



SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

GRADE 5

GRADE LEVEL
GUIDE
2023-2024



INSPIRING EXCELLENCE, BUILDING CHARACTER - SINCE 1912

Mission Statement

Seoul Foreign School,
Centered in Christ,
inspires a passion for learning,
pursues academic and
creative excellence and
is dedicated to the service of others.

Message from the Grade Level Team

Dear Parents of Grade 5 students,
Welcome to Grade 5!

Grade 5 is a significant year for fostering independence and being self-reflective. It is also an amazing year of growth and awareness for who we are, not only as learners but as a person. Our children will recognize their strengths and challenge themselves; they will be ready to transition to middle school. It is our pleasure to partner with you and your child in their last year of ES!

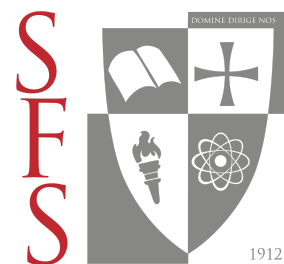
We will communicate with you on a regular basis via Seesaw and email. Our Seesaw posts and weekly updates will provide a window into your child's day and will allow you to develop a practical understanding of our program.

Yours sincerely,

The Grade 5 Team

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Who's Who in Grade 5

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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Learning Support	Cathy Lorenz		cathy.lorenz@seoulforeign.org
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Grade 5 Procedures

How Can I Help with Settling In?

- Talk positively about their school experiences e.g. What was the best part of your day?
- Support your child to be as independent as possible e.g. allowing them to pack their school bag and manage their home learning.
- Check the weekly updates and Seesaw posts to see what inquiries and learning are taking place.
- Check the Unit of Inquiry Newsletter which gives you an overview of the subjects being taught in that unit, ways you can help at home. These are shared at the start of each unit of inquiry.
- We will invite parents in to school throughout the

year for conferences, celebrations of learning and chapels. These are opportunities to celebrate your child's learning and we look forward to welcoming you to our community.

Christian Ethos

SFS is a Christian school for everyone and we are a community centered in Christ. This means we lead by example and model our Christ-like attitudes.

- Love
- Faith
- Service
- Self-Control
- Compassion
- Acceptance
- Forgiveness
- Integrity
- Hope

• Joy

We expect all our students to treat each other with respect. SFS is not affiliated with a particular denomination, nor with a particular church, and does not have weekly chapels. SFS enrolls students from all religious backgrounds and welcomes them as integral members of our diverse community. Daily Devotions and specific units of inquiry offers many opportunities for students to learn and share. The real Christian experience at SFS, however, does not come from any formal study but instead from the examples modeled by our community who treats everyone with respect, care, love, trust, integrity and forgiveness (our Christ-like attitudes).

International Baccalaureate Primary Years Programme (PYP)

We are an authorized International Baccalaureate Organization Primary Years Programme (PYP) school. Designed for students ages 3-12, the IB Primary Years Programme (PYP) provides the knowledge, concepts, skills, personal attributes and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning Through Inquiry

A child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

Inquiry-Based Learning Looks Like

- Students asking questions, being engaged in their learning and seeing themselves as capable, powerful members of our community
- Students demonstrating ownership of their learning
- Students demonstrating responsibility for evidencing their learning and development through goal setting and an ongoing process of reflection
- Students sharing their voice and making choices in their learning

- Students testing theories, and generalizations to become deep thinkers
- Students embracing challenge and the breadth of knowledge each subject offers us
- Students seeing how deep learning takes places when subjects are connected by key concepts and transdisciplinary units
- Students learning to collaborate, share, take-turns and work together to take action

Student-centered learning

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate and sustainable student-initiated action

Six Transdisciplinary Themes

All subject and skill learning in the PYP is organized by six transdisciplinary themes, each selected for their relevance to the

real world. Our students explore the commonalities of human experience by investigating these themes through units of inquiry designed by our educators, that form our elementary school programme of inquiry.

Learner Profile

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB Learner Profile.

The profile aims to develop learners who are:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal

histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from their experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk Takers (Courageous)

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Principal Chats & Workshops

Throughout the year we offer parent workshops and Principal Chats in which we discuss key areas of the curriculum, our approaches to teaching and learning in the hope to provide further support and advice on helping all students be successful. Details and dates of these events are shared in the Principal's weekly updates.



Grade 5 Programme of Inquiry

	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET	HOW WE EXPRESS OURSELVES PYPX	WHERE WE ARE IN PLACE AND TIME
Central ideas	Governing systems determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.	Through design, global citizens apply creativity to take action to make a positive change.	Human migration is a response to challenges, risks and opportunities
Lines of Inquiry	<ul style="list-style-type: none"> How citizens contribute to their communities Rights and responsibilities of citizens Different government systems 	<ul style="list-style-type: none"> The three types of diversity - genetic, species and ecosystem Biodiversity is a measure of health in the natural world Ways we can maintain and support biodiversity 	<ul style="list-style-type: none"> How the design process works How challenges are identified and met Positive action we can take 	<ul style="list-style-type: none"> Personal connections to migration Reasons why people migrate Effects of migration on people and places
Key & Related Concepts	Function, Responsibility, Citizenship, Power, Systems,	Form, Connection, Change Biodiversity, Resilience	Function, Perspective, Responsibility, Design,	Perspective, Causation, Migration, Challenge, Risk
ATLS	Communication skills - Exchange Social skills - Interpersonal Self-Management - Organization	Research skills - Ethical Use Communication skills - ICT	Communication skills - Literacy Research skills - ICT Thinking skills - Transfer Self-Management skills - States of mind	Thinking skills - Reflective Social skills - Social & emotional
Learner Profile	Communicators, Principled	Inquirers, Knowledgeable	Open-minded, Risk-takers	Reflective, Caring
Writing	Personal Narrative & Book clubs	Information	Argument & Advocacy	Narrative & Book club
Math	ZEARN Mission One ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five

	HOW THE WORLD WORKS	WHO WE ARE	<h2>Curriculum Standards & Expectations</h2> <p>In the Elementary School our units of inquiry and subjects are underpinned by:</p> <ul style="list-style-type: none"> American Common Core Standards for Language and Mathematics. Next Generation Science Standards for the Sciences. (NGSS) America Education Reaches Out Standards for Social Studies. (AERO) International Schools Counseling Association standards for PSPE. (ISCA) IB Scope & Sequence Documents for all other subjects. <h3>Reporting & Assessment</h3> <p>Assessment is integral to the process of facilitating learning and incorporates instructional adaptations, revised goal setting, feedback or even curriculum compacting. Assessment is forward and backward looking. Assessment involves teachers and students collaborating to monitor, document, measure, report on and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning. Assessment includes the monitoring, documentation, evaluation and reporting of developing learner knowledge, skills and understanding. As parents, you will receive a school report at the end of each Semester and be invited to a Parent Conference and Student Led Conference.</p>
Central ideas	The scientific process is used to investigate properties of matter.	Personal perspectives influence how people communicate and express their identity.	
Lines of Inquiry	<ul style="list-style-type: none"> Attributes of matter Ways matter can change Skills and techniques that support scientific thinking 	<ul style="list-style-type: none"> Reflecting on, expanding, and enjoying creativity. Expressing feelings, ideas, and understanding through theatre. How collaborative projects create community 	
Key & Related Concepts	Form, Change, <i>Matter</i> , <i>Scientific method</i> ,	Perspective, Function, <i>Expression</i> , <i>Perception</i> ,	
ATLS	Thinking skills - Critical Thinking skills - Transfer	Research skills - Media literacy Thinking Skills - Creative	
Learner Profile	Thinkers, Reflective	Reflective, Open-minded	
Literacy	Poetry	Visual Arts, PSE, PE, Music & STEM led	
Math	ZEARN Mission Six ZEARN Mission Seven		



Language Arts

We follow the Literacy Common Core State Standards and while our main resource is the Reading and Writing Workshop program out of Columbia University in New York, we often develop our own lessons that integrate with the students' unit of inquiry transdisciplinary theme and/or are in response to the students literacy data that we have collected.

SFS uses a range of teaching methods to deliver a balanced language program. One of these teaching methods is called the workshop model. This 5-part workshop framework offers a combination of whole-class, small-group, one-on-one instruction and independent practice.

- Each session begins with a mini lesson. Children sit with a long-term partner while in the mini lesson.

- The mini lesson ends with the kids being sent off to their own independent work.
- As students work, the teacher confers with them and leads small groups.
- Partway through independent work time, the teacher stands and delivers a mid-workshop teaching point.
- The workshop ends with a share.

In Grade 5 students, will...

Reading

In fifth grade, readers notebooks become an important tool, where thoughts and ideas about literature are collected. Students read in book clubs where they interpret books by reading closely, talking through exploring ideas and thinking through themes. In information reading, fifth grade students compare and

contrast different texts considering content, perspective, and/or craft structures. They become aware of when different texts might contradict another and delve into the differences in author's points of view.

Writing

Fifth graders begin the year by writing personal narratives that include precise details and figurative language. They then move on to write information and opinion pieces, where they research and advocate for a personal inquiry. They finish off the year by once again writing narratives and writing poems that focus on the way words look on the page and sound to the ear. They will experiment with comparative thinking and using hyperboles in their poetry writing.

Mathematics

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists,” we seek to provide students with the opportunity to see themselves as “mathematicians,” where they enjoy and are enthusiastic when exploring and learning about mathematics.

In the IB PYP, mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

Our Math curriculum aligns to the American Common Core standards and is underpinned by ZEARN, an independent nonprofit publisher and math platform, whose core mission is to inspire generations of children who love learning math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence, and love of math grows.

The Standards for Mathematical Practice describe varieties of expertise that highlight important “processes and proficiencies” with longstanding importance in mathematics education. Problem solving, reasoning and proof, communication, representation, connections, adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (the belief that everyone can be a mathematician).

Grade 5 Mathematics

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Number and Operations in Base Ten.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



Science & Social Studies

Science

Science, which is taught entirely within our units of inquiry in the elementary school, uses the Next Generation Science Standards (NGSS). For Grade 3, the performance expectations help students formulate answers to questions such as: “How do human actions impact the natural world? How do scientists think and document their inquiry? How do forces influence the world around us?” Our Grade 3 Science standards are taught within our Units of Inquiry so students can see the transdisciplinary nature of the sciences and how scientific inquiry leads to the development of knowledge, skills and conceptual understanding of the natural world.

The topics explored include:

- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- From Molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy, and Dynamics
- Earth’s Systems
- Earth and Human Activity
- Engineering Design

Social Studies

Inquiry and Social Studies Practices

Questions play a key role in our Units of Inquiry. These questions aid students in the exploration of the transdisciplinary themes in relation to our subject standards,

while others transcend individual disciplinary categories and allow students to develop the learner profile required of a social scientist. Social scientists see connections across subjects and seek to tackle real world issues across time, place and cultures. Engaging in social studies inquiry requires the coordination of knowledge, conceptual understanding and skills.

Five AERO Social Studies practices are encouraged, requiring students to:

- Develop Questions and Plan Inquiries
- Evaluate the Credibility of the Sources and Relevance of the Information to the Inquiry
- Construct Coherent, Reasoned Arguments and Explanations
- Communicate Conclusions From an Inquiry
- Take Informed Action for the Common Good

World Languages

Korean & Mandarin

As an international school with a diverse community from many different language backgrounds we see the importance and highly value the learning of multiple languages for all our students to develop into true global citizens.

We offer both Korean and Mandarin as additional languages, and we also offer Korean and Mandarin languages at near-native or native level. All the Grade 5 students need to be enrolled in one additional language course or one near-native or native speakers level course. An additional language course is a language acquisition course where the students study a language as a foreign language. A near-native or

native speakers level course is aimed to support students who regularly speak this language at home or who have studied in this language at another school for a number of years.

Grade 5 is an important transition year to Middle School. We will continue to emphasize the development of speaking and listening skills, and will add more weight on the development of reading and writing skills in order to prepare upcoming MYP language courses.

Throughout the school year, five or six learning topics will be taught within the homeroom units of inquiry or as standalone. Students will be engaged in various learning activities such as stories, songs, learning games, and online learning tools.

Sample Topics for Additional Language Course:

- My home
- The twelve Zodiac
- Discover Korea
- Travel
- Folktales
- Celebrations

Our Near-native/Native Speakers' Language Course aligns to literacy in the homeroom.





The Arts

Music

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

Throughout the school year, music offers independent inquiry into music-related knowledge, concepts and skills. Whenever possible and appropriate music supports or is integrated into the Programme of Inquiry. The following student learning outcomes have been drawn from PYP music scope and sequence.

Creating

- Present, in small groups, innovative musical performances on a selected issue.
- Read and write music in traditional and/or non-traditional notation.
- Read, write and perform simple musical patterns and phrases

Responding

- Share performances with each other and give constructive criticism.
- Recognize music from a basic range of cultures and styles.
- Express their responses to music from different cultures and styles

Band

The Seoul Foreign School band program starts in Grade 5 in the Elementary School. Students take part in the Beginner Band program, regardless of previous musical training or knowledge of playing instruments. By being part of the Beginner Band, students learn the valuable lessons of teamwork, musical ensemble development, and individual instrumental technique required to play each instrument. The instruments available in the Beginner Band program are: Flute, Oboe, Bassoon, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Bari

Saxophone, Trumpet, Horn, Trombone, Euphonium, Tuba, and Percussion.

In the first few weeks of the school year, students are led through lessons and exercises to select which instrument they will play for the remainder of Grade 5. All aspects are taken into consideration when choosing an instrument, primarily the students' interest level. Then, each student is matched appropriately with an instrument of their size and comfort level.

Starting at the very beginning of instrument instruction, students participate in Beginner Band Day which is a full-day event where the students receive their instrument and learn the five basic notes. Throughout the year, students have band class and perform in two school concerts, one at Christmas and one in the Spring. The Beginner Band prepares students for the Middle School music program and gives them the opportunity and experience to perform as a full grade-level ensemble, promoting confidence and teamwork.

Visual Arts

Visual Art provides students with an opportunity to be creative, engage in self-expression and apply critical thinking skills. Students will explore new materials and techniques, develop fine motor skills, and respond to a range of artwork from around the world. When possible, learning in visual art connects and integrates with learning in the homeroom. Learning outcomes are drawn from the PYP scope and sequence. The Visual Art

curriculum is based on two strands, which are Creating art and Responding to art.

Creating

- Identify and make choices during the creative process
- Explore and refine technique when using tools and materials
- Draw inspiration from a variety of sources

Responding

- Make personal connections to artwork
- Reflect on the creative process

- Observe and interpret artwork

The Elementary School visual art program aims to inspire a lifelong appreciation of visual art through fun and engaging art lessons. Throughout the school year, students' artwork will be shared through Seesaw and displayed in the elementary school. 2D artwork will be sent home at the end of the school year in a paper portfolio. Students use washable paints and wear aprons in class, but keep in mind that art class can be messy and appropriate clothing is recommended.



Physical Education (PSPE)

PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. Students are encouraged and empowered to make choices during each PE lesson to develop empathy towards others and grow in confidence while being physically active. In a safe and fun environment, they are encouraged to use positive communication and to take risks in order to complete various challenges that are presented to them.

Fundamental Fitness and Movement Skills are embedded throughout the entire year as students develop competence through a range of topics:

- Games,
- Swimming,
- Health, & Adventure Challenges

By developing movement skills, students gain the knowledge and understanding to value and take responsibility for their own engagement in physical activities. Students will be asked to regularly reflect and strategize during a wide range of physical activities in Physical Education class with the ultimate goal of creating young individuals prepared to be active for life.

Counselors

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being

through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

In the elementary school all grades receive one lesson a week with our school counselor to develop essential PSPE skills.





Library

Mission

The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

As a safe and inclusive learning environment, our library recognizes and reflects diverse ways of knowing, being and thinking. We aim to develop a collection in which all of our

community of learners can see themselves reflected. Our library inspires the imagination and creativity of learners, and encourages the process of inquiry, action and reflection. This learning environment provides opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

The Elementary School Library is a flexible multimodal space that provides people, places, resources and services that aid and extend learning and teaching for all learners in the elementary school. Online subscriptions and full collection is accessible via our online database. Students can also access a large number of eBooks and audiobooks at any time through our digital platform. The library is open to all students,



Educational Technology

The world we live in has rapidly evolved into an information-based society. We believe the use of technology should be an integral part of contemporary education.

State-of-the-art technology integration is an important initiative at Seoul Foreign School. We have an active program of training opportunities and support for our staff and students. We see technology playing an ever-increasing role in our efforts to provide a quality educational program.

We envision using technology where:

- Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning.
- Students are comfortable using technology. Students take responsibility for their own educational success.
- Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information.

- Our students use technology that empowers student agency, student voice and ensures that learning is a student-driven process.

Learning for the future happens by focusing on the 4C's:

- Creativity: digital storytelling, movie making, exploring topics with augmented and virtual reality
- Communication: digital citizenship, keyboarding,





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