

Individualized Curriculum (Special Class)

Classification	Contents	Classification	Contents						
School	Hanbaek Middle School	Address	Hwaseong-si						
Name	EUIRON JUNG	Phone Number	(Student) 010-0000-0000 (Mother) 010-0000-0000						
Date of Birth	AUG 30, 2004	Family Members	Father, Mother, Himself						
Disability Situation	1. Type of Disability: Intellectual Disability (Level 3) 2. Causes of the Disability:		3. Significant: Brain Surgery 4. Note:						
Diagnostic Assessment	Tool	Assessment Date	Result						
	Behaviour Observation	DEC 2020 - JAN 2020	<ul style="list-style-type: none"> • EUIRON is bright and polite, and he is very active in doing the things that he likes the most. • EUIRON likes talking, and he considers others. • EUIRON puts effort into keeping the appointed time and rules, but he needs to have a guide to take care of himself. • EUIRON mostly likes doing the experience activity tasks. • EUIRON is excellent at having the hand functions, but he needs to put effort into making the delicate movement. 						
Student Characteristics	Strength		Weakness						
	<ul style="list-style-type: none"> ○ EUIRON tries to keep the social rule. ○ EUIRON actively does the social interaction. ○ EUIRON is polite, positive, and bright. 		<ul style="list-style-type: none"> ○ EUIRON is poor at physical utilizing force because the development of the gross and fine motor skills are insufficient. ○ EUIRON has difficulty in maintaining the correct posture. 						
Curriculum	Period: SEP 01, 2020- JAN 12, 2021								
	Period	MON	TUE	WED	THU	FRI	Hours per Class/ Week		
	1	PE	KOREAN	KOREAN	JAPANESE	ENGLISH	Subject	Time (32 Hours)	
	2	MATH	SOCIAL	HISTORY	KOREAN	SCIENCE		Inclusive Class	Inclusive Class
	3	KOREAN	TECHNOLOGY AND HOME ECONOMICS	SCIENCE	PE	SCIENCE	KOREAN (4)	1	3
	4	MUSIC	JAPANESE	TECHNOLOGY AND HOME ECONOMICS	MAHT	MUSIC	MATH (4)	2	2
	5	ENGLISH	ENGLSIH	CREATIVE	TECHNOLOGY AND HOME ECONOMICS	MATH	ENGLISH (3)	3	0
	6	SCIENCE	HISTORY	CREATIVE	SPORTS	PE	HISTORY (2)	1	1
	7		MATH		SOCIAL		SOCIAL (2)	1	1
	Time Allotment	Time (32 Hours)		Application Curriculum		Class Type	SCIENCE (4)	3	1
		Inclusive Class	Special Class	Elective Curriculum		Hour	JAPANESE (2)	1	1
		20	12				PE (3)	2	1
MUSIC (2)				2	0				
TECHNOLOGY AND HOME ECONOMICS (3)				1	2				
SPORTS (1)				1	0				
		Basic Curriculum			CREATIVE (2)		2	0	
Evaluation Plan	Evaluation Period			Evaluation Method					
	Paper Assessment Performance Assessment (Frequent)			Paper Assessment: it would be followed by the school evaluation plan. Performance Assessment: it would be followed by the result of the discussion related to the subject per each. Special Class Evaluation: portfolio, evaluation revision					

Service Related to the Special Education	Item	Support Contents	Note
	Therapeutic Support	-	
	After School Activity	-	
	Long Distance To School Fee	Support	
	Milk	Free Support	
Parents Demands	Detailed Items Discussion Extra Description		
Special Educational Support	○ No Interest for the Therapeutic Support, School and Special Education After School Activity		
	○ Voucher Program (Using the Welfare Center Program)-> difficult due to COVID-19		
	○ Support for Adjusting the School Life and Forming the Friendship with Class Members using the Peer Assistance.		
	○ Take a Psychological Safety by Moving to the Inclusive Education Support Room when Mental State are Unstable and Having Difficulties in Participating in the Class.		

2nd Semester Guidance Plan for Korean Language in 2020

Grade 3, Class 5, Name: EUIRON JUNG

Teacher:

Current Academic Performance Level			Long -Term Goal for 2 nd Semester						
<ul style="list-style-type: none"> ○ EUIRON reads the text with the confident voice. ○ EUIRON finds out the appropriate answers to the questions after reading a text rhythmically. ○ EUIRON expresses his thoughts into sentences. ○ EUIRON understands the contents after reading a long passage. 			<ul style="list-style-type: none"> ○ Student is able to understand the main idea of the text and summarize it. ○ Student correctly writes leaving space to deliver the meaning of the sentences correctly, and student is able to read it. ○ Student is able to participate in having communication with others by selecting the conversation contents after considering others' feelings. 						
Month	Chapter	Learning Goal	Learning Contents	Learning Method	Learning Evaluation				
					A	B	C	D	E
9	○ Have a Talk while Sharing the Mind	<ul style="list-style-type: none"> ○ Student is able to know how to communicate while sympathizing with. ○ Student is able to have a talk while keeping the etiquette. 	<ul style="list-style-type: none"> ○ Listen other's saying carefully. ○ Think by changing the situation. ○ Talk while sympathizing with. ○ Deliver the things that want to talk correctly. ○ Start a communication after checking whether others want to talk or not. ○ Do not talk alone too much. 	Remote Learning and In-Person Learning	●				
10	○ Use Knowledge or Experience	<ul style="list-style-type: none"> ○ Student is able to read a text using the knowledge or experience. ○ Student is able to write a text that shows one's experience while recalling its experience. 	<ul style="list-style-type: none"> ○ Read the thing that is curious about while finding out the book or data. ○ Compare the contents that one's know and is in the book. ○ Write the experiences down. ○ Deliver about the feelings and thoughts related to the experience after recalling it. 		●				
	○ Discuss after Mediating Differences of the Opinions	<ul style="list-style-type: none"> ○ Student is able to know how to mediate differences of opinions in the discussion. ○ Student is able to express one's opinions after finding the evidence in the discussion. 	<ul style="list-style-type: none"> ○ Understand the problems and listen other's opinions. ○ Support the opinion after finding out the information and pick up the proper opinions. ○ Guess the result that is represented when practicing according to the opinion and the problems that can happen. ○ Read articles or news based on the title. ○ Classify how to use the table of contents in the book. ○ summarize the important information and represent it using the photo, drawing, and table. 		●				
11	○ Write about the Experiences	<ul style="list-style-type: none"> ○ Student is able to know the relationship of response in the sentence. ○ Student is able to write about the experience. 	<ul style="list-style-type: none"> ○ Find out the structure of the sentences: subject, object, and predicate. ○ Use the predicate that is responded to the subject ○ Find out the words that represent the subject of the words related to the time and honorification. ○ Plan for writing while thinking the purpose, types of the text, readers, topic, etc. 	●					
	○ Mass Media	<ul style="list-style-type: none"> ○ Read the information with 	<ul style="list-style-type: none"> ○ Explore print, video, and Internet media. 						

		the correct method.							
12	o Discuss while Thinking about the Validity	o Student is able to know the procedure and how to do the discussion.	o Discuss about the problems. o Check out the data source. o Guess the meaning of the words. o Choose the words that is smooth to the meaning of the sentence.		•				
	o Summarize the Important Contents	o Student is able to explain by guessing the meaning of the words. o Student is able to summarize according to the structure of the text.							
1	o Semester Evaluation	o Evaluate the Integrated Curriculum and Final of the Semester	o Evaluate the Integrated Curriculum and Final of the Semester	Indirect Teaching					
2 nd Semester Learning Evaluation	EUIRON sympathizes with and knows how to communicate after reading a text, and he learns how to communicate while keeping the etiquette. He learns how to read a text using his knowledge or experience, and he takes a note while recalling his experience. He finds out how to read the data from the media and the print, video, and Internet media. He learns about the procedures of the discussion and how to do the discussion, and he chooses the words that are smooth to the meaning of the sentence.								
Evaluation Plan	Evaluation Method			Evaluation Standard					
	Observation Portfolio			Perform the tasks over 80% on oneself: A Perform the tasks over 50% on oneself: B Perform the tasks over 80% by receiving help from the teacher: C Perform the tasks over 50% by receiving help from the teacher: D Perform the tasks less than 50% by receiving help from the teacher: E					

2nd Semester Guidance Plan for Mathematics in 2020

Grade 3, Class 5, Name: EUIRON JUNG

Teacher:

Current Academic Performance Level			Long -Term Goal for 2 nd Semester						
<ul style="list-style-type: none"> ○ EUIRON calculates the given equation using the four fundamental arithmetic operation. ○ EUIRON understands the corresponding relation between two numbers and expresses it orally. ○ EUIRON understands about the changes of the big sized numbers that and compares its size. ○ EUIRON is able to do multiplication about the 100 and 1000 units. 			<ul style="list-style-type: none"> ○ Student is able to calculate the complicates equation of the four fundamental arithmetic operation through the mixed calculation. ○ Student is able to distinguish between the fraction and decimal and calculate after knowing the differences between the proper fraction and improper fraction and its changes. ○ Student is able to fix the decimal into fraction. 						
Month	Chapter	Learning Goal	Learning Contents	Learning Method	Learning Evaluation				
					A	B	C	D	E
9	<ul style="list-style-type: none"> ○ Reduction of a Fraction and Reduction to a Common Denominator 	<ul style="list-style-type: none"> ○ Student is able to understand the fraction that have the same size and make the same-sized fraction. ○ Student is able to do the reduction of a fraction and reduction to a common denominator after knowing its meaning. 	<ul style="list-style-type: none"> ○ Find out the same-sized fraction. ○ Represent the fraction simply. ○ Represent the fraction into the fraction that have the same denominator. 		●				
10	<ul style="list-style-type: none"> ○ Reduction of a Fraction and Reduction to a Common Denominator ○ Addition and Subtraction of the Fraction 	<ul style="list-style-type: none"> ○ Student is able to compare the size of the fraction that have different denominator. ○ Student is able to understand the principles of the addition of the proper fraction that have different denominator that do not have round-up and calculate it. ○ Student is able to understand the principles of the addition of the proper fraction that have different denominator that do have round-up and calculate it. ○ Student is able to understand the principles of the addition of the mixed fraction that 	<ul style="list-style-type: none"> ○ Compare the size of the fraction. ○ Compare the size of the fraction and decimal. ○ Calculate the addition of the proper fraction that have different denominator. ○ Calculate the addition of the proper fraction that have different denominator that have round-up/ do not have the round-up. ○ Calculate the addition of the mixed fraction that have different denominator that have round-up. 	Remote Learning and In-Person Learning		●			

		have different denominator that do have round-up and calculate it.							
11	o Addition and Subtraction of the Fraction	o Student is able to understand the principles of the subtraction of the proper fraction that have different denominator that do not have round-up and calculate it. o Student is able to understand the principles of the subtraction of the proper fraction that have different denominator that do have round-up and calculate it. o Student is able to understand the principles of the subtraction of the mixed fraction that have different denominator that do have round-up and calculate it.	o Calculate the subtraction of the proper fraction that have different denominator. o Calculate the addition of the mixed fraction that have different denominator that have round-up/ do not have the round-up.						
12	o Circumference and Area of the Polygon	o Student is able to know how to solve the circumference and area of the regular polygon and rectangular. o Student is able to understand about the 1cm^2 after knowing the necessity of the standard unit of the area. o Student is able to know how to solve the area of the rectangular and square.	o Solve the circumference of the regular polygon. o Solve the circumference of the rectangular. o Compare the area of the paper that have different figures and know the 1cm^2 by using the unit of the area and comparing it. o Solve the area of the rectangular. o Solve the area of the square.						
1	o Semester Evaluation	o Evaluate the Integrated Curriculum and Final of the Semester	o Evaluate the Integrated Curriculum and Final of the Semester	Indirect Teaching					
2 nd Semester	EUIRON divides the common divisor, common multiple, the greatest common denominator, and the lowest common denominator through the reduction of a fraction and reduction to a common denominator. He divides the improper fraction, mixed fraction, and proper fraction, and he finds out the fraction that has the same size. He represents the improper fraction into a mixed fraction								

Learning Evaluation	and the mixed fraction into the improper fraction. He compares the size of the proper fraction and calculates the addition and subtraction of the proper fraction with a different denominator by reducing a fraction and reduction to a common denominator. He classifies the differences between the fraction and decimal, and he represents the fraction into the decimal. He solves the circumference of the regular polygon.	
Evaluation Plan	Evaluation Method	Evaluation Standard
	Observation Portfolio	Perform the tasks over 80% on oneself: A Perform the tasks over 50% on oneself: B Perform the tasks over 80% by receiving help from the teacher: C Perform the tasks over 50% by receiving help from the teacher: D Perform the tasks less than 50% by receiving help from the teacher: E

2nd Semester Guidance Plan for Career and Occupation in 2020

Grade 3, Class 5, Name: EUIRON JUNG

Teacher:

Current Academic Performance Level			Long -Term Goal for 2 nd Semester						
<ul style="list-style-type: none"> ○ EUIRON reads the text with the confident voice. ○ EUIRON finds out the appropriate answers to the questions after reading a text rhythmically. ○ EUIRON expresses his thoughts into sentences. ○ EUIRON understands the contents after reading a long passage. 			<ul style="list-style-type: none"> ○ Student is able to understand the main idea of the text and summarize it. ○ Student correctly writes leaving space to deliver the meaning of the sentences correctly, and student is able to read it. ○ Student is able to participate in having communication with others by selecting the conversation contents after considering others' feelings. 						
Month	Chapter	Learning Goal	Learning Contents	Learning Method	Learning Evaluation				
					A	B	C	D	E
9	<ul style="list-style-type: none"> ○ Barista (Understand the Menu and Etiquette for Using the Café) 	<ul style="list-style-type: none"> ○ Student is able to know the types of the beverage that sells at the café. ○ Find out the etiquette for using the café. 	<ul style="list-style-type: none"> ○ Know the beverage that sells at the café. ○ Make a clay about the beverage that sells at the café. ○ Find out the etiquette for using the café. 	Remote Learning and In-Person Learning		•			
10	<ul style="list-style-type: none"> ○ Barista (Café Management) 	<ul style="list-style-type: none"> ○ Student is able to greet customers by learning the instruction for receiving guest. ○ Student is able to take an order from the customer. ○ Student is able to make a beverage that is ordered by the customer. ○ Student is able to make a cup of espresso. 	<ul style="list-style-type: none"> ○ Learn how to use the machine safely. ○ Understand the instruction for receiving the customer. ○ Take an order. ○ Make a beverage. ○ Know how to manage the espresso machine. 			•			
11	<ul style="list-style-type: none"> ○ Barista (Café Management) 	<ul style="list-style-type: none"> ○ Student is able to greet customers by learning the instruction for receiving guest. ○ Student is able to take an order from the customer. ○ Student is able to make a beverage that is ordered by the customer. ○ Student is able to make a cup of espresso. 	<ul style="list-style-type: none"> ○ Learn how to use the machine safely. ○ Understand the instruction for receiving the customer. ○ Take an order. ○ Make a beverage. ○ Know how to manage the espresso machine. 			•			

12	<ul style="list-style-type: none"> o Barista (Café Management) 	<ul style="list-style-type: none"> o Student is able to greet customers by learning the instruction for receiving guest. o Student is able to take an order from the customer. o Student is able to make a beverage that is ordered by the customer. o Student is able to make a cup of espresso. 	<ul style="list-style-type: none"> o Learn how to use the machine safely. o Understand the instruction for receiving the customer. o Take an order. o Make a beverage. o Know how to manage the espresso machine. 		•					
1	<ul style="list-style-type: none"> o Semester Evaluation 	<ul style="list-style-type: none"> o Evaluate the Integrated Curriculum and Final of the Semester 	<ul style="list-style-type: none"> o Evaluate the Integrated Curriculum and Final of the Semester 	Indirect Teaching						
2 nd Semester Learning Evaluation	<p>EUIRON makes a cup of espresso by managing the café in the school. He explains the beverage to the customer by marking the beverage on the lid as A(Americano), VL(Vanilla Latte), L(Latte), etc., give it to the customer. He makes the rosehip, earl gray, lemon ginger tea. He arranges the name tag of the tea on the upper side of the paper cup to let customers know the tea's types. He understands the name of the beverage ordered by the customer and the pickup time, which leads him to make tea on time.</p>									
Evaluation Plan	Evaluation Method					Evaluation Standard				
	Observation Portfolio					Perform the tasks over 80% on oneself: A Perform the tasks over 50% on oneself: B Perform the tasks over 80% by receiving help from the teacher: C Perform the tasks over 50% by receiving help from the teacher: D Perform the tasks less than 50% by receiving help from the teacher: E				

2nd Semester Guidance Plan for English in 2020

Grade 3, Class 5, Name: EUIRON JUNG

Teacher:

Current Academic Performance Level			Long -Term Goal for 2 nd Semester						
<ul style="list-style-type: none"> ○ EUIRON learns the vocabularies that are the middle school level per chapter. ○ EUIRON makes sentences using the main words. ○ EUIRON pronounces to the phonetic alphabet after seeing the vocabularies. 			<ul style="list-style-type: none"> ○ Student is able to make sentences using the main words. ○ Student is able to learn the basic grammar. ○ Student explains about the contents of the body paragraph by summarizing it and have a simple communication in English with teacher ○ Student is able to read the body paragraph loud and explain it. 						
Month	Chapter	Learning Goal	Learning Contents	Learning Method	Learning Evaluation				
					A	B	C	D	E
9	○ Be Verb	<ul style="list-style-type: none"> ○ Student is able to learn the present tense of the be verb related to the am/is/are. ○ Student is able to learn the past tense of the be verb related to the was/were. ○ Student is able to learn vocabularies for the middle schooler 	<ul style="list-style-type: none"> ○ Learn the present tense related to the am/is/are. ○ Learn the past tense related to the was/were. ○ Learn the Day-5 30 vocabularies for the middle schooler. ○ Learn the Day-6 30 vocabularies for the middle schooler. 	Remote Learning and In-Person Learning	●				
10	○ Be Verb	<ul style="list-style-type: none"> ○ Student is able to learn about the interrogative sentence related to the be-verb. ○ Student is able to learn about the negative statement related to the be-verb. 	<ul style="list-style-type: none"> ○ Make an interrogative sentence related to the be-verb. ○ Make the negative statement related to the be-verb. ○ Learn the Day-7 30 vocabularies for the middle schooler. 		●				
	○ Present Progress	<ul style="list-style-type: none"> ○ Student is able to learn the present progress tense. ○ Student is able to learn about the interrogative sentence and negative statement related to the present progress tense. 	<ul style="list-style-type: none"> ○ Make a present progress using the be-verb. ○ Make an interrogative sentence and negative statement related to the be-verb. ○ Learn the Day-8 30 vocabularies for the middle schooler 		●				
	○ General Verb (Present/Past)	<ul style="list-style-type: none"> ○ Student is able to divide into the present tense and 	<ul style="list-style-type: none"> ○ Learn the present tense of the general verb (1). ○ Learn the present tense of the general verb (2). 		●				

11		past tense of the general verb.	<ul style="list-style-type: none"> Learn the past tense of the general verb. Learn the Day-9 30 vocabularies for the middle schooler. 						
	o Present Tense	o Student is able to learn about the interrogative sentence and negative statement related to the present tense.	<ul style="list-style-type: none"> Learn the interrogative sentence of the present tense. Learn the negative statement of the present tense. Learn the Day-10 30 vocabularies for the middle schooler. 	•					
	Past Tense	o Student is able to learn about the interrogative sentence and negative statement related to the past tense.	<ul style="list-style-type: none"> Learn the interrogative sentence of the past tense. Learn the negative statement of the past tense. Learn the Day-11 30 vocabularies for the middle schooler. 	•					
12	o Future Tense	o Student is able to learn how to use the will and be going to.	<ul style="list-style-type: none"> Learn how to use will, which is the future tense. Learn how to use be going to, which is the future tense. Learn the Day-12 30 vocabularies for the middle schooler. 	•					
	o Comparison Between the Present Tense, Past Tense, and Future Tense	o Student is able to read sentences using the words related to the present tense, past tense, and future tense.	<ul style="list-style-type: none"> Analyze the sentences. Make sentences using the tense. Learn the Day-13 30 vocabularies for the middle schooler. 	•					
1	o Semester Evaluation	o Evaluate the Integrated Curriculum and Final of the Semester	o Evaluate the Integrated Curriculum and Final of the Semester	Indirect Teaching					
2 nd Semester Learning Evaluation	EUIRON learns the present tense of the be verb, such as am, is, and are, and different verb types, and he analyzes the basic sentences. He divides the sentences of the present tense into the interrogative sentence and negative statement, and he compares the present and future tense using the will, would, etc. He expresses '-ing' using the '-ing'. He learns the vocabulary of the verb, nouns, adjectives, etc., and he perfectly completes the tasks related to writing in English.								
Evaluation Plan	Evaluation Method			Evaluation Standard					
	Observation Portfolio			<ul style="list-style-type: none"> Perform the tasks over 80% on oneself: A Perform the tasks over 50% on oneself: B Perform the tasks over 80% by receiving help from the teacher: C Perform the tasks over 50% by receiving help from the teacher: D Perform the tasks less than 50% by receiving help from the teacher: E 					