

SEOUL  
FOREIGN  
SCHOOL  
ELEMENTARY SCHOOL

GRADE 2

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 2 students,

Grade 2 is an important year of development and transition for children to become more independent, self-aware, and self-reliant. The Grade 2 team includes veteran teachers with a wealth of experience who passionately believe in supporting and educating the ‘whole child.’ We strongly believe in creating a safe learning environment where children feel a sense of community and are able to explore, question, take risks, make mistakes, and reach their own potential. We continually strive to support and facilitate growth in the 5 PYP ‘Approaches to Learning’ in the classroom: thinking skills, communication skills, social skills, self-management skills, and research skills; as well as instill a love of learning and personal growth. We look forward to working with your child and partnering with you throughout the year!

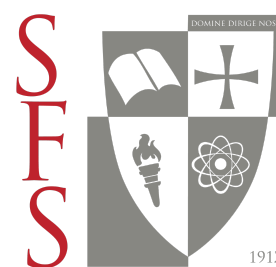
We will communicate with you on a regular basis via Seesaw and email. Our weekly updates will provide a window into understanding our program.

Yours sincerely,

**The Grade 2 Team**

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# Who's Who in Grade 2

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Leila Webb	2W	leila.webb@seoulforeign.org
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Class Teacher	Julie Ly	2L	julie.ly@seoulforeign.org
Class Teacher	Rebecca Johnson	2J	rebecca.johnson@seoulforeign.org
Class Assistant	Donna Wang		dannah.wang@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
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World Languages (Korean)	Seungmin Kang		seungmin.kang@seoulforeign.org
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World Languages (Chinese)	Michelle Zhang		michelle.zhang@seoulforeign.org
World Languages (Chinese)	Ling Guo		ling.guo@seoulforeign.org
Music	Esther Jun		esther.jun@seoulforeign.org
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Learning Support	Caroline Hahn		caroline.hahn@seoulforeign.org
Learning Support (EAL)	Sophie Hammerberg		sophie.hammerberg@seoulforeign.org
Learning Support Assistant (EAL)	Hannah Chung		hannah.chung@seoulforeign.org



# Grade 2 Procedures

Settling In	Supporting at Home	Christian Ethos
<ul style="list-style-type: none"> <li>• Students pack their own bags the night before.</li> <li>• Arrive in class by 7:55/8:00 am at the latest.</li> <li>• Homework: Shared on Mondays and due each Friday. No homework is given over holidays. Students are encouraged to take ownership of homework.</li> <li>• Organize and care for learning materials.</li> <li>• Please only send healthy snacks.</li> <li>• Wear the PE uniform twice a cycle.</li> <li>• Encourage care for, borrowing, and returning library books.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create and support a homework routine at home.</li> <li>• Model being a reader and read with your child nightly, if possible. Talk about books read.</li> <li>• Discuss Units of Inquiry. Share thoughts, ideas and opinions. Visit related places and provide experiences that support further learning- museums, marketplaces, landforms etc.</li> <li>• Help support math concepts in a fun way: math fact games while in the car, counting your change at store, telling time on your watch, etc.</li> <li>• Encourage at least, but not limited to, fifteen minutes daily reading. Helping to support a love of reading is essential.</li> <li>• Encourage and support their curiosity at home.</li> <li>• Help make sure your child is well rested. Research says 9-11 hours is needed for this age.</li> <li>• Provide positive and encouraging feedback on Seesaw posts.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Faith</li> <li>• Service</li> <li>• Self-Control</li> <li>• Compassion</li> <li>• Acceptance</li> <li>• Forgiveness</li> <li>• Integrity</li> <li>• Hope</li> <li>• Joy</li> </ul> <p>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 offer 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).</p>

# 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 2 Programme of Inquiry

	WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<b>Central ideas</b>	Choices of role models reflect our values and the communities we belong to.	Materials can be changed to meet a specific purpose.	Marketplaces are organized to serve their communities	Access to water affects living things and their environment.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Individual and shared values</li> <li>How and why role models are chosen</li> <li>The influence of role models on individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>The properties of materials</li> <li>Changes in materials</li> <li>How materials can be manipulated for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>The needs and wants of communities</li> <li>The systems and organization of trade</li> <li>Ways in which we can organize collective action</li> </ul>	<ul style="list-style-type: none"> <li>The properties and states of water</li> <li>Water as a resource</li> <li>Action we can take to protect and better share water</li> </ul>
<b>Concepts</b>	Perspective, Change, <i>Role-Models, Values, Communities</i>	Form, Change, Causation, <i>Materials, Irreversible / Reversible</i>	Perspective, Function, Responsibility, <i>Marketplaces, Needs / Wants</i>	Responsibility, Causation, Connection, <i>Dependency, Sustainability</i>
<b>ATLS</b>	Social Skills - Interpersonal Relationships Self Management - States of Mind Thinking Skills - Reflective	Thinking Skills - Creative Thinking Skills - Transfer	Social Skills - Social Emotional Intelligence Self Management - Organisation	Research skills - Media Communication Skills - ICT skills
<b>Learner Profile</b>	Risk-takers, Principled	Thinkers, Reflective	Open-Minded, Communicators	Caring, Balanced
<b>Literacy</b>	Narrative	Information	Short Stories & Book Clubs	Opinion & Information Research
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six



	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	<h2>Curriculum Standards &amp; Expectations</h2> <p>In the Elementary School our units of inquiry and subjects are underpinned by:</p> <ul style="list-style-type: none"> <li>American Common Core Standards for Language and Mathematics.</li> <li>Next Generation Science Standards for the Sciences. (NGSS)</li> <li>America Education Reaches Out Standards for Social Studies. (AERO)</li> <li>International Schools Counseling Association standards for PSPE. (ISCA)</li> <li>IB Scope &amp; Sequence Documents for all other subjects.</li> </ul> <h2>Reporting &amp; Assessment</h2> <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>
<b>Central ideas</b>	Relationships in nature contribute to growth and need to be conserved.	Understanding the geography of a place provides insight into the people that live there.	
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Life cycle patterns are reliant on the features of living things and their environment</li> <li>Nature's cycles are interconnected</li> <li>Opportunities for conservation.</li> </ul>	<ul style="list-style-type: none"> <li>The diverse ways in which people navigate, represent, and define their sense of place.</li> <li>The reciprocal relationship between a location's geography and the development of its cultural practices and traditions.</li> </ul>	
<b>Key &amp; Related Concepts</b>	Connection, Function, Change, <i>Conservation, Patterns, Growth</i>	Form, Connection, Location, Culture, Diversity	
<b>ATLS</b>	Communication Skills - Exchanging Thinking Skills - Critical Research skills - information literacy	Research skills - Media Research skills - Ethical	
<b>Learner Profile</b>	Inquirers, Knowledgeable	Knowledgeable, Reflective	
<b>Literacy</b>	Poetry	<i>STEM, and Visual ArtsLed transdisciplinary unit of inquiry</i>	
<b>Maths</b>	ZEARN Mission Seven ZEARN Mission Eight		



## 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 2 students, will...**

### Reading

In second grade children evolve from being “little-kid” readers to well-rounded, “big-kid” readers. The units encourage students to apply all their skills to decipher hard words, understand author’s craft, and build big ideas. They focus on fiction and nonfiction. The students explore fluency, understanding figurative language, and comprehension, and finally children work within series book clubs.

### Writing

Second-grade writers feel like big kids and want work that feels big and important. That’s just what they’ll get in these units. First, children learn to craft powerful

true stories based on their own small moments. In the second unit, students write nonfiction texts. In the next unit, kids craft persuasive arguments and complete some more learning about writing narratives. Finally, students explore language by writing poetry.

### Phonics

The growth that second graders experience over the course of a year is incredible. Students start the year writing four or five sentences per page and end the year with ten or twelve sentences filling up a multi-page booklet. In reading, they go from reading early chapter books like *Fly Guy* to longer, more complicated books like *Magic Treehouse*. It’s the year that most kids get hooked on a series, fall in love with characters, and follow them on all sorts of adventures. Second-grade phonics is about closing the gap between what kids can read and what they can write conventionally.

# 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 2 Mathematics

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 1,000.
- Work with equal groups of objects to gain foundations for multiplication.

### Number and Operations in Base Ten

- Understand place value.

- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure and estimate lengths.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Geometric measurement: understand concepts of area.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### Geometry

- Reason with shapes and their attributes.

### 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 2, the performance expectations help students formulate answers to questions such as: “Why is water important to our planet? How do people impact our environment?”

Our Grade 2 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:

- Sound Waves and their applications in the real world
- From Molecules to Organisms: Structures and Processes
- Heredity: Inheritance and Variation of Traits
- Earth’s Place in the universe
- 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 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 family
- Daily life
- Animals and pet
- Jobs and transportation
- My Friends

**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

- Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings
- Create and accompany music using a variety of sounds and instruments
- Create a musical sequence using known musical elements (rhythm, melody, contrast)

- Read, write and perform simple musical patterns and phrases

### Responding

- Sing individually and in unison
- Distinguish the sounds of different instruments in music
- Reflect on and communicate their reactions to music using musical vocabulary
- Share performances with each other and give constructive criticism

## 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. In Grade 1, students are introduced to a wide variety of activities and challenges with the aim of developing confidence in a variety of critical Movement skills. Students are strongly encouraged to try new approaches and take risks during physical activities. When students develop confidence across a range of physical activities, they are more likely to approach all activities such as going for a hike, playing on the playground, or joining a team sport with an open mind and positive attitude.

### Our Central Idea states:

“We can grow as movers by trying our best, practicing and learning from our mistakes.”

Students will explore this idea by exploring developmentally

appropriate Movement challenges in topics such as:

- Movement
- Gymnastics
- Games,
- Health & Adventure Challenges

Students will explore these ideas in both structured and unstructured play environments to encourage an attitude of fun, inclusivity, and transdisciplinary thinking towards physical activity. Students will be encouraged to make mistakes and overcome adversity during PE class in order to prepare them to tackle the physical challenges they will face during life. Students will also be encouraged to develop positive social and collaborative skills through a range of activities.

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.

## Counselors

PSPE in the IB Primary Years Programme (PYP) is concerned







# 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, 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 the varied digital platforms found on our library resource page. Each class has one dedicated library session per cycle as well as designated recess times to access the library. The library is open until 4pm to allow students and their parents the opportunity to come together and read



## 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

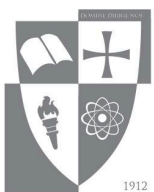
demonstrations, as well as discussions.

- **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 2 STEM Projects:

- ❖ Maze/map modeling
- ❖ Structure designing
- ❖ Cooking





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