufacturing	
		Basic Electric Electronics	Manufacture of Automatic	Operation of Electrical	
		Electronic Circuits	Control Devices	Facilities	
		Electric.Electronics	Operation of Automatic Control	Electric Installation of Outside	
		Measurements	System	Maintenance of Automatic	
		Digital Logic Circuits	Maintenance of Electric	Control System	
		Electronic Control	Railway Facilities	Electric Railway Construction	
		1	1		

Subjects		Electiv	ve Courses		
(Subject	Common Special	Foundational	Practical	Courses	Departments
clusters)	Subjects	Courses	Tactical	Courses	
clusters)	Subjects	Courses	Production of Electronic Goods Installation & Maintenance of Electronic Products Development of Home Appliance Hardware Development of Industrial Electronic Equipment Hardware Development of Industrial Electronic Equipment Software Development of Industrial Electronic Equipment Software Development of Electronic Application Equipment Development of Electronic PartsTools Serniconductor Manufacturing Semiconductor Materials Robot Hardware Design Robot Software Development Robot Maintenance Medical Device Licensing Led Technology Development Manufacturing Products for 3D Printers	Railway         Signal         Control           Construction         Froduction         Froduction           Production         of         Electronic           Products         Development         of         Home           Appliance System Software         Development         of         Home           Appliance System Software         Development         of         Industrial           Development         of         Industrial         Bectronic         Devices         &           Instruments         Development         of         Information         Communication         Device           Hardware         Development         of         Electronic         Application Hardware           Development         of         Electronic         Application Software           Development         of         Seniconductor         Seniconductor           Application Software         Development         Geniconductor         Seniconductor           Development         of         Robotic         Instruments         Development         of         Robotic           Development         of         Robotic         Instruments         Development         of         Robotic         Instruments         Development	
Information • Communication		General Communication Communication System Information Communication Information Processing & Management Computer Architecture	Printers Network Construction Establishment & Operation of Wireless Communication Application Programming Development System Programming	Intelligence Research & Development of Medical Devices Production of Medical Devices Development of 3D Printers Establishment & Operation of Wired Communication Management & Operation of High-Speed Network Service Implementation of Screen in Application Programming	Communications Information Computer Software
Favironment		Programming Data Structure Algorithm Design General Computer System Computer Network General Artificial Intelligence Internet of Things & Sensor Control Human & Environment	Network Programming Big Data Analysis Information Protection Management Air Management	Database Programming System Management & Support Artificial Intelligence Modeling Computer Security Internet of Things Service Planning Water management	Environment
Safety•Fire Science		Foundations of Environmental Chemistry Environmental Chemistry Environmental Technology Foundations of Occupational Safety & Health Foundations of Firefighting Firefighting Regulations Firefighting Architecture Firefighting Machine Firefighting Electricity	Waste management Soil & Groundwater Management Environmental Ecological Restoration Management Electrical Safety Management Chemical Safety Management Firefighting Facility Design Firefighting Safety Management	Noise & Vibration Management Environmental Hazard Management Machine Safety Management Construction Safety Management Gas Safety Management Firefighting Facility Construction	Industrial Safety Firefighting
Agriculture• Animal		Underst&ing of Agriculture Basic Agricultural Technology Agricultural Management	Rice Cultivation Breeding Rural Experience Products	Specialty Crops Cultivation Seeds Production Rural Experience Facilities	Agriculture Horticulture Forest Resources

Subjects	Elective Courses				
(Subject	Common Special	Foundational	Practical	Courses	Departments
clusters)	Subjects	Courses			
(Subject clusters) Science	Common Special Subjects	Foundational Courses Cultivation Agricultural Products Distribution Agricultural Products Trade Agricultural Products Trade Agricultural Products Trade Biotechnology Agricultural Information Management General Agricultural Entrepreneurship Horticulture Agricultural Production Materials Landscape Plant Care Foundations of Flower Decoration Forest Recreation Forest Recreation Forest Recreation Forest Recreation Forest Recources Forest Processing Afforestation Landscape Animal Resources Companion Animal Care General Insect Industry Agricultural Machinery Agricultural Machinery Agricultural Machinery Agricultural Machine Operation Agricultural Electricity- Electronics Drawing & Design in Agricultural Civil Engineering Construction & Measurement in Agricultural Civil Engineering Construction & Measurement in Agricultural Civil Engineering General Agricultural Production Environment Understanding of Oceanography	Practical Development Smart Farm Operation Poriculture Rower Decoration Forestry Seedling Forest Protection Wood Processing Landscape Management Veterinary Assistance Cow Rearing Poultry Rearing Horse Rearing Agricultural Machinery Installation & Maintenance	Courses Operation Vegetable Cultivation Floriculture Mushroon Cultivation Forest Development Forest Products Production Pulp & Paper Manufacturing Insect Rearing Agricultural Production Environment Creation	Departments Lanksape Architecture Animal Resources Agricultural Machinery Agricultural Civil Engineering Marine Production
Marine transportation		Foundations of Fisheries & Shipping Industry Introduction to Marine Production Marine Pollution & Prevention Bectronic Communications Operation Specializing in Fishing Vessel General Fisheries Fisheries Biology Introduction to Aquaculture Fisheries Management Seafood Distribution Farmed Creature Disease Foundations of Ornamental Creatures Entrepreneurship in Fisheries & Oceanography	Marine Aquaculture Freshwater Aquaculture Water Leisure Equipment Piloting Surface Supplied Diving System Operation of Fishing Village Experience Facilities Stip Deck Management Ship Safety Management Marine Engineer's Duties Maintenance of Ship Auxiliary Machinery	Aquatic Seedling Production Aquatic Disease Management Scuba Diving Development of Fishing Village Experience Products Ship Communication Ship Operation & Management Marine Machinery Operation Marine Engine Maintenance	Aquaculture Marine Leisure Sailing Marine Engineering

(Subject clusters)	Common Special Subjects	Foundational Courses Introduction to Live Fish Handling Marine Leisure Tourism Yachting Underwater Diving Technique Foundations of Navigation Introduction to Maritime Affairs	Practical	1 Courses	Departments
clusters)	Subjects	Courses Introduction to Live Fish Handling Marine Leisure Tourism Yachting Underwater Diving Technique Foundations of Navigation Introduction to Maritime Affairs	Practical	l Courses	
		Introduction to Live Fish Handling Marine Leisure Tourism Yachting Underwater Diving Technique Foundations of Navigation Introduction to Maritime Affairs			
Convergence science• intellectual property		Mantume Laws Ship Handling Maritime cargo Operation Introduction to Port Logistics Maritime English Duties of Deck officer Heat Engine Ship Auxiliary Machinery Ship Electricity & Electronics Foundations of Ship Engineer Practice Introduction to Ship Engineer Duties Introduction to Smart Factory Smart Factory Operation Design & Construction of Smart Factory Foundations of Invention & Patent Invention & Entrepreneurship Invention & Design Invention & Design	Smart Facility Practicum Patent Application Practice	Patent Research & Analysis Intellectual Property Management	Smart Factory Invention Patent
		Invention & Entrepreneurship Invention & Design Invention & Malzers			

• The number of basic credits and the range of increase or decrease for courses of specialized subjects are determined by the superintendent of local offices of education.

B. Curriculum Organization and Implementation

#### 1) Common Guidelines

- a. The total number of credits required to complete the high school curriculum is 192, comprised of 174 credits for subjects (subject clusters) and 18 credits (288 instructional hours) for Creative Experiential Activities.
- b. Schools organize the subjects for students to complete during the three years of high school by semester, and provide the information to parents and students.
- c. Schools actively provide information about electives in conjunction with career and academic planning guidance to ensure students can take appropriate courses for their careers.
- d. Schools organize and implement the completion time and the number of credits for subjects, adhering to the following guidelines.
  - (1) Schools organize and implement their curriculum so that students complete courses on a semester basis.
  - (2) Schools should organize and implement common courses before elective courses of the subjects (subject clusters) are taken.
  - (3) In consideration of student developmental level, Mathematics 1 and 2 and English 1 and 2 can be replaced by Basic Mathematics 1 and 2 and Basic English 1 and 2. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- (4) For elective courses that are sequentially connected, schools organize and implement them in a sequential manner. However, schools can flexibly organize and implement the curriculum based on school conditions and student needs as well as the nature of the courses themselves.
- e. Schools organize the number of credits taken per semester to minimize students' learning burden and promote deeper learning.
- f. Schools ensure that credits exceeding the total requirement for the subjects (subject clusters) are appropriate, considering the students' needs and learning burdens. High Schools for Special Purposes can take extra credits only for special-purpose electives,

and Vocational High Schools and High Schools Customized to Industrial Needs can only exceed credits for specialized subjects.

- g. Schools should offer elective courses presented in this National Curriculum if a selected number of students wish to take them. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- h. Schools strive to expand student opportunities to take electives in various ways, provided they adhere to the following guidelines.
- (1) If a student wants to take an elective course that is not offered at their school, schools should approve and acknowledge the credits earned from other schools. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- (2) Schools may offer courses that are not presented in the National Curriculum, if necessary. In this case, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
- (3) Schools can approve out-of-school education at community organizations as a subject or Creative Experiential Activities, depending on the needs of students. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- (4) Schools may employ University Placement (UP) courses or internationally acknowledged courses/curricula if necessary. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- i. Schools organize and implement Creative Experiential Activities with autonomy based on the characteristics of students' development and school circumstances in order to provide diverse experiences related to students' career and aptitudes.
- j. Schools approve the credits if students meet the criteria for completing subjects and Creative Experiential Activities. The requirements for completion are set by considering attendance rate and academic achievement. Further details should follow the guidelines provided by the minister of education.
- k. Schools provide various means of preventative and remedial instruction in consideration of school conditions to ensure minimum achievement levels for each subject.
- l. Schools organize and implement career-related education that strengthens the

connections between schools and career education during transition period.

- (1) Schools autonomously implement career-related education to guide students' career and academic planning by utilizing hours for subjects and Creative Experiential Activities.
- (2) Ahead of graduation, schools provide students with an understanding of college life, University Placement (UP) courses, and social life and adjustment by utilizing hours for subjects and Creative Experiential Activities.
- m. Schools may offer specialized subjects in the special education curriculum as needed for students with special needs. In this case, they should be organized as career-related electives or interdisciplinary electives.
- 2) General High Schools
  - a. Out of the 180 total credits for the subjects (subject clusters), the minimum requirement should be 84 credits. However, if necessary, schools may set the number of required credits differently for individual students, taking into account the student's career and developmental level. Further details should follow the guidelines provided by the superintendent of the local offices of education.
  - b. Schools should organize the curriculum on the basis of the general subjects, yet they may offer specialized subjects, if necessary. In this case, they are organized as career-related electives.
  - c. If schools offer a second foreign language subject, they should seek to offer two or more subjects simultaneously.
  - d. Schools can offer new courses in addition to those presented in this curriculum as needed. In this case, they are organized as career-related electives or interdisciplinary electives.
  - e. Schools may operate specific subject-centered school. In this case, it is recommended that at least 30% of the self-completed credits be organized into courses of that subject (subject cluster). Further details should follow the guidelines provided by the superintendent of the local offices of education.
  - f. Schools establish and operate departments of vocational education or implement vocational consignment courses. In this case, the credit allocation criteria for Vocational

High Schools and High Schools Customized to Industrial Needs may be applied. Further details should follow the guidelines provided by the superintendent of the local offices of education.

- High Schools for Special Purposes (excluding High Schools Customized to Industrial Needs)
  - a. Out of the 174 total credits for the subjects (subject clusters), the minimum requirement should be 75 credits, and at least 68 of autonomous credits should be organized as elective courses related to the majors of High School for Special Purposes.
  - b. 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 the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
  - c. Schools can offer specialized subjects if necessary. In this case, they are organized as career-related electives.
  - d. Schools can offer new courses in addition to those presented in this curriculum as needed. In this case, they are organized as career-related electives or interdisciplinary electives.
- 4) Vocational High Schools and High Schools Customized to Industrial Needs
  - a. Schools set up their programs depending on the changes in the related job market and industrial demands. Schools organize and implement the curriculum considering types of human resource development in each program, student employability, and career development so that students can develop vocational basic skills and job skills.
  - (1) Out of the 174 total credits required for the subjects (subject clusters), the minimum requirement for general and specialized courses should be 64 and 80 credits, respectively. However, if necessary, the number of credits required for a student may differ depending on the student's career and development level, which is designated by schools. Further details should follow the guidelines provided by the superintendent of the local offices of education.

- (2) Schools may select two or more subjects (subject clusters) to organize and implement specialized courses.
- (3) Schools organize and implement corequisites reflecting the school environment and student needs, which are required in all subjects (subject clusters).
- (4) Specialized practical courses are taught and learned in accordance with the achievement standards of the National Competency Standards. Practice courses are assessed by a unit of competency within a content area.
- b. Schools may offer major, minor, or certificate programs as needed to operate their curricular programs. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- c. If a student selects and completes a course that is the foundation of a specialized program, schools may consider it as the completion of an elective for a related general course.
- d. Specialized and general elective courses may be interchangeably organized and implemented if the contents are similar or related. In this case, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
- e. Schools may add topics and contents to the curriculum of specialized courses in consideration of industrial demands and other factors. However, practical courses should follow the National Competency Standards, and schools may select and employ part of the content areas (competency units) according to the needs of schools and students.
- f. A field practicum, focusing on applying classroom knowledge and skills to field jobs, should be included in curriculum to engage students in various job experiences and enhance career adaptability in the fields.
- (1) The field practicum should be operated in such a way that students experience the job in a way that mirrors 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.

(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 superintendent of the local offices of education.

- g. 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.
- h. Creative Experiential Activities may be offered for the purpose of developing students' career development, character cultivation, employability development and so forth.
- i. The subjects (subject clusters) that are not presented in the National Curriculum should follow the standards of similar subjects (subject clusters). If schools intend to offer new subjects (subject clusters) and implement a new curriculum accordingly, they should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
- j. If schools intend to offer new practice courses in addition to those presented in the curriculum, they may develop them based on the National Competency Standards. In this case, schools should follow the guidelines set by the superintendent of the local offices of education as well as complete any necessary procedures beforehand.
- k. High Schools Customized to Industrial Needs are granted the autonomy to design and implement curricula closely associated with industrial needs. Further details should follow the guidelines provided by the superintendent of the local offices of education.

## 5. Schools for Specialized Education

- 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 local offices of education.
- C. Civic high schools, technical high schools, special classes for working youths, middle and high 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 approval from the superintendent of the local offices 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 approval from the superintendent of the local offices of education as follows.
- 1) Curriculum organization and time/unit allocation should conform to the middle and high school curriculum. However, the minimum hours/units for middle schools is 2,652, and the minimum number of credits for high school is 152.
- 2) The minimum attendance is 20 days per year.
- F. Schools granted with autonomy in organizing and implementing the curriculum by law, such as autonomous schools, overseas Korean schools, and so on, may organize and implement distinctive curriculum based on their school missions and characteristics. Specific guidelines are provided by the local offices of

education. Overseas Korean schools should follow the guidelines provided by the Minister of Education.

- G. Schools that are integrated across school levels for effective management follow the National Curriculum, but they have autonomy to organize and implement the curriculum to meet the needs of schools and the characteristics of students. Further details should follow the guidelines provided by the superintendent of the local offices of education.
- H. Schools that intend to apply a new approach to curriculum can organize and implement their curriculum differently from the standards presented in the National Curriculum with the approval of the Minister of Education.

## IV. Support for School Curriculum

This chapter identifies the types of administrative and financial support that should be provided at the national and local levels to ensure that the school curriculum is properly designed and implemented.

- 'Quality Management for School Curriculum' presents the types of support for managing and improving the quality of the school curriculum.
- 'Enhancement of Personalized Education' illustrates considerations for supporting the learning of students with diverse characteristics.
- 'Promotion of Learning Environments in Schools' enumerates the support required to cultivate student competencies and literacies in response to shifts in the educational environment.

## 1. Quality Management of School Curriculum

- A. Support at the national level
  - To support quality management and improvement of school curriculum, the government needs to
- 1) Regularly assess students' academic achievement, the schools' curriculum organization and implementation, and schools and educational agencies to maintain the quality of the school curriculum.
  - a. Administer achievement tests in subject areas and grades (grade clusters) to support students' learning, monitor students' academic achievement, and improve the existing curriculum.
  - b. Regularly evaluate schools and local offices of education to monitor the organization and implementation of the school curriculum and its support from local offices of education.
  - c. Survey, analyze, and examine the school curriculum and utilize the results to improve the curriculum.
- 2) Conduct research to monitor the organization and implementation of the school curriculum as well as the relevancy and effectiveness of supporting systems.
- B. Support at the level of local offices of education
  - To support quality management and improvement of the school curriculum, the local offices of education need to
- Establish the focus of education for the local community and provide guidelines for school curriculum development within its jurisdiction, in consideration of local contexts, educational conditions, and the demands and needs of students, teachers, and local residents.
- 2) Operate Curriculum Committees of local offices of education to incorporate local contexts and educational demands into the school curriculum.
  - a. These committees take charge of giving advice to schools and conducting research concerning the organization and implementation of the school curriculum.

- b. These committees may include teachers, educational administrators, educational researchers, subject education experts, parents, local personnel, and members from industrial sectors.
- 3) Regularly review the curriculum organization and implementation at each school level to manage the quality of the school curriculum. Assist effective implementation and improvement of the school curriculum by monitoring the support systems.
  - a. Conduct evaluations of student achievement and the school curriculum to enhance the relevance and effectiveness of the curriculum organization and implementation. Utilize the results in improving the curriculum.
  - b. Conduct self-evaluations of the support systems for the school curriculum, monitor the curriculum implementation in schools, and develop an improvement plan at the level of local offices of education.

## 2. Enhancement of Personalized Education

A. Support at the national level

To support the enhancement of personalized education, the government needs to

- 1) Develop and provide diverse ways of assessing students' learning so that school-wide assessment can support students' growth and successful learning.
  - a. Develop and distribute assessment standards in terms of achievement standards in each subject to support schools to administer assessments aligned with the goals of the subject-area curriculum.
  - b. Develop and provide schools with diverse methods, procedures, and tools that can be used for assessments in each subject.
- 2) Assist Vocational High Schools and High Schools Customized to Industrial Needs to organize and implement a curriculum, taking into account the characteristics of the school and the types of training programs in each department based on the National Competency Standards or the outcomes of the performance analysis in each major.
- 3) Develop plans to support students with diverse characteristics, such as underachievers, slow learners, students from multicultural backgrounds, and so on.

- 4) Provide reasonable accommodations for students with special needs by assisting with teaching and learning materials, assessment methods and tools, and so on.
- B. Support at the level of local offices of education
  - To support the enhancement of personalized education, the local offices of education need to
- 1) Assist schools in implementing a curriculum in response to the diverse characteristics of regions, schools, and students.
  - a. Develop relevant guidelines for schools to offer new courses in addition to those presented in the National Curriculum.
  - b. Develop regulations and guidelines for Integrated School across School Levels and support the implementation of a curriculum suited to the schools.
  - c. Identify and share excellent resources for Out-of-School Education and manage their quality to ensure that the Out-of-School Education operates in accordance with local and school conditions and students' needs.
  - d. Support the implementation of a joint curriculum between or across schools, if necessary, in consideration of the needs and conditions of each school.
  - e. Provide administrative and financial support to extend caring services for early graders in elementary schools depending on the conditions of schools and local communities.
  - f. Provide administrative and financial support for schools to operate after-school or vacation activities based on the needs of students and parents.
- 2) Supports for students in designing their own careers, by taking into account their careers and developmental levels.
  - a. Provide support for enhancing career activities that align with the school levels and students' developmental characteristics, and strengthening connection between school levels.
  - b. Develop and distribute materials for career-related education during the school transition period. Expand support for teachers' understanding of each school-level

curriculum and build collaborative relationships across school levels.

- c. Establish and implement plans to support the Free Semester Program in middle schools, including the development and distribution of various materials, teacher training, and collaboration with local communities.
- d. Establish and implement plans for the development and distribution of various materials, teacher training, school consultations, the ensuring of minimum academic achievement, and collaboration with local communities in order to ensure that high school curriculum is reliably implemented based on the credit system.
- e. Provide various means of support for active reading activities to foster humanities literacy and integrative reading skills.
- 3) Support personalized education that values students' diversity and prevent learning alienation and the widening of the educational gap.
  - a. Establish a support system for rural schools and small schools to reduce the educational gap across regions as well as between schools.
  - b. Support educational communities in working together to plan and implement personalized educational activities that meet the needs and demands of individual students in order to ensure that no student is marginalized from their learning.
  - c. Provide various 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 transfer between schools or returning from overseas. Endeavor to provide students with the opportunity to take courses in qualified public institutions in the local community.
  - d. Support students from diverse backgrounds, including returnees from overseas and students from multicultural backgrounds, to ensure that their educational experiences and backgrounds do not impede their completion of the school curriculum.
  - e. Prepare and provide educational opportunities for gifted students, slow learners, and students with special needs.
  - f. Implement and improve inclusive education by supporting collaboration among teachers, developing and distributing materials that connect the elementary and middle school curricula with the special education curriculum, as well as providing relevant training and consulting.

## 3. Promotion of Learning Environment in Schools

- A. Support at the national level
  - To support promotion of the proper learning environment in schools, the government needs to
  - Establish and support a collaborative system that enables educational agents to fulfill their respective roles and responsibilities based on the autonomy and decentralization of curriculum.
- 2) Provide administrative and financial support to foster coordination between local offices of education and schools in their efforts to organize and implement the school curriculum.
- 3) Promote teacher training at the level of local offices of education and subject-area research groups at the national level in order to embed this curriculum in practice.
- 4) Support the cultivation of teachers' competency for Education Technology (EduTech) utilization to build future-oriented teaching and learning methods and evaluation systems that address changes in the digital education environment.
- 5) Develop a plan for school facilities and teacher supply for effective implementation of the school curriculum.
- B. Support at the level of local offices of education
  - To support promotion of the proper learning environment in schools, the local offices of education need to
- 1) Provide the following support to enable schools to organize and implement the school curriculum based on the National Curriculum.
  - a. Provide administrative and financial support to monitor and provide necessary educational facilities, equipment, and resources for implementing the school curriculum.
  - b. Support small schools such as multi-grade classrooms to normally implement their curriculum by providing administrative and financial assistance, including the deployment

of teachers, expanded educational opportunities for students, and so on.

- c. 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.
- d. Develop comprehensive plans for safety education throughout the educational activities in schools and provide administrative and financial support to prevent accidents.
- e. Provide administrative and financial support, such as supplying teachers, securing facilities, promoting flexible learning space, and developing program, to ensure students' choices in course-taking in high schools.
- f. Provide administrative and financial support for the successful and safe implementation of the specialized curriculum and practical courses co-developed with industrial sectors in Vocational High Schools and High Schools Customized to Industrial Needs.
- 2) Transfer teachers in a timely manner as well as develop and distribute curriculum guidelines for schools to finish planning the organization and implementation of the school curriculum before the beginning of a new school year.
- 3) Make effort to recognize, develop, and provide necessary textbooks and teaching materials for subjects and Creative Experiential Activities.
- 4) Support schools to actively collaborate with relevant organizations in the community to successfully implement subject teaching, Creative Experiential Activities, school sports clubs, the Free Semester Program, and so forth. Identify excellent local resources and introduce them to schools for utilization.
- 5) Establish collaborative systems among schools as well as 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 effective management of the school curriculum.
- 6) Assist schools in organizing and implementing a curriculum, teaching and learning, and evaluation by employing plans regarding teacher training, curriculum consultation, Research School operation, and support for teacher communities.
  - a. Develop and implement plans of teacher training for promoting teachers' competencies to organize and implement the school curriculum, as well as for teachinga and learning, and evaluating subject areas and Creative Experiential Activities.

- b. 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 curriculum organization and implementation.
- c. Operate Research Schools and actively facilitate the Research Teacher System and professional communities in subject areas to improve the quality of instruction and the school curriculum.
- Enable effective teaching, learning, and evaluation through online and offline connections. Support personalized lessons and assessments using IIT.
  - a. Provide administrative and financial support for effective distance learning, including establishing relevant infrastructure, enhancing teachers' competencies for student distance learning, and so on.
  - b. Support facilities and equipment to effectively utilize various digital platforms, technologies, and digital tools in lesson design, instruction, and assessment.