

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

GRADE 3

GRADE LEVEL
GUIDE
2024-2025



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 3 students,
Welcome to Grade 3!

Grade 3 is an exciting year for our learners as they develop independence and take ownership of their own learning journey. The Grade 3 teachers are passionate educators committed to building character and inspiring excellence with a holistic approach to optimize the children's growth. We facilitate a positive learning environment encouraging learners to take agency and benefit from our rigorous and engaging curriculum.

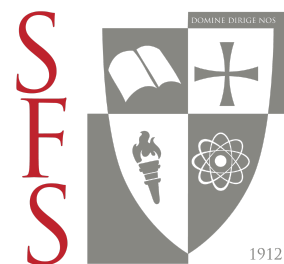
We will communicate with you on a regular basis via Seesaw and email. Our Seesaw posts and weekly updates will provide a window into your child's day and will allow you to develop a practical understanding of our program.

Yours sincerely,

The Grade 3 Team

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Who's Who in Grade 3

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Jyll Cox	3C	jyll.cox@seoulforeign.org
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Class Teacher	Mark Edwards	3E	mark.edwards@seoulforeign.org
Class Teacher	Lucia Jeong	3J	lucia.jeong@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
Personal & Social Education (PSE) : Grade 3 to Grade 5 Counselor	Indira Pappaterra		indira.pappaterra@seoulforeign.org
Personal, Social & Physical Education (PE)	Angelina Tan		angelina.tan@seoulforeign.org
STEM Lead / EdTech Coach	Rachelle Ryness		rachelle.ryness@seoulforeign.org
World Languages (Korean)	Sarah Park		sarah.park@seoulforeign.org
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World Languages (Korean)	Joanna Lee		joanna.lee@seoulforeign.org
World Languages (Korean)	Debora Lee		deborah.lee@seoulforeign.org
World Languages (Chinese)	Michelle Zhang		michelle.zhang@seoulforeign.org
World Languages (Chinese)	Christina Luo		christina.luo@seoulforeign.org
Music	Esther Choi		esther.choi@seoulforeign.org
Visual Arts	Adam Bernard		adam.bernard@seoulforeign.org



Grade 3 Procedures

How Can I Help with Settling In?

- Support your child to pack their own bags
- Homework is shared on Mondays and due each Friday. No homework given over holidays. Students are encouraged to take ownership of homework.
- We encourage healthy snacks
- PE uniforms are worn twice a cycle
- Support student responsibility for borrowing and returning library books.

Supporting at home

- Check-in with children on Thursday evening to ensure homework has been completed
- Discuss reading and have conversations

- Share ideas regarding students' unit of inquiry projects
- Encourage at least, but not limited to, 20 minutes daily reading
- Play family math games
- Provide positive and encouraging feedback on Seesaw posts.

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

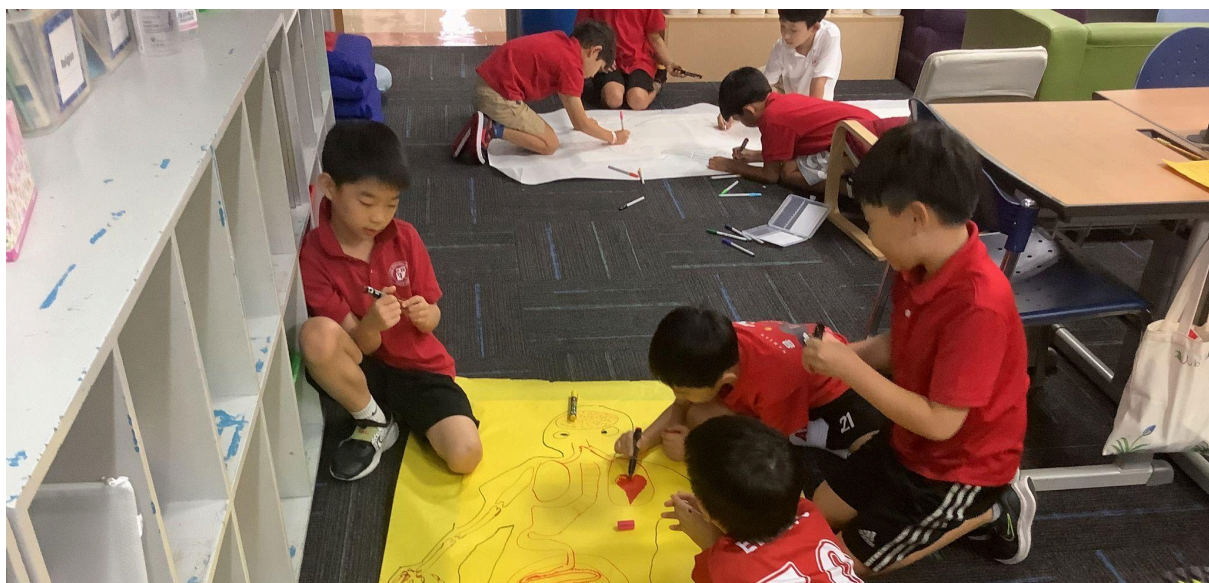
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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 3 Programme of Inquiry

	WHO WE ARE	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Central ideas	Communities thrive when members feel they belong and are valued	Exploring the connection between forces and motion provides insight into daily application	Human exploration and innovation lead to discovery and develop new understandings.	Stories and folk heroes reflect different identities and cultures
Lines of Inquiry	<ul style="list-style-type: none"> • Celebrating diversity and cultures within our community • Strategies for overcoming conflict • Ways everyone can feel they belong 	<ul style="list-style-type: none"> • The relationships between forces and motion • Variables that affect motion • The application of forces 	<ul style="list-style-type: none"> • The role of exploration in shaping society • How discovery leads to new understandings • The importance of innovation in our lives 	<ul style="list-style-type: none"> • Shared stories and folk heroes • Stories that reflect culture and identity • Ways we can create stories to share our own cultural values
Key & Related Concepts	Connection, Responsibility, Identity, Governance	Function, Causation, Experiments, Forces	Change, Perspective, Innovation, Exploration, Society	Connection, Form, Storytelling, Heroes, Culture
ATLS	Self-Management Skills - States of mind Social skills - Social & emotional	Self-Management Skills - Organization Thinking - Reflection and metacognition	Research skills - Media literacy Communication skills - exchanging-information	Thinking skills - Creative-thinking Communication skills - Literacy Social skills - Interpersonal relationships
Learner Profile	Caring, Principled	Thinkers, Inquirers	Knowledgeable, Courageous	Open-minded, Communicators
Literacy	Building a Reading Life & Crafting True Stories	Information	Biography	Fairy Tale writing & Mystery reading
Maths	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five

	SHARING THE PLANET	SHARING THE PLANET	<h2>Curriculum Standards & Expectations</h2> <p>In 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	Biodiversity is evident in nature and vital for our future survival.	By understanding the causes of extreme weather, people can predict and prepare for it.	
Lines of Inquiry	<ul style="list-style-type: none"> Heredity, traits, and features of animals and plants How animals and plants survive and change over time Ways in which we can care for the natural world 	<ul style="list-style-type: none"> Causes of extreme weather Ways in which we monitor and record extreme weather Creative solutions for the impacts of extreme weather 	
Concepts	Causation, Function <i>Inheritance, living things, life cycles</i>	Connection, Form <i>Engineering, Weather, Creativity</i>	
ATLS	Research skills - Information Literacy Research skills - Ethical use	Thinking skills - Information Transfer Communication skills - ICT Thinking skills - Critical Thinking	
Learner Profile	Balanced, Caring	Reflective, Knowledgeable	
Literacy	Opinion & Research clubs	<i>STEM, Visual Arts, and Music Led transdisciplinary unit of inquiry</i>	
Maths	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 3 students, will...

Reading

In third grade, children transition from learning to read to reading to learn. These upper elementary school learners immerse themselves in within-reach fiction books and expository nonfiction as they work on vocabulary

development, envisionment, ascertaining main ideas, recognizing text infrastructure, and thinking critically. The final unit invites youngsters to treat texts like teachers as kids pore through information about animals.

Writing

By third grade, many students are writing on full-sized notebook paper, allowing them to write longer and more fully. They extend personal narrative writing, with a growing emphasis on drafting and revising. Students synthesize and organize information for chapter books. They also write persuasive pieces about meaningful causes and explore fiction-writing techniques by studying fairy tales.

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 3 Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions
- Develop understanding of fractions as numbers.



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:

- Motion and Stability: Forces and Interactions
- 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
- 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 of learning multiple languages for all our students to develop into true global citizens.

For Grade 1, we offer both Korean and Mandarin as additional languages, and we also offer Korean and Mandarin languages at near-native or native level (subject to a minimum number of students). All Grade 1 students are 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.

In PYP, the four language skills (speaking, listening, reading and writing) are the most important focus of language development. Our approach to teaching language is holistic.

Throughout the school year, 4-6 learning topics will be taught within the homeroom units of inquiry or as standalone units. Students will be engaged in various learning activities such as stories, songs, learning games, and online learning tools.

Sample Topics for Additional Language Course:

- Me and my family
- Lunar New Year's Day
- My daily schedule
- Sports and leisure activities
- Saving the Earth
- Dining out

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

- Create and accompany music using a variety of sounds and instruments.
- Participate in performing and creating music both individually and collectively
- Read, write and perform simple musical patterns and phrases
- Improvise upon a basic pattern to reinforce the importance of the individual within the group

Responding

- Use voice to imitate sounds and learn songs.
- Sing individually and in unison.
- Share performances with each other and give constructive criticism.
- Create and perform a movement sequence accompanied by music that they have created.

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

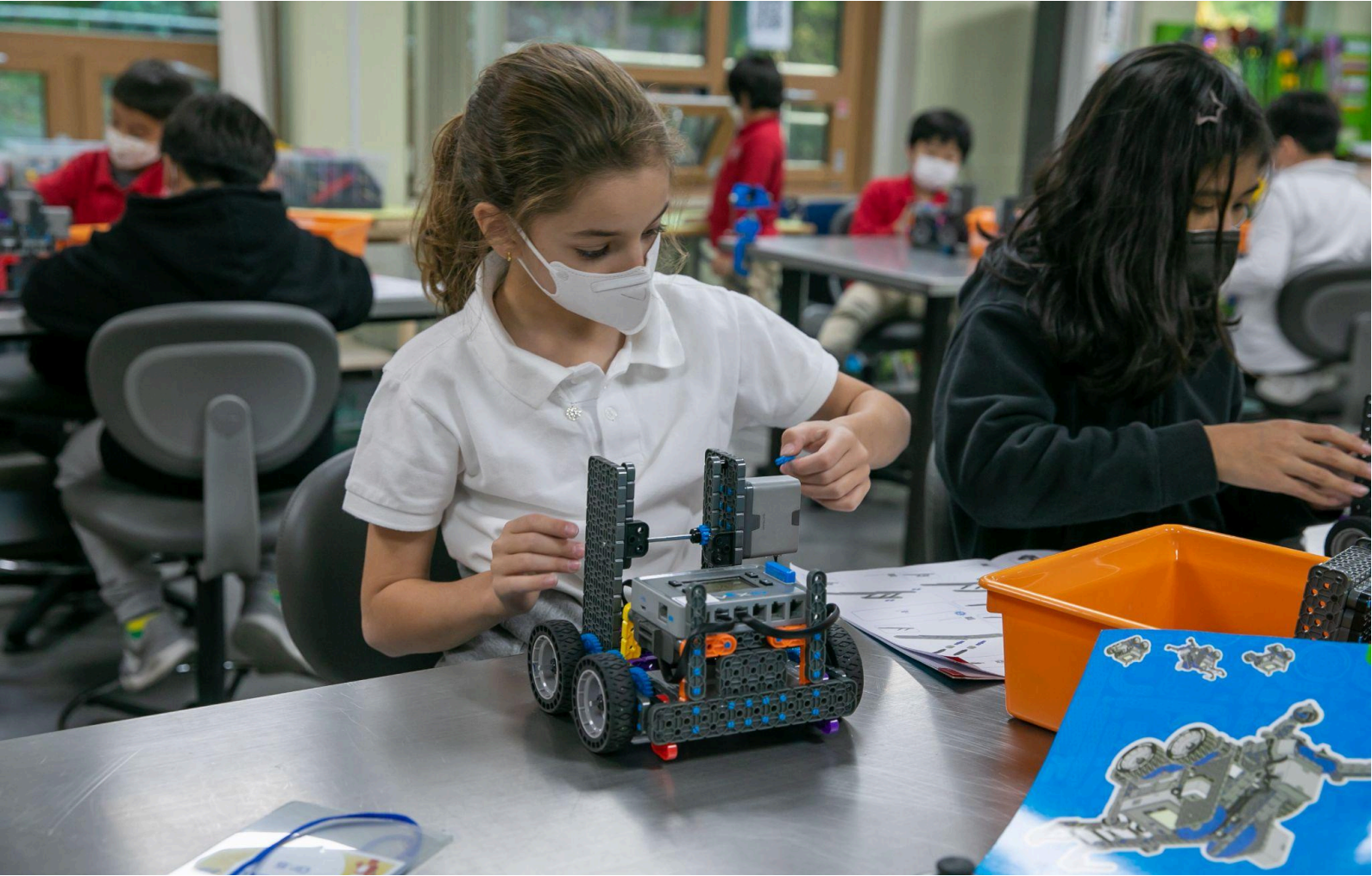
The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

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, everyday, with each class having one dedicated library session per cycle.



STEM

Our elementary STEM program cultivates critical thinking, problem-solving, collaboration, and fine motor skills through an integrated approach to science, technology, engineering, and math. Students engage in hands-on activities, experiments, and projects designed to spark curiosity. Through exploration and inquiry, students learn to apply mathematical concepts to real-world challenges, utilize technology to develop digital literacy and citizenship skills, and engineer solutions to problems using creative thinking and teamwork. Our program

emphasizes the development of foundational STEM skills while nurturing a love for learning and a mindset of perseverance and resilience in the face of challenges.

Learning in STEM focuses on the 4C's:

- **Creativity:** STEM fosters innovation through design challenges and invention projects.
- **Communication:** Students articulate ideas, findings, and solutions effectively through presentations and

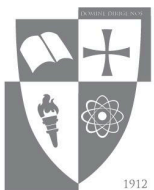
demonstrations, as well as discussions.

- **Critical Thinking:** Students analyze problems, devise solutions, and evaluate outcomes using scientific and engineering methods.
- **Collaboration:** Team-based STEM projects encourage cooperation, idea-sharing, and collective problem-solving.

Grade 3 STEM Projects:

- ❖ Bridge Building
- ❖ Rube Goldberg designing
- ❖ Cooking





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