



ST. JOHNSBURY ACADEMY JEJU

GRADE 4 CURRICULUM HANDBOOK

2025 - 2026

www.sjajeju.kr

TABLE OF CONTENTS

ST. JOHNSBURY ACADEMY JEJU
Grade 4 Curriculum Handbook
2025 - 2026

GRADE 4 CURRICULUM HANDBOOK	3
LANGUAGE ARTS	3
MATHEMATICS	4
SCIENCE	4
SOCIAL STUDIES	5
ART	5
MUSIC	5
PHYSICAL EDUCATION	6
KOREAN HISTORY, LANGUAGE & CULTURE	6
CHINESE LANGUAGE, HISTORY & CULTURE (G1-5)	7
KOREAN AS A FOREIGN LANGUAGE (KFL)	7
EXPERIENTIAL EDUCATION	7
TECHNOLOGY & MAKERSPACE	8
LIBRARY	8
SOCIAL EMOTIONAL LEARNING	8



GRADE 4 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

Students apply effective communication skills to participate in all subject areas in English. In order to build these skills, students are expected to actively listen and contribute to discussions. Students will learn how to plan and deliver oral presentations that use specific unit-related vocabulary.

Key Skills & Concepts:

Actively listen, ask questions and contribute to group discussions and collaborative projects.

Plan and deliver clear, structured oral presentations.

Develop effective communication skills in English for a variety of settings.

GRAMMAR

In Grade 4, students explore more advanced grammar concepts as they transition to writing longer, more complex pieces. They examine how sentence structure, punctuation, and word choice can strengthen clarity and meaning in writing. Students also revisit foundational concepts to ensure accuracy and consistency.

Key Skills & Concepts:

Capitalization (titles, months, greetings, proper nouns).

Review of compound sentences.

Complex sentences using subordinating conjunctions.

Verb tense: regular, irregular, and perfect tenses.

Subject-verb agreement and verb shifts.

Correlative conjunctions (either/or, neither/nor).

Prepositional phrases and introductory elements.

Commas, parentheses, and quotation marks for clarity and emphasis.

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.

Key Skills & Concepts:

Use text features to understand fiction and informational texts.

Apply comprehension strategies, including inferring, summarizing and synthesizing.

Read a wide range of texts to build comprehension across subjects.

WRITING

During the writing workshop, students write for a variety of purposes and audiences. The writing process is emphasized as students learn to select and narrow topics, develop drafts, create well-organized texts, revise for clarity and quality, and edit for sentence structure and conventions.

Key Skills & Concepts:

Write multiple narrative, informational, and opinion texts.

Effectively use the writing process.

Strengthen writing through carefully constructed leads, transitions, elaboration, craft, endings and attention to conventions (grammar, capitalization, spelling, and punctuation).

Use technology to publish and share written work.

RESEARCH

The students will evaluate, collect, organize, and present information from a variety of sources to inform their inquiries into various questions and topics.

Key Skills & Concepts:

Evaluate the credibility and usefulness of information.

Collect relevant information from a variety of sources.

Acknowledge each source in a bibliography.

Record, revise and organize findings effectively.

Present findings clearly to inform others about a chosen topic or question.



MATHEMATICS

Grade 4 focuses on multi-digit multiplication and division, fraction equivalence, and understanding decimals in relation to fractions. Students apply place value to read, write, and compare large numbers. Measurement, geometry, and data interpretation become more complex, reinforcing mathematical reasoning and precision..

Key Skills & Concepts

Operations & Algebraic Thinking
Solve multi-step word problems involving the four operations, including problems with remainders.
Use the four operations to solve problems involving distance, time, and money.
Generate and analyze patterns to identify rules.
Number & Operations in Base Ten
Understand place value for multi-digit whole numbers up to 1,000,000.
Perform multi-digit multiplication (up to 4 digits by 1 digit or 2 digits by 2 digits).
Use strategies and algorithms based on place value, properties of operations, and the relationship between multiplication and division.
Perform division with multi-digit dividends and one-digit divisors, including interpreting remainders.
Number & Operations—Fractions
Understand fraction equivalence and ordering.
Add and subtract fractions with like denominators.
Multiply a fraction by a whole number.
Understand decimal notation for fractions and compare decimal fractions.
Measurement & Data
Solve problems involving measurement conversions within the same system (e.g., inches to feet).
Understand concepts of angle measurement and measure angles in degrees.
Represent and interpret data with line plots showing fractional units.
Calculate area and perimeter of rectangles and related shapes.
Geometry
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Recognize and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
Understand symmetry and transformations (translations, rotations, reflections).

SCIENCE

At SJA Jeju in Grade 4, students engage more deeply in the practices of scientific inquiry. They refine their ability to plan investigations, gather and interpret data, and build models to explain processes in the natural world. Students work with increasing independence to draw conclusions, revise ideas based on new evidence, and engage in scientific debate with their peers. Reading scientific texts and presenting ideas with clarity and evidence help students.

Key Skills & Concepts:

Use detailed models to explain systems or processes.
Conduct more complex investigations and control variables.
Interpret data sets and identify patterns.
Construct scientific arguments supported by evidence.
Collaborate and communicate ideas through reports, visuals, and discussions.

Unit 1 - Our Changing Earth: In this integrated unit, students explore how natural processes like weathering, erosion, and natural disasters shape Earth’s surface over time. They investigate fossils to learn about Earth’s past and develop map skills to analyze and describe landforms and changes to the landscape.

Unit 2 - Environments: In this integrated unit, students discover the structures and behaviors of organisms and the relationships between one organism and its environment. Students will investigate rainforest animal and plant adaptations and justify their preferred environments.

Unit 3 - Energy Transfer: In this hands-on unit, students explore how energy can be used and transferred in different ways. Through exploration and construction, they design and test devices that move energy from one place to another and build simple models to understand how waves work by building wave models.



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 learning experiences 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:

Rainforest Protection

- Explore rainforest ecosystems and investigate how organisms adapt to their environments.
- Understand how human societies depend on natural resources found in rainforests.
- Examine the impact of human actions on rainforests and the importance of shared responsibility in protecting them.
- Develop awareness of sustainability, conservation, and the connections between people and the environment.

Medieval Times

- Investigate the historical period from 500 CE to 1500 CE and how societies changed after the fall of Rome.
- Explore how beliefs influenced the daily lives, culture, and decisions of medieval Europeans.
- Learn about governance systems in medieval Europe and how societies were structured and led.
- Discover how innovation and ingenuity contributed to advancements during the Middle Ages.

ART

The standards for grade four Visual Arts continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students will further explore a range of art materials, techniques, subject matter, and ideas in their personal works of art. Students will continue to investigate the integral role of art in both ancient and contemporary cultures.

Key Skills and Concepts:

- Develop foundational drawing skills, including the use of perspective and techniques for creating realistic images.
- Experiment with a variety of printmaking methods to explore texture, repetition, and pattern.
- Create 3D artworks and crafts using a range of materials, exploring form, structure, and design.

MUSIC

In Grade 4 Music, all students are musicians who work together to learn, create, and perform in a variety of ways. Building upon prior learning, Orff and Kodaly inspired lessons will further student music literacy by reading rhythms, music notation, form, and understanding music's historical context. Foundational studies of music theory include intervals and treble clef note names. Student learning is demonstrated each semester in their grade level performances.

Key Skills & Concepts:

- Read, write, and perform dotted rhythms and their corresponding rests.
- Read, write, and perform using treble clef notation and pitch letter names.
- Develop ukulele skills with new chords (G, dm) and strumming patterns.
- Develop vocal skills by singing major scales (Do-major), minor scales (La-minor), and melodic canons.
- Analyze and define whole step and half step music intervals.



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 in 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.

In grade four, students make continuous progress across all fundamental motor patterns with the goal of gaining proficiency. Students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dance and gymnastics. They apply movement concepts and principles in individual movement performances and tactical strategies in simple partner and game activities. Fitness testing begins at this grade level, and students interpret their results and set personal goals. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures.

Key Skills & Concepts:

- Students refine and combine locomotor and manipulative skills in more complex and dynamic activities, including games, dance, and gymnastics.
- Students apply movement principles and tactical strategies during individual performances and partner or small-group games.
- Students begin formal fitness testing, interpret their personal results, and set individual fitness goals to support their health and well-being.
- Students demonstrate self-control, encourage others, and accept both winning and losing with a positive attitude.

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)

- Analyze Korean stories and poetry.
- Write multi-paragraph compositions.
- Engage in discussions using evidence.

Social Studies (Key Skills & Concepts)

- Understand Korea's geographic features.
- Explore interregional exchanges.
- Compare lifestyles in various regions .
- Interpret statistical data.
- Analyze and compare regions.



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)

Read longer texts with developing inference and analysis skills.

Write multi-paragraph pieces with logical structure and transitions.

Use oral language for structured presentations on cultural topics.

Study regional diversity in China (food, geography, language).

Make connections between historical stories and personal/family identity.

Key Concepts & Skills (Second Language Learners)

Read and listen to increasingly complex stories and articles with support.

Write short paragraphs using vocabulary banks and graphic organizers.

Improve listening and speaking accuracy in classroom routines and projects.

Explore geography and regional traditions of China through guided inquiry.

Celebrate and research traditional holidays and their modern forms.

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 4, students expand upon the foundational skills acquired in previous years. The KFL program emphasizes integrated language use—reading, writing, speaking, and listening—through a variety of real-life tasks and projects. Students begin to apply their language skills more independently and creatively while deepening their understanding of Korean culture.

Key Skills and Concepts:

Expand sentence structures using a variety of grammar patterns and vocabulary.

Practice reading longer texts and writing short paragraphs with clear ideas.

Engage in speaking and writing activities that apply Korean to real-life situations.

EXPERIENTIAL EDUCATION

The Grade 4 experiential education program significantly deepens students' outdoor skills and self-reliance, with continued integration into physical education and field trips. Curriculum-aligned field trips provide enriching extensions to classroom learning, allowing for application of skills in diverse environments. Students gain proficiency in tent construction, apply more complex Leave No Trace principles, and take on increased responsibility in trip preparation and outdoor safety. Overnight camps involve more active participation in duties and basic leadership roles, fostering greater independence and problem-solving.

Key Skills & Concepts:

Outdoor Living: Actively participating in food preparation for camp settings, including simple cooking tasks; independently packing their own equipment for multi-day camps.

Outdoor Activity Knowledge: Understanding the function and basic setup of multi-day camp gear (shelter, cooking, sleeping, hygiene); proficiently using basic maps and compass for orienteering on trails.

Safety & Well-being: Making informed safe decisions when exploring local environments (e.g., assessing terrain, recognizing signs of fatigue); understanding nature's positive and negative effects on well-being; practicing intelligent emotional responses to outdoor challenges.

Environmental Management: Actively promoting and teaching Leave No Trace Ethics to peers; leading small clean-up initiatives with an understanding of ecological impact.



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 equip students with the skills to be thoughtful, responsible, and ethical digital citizens who make informed choices, protect their privacy, understand their online impact, promote positive online communities, and respect the rights of creators.

Key Skills & Concepts:

- Think critically about the media they consume, considering its purpose, potential impact, and how it fits into their overall life balance.
- Begin to make more conscious decisions about what they watch, play, and engage with online.
- Learn strategies for protecting their private information.
- Gain a deeper understanding that their online activities leave digital tracks that can be seen by others and may be permanent.
- Understand the importance of respectful communication, fair play, and strategies for dealing with negative behavior or cyberbullying within games.
- Think about how all the different elements of digital citizenship come together to make them responsible and ethical online participants.
- Learn why it's important to respect the work of others online (like music, videos, and images) and how to properly give credit when using someone else's creations.

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 4 Library classes, students build upon 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:

- Identify theme in a story.
- Notice personification in books.
- Interpret figurative language in books.
- Find and use legitimate sources for research.
- Locate books independently within the Dewey Decimal System.

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:

Using the Second Step curriculum, students participate in structured SEL lessons including:

Growth Mindset & Goal-Setting

- Use criteria to identify a class goal.
- Make an effective plan to reach a class goal.
- Evaluate progress toward a class goal so they can make adjustments if needed.
- Reflect on the goal-setting process.
- Apply the goal-setting process to a new group goal and reflect on how it went.

Emotion Management

- Explain why it is important to manage strong emotions.
- Describe the benefits of rethinking a situation.
- Use questions to help them rethink given situations.
- Rethink a situation they have personally experienced.
- Rethink a variety of situations.



Empathy & Kindness

- Explain different points of view in a given situation.
- Generate questions a person could ask to better understand someone's point of view.
- Ask questions to better understand someone's point of view.
- Explain how understanding someone's point of view could change their own thinking or actions.
- Demonstrate taking another person's point of view.

Problem-Solving

- Explain what they can do to be a better problem-solver.
- Describe a given problem from each person's point of view.
- Evaluate possible solutions to a given problem.
- Evaluate which solution best solves a problem.
- Problem-Solving Apply the STEP process to solve a problem from each person's point of view.

Bullying Prevention Unit

- Identify actions and words that are respectful and responsible.
- Demonstrate ways to be respectful and responsible.
- Understand that bullying is different from conflict.
- Recognize and identify different types of bullying behaviors.
- Understand you can refuse bullying in different ways.
- Demonstrate assertively reporting and refusing bullying.
- Define bystander.
- Identify ways bystanders can help stop bullying.
- Identify different ways bystanders can support someone being bullied.
- Understand how bystanders can be part of the bullying problem.
- Understand that helping stop bullying is the right thing to do.
- Decide on and practice positive bystander responses to bullying.
- Recognize and identify different ways of cyber bullying.
- Understand that cyber bullying can be even more harmful than other types of bullying.
- Demonstrate ways to support and/or stand up for a person being cyber bullied.

Child Protection Unit

- Apply the Ways to Stay Safe in response to scenarios.
- Identify how to apply the Always Ask First Rule in response to scenarios.
- Identify how to use the Ways to Stay Safe in response to scenarios.
- Understand the difference between unsafe and unwanted touches.
- Identify and refuse unsafe and unwanted touches in response to scenarios.
- Understand all parts of the Private Body Parts Rule.
- Recognize when someone is breaking the Private Body Parts Rule.
- Report the broken Private Body Parts Rule in response to scenarios.

Sex Education awareness classes called Puberty Talks (Grade 4-5)

- Understand the physical and emotional changes they experience during puberty and acknowledge that these changes are a normal part of growth and development.
- This includes body changes that happen to both girls and boys.
- Understand that personal hygiene is each individual's responsibility.
- Understand how girls manage their periods.
- Learn about making good decisions and powerful words to make a positive impact.
- Learn how to stay healthy and confident from the changes that occur in their brains, eating well, and staying safe.
- Talk to parents and trusted adults about their feelings and questions during puberty to help them better understand and get the support they need.

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

- Describe stress.
- Demonstrate a variety of healthy practices and behaviors to cope with stress.

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

