

ST JOHN SBURY
ACADEMY
JEJU

Elementary
Program of Studies

2017 - 2018

<i>The SJA Jeju Curriculum</i>	.....	2
- Inquiry-based Learning	.....	2
- Inquiry-based Instruction	.....	2
- Standards	.....	2
- Benchmarks	.....	2
- Understanding by Design	.....	2
- Assessment and Reporting	.....	2
<i>Elementary Program of Studies</i>	.....	3
- Language Arts	.....	3
- Mathematics	.....	3
- Science	.....	4
- Social Studies	.....	4
- Home/School Communication	.....	4
- Homework	.....	4
- Service Learning	.....	4
- Counseling	.....	5
- Science	.....	5
- Social Studies	.....	5
- Counseling	.....	5
- Visual Arts	.....	5
- Information Computer Technology (ICT)	.....	5
- Korean Language, History & Culture	.....	5
- Library	.....	5
- Music	.....	6
- Physical Education	.....	6
- English as an Additional Language (EAL)	.....	6
- Learning Support (LS)	.....	6

OUR MISSION

St. Johnsbury Academy is a diverse, comprehensive, and independent educational community grounded by our traditions, our deep optimism regarding young people, and our commitment to academic excellence:

Character: To teach good character by modeling and fostering compassion, respect, responsibility, and integrity.

Inquiry: To foster a love for learning by challenging individuals to pursue knowledge, creativity, and intellectual self-reliance.

Community: To encourage each individual to understand his or her relationships, rights, and responsibilities within a community that is itself part of the larger world.

Our culture fosters a tradition of respect for all members of our community, regardless of their nationality, ethnicity, cultural background, or economic status.

OUR THREE PROMISES

We will do all we can to help each student be the best person possible.

We are committed to the values of respect, compassion, integrity, and responsibility. We have compassion and empathy and we believe in loving those most who need it most.

We will do all we can to help each student be the best learner possible.

We value expertise and creativity. We provide the supports and opportunities for students to pursue their passion and develop a love for learning.

We will do all we can to help each student become part of something bigger than him/herself.

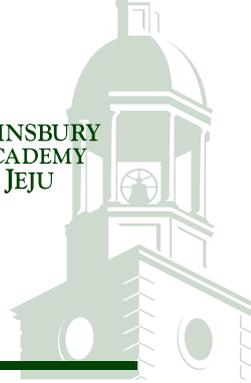
When students come to our school they become part of the most talented and diverse group of individuals they may ever know as friends and colleagues. They develop an intellectual and emotional connection to making this community a better place.

OUR PHILOSOPHY

Employing innovative and traditional methodologies, the school is committed to personally relevant instruction. We strive to provide opportunities for students to gain a strong understanding in those studies calculated to provide a life foundation for the global citizen, enabling them to be intellectually self-reliant and to function as constructive, moral members of society.

Likewise, the school undertakes to make the acquisition of knowledge a valued social goal by developing an active appreciation of local and world culture. The school also provides opportunities for its students to build those skills useful for personal self-sufficiency.

St. Johnsbury Academy Jeju is committed to the idea that learning is most natural and teaching is most effective in a community atmosphere where collaboration and respect for others is part of the common daily business. Small classes, the advisor program, and a diverse offering of extracurricular activities all exist to support this notion of community.



The SJA Jeju Curriculum

Inquiry-based Learning

Saint Johnsbury Academy Jeju (SJA Jeju) academic program is based upon the principles of an inquiry-based curriculum. While inquiry-based learning comes in all shapes and sizes and with a varying number of steps in a variety of different school settings, these curricula all share a common thread regarding the processes of investigation and learning that are circular and recursive by nature:

Immerse / building curiosity and background knowledge

Investigate / students research the subject; they ask questions, look for and find answers

Coalesce / more succinct searching occurs, summarizing, and building new knowledge

Go Public / students share what they have learned with other students and/or other audiences

Inquiry-based Instruction

Within the framework of this elementary school program of studies, our faculty strives to keep inquiry at the center of each academic lesson. The teachers also utilize standards (and more specifically, their benchmarks) to establish the learning goals for the students. Unit and lesson plans are developed to ensure that students are able to demonstrate their learning as measured against the standards and benchmarks.

At SJA Jeju subject specific standards and benchmarks are mainly drawn from the United States' Common Core State Standards (CCSS), New Generation Science Standards (NGSS) and AERO curriculum framework, which is supported by the State Department's Office of Overseas Schools and also from the United States. Please note carefully the following important definitions and explanations:

Standards

A standard (or more specifically, a content standard) is a broad statement of what we want our students to know, understand, or be able to do in a subject area. A standard is usually consistent across all grades in a subject area. As students progress from one grade level to the next they develop a deeper understanding of these standards.

Benchmarks

A benchmark is a detailed description of a specific learning goal within a standard, expected of students for a particular grade or course. A benchmark is always stated in terms of student learning and is measurable.

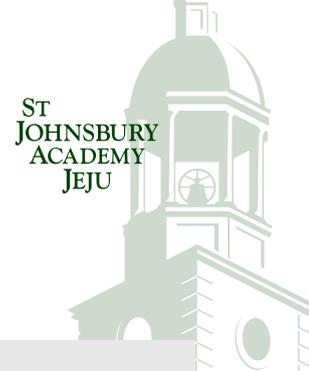
Understanding by Design

Teachers at SJA Jeju use the Understanding by Design (UbD) framework for unit planning. By employing this framework to design units of study, learning is focused on the understanding of the grade-specific benchmarks and the broader overarching standards. Teachers begin to design units with the learning goals (standards and benchmarks) in mind from the start.

All classroom instruction, learning activities and assessments are designed to facilitate students' engagement with an understanding of the standards and benchmarks linked to the unit. Educational resources are also selected to help foster students' understanding of the unit's specific learning goals. At SJA Jeju the unit design process is a collaborative effort that encourages teachers to share their professional expertise with each other.

Assessment and Reporting

Teachers assess students on an ongoing basis. Our faculty work together to develop, review and revise common assessments. This approach helps to ensure assessment accuracy and it provides data from a variety of sources to guide instruction. Teachers report on student progress both formally and informally with parents and students throughout the school year. Progress is communicated through report cards, conferences, assessments and additional meetings as needed.



Elementary Program of Studies

Saint Johnsbury Academy Jeju offers a program for children who are 3-11 years old. The curriculum developed and implemented in the Elementary School is a standards-based curriculum that is aligned from Pre-Kindergarten through Grade 5. Our primary goal in the Elementary School division at SJA Jeju is to lay a foundation of a lifelong joy for learning.

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 and positively impacting the world. Students are supported in their development using a balanced literacy approach, including modeling, guided, and independent practice. Balanced literacy provides differentiated instruction within a workshop model of instruction.

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 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 correct language and specific vocabulary.

Reading

During the reading workshop, students focus on understanding and utilizing the text features of narrative, informational, persuasive text through whole group, small group and individualized instruction. They will read text in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. Students will learn comprehension strategies, allowing them to construct meaning when they read. Students begin to make connections, ask questions, draw inferences, and synthesize information and are released to practice and apply the strategies taught. Students will continue to develop strategic reading skills in order to fluently read and comprehend grade level texts. The process strategies implemented before, during, and after reading will assist their comprehension in all subject areas. In order for students to develop as readers, they need substantial amounts of time to read “just right books,” which are developmentally appropriate for their age and abilities.

Writing

During the writing workshop, students write narrative, informational, and persuasive 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 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, grammar, capitalization, spelling, and punctuation. Technology is utilized to inform, 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.

Mathematics

Instructional time focuses on three critical areas:

Operations and Algebraic Thinking
Number and Operations in Base Ten
Number and Operations
Measurement and Data
Geometry

At every grade a focus is placed on mathematical practices. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics.

The Eight Standards for Mathematical Practice are:

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

Science

The goal of the Science Curriculum is to develop curious inquirers who think critically about the world around them. Science best practices provide an active approach to learning that includes a strong emphasis on student interaction with phenomena and incorporates the content and processes of science. Scientific inquiry opportunities are provided



for students to observe, explore, describe, explain, predict and test hypotheses. Science literacy includes speaking, listening, presenting, interpreting, reading and writing about science.

The Science Curriculum is:

Learner centered - identifying, confronting, and resolving preconceptions, and beginning instruction with what students know

Knowledge centered - focusing on how something is known as much as what is known.

Assessment centered - making students' thinking and learning visible to guide further instruction

Community centered - encouraging a culture of questioning, including risk taking and respect for others

Social Studies

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.

The Social Studies Curriculum includes:

Diverse ways of knowing and validating ideas;

Ways of developing multiple perspectives;

Identifying and developing connections between ideas, concepts, and cultures;

Various methods of expression, communication and assessments;

Self- monitoring one's thinking process;

An awareness of the vast contributions of all cultures to current knowledge;

Geography Skills.

Home/School Communication

Home-school communication is extremely important to a child's success at school. Communication happens in a variety of formats. These may include the Head of School's update, the Elementary School parent updates, Parent Association information, school website, grade level and classroom websites, face to face conversations, home folders, and/or an assignment book/calendar, phone or email.

More formal efforts to communicate the educational program that we offer in the Elementary School at SJA Jeju is achieved through; Parent information evenings, workshops for parents held throughout the year, Student -Parent Handbook, Student-Led conferences held three times a year.

Homework

Parents are encouraged to read daily with their children, both in English and in the child's mother tongue. When parents model their own enjoyment and interest in books, children learn to value reading themselves. The process of listening to and discussing stories supports children in developing literacy skills.

Depending on the grade level, students may receive additional activities, assignments and/or projects to complete at home to reinforce the learning that is taking place at school. Your child's classroom teacher will provide further information about the types of home learning your child may receive throughout the year. Guidelines for home learning are noted in the Elementary School Student-Parent Handbook.

Service Learning

Service Learning is a valued program, which makes curricular connections and helps the children identify genuine service needs in their community and the world. The Elementary School Service Learning program is aligned with SJA Jeju's Mission statement: To encourage each individual to understand his or her relationships, rights, and responsibilities within a community that is itself part of the larger world. The students are involved in the preparation and action needed to provide a service. They also reflect on the project and demonstrate or share what they have learned to others. The Elementary School community actively supports school-wide community service and service learning programs throughout the year.

Counseling

The Elementary School Counseling Program is a vital resource for working with students, teachers, and parents to ensure the social, emotional, and academic success of our students. This support is delivered through whole class lessons, one on one time with students, group work with students, support and consultation with families and teachers. The focus of the Counseling Program is to encourage the 3 Promises that our school is based upon:

Be the best person possible: We value respect, compassion, integrity, and responsibility. We act with respect for ourselves, for others, and the work that we do. We have compassion and empathy and we believe in loving those most who need it most.

Become the best learner possible: We value expertise and creativity. We provide the supports and opportunities for students to pursue their passion and develop a love for learning.

Become part of something bigger than themselves: When students come to St. Johnsbury Academy Jeju, they become part of the most talented and diverse group of peers they may ever know. They develop an intellectual and emotional connection to making the community and the world a better place.

Visual Arts

The standards for 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 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.

Information Computer Technology (ICT)

The aim of the IT program is to:

Integrate and promote the use of technology to increase student learning

Develop a positive attitude towards technology and provide students with the concepts, knowledge, and skills to use technology effectively, responsibly and to build constructive competencies

SJA Jeju has adopted an integrated approach to IT. Under this model, IT and/or computer studies is no longer a standalone subject, but rather an infused element across the curriculum. As a result, the IT program is flexible. It is not tied to a weekly scheduled class. The IT department works with teachers, assistants and students to integrate technology, where appropriate, into the curriculum. Technology resources (desktops, laptops, iPads, cameras, etc.) are used to support learning objectives.

In line with the ISTE standards, our program encourages teachers and students to use technology authentically. That means stressing the use of technology:

As a tool to foster creativity & innovation

As a means to increase communication & collaboration

To gather, evaluate, and apply/use information (and show what has been learned)

As empathetically aware Digital Citizens

It is important to underscore that, while we encourage increased use of technology in authentic ways, we also ensure that technology is being used in an age appropriate and at a developmentally appropriate manner. Technology is used to track student progress, document student work, and to develop digital literacy and 21st century skills. Students will use technology as a learning resource for core subjects, to work within the Google Apps suite, to collect observations in the form of pictures and video, to keep records of class activities, and make regular posts to their personal websites when appropriate. Teachers increasingly infuse technology into the curriculum to not only increase learning opportunities, but also to prepare the students for the Middle School and High School Programs. Teachers also reinforce mindful use through modeling and instruction supported by the Digital Passport program. Students learn to be good digital citizens, and use technology and the internet in a safe and appropriate manner to enrich their learning experience.

Korean Language, History & Culture

The aim of Korean Language, History and Culture is to provide exposure to the host 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 one's own culture facilitates a heightened awareness and respect for other cultures. The school prepares its students to be responsible global citizens. Among the Promises at SJA Jeju, we encourage "open-mindedness, tolerance and cross-cultural understanding," and the "respect of our host country's culture, traditions and environment." The Korean Language, History and Culture program is of primary importance, and an effective tool, in attaining these goals.

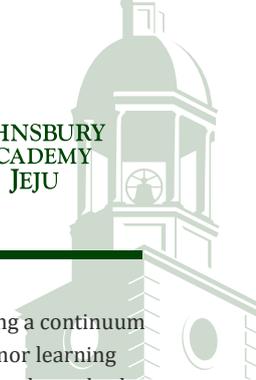
Library

Library classes are taught as integrated lessons with the core classroom teachers. Goals for students include using their own library accounts, using call numbers generated by the library catalogue to find books for both pleasure reading and researching, exploring a broader range of genres, and further developing their digital information literacy skills. Library classes are fully integrated with the classroom content, classes are sometimes co-taught with the homeroom teacher and sometimes are taught within the library. Using the content of classroom units we teach various digital information literacy skills which include: formulating questions, Internet searching techniques, using licensed database resources, evaluating websites, writing citations and skills promoting fully independent library use. For pleasure reading students are encouraged to browse for books using their digital literacy skills including viewing book trailers, student book reviews and other websites that promote books.

Music

Students participate in an integration of performing, creating and expressing music. They will be exposed to elements of music such as melody, rhythm, form, texture, and harmony. Singing, chanting, playing games, dancing, movement, dramatization, and playing instruments allows for a 'hands-on' approach, based on the idea that children learn best by doing. Students play an active role in making the music and are involved in the process of creative expression.

All children in the music classrooms are musicians. They work together as an ensemble to learn, create and perform music. Every child learns every part and as the class plays, each child is always an integral part of the ensemble. A variety of music and dance from many different cultures is used as material to work from. The lessons are adapted to the different needs and skill level of each class ensuring success for everyone. All students have many opportunities to perform what they are learning.



Physical Education

Physical Education along with Health and Wellness facilitates the development of each individual to reach their fullest potential. Students are provided with the knowledge, skills, attitudes and values to enable them to be responsible in developing and maintaining their physical, mental, social and emotional well-being. Students are encouraged to contribute positively to the well being of others and to lead lifelong healthy active lifestyles.

Students apply movement principles and concepts to enhance their performance, personal fitness, game tactics. Students demonstrate specialized skills individually, with a partner, or in small groups. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

English as an Additional Language (EAL)

Program Objective

The goal of the EAL program in the Elementary School is to support English language learners in listening, speaking, reading and writing effectively while they are learning across the curriculum. The program will have a full time (100%) English as an Additional Language (EAL) teacher for each grade level 1-5. Both the push in and pull out models will be used to enhance the best learning environment for the students. Planning periods consist of classroom planning, co-teaching planning, scaffolding of assignments and assessments, and discussions for student learning.

Model of Delivery

This EAL Program supports English language learners' language development in the core classroom. Research shows that this model is the most effective for successful language acquisition. Because language learning occurs through active engagement in school activities and social interactions, student needs are best met in the language-rich homeroom classes.

Assessment

English language learners are assessed upon admission to SJA Jeju. Review of the assessment results, along with a student's past records, determine whether a child receives EAL support services and, if so, the appropriate level of support. If a child has little to no English proficiency, he/she automatically receives EAL support. At SJA Jeju, we use the WIDA assessment to help measure English level proficiencies. Before exiting a student from EAL support, reading assessments, writing samples, classroom observations, formal EAL test results, and recommendations from both homeroom and EAL teachers are considered.

Learning Support (LS)

The Learning Support program is dedicated to providing a continuum of support and resources that enable students with minor learning disabilities to achieve their potential and meet grade-level standards and benchmarks. To accomplish this, the Learning Support teacher works collaboratively with administration, teachers, students, and families to provide the tools, guidance, supports, and services needed to foster academic and social success for students. Additionally, modifications and accommodations may be made to the methods of instructional delivery, classroom assignments and assessments, which will provide students a unique opportunity to demonstrate acquisition of knowledge and understanding of the content. The learning support faculty helps to meet the needs of the students using two models of instruction: push-in or pull-out support. Students who participate in these two models may be met with individually or within a small group. The level of the student needs determines the type of instruction provided. Learning Support is determined by a variety of factors, which include, but are not limited to, independent classroom performance, assessments, and classroom observations.

