



ST. JOHNSBURY ACADEMY JEJU

# GRADE 3 CURRICULUM HANDBOOK

2025 - 2026

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*Grade 3 Curriculum Handbook*  
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# GRADE 3 CURRICULUM HANDBOOK

## LANGUAGE ARTS

The goal of the Language Arts curriculum is to develop confident and independent readers, writers, speakers, and listeners with the aim of better understanding the world around them.

### ORAL LANGUAGE STANDARDS

Students apply effective communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to build these skills, students are expected to actively listen and contribute to discussions. This includes communicating ideas and opinions and agreeing or disagreeing with others constructively. Students will learn how to plan and deliver succinct oral presentations that use specific vocabulary and correct grammar.

Key Skills & Concepts:

- Actively listen and contribute to collaborative discussions.
- Communicate ideas and opinions clearly, including constructive responses to others.
- Plan and deliver concise oral presentations using appropriate vocabulary and grammar.
- Participate in group learning projects using effective communication strategies.

### GRAMMAR

In Grade 3, students begin using more complex sentence structures and richer language. They learn how to vary sentence beginnings, include prepositional phrases, and apply grammar conventions more independently in their writing.

Key Skills & Concepts:

- Prepositional phrases and adverbs of frequency and degree.
- Compound subjects and predicates.
- Compound and complex sentences.
- Capitalization rules (titles, greetings, etc.).
- Subject-verb agreement and verb tense consistency.
- Possessive nouns and pronouns.
- Quoting text and using commas in a series.

### READING

During the reading workshop, students focus on understanding and utilizing the text features of fiction and informational texts through whole group, small group, and individualized instruction. Students will learn comprehension strategies to understand what they read, ask questions, and make connections. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning in order to assist reading fluency. Regular reading of various texts helps improve their skills and comprehension across subjects.

Key Skills & Concepts:

- Identify and use text features in both fiction and informational texts.
- Apply comprehension strategies such as questioning and making connections.
- Use word analysis and meaning-making strategies to support fluency.
- Read a variety of texts regularly to build overall comprehension and literacy skills.

### WRITING

During the writing workshop, students write narrative, informational, and opinion texts for a variety of purposes and audiences. Students develop independence as they engage in the writing process, including revising to improve the overall effectiveness of their writing and editing for correct grammar, capitalization, punctuation, and spelling. Technology is utilized to inform, create, and publish writing.

Key Skills & Concepts:

- Write narrative, informational, and opinion texts for different purposes and audiences.
- Use the writing process independently, including revising and editing for clarity and accuracy.
- Apply correct grammar, capitalization, punctuation, and spelling.
- Use technology to create, refine, and publish writing.

### RESEARCH

Students will collect, evaluate, organize, document, and present information from a variety of sources to inform their inquiry into various questions and topics.

Key Skills & Concepts:

- Gather information from a variety of sources to support inquiry.
- Evaluate the reliability and relevance of collected information.
- Organize and document findings appropriately.
- Present research findings clearly and effectively.



## MATHEMATICS

In Grade 3, students develop multiplication and division strategies, understanding them as related operations. They begin working with fractions, learn to round numbers, and solve multi-step word problems. Geometry and data skills are strengthened, and students begin using tools to measure area and perimeter.

### Key Skills & Concepts

<b>Operations &amp; Algebraic Thinking</b>
Represent and solve problems involving multiplication and division within 100.
Understand the properties of multiplication and the relationship between multiplication and division.
Solve two-step word problems using the four operations.
Identify and explain arithmetic patterns (e.g., patterns in the addition or multiplication tables).
<b>Number &amp; Operations in Base Ten</b>
Use place value understanding to round whole numbers to the nearest 10 or 100.
Fluently add and subtract within 1,000 using strategies and algorithms based on place value.
Multiply one-digit whole numbers by multiples of 10 (e.g., $6 \times 70$ ).
<b>Number &amp; Operations—Fractions</b>
Understand a fraction as a number on the number line.
Represent and compare fractions with the same denominator or same numerator.
Understand equivalent fractions and express whole numbers as fractions (e.g., $3 = 3/1$ ).
<b>Measurement &amp; Data</b>
Tell and write time to the nearest minute and solve time word problems.
Measure and estimate liquid volumes and masses of objects using standard units.
Represent and interpret data using scaled picture graphs and bar graphs.
Understand concepts of area and perimeter; measure area by counting unit squares.
<b>Geometry</b>
Understand that shapes in different categories (e.g., rhombuses, rectangles) may share attributes.
Recognize and draw quadrilaterals and other polygons based on their attributes.
Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

## SCIENCE

In Grade 3 at SJA Jeju, students begin to explore science through deeper questioning, investigation, and hands-on learning experiences. They develop models, make predictions, and plan simple investigations to understand real-world phenomena. Students practice collecting, organizing, and interpreting data while learning to explain their ideas using evidence. As they read, talk, and write about science, they grow in confidence as independent thinkers and effective communicators.

### Key Skills & Concepts:

Develop and use simple models to represent scientific ideas.
Plan and carry out investigations with guidance.
Record and analyze observations using charts and visuals.
Use evidence to support explanations.
Communicate findings clearly in writing, discussion, and presentations.

**Unit 1 - Weather and Climate:** In this unit, students explore patterns in weather and learn how to describe seasonal conditions collecting data and creating graphs. They investigate climates around the world and compare how different regions experience weather. Students also evaluate design solutions that help protect people and communities from weather-related hazards, such as floods or strong winds.

**Unit 2 - Forces and Motion:** In this unit, students investigate how forces—like pushes, pulls, and gravity—affect the motion of objects. They explore patterns in movement to make predictions and examine how magnets and static electricity can cause motion without touching. Using what they learn, students define and solve a simple design problem by creating carnival games utilizing various forces

**Unit 3: Inheritance and Variation of Traits: Life Cycles and Traits:** In this unit, students compare the similarities and differences of organisms’ life cycles. They investigate different inherited traits and how the environment can also affect the traits that an organism develops. Students also explain how the variations in traits of the same species may provide advantages in surviving, finding mates, and reproducing.



## SOCIAL STUDIES

At SJA Jeju, we recognize that the world is changing at a rapid rate. The goal of the Social Studies Curriculum is to develop curious inquirers who think critically and will be able to anticipate and cope with continuous change. Social Studies best practices provide opportunities for students to collaborate effectively and use decision-making strategies that allow them to access and analyze vast information sources. Emphasis is placed on activities that involve inquiry and problem solving about significant human issues and lead to respectful, tolerant, global citizenship.

The Social Studies Curriculum includes:

- Diverse ways of knowing and validating ideas;
- Ways of developing multiple perspectives;
- Identifying and developing connections between ideas, concepts, and cultures;
- Various methods of expression, communication and assessments,
- Self-monitoring one's thinking process,
- An awareness of the vast contributions of all cultures to current knowledge.

Key Skills & Concepts:

### Indigenous People

- Explore how human populations influence and are influenced by their environment.
- Investigate the concept of culture and how it shapes beliefs and worldviews.
- Compare perspectives of human populations across different times and places.
- Examine the connections between people, their cultural practices, and the natural environment.

### Geography: Map Skills

- Learn to read and interpret various types of maps using features like scale, keys, and grids.
- Identify physical characteristics of different environments using maps, globes, and texts.
- Understand how geography influences human settlement patterns.
- Explore global habitats and their defining features through mapping tools.

### Rights and Responsibilities

- Differentiate between needs and wants, and understand how the environment influences them.
- Explore the concept of personal and global rights and responsibilities.
- Develop an understanding of responsible citizenship at local and global levels.
- Increase awareness of how individuals can contribute to a fair and respectful society.

## ART

The standards for grade three Visual Arts emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem-solving, and self-assessment. Students will investigate the integral role of art in culture, and they will combine their knowledge, effective artistic processes and skills, and a variety of ideas to produce works of art. Students will continue to explore and learn about the responsible use of tools and materials in the classroom.

Key Skills and Concepts:

- Develop observational and creative skills by exploring and creating patterns inspired by different cultures and artists.
- Apply the artistic process of idea generation, problem-solving, and self-assessment to refine and complete art projects.
- Demonstrate responsible and safe use of art tools and materials while working independently and collaboratively.

## MUSIC

In Grade 3 Music, all students are musicians who work together to learn, create, and perform in a variety of ways. Foundational units include playing ukulele and recorder. Building upon prior learning, Orff and Kodaly inspired lessons will further student music literacy by reading rhythms, music notation, song form, and understanding music's historical context. Student learning is demonstrated each semester in their grade level performances.

Key Skills & Concepts:

- Read, write, and perform sixteenth notes, syncopated rhythms, and their corresponding rests.
- Read, write, and perform using treble clef notation.
- Develop foundational skills performing on recorder and ukulele (C, Am, F).
- Develop vocal skills by singing partner songs with both "do" and "la" tonal centers.
- Analyze, define, and perform dynamics (p, mp, mf, f) and rondo form (ABACA).



## PHYSICAL EDUCATION

Physical Education along with Health and Wellness facilitates the development of each individual to reach their fullest potential. Students are provided with the knowledge, skills, attitudes and values to enable them to be responsible for developing and maintaining their physical, mental, social and emotional well-being. Students are encouraged to contribute positively to the well-being of others and to lead 'lifelong' healthy active lifestyles.

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in a variety of situations and demonstrate more proficient movement patterns in an educational game, dance, and gymnastic activities. Students identify critical elements of different skills and apply them in their movement. They develop fitness knowledge and can link regular physical activity to health benefits. They know safe practices, rules, and procedures and apply them on a regular basis. Students work cooperatively with others and understand that there are many differences in movement skill and ability levels among members of their class.

### Key Skills & Concepts:

- Students refine, vary, and combine fundamental movement skills and apply them in different contexts such as games, dance, and gymnastics.
- Students develop an understanding of fitness concepts and can explain how regular physical activity contributes to overall health and well-being.
- Students work cooperatively, follow rules and safety procedures, and recognize and respect the differences in skill and ability among peers.
- Students begin to recognize the importance of playing fair, following rules, and showing respect to teammates and opponents.

## KOREAN HISTORY, LANGUAGE & CULTURE

The aim of Korean Language, History and Culture is to provide Korean students an opportunity to learn in their mother-tongue language. It is important for our students to develop critical thinking skills, verbal skills, reading and writing skills and listening skills in their own language. The host country's language is valued at SJA Jeju. We understand the importance of developing a strong foundation of their mother-tongue language in order to further develop their skills in another language such as English. We also value the country's history and culture as well as to aid in the utilization of Korea's diverse resources and enhance the educational experiences of our students. It is our firm belief that experiencing and appreciating our own culture facilitates a heightened awareness and respect for other cultures. The Korean History and Culture program is of primary importance, and an effective tool, in attaining these goals.

### Korean Language (Key Skills & Concepts)

- Read longer literary and informational texts
- Write paragraphs with clear ideas
- Orally retell and express opinions

### Social Studies (Key Skills & Concepts)

- Understand local geography and daily life
- Demonstrate community roles
- Use maps to find locations
- Conduct local surveys



## CHINESE LANGUAGE, HISTORY & CULTURE (G1-5)

This program is designed specifically for Chinese heritage students who qualify based on nationality or family background. It includes Chinese nationals or students with at least one parent of Chinese nationality, and who do not hold Korean citizenship. The course provides these students with the opportunity to strengthen their mother-tongue Chinese language while exploring the richness of Chinese history and culture. We believe that maintaining a strong foundation in one's native language supports the development of identity, strengthens family connections, and enhances future academic growth. The program also fosters pride in cultural heritage and encourages a sense of belonging and continuity across generations. Students engage with language through age-appropriate, meaningful activities that include reading, writing, speaking, and listening. Cultural learning is woven throughout the curriculum—students explore traditional festivals, customs, stories, and art to deepen their understanding of Chinese heritage.

**Eligibility:** Chinese nationals or students with at least one Chinese parent, who are not Korean citizens

**Focus:** Chinese language development and cultural identity for heritage learners

**Approach:** Culturally rich, differentiated instruction tailored to students' language levels

### Key Concepts & Skills (Heritage Learners)

- Improve reading fluency and comprehension of short narratives and informative texts
- Write structured paragraphs in descriptive and narrative forms
- Use oral Chinese to express opinions and tell personal stories
- Explore idioms and traditional folktales to understand cultural values
- Reflect on identity through family stories and cultural symbols

### Key Concepts & Skills (Second Language Learners)

- Practice reading short texts with pinyin and picture support
- Write short sentences with correct structure and spacing
- Build confidence in speaking through skits and role-plays
- Learn basic idioms and cultural references through stories
- Compare own culture to Chinese traditions in simple ways

## KOREAN AS A FOREIGN LANGUAGE (KFL)

The Korean as a Foreign Language (KFL) program at SJA Jeju is designed to support non-Korean students in developing the language skills necessary for daily life and successful adaptation to Korean society. Through engaging and practical activities, students build their vocabulary, and strengthen their speaking, listening, reading, and writing skills in Korean. The program emphasizes real-life communication and cultural understanding, helping students navigate their surroundings with confidence and respect.

Recognizing the importance of language in cultural integration, the KFL program aims to provide meaningful and relevant learning experiences that reflect everyday situations students may encounter in Korea. Our goal is to empower students to become more independent in their lives in Korea while gaining an appreciation of Korean culture. The KFL curriculum is not only a language-learning tool, but also a bridge to deeper cultural awareness and global citizenship.

In Grade 3, students are introduced to basic grammar rules and sentence structures in Korean. They build on their reading and writing skills while learning how to construct simple sentences. The program emphasizes practical language use, helping students apply what they learn in meaningful contexts and everyday interactions.

### Key Skills and Concepts:

- Understand the basic rules of Korean spelling and sentence structure.
- Learn to construct simple sentences using subject-object-verb order.
- Develop reading and writing fluency through sentence-building and short paragraph writing.

## EXPERIENTIAL EDUCATION

For Grade 3, the experiential education program integrates more structured outdoor education units into physical education, focusing on developing practical skills for extended outdoor engagement. Curriculum-aligned field trips continue to provide relevant real-world learning opportunities, complementing classroom studies. Students are introduced to tent construction and more advanced Leave No Trace principles. The program emphasizes greater self-reliance during day trips and begins to introduce the concept of overnight camps for an overnight camping trip at school, with a focus on basic responsibilities and teamwork.

### Key Skills & Concepts:

- Outdoor Activity Knowledge:** Understanding the purpose of shelter, cooking, and sleeping gear for a basic overnight camp; introduction to basic map symbols and trail markers.
- Safety & Well-being:** Learning about common outdoor hazards (e.g., sun exposure, dehydration); practicing basic self-management for comfort; knowing how to call for help in an emergency.
- Environmental Management:** Consistently applying Leave No Trace Ethics in various outdoor settings; participating in environmental projects with a focus on impact.
- Health & Outdoors:** Participating in team-building outdoor games; developing resilience through overcoming minor outdoor challenges; preparing for and participating in an initial overnight residential camp.



## TECHNOLOGY & MAKERSPACE

### DIGITAL CITIZENSHIP

Young people are growing up in an evolving digital world and they are faced with many dilemmas such as online safety, cyberbullying, privacy, misinformation, and digital distractions. At St. Johnsbury Academy Jeju, we use technology in meaningful ways and teach students skills to safely navigate the digital world.

Overview: To empower students to take greater responsibility for their online actions, protect their personal information, communicate respectfully, and think critically about the digital content they encounter.

#### Key Skills & Concepts:

- learn about their different levels of responsibility in the digital world – to themselves, to their friends, and to the wider online community.
- understand the importance of creating strong passwords and keeping them private.
- learn strategies for making passwords that are hard for others to guess and why it's crucial not to share them.
- explore how they present themselves online and understand that their online profile and interactions contribute to their digital identity.
- participate in creating or discussing a digital citizenship pledge, reinforcing the key principles of responsible online behavior and their commitment to being good digital citizens.
- learn that words have power, whether spoken or typed, and that online communication should be thoughtful and considerate of others' feelings.
- begin to develop basic critical thinking skills to question the information they encounter online and understand the difference between fact and opinion.

### ROBOTICS

Students will begin working through the “VEX GO Competition - Mars Exploration STEM Labs.” This unit will introduce them to the context of space exploration and challenge them to design, build, and program VEX GO robots to accomplish specific tasks related to a simulated Mars mission. This unit will focus on basic robot movement and object manipulation.

#### Key Skills & Concepts:

- Understand the context of a real-world robotics challenge.
- Follow complex building instructions to create a functional robot.
- Be introduced to a block-based coding environment (VEXcode GO).
- Program the robot to perform basic movements (driving, turning).
- Understand and utilize sensor input (Bumper Switch).
- Design and build simple mechanisms for object interaction.
- Develop problem-solving and critical thinking skills in the context of a challenge.
- Enhance teamwork and communication skills during collaborative tasks.

## LIBRARY

In Grade 3 Library classes, students build up their foundational skills in using and understanding the library while developing a love of reading. As they progress, they learn to select books based on their interests, use library organization systems, and demonstrate responsible library behavior. Library lessons are literacy-based and often support topics taught in the classroom. In the upper grades, students also begin to develop digital information literacy skills through integrated classroom content.

#### Key Skills & Concepts:

- Analyze points of view in a story.
- Examine text structures, features, and content in nonfiction texts.
- Demonstrate navigation of the Library Online Catalog.
- Analyze themes, characters, and setting in fairy tales and folktales.
- Engage while connecting fiction and nonfiction books on similar topics.

## SOCIAL EMOTIONAL LEARNING

In the Elementary School, counselors provide both group and individualized support to promote students' social and emotional development. Our services are delivered through both direct and indirect student support. Using the Second Step curriculum, students participate in structured SEL lessons. including:

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#### Growth Mindset & Goal-Setting

- State what happens in their brain when they learn a new skill.
- Describe the connection between their own practice and effort and the changes that happened in their brain.
- Name two additional actions they can take to improve a skill.
- Make a practice plan with a partner.
- Use a handout to make a practice plan for a skill they want to get better at.

#### Emotion Management

- Suggest an example of information that emotions give them.
- Differentiate feeling annoyed, angry, and furious through contextual and behavioral clues.
- Recognize when and how to take a break to regulate a strong emotion.
- Differentiate feeling content, happy, and excited through contextual and behavioral clues.
- Recognize differences between levels of intensity of similar emotions.



### Empathy & Kindness

- Identify kind acts that can build a new friendship.
- Identify kind acts that can make existing friendships stronger.
- Describe different ways people prefer to be shown kindness.
- Ask questions to determine how someone else feels and identify a kind act they might want.
- Generate kind acts they can do to build a friendship.

### Problem-Solving

- Recall a process they can use to solve problems (STEP).
- Restate the wants and needs of each person involved in a given problem.
- Identify whose wants and needs are met by possible solutions.
- Pick a solution for a given problem and explain why they chose it.
- Solve a given problem using the STEP process.

### Bullying Prevention Unit

- Identify safe and respectful actions and words that help them follow the class rules.
- Connect following class rules with helping everyone feel the way they want to feel in class.
- Identify bullying.
- Recognize bullying in response to scenarios.
- Identify caring adults to talk to about bullying or mean behaviors Differentiate between tattling and reporting.
- Demonstrate how to report bullying.
- Recognize bullying.
- Apply assertiveness skills to refuse bullying in response to scenarios.
- Define "bystander".
- Demonstrate ways that bystanders can help stop bullying in response to scenarios.

### Child Protection Unit

- Identify common safety rules (Never-Never-Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs.
- Recognize safe and unsafe situations.
- Demonstrate applying the Ways to Stay Safe in response to scenarios.
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule.
- Demonstrate following the Always Ask First Rule in response to scenarios.
- Identify the adult they should ask first in response to scenarios.
- Demonstrate assertively saying who they should ask first in response to scenarios.
- Identify safe and unsafe touches.
- Refuse unsafe touches assertively in response to scenarios.

- Refuse unwanted touches assertively in response to scenarios.
- Identify private body parts.
- Identify the Touching Rule.
- Apply reporting skills in response to scenarios where someone has broken the Touching Rule.

### Suicide prevention program - Erika's Lighthouse Curriculum (Grades 3-5)

- Identify that mental health is as important as physical health.
- Explore activities that are emotionally/mentally healthy.
- Distinguish between everyday feelings and overwhelming feelings.

You can learn more about the SJA Jeju School Counseling Program by visiting [this link](#).

