

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

GRADE 4

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 4 students,

The Grade 4 team is excited to welcome this year's students. Grade 4 is a challenging year where students learn how to be more independent, practice time management, organization, and creative thinking. At this age, the students are able to start thinking more abstractly, and they love that they can start "seeing the big picture" of the world around them. They start to think about and explore bigger, more philosophical questions, and represent that thinking in their work.

This is also an age when their social relationships seem to get more complicated, and they must learn how to negotiate disappointment, friendship troubles, changes, impolite behavior, and setting personal boundaries. These are all natural challenges and a part of their learning at this age.

Finally, we have a lot of fun. As their skills increase, they are able to realize more ambitious projects, and they have a great time thinking-up and solving more sophisticated problems. We want them to be courageous, try new things, experiment with new ideas, and face new challenges with enthusiasm and confidence.

We are all looking forward to working with this year's students and having a great year.

The Grade 4 Team

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Who's Who in Grade 4

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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Class Teacher	John Sciorba	4S	john.sciorba@seoulforeign.org
Class Assistant	Soo Jee Moon		soojee.moon@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)	Esther Ahn		esther.ahn@seoulforeign.org
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World Languages (Korean)	Joanna Lee		joanna.lee@seoulforeign.org
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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
Choir	Esther Jun		esther.jun@seoulforeign.org

Grade 4 Procedures

Settling in

- Announcements, newsletters, and other communication are usually done through Seesaw. Please also make sure the school has accurate email information as well, as occasionally we may need to contact you via email.
- Student names should be written on all personal materials in case they are lost or misplaced. This includes articles of clothing, umbrellas, water bottles, pencil cases, etc.
- Students are welcome to bring in their own personal supplies, but must keep in mind that they are responsible for keeping track and taking care of whatever they bring from home. The school does provide pencils, pens, markers, scissors, and paper to use as well.
- Students should have a reusable water bottle. Students should also have an inexpensive pair of headphones (these should not be bluetooth).

Supporting at home

- Homework is given on Mondays and collected at

the end of the week. On Monday, students will be given a homework menu with homework options on it. They will be instructed to choose a certain number of activities from the menu to complete.

- Homework should not be overly stressful. The main expectation is that a fair effort was given to complete the homework, but if there is significant struggle, or if it is taking too long, we would like the student to stop. If there are questions or they need help, they may ask about it the next day in class. They should not lose sleep over homework.
- Students should read for at least 30 min a night. Homework should not take longer than 40 min to complete.

Weekly newsletters will be sent on Fridays via Seesaw to review the week's events.

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 4 Programme of Inquiry

	WHO WE ARE	SHARING THE PLANET	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME
Central ideas	Cultural backgrounds can shape beliefs, values, and actions.	Humans and animals adapt in response to their environments	Energy may be converted from one form to another to be used in various ways.	Natural forces change and shape the Earth.
Lines of Inquiry	<ul style="list-style-type: none"> Personal and shared beliefs and values Core elements of belief systems and world religions How culture, beliefs, and values affect our actions 	<ul style="list-style-type: none"> The structures and functions of the human body Animal and plant adaptations enhance survival in their environments Ways in which we can promote healthy living 	<ul style="list-style-type: none"> The transformation of energy How circuits are designed Responsible energy use 	<ul style="list-style-type: none"> How we describe the properties and shapes on the earth surface Processes that transform the earth's surface How humans reduce the effects of natural forces
Key & Related Concepts	Perspective, Connection, Values, Culture, Beliefs, Diversity	Form, Function Living Systems, Processes, Survival	Change, Function Energy, Transfer, Work	Change, Causation Landforms, Geography, Erosion
ATLS	Social skills - Social & emotional Thinking skills - Reflective Research skills - Media literacy	Self-Management skills - Organization Research skills - Information literacy	Thinking skills - Transfer Communication skills - Exchanging information	Communication skills - Literacy Thinking Skills - Creative Thinking
Learner Profile	Reflective, Open-minded	Knowledgeable, Balanced	Inquirers	Thinkers
Literacy	Narrative writing & Interpreting characters	Information	Opinion Writing & Debate	Fantasy
Math	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five

	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES PRODUCTION
Central ideas	Advocates contribute to societal changes and shape history through their leadership and actions	Performing arts foster self-expression and collaboration in a community.
Lines of Inquiry	<ul style="list-style-type: none"> Advocacy and leadership qualities How individuals have positively impacted the world How individuals inspire us to take action 	<ul style="list-style-type: none"> How artistic expressions communicate diverse perspectives Ways in which the Arts build community The role of the arts in celebrating diversity.
Key & Related Concepts	Causation, Responsibility, Change <i>Advocacy, Leadership, Action</i>	Responsibility, Perspective, <i>Expression</i>
ATLS	Thinking skills - Critical thinking Research skills - Ethical use	Social Skills - Interpersonal relationships Self-management skills - States of mind
Learner Profile	Communicators, Principled	Courageous, Caring
Literacy	Biography	<i>STEM, Visual Arts & Music Led transdisciplinary unit of inquiry</i>
Math	ZEARN Mission Six ZEARN Mission Seven	

Curriculum Standards & Expectations

In the Elementary School our units of inquiry and subjects are underpinned by:

- 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.

Reporting & Assessment

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.



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 4 students, will...

Reading

Fourth graders are ready to delve into complex texts. Children study the complexity of characters and themes. They are invited to form research teams to investigate

topics. Students explore history while developing their skills in cross-text synthesis, close reading, and evaluating multiple points of view. Finally, students join historical fiction clubs where they interpret complex texts collaboratively.

Writing

Fourth graders are on the verge of writing more academic texts. They write realistic fiction and learn to develop rich characters and stories. The units bring students step-by-step toward increasing proficiency with these genres: thesis-driven persuasive essays, biographies, fantasy and writing about reading when they delve into synthesizing the details that they have read.

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 4 Mathematics

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value
- Understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by



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:

- 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
- 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:

- All about me
- My home
- My community
- See a doctor
- Leisure activities
- Go Shopping

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
- Create and record a composition focusing on form, structure and style to give more meaning to their message.
- 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 with accuracy and control focusing awareness on the musical elements.
- Share performances with each other and give constructive criticism.
- Record and share the stages of the process of creating a composition.

- Create and perform a movement sequence accompanied by music that they have created.

Choir

The Grade 4 Choir provides the opportunity to develop the fundamental vocal technique and grade-level ensemble skills. Age appropriate repertoire chosen for the Christmas Concert and the Spring Concerts enhances understanding of the elements and styles of music. Members of the Grade 4 Choir learn to work together as a team and respond appropriately as individuals within the group, in order for the ensemble experience to be musically and personally rewarding and successful.

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

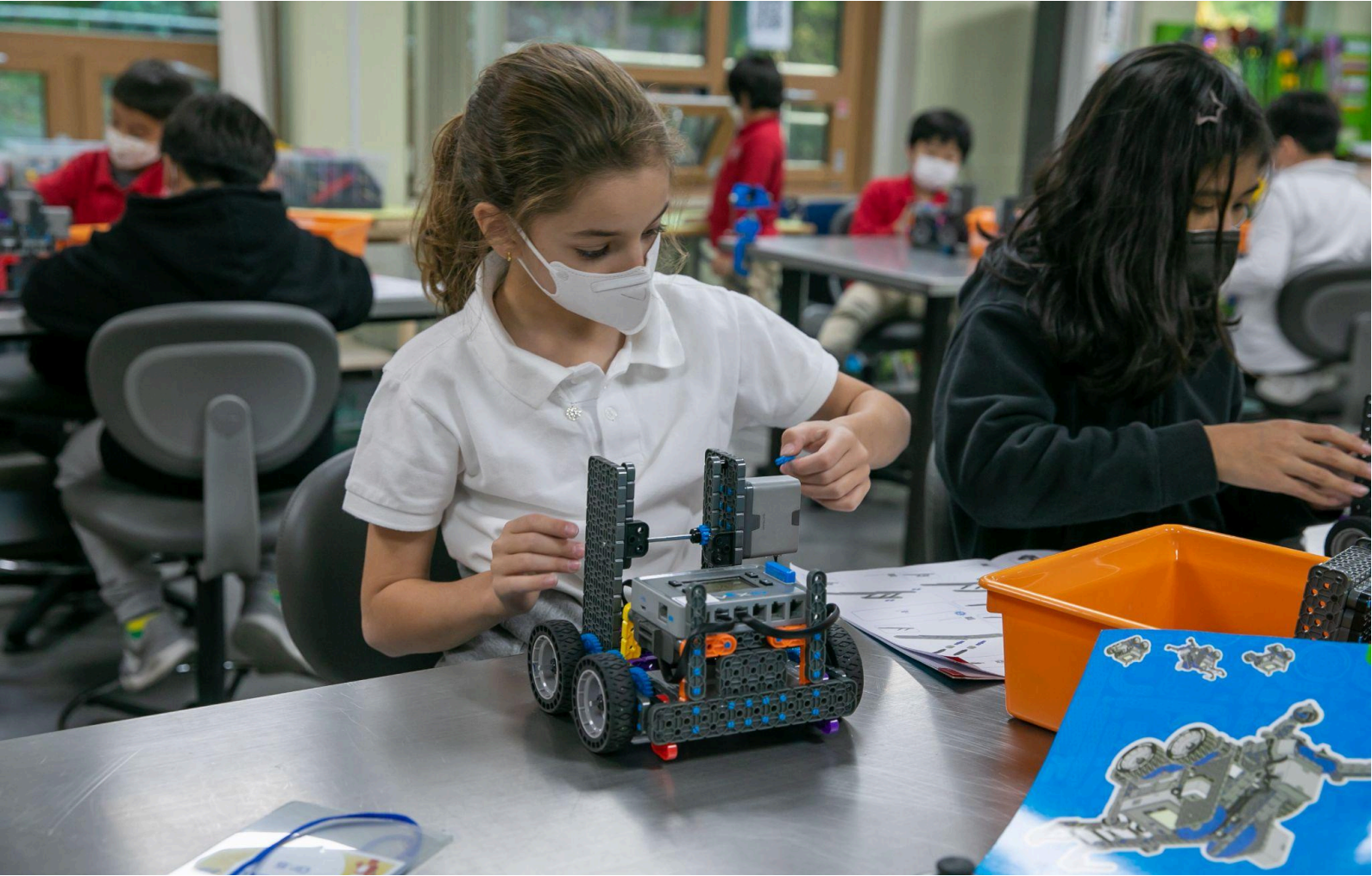
The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

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

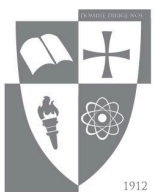
demonstrations, as well as discussions.

- **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 4 STEM Projects:

- ❖ Coding/Keyboarding
- ❖ Theater designing
- ❖ Cooking/Baking





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