



ST. JOHNSBURY ACADEMY JEJU

**GRADE 5  
CURRICULUM HANDBOOK**

**2025 - 2026**

[www.sjajeju.kr](http://www.sjajeju.kr)

# TABLE OF CONTENTS

ST. JOHNSBURY ACADEMY JEJU  
*Grade 5 Curriculum Handbook*  
2025 - 2026

GRADE 5 CURRICULUM HANDBOOK	3
LANGUAGE ARTS	3
MATHEMATICS	4
SCIENCE	5
SOCIAL STUDIES	5
ART	6
MUSIC	6
PHYSICAL EDUCATION	6
KOREAN HISTORY, LANGUAGE & CULTURE	7
CHINESE LANGUAGE, HISTORY & CULTURE (G1-5)	7
KOREAN AS A FOREIGN LANGUAGE (KFL)	8
EXPERIENTIAL EDUCATION	8
TECHNOLOGY & MAKERSPACE	8
LIBRARY	9
SOCIAL EMOTIONAL LEARNING	9



# GRADE 5 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. This includes communicating ideas and opinions and agreeing or disagreeing with others constructively. They further develop their ability as active listeners and as effective participants in large and small group activities. They improve their skills in planning and delivering oral presentations by using grammatically correct language and specific vocabulary.

#### Key Skills & Concepts:

- Engage in collaborative discussions with small groups or the whole class regarding key ideas.
- Respectfully and clearly communicate ideas and opinions with classmates.
- Develop active listening skills in order to participate effectively in group activities.
- Plan and deliver oral presentations using correct grammar and content-specific vocabulary.
- Collaborate in both small and large group learning projects using effective speaking and listening strategies.

### GRAMMAR

Grade 5 students consolidate their understanding of grammar while writing with greater fluency and sophistication. They learn to construct complex, well-organized sentences and paragraphs using a range of grammatical tools. Students also explore nuances in meaning, tone, and sentence variation.

#### Key Skills & Concepts:

- Advanced use of capitalization and punctuation.
- Mastery of compound and complex sentence structures.
- Verb tense consistency and verb shifts (perfect tense, progressive tense).
- Conjunctive adverbs and correlative conjunctions.
- Prepositional phrases and introductory elements.
- Apostrophes, commas, and quotation marks in dialogue.
- Quoting and citing text accurately.
- Refining grammar for clarity, precision, and audience.

## 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 a variety of comprehension strategies to understand what they read and develop strategic reading skills, such as word analysis and construction of meaning. Regular reading fluency instruction using various texts helps improve their skills and comprehension across subjects.

#### Key Skills & Concepts:

- Use text features to obtain a deeper understanding of fiction and informational texts.
- Apply comprehension strategies such as questioning, connecting, and summarizing.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Utilize components of fluency such as: accuracy, expression, punctuation, and pace in order to comprehend texts..

## WRITING

During the writing workshop, students write narrative, informational, and opinion texts for a variety of purposes and audiences. Students continue to grow as writers, experimenting with new modes and purposes. They spend more time on revising and editing their work as they gain a greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence structure and grammar. Technology is utilized to inform, create, and publish writing.

#### Key Skills & Concepts:

- Write narrative, informational, and opinion texts that follow the structure of the genre.
- Use the writing process to write an essay consisting of a claim, evidence to support each reason, and an engaging introduction/conclusion to hook the reader into their topic.
- Use evidence to support a claim or opinion, giving credit to the source.
- Effectively paraphrase evidence in order to explain it in your own words.
- Revise and edit writing to enhance clarity, tone, and expression.
- Use descriptive vocabulary and varied sentence structure to create a strong voice and style.
- Understand the features of the technology programs chosen in order to effectively engage the reader as well as create and publish writing.



### RESEARCH

The 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 reliable sources to explore questions and topics.
- Evaluate and organize research findings effectively.
- Summarize research findings.
- Document sources appropriately giving credit to the source..
- Present information clearly and thoughtfully to inform others.

### MATHEMATICS

In Grade 5, students master operations with whole numbers, fractions, and decimals. They solve problems involving volume, graphing, and coordinate planes. Understanding numerical patterns and using algebraic thinking help prepare students for middle school math. The focus is on applying concepts to real-world contexts with fluency and accuracy.

#### Key Skills & Concepts

- Operations & Algebraic Thinking**
  - Write and interpret numerical expressions using parentheses, brackets, or braces.
  - Analyze patterns and relationships, including identifying rules and generating ordered pairs.
  - Solve multi-step word problems involving the four operations and interpret remainders as whole numbers, fractions, or decimals.
- Number & Operations in Base Ten**
  - Understand the place value system for decimals to the thousandths place.
  - Perform operations with multi-digit whole numbers and decimals to hundredths using efficient algorithms.
  - Round decimals to any place.
- Number & Operations—Fractions**
  - Add and subtract fractions with unlike denominators, including mixed numbers.
  - Multiply fractions and whole numbers.
  - Understand division of fractions by fractions and apply to problem-solving.
  - Convert between improper fractions and mixed numbers.
  - Interpret multiplication and division of fractions in real-world contexts.
- Measurement & Data**
  - Convert among different-sized standard measurement units within a given system.
  - Understand and calculate volume as an attribute of three-dimensional shapes.
  - Represent and interpret data with line plots, including fractional units.
  - Understand coordinate planes and graph points in the first quadrant.
- Geometry**
  - Classify two-dimensional figures into categories based on their properties (e.g., sides, angles).
  - Understand concepts of volume and relate volume to multiplication and addition.
  - Graph points on the coordinate plane to solve real-world and mathematical problems.



## SCIENCE

By Grade 5, students at SJA Jeju demonstrate a more mature approach to science inquiry and problem-solving. They begin to design investigations, apply critical thinking to analyze results, and construct models that explain systems and changes in the natural world. Students evaluate sources, compare claims, and use more precise scientific language to present and defend their conclusions. Through real-world applications and deeper scientific reasoning, students build a strong foundation for middle school science and beyond.

### Key Skills & Concepts:

- Design and revise models that explain complex phenomena.
- Plan and execute multi-step investigations independently.
- Analyze and synthesize data from multiple sources.
- Evaluate evidence to support or refute scientific claims.
- Present findings with clarity, structure, and scientific accuracy.

**Unit 1 - Earth and Sun:** In this unit, students investigate patterns in the sky by exploring the relationship between Earth and the Sun. They learn about the solar system, gravity, and why the Sun appears brighter than other stars, then use evidence to explain and defend their ideas.

**Unit 2 - Matter and Its Interactions:** Through exciting culinary science investigations, students will explore the fascinating world of matter! They'll discover that all the ingredients we use are made of particles too small to see, building a model to understand this. They investigate how the total amount of matter remains the same even when we mix or change ingredients through cooking. Students will determine if new substances with different properties are formed when we combine things in the kitchen. They'll learn to identify cause-and-effect relationships in cooking and conduct fair tests with different recipes and techniques to gather evidence and explain the changes they observe.

**Unit 3 - The Flow of Energy and Matter in Ecosystems:** In this unit of study, students develop an understanding of the idea that matter moves among plants and animals in an ecosystem. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

## 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.

### Key Skills & Concepts:

#### Government and Citizenship

- Investigate how societies create and adopt systems of governance.
- Examine how governments are organized to meet the needs of citizens.
- Reflect on individual rights and responsibilities as citizens.
- Explore the reciprocal influence between governments and society.

#### Capstone Project

- Research an issue of personal interest and explore ways to address it.
- Synthesize key elements of the research into an in-depth, extended project.
- Take action to help resolve the identified issue.
- Share the final project with the school community as a celebration of learning and growth.

#### Geography Skills

- Estimate distances between places using map scales and understand the concept of different scales.
- Explore and make connections between the five themes of geography: location, place, region, human-environment interaction, and movement.
- Recognize and interpret various types of information presented on maps, such as rainfall, agriculture, etc.



## ART

The standards for grade five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on the communication of personal values and beliefs in art appreciation and production. Students will gain fluency in using and understanding the elements of art and the principles of design as they relate to artistic expression and communication.

### Key Skills and Concepts:

Understand and apply color theory concepts in their own paintings.

Analyze and learn from different artists and still life paintings to enhance artistic techniques.

Experiment with various mediums, including digital art, to create original artwork.

## MUSIC

In Grade 5 Music, all students are musicians and 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 with complex rhythms, intermediate vocal skills, notation, form, music theory, and understanding music's historical context. Foundational studies of music theory include chords, key signatures, and bass clef note names. Student learning is demonstrated each semester in their grade level performances.

### Key Skills & Concepts:

Read, write, and perform complex rhythms and their corresponding rests.

Read, write, and perform using bass clef notation and pitch letter names.

Develop ukulele skills by simultaneously singing and playing ukulele.

Develop vocal skills by singing in multiple parts.

Analyze and define harmonies (I and V chords), key signatures (C, F, G), and time signatures (simple and compound meters).

## 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. Students in grade five apply movement principles and concepts to enhance their performance, personal fitness, game tactics. They develop greater proficiency in games, dances, and educational gymnastics. Students demonstrate specialized skills individually, with a partner, or in small groups. They take part in fitness testing, set individual goals and use practical ideas to improve their personal fitness. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

### Key Skills & Concepts:

Students use movement concepts to improve performance and apply tactical strategies in games and physical activities.

Students demonstrate increased skill in games, dance, and gymnastics—both individually and in group settings.

Students participate in fitness testing, set personal goals, and implement strategies to improve their individual fitness levels.

Students consistently model good sportsmanship by resolving conflicts respectfully, taking responsibility for their actions, and supporting team success over individual recognition.



## 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 historical and biographical texts critically.
- Write persuasive, narrative, and explanatory texts.
- Present ideas clearly in Korean.

### Social Studies (Key Skills & Concepts)

- Explore how people's daily lives differ by region and how they adapt to local environments.
- Understand how historical changes shape society through events, heritage, and key individuals.
- Examine the mutual influence between nature and human activity.
- Recognize the process of forming a nation and shaping national identity.
- Appreciate the importance of exercising rights and fulfilling civic responsibilities.

## 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)

- Interpret and evaluate authentic texts, including classical poems and folktales.
- Write persuasive, informative, and narrative essays with elaboration.
- Lead or participate in discussions on values, history, and identity.
- Explore major dynasties and their contributions to Chinese culture.
- Reflect on bilingual/bicultural identity through personal and research-based projects.

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

- Read short authentic texts with vocabulary support and guided questions.
- Write multiple sentences or short paragraphs to describe events or opinions.
- Use oral Chinese in presentations and cultural comparisons.
- Explore ancient inventions, daily life in imperial China, and modern traditions.
- Participate in project-based learning that integrates language and culture.



## 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 5, the KFL program focuses on developing a deeper understanding of Korean language structure and encouraging students to express their thoughts more logically and clearly. Through discussions, writing tasks, and presentations, students enhance their ability to communicate with greater precision. The program also helps students make cultural connections and prepares them to engage more fully in Korean-speaking environments.

### Key Skills and Concepts:

- Deepen understanding of Korean sentence structure and grammar usage.
- Develop logical thinking and expression through discussions, presentations, and writing.
- Use Korean with increasing fluency and accuracy in academic and cultural contexts.

## EXPERIENTIAL EDUCATION

In Grade 5, the experiential education program culminates with students applying learned skills in Jeju’s natural environment through practical overnight hiking, backpacking, and camping experiences. These significant experiences, alongside curriculum-aligned field trips, underscore the program’s focus on greater independence, self-reliance, and leadership during outdoor activities, building on the foundational and intermediate skills from previous grades. Students take on more responsibility for trip planning, risk assessment, and leading parts of group activities.

### Key Skills & Concepts:

- Outdoor Living:** Independently packing and managing personal and group equipment for multi-day trips; proficiency in setting up and maintaining various temporary outdoor accommodations.
- Group Dynamics:** Consistently demonstrating leadership tasks, understanding different leadership styles, and contributing to effective group functioning during challenging outdoor activities.
- Outdoor Activity Knowledge:** Demonstrating proficiency in outdoor recreation activity skills relevant to specific trips (e.g., advanced hiking techniques, basic water safety skills).
- Safety & Well-being:** Proactively assessing potential hazards in diverse natural locations (beaches, mountains, rivers); proficiently using basic outdoor first aid and demonstrating advanced self-management techniques; actively contributing to group safety briefings and understanding the roles of trip facilitators.
- Environmental Management:** Consistently knowing, actively practicing, and advocating for Leave No Trace Ethics; leading projects that explore the ecological impact of introduced species and propose management strategies.

## 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 be more self-aware, critical, and responsible digital citizens who can navigate the complexities of online information, relationships, and ethical behavior.



### Key Skills & Concepts:

- Engage in more in-depth reflection on their media consumption habits and how they impact their time, well-being, and relationships.
- Learn strategies for setting healthy boundaries and making conscious choices about their media use.
- Learn to identify red flags, understand the difference between facts and opinions, and begin to recognize misinformation or "fake news."
- Explore how gender is represented online and learn to identify and challenge harmful stereotypes.
- Think critically about media portrayals and promote inclusivity in online spaces.
- Learn about maintaining healthy online relationships, understanding online communication cues, and recognizing potential risks or unhealthy interactions.
- Learn to clearly define cyberbullying, recognize different forms it can take, and understand the impact it has on individuals.
- Learn effective strategies for responding to cyberbullying, including seeking help from trusted adults.
- Will learn about different types of online news sources and develop skills to discern credible journalism from biased or unreliable information.

## ROBOTICS

To introduce students to the VEX IQ robotics platform and engage them in a series of challenges culminating in a Castle Crasher competition. Through hands-on activities, students will learn fundamental robotics concepts, including robot construction, programming with and without sensors, and algorithm development. Students will apply these skills to design, build, and program a robot to complete specific tasks, fostering problem-solving, critical thinking, and collaborative skills while exploring connections to STEM careers.

### Key Skills & Concepts:

- Learn fundamental robotics concepts, including robot construction.
- Learn programming with and without sensors.
- Develop algorithm development skills.
- Apply these skills to design, build, and program a robot to complete specific tasks.
- Foster problem-solving skills.
- Foster critical thinking skills.
- Develop collaborative skills.
- Explore connections to STEM careers.

## LIBRARY

In Grade 5 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:

- Critically evaluate a website for research
- Identify what plagiarism is and how to avoid it
- Create accurate citations for sources used in research
- Paraphrase information in one's own words
- Quote text correctly to support one's ideas

## 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

- Identify a personal goal and explain why it is right for them.
- My Plan Make an effective plan to reach a personal goal.
- Evaluate their progress toward a personal goal so they can adjust their plan if needed.
- Reflect on their experience of working toward a personal goal.
- Apply the goal-setting process to a new personal goal and reflect on how it went.

### Emotion Management

- Give an example of a recurring situation that causes them to feel strong emotions.
- Identify signs and causes of stress in themselves.
- Identify what a person can think or do differently to manage their strong emotion in a recurring situation.
- Identify what they can think or do differently to manage strong emotions in a recurring situation.
- Identify two things they can change in a recurring personal situation to preemptively manage strong emotions.



### Empathy & Kindness

- Describe how people used empathy to identify and address a community problem.
- Identify problems in their community and the people affected.
- Describe different points of view to build empathy for the people affected by a community problem.
- Evaluate possible solutions to a community problem.
- Explain how their solution meets the wants and needs of the people affected by a community problem.

### Problem-Solving

- Explain how to begin the STEP problem-solving process.
- Identify when, where, and with whom to work on different problems.
- Predict whether a potential solution will be successful based on the points of view of everyone involved.
- Evaluate the outcome of a solution based on how it affected everyone involved.
- Apply the STEP process and consider the context in which they might best solve the problem.

### 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)

- Identify characteristics of trusted adults.
- Respond with help seeking behaviors to situations involving overwhelming feelings.

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

