

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

GRADE 1

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 1 students,

Welcome to Grade 1!

We are a team of experienced and enthusiastic educators committed to providing learning experiences for the children in our class that capture their curiosity, challenge them academically and inspire lifelong passion for learning.

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

Yours sincerely,

The Grade 1 Team

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Who's Who in Grade 1

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Claire Francis	1F	claire.francis@seoulforeign.org
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Class Teacher	Mariana Miroiu	1M	mariana.miroiu@seoulforeign.org
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Class Teacher	Michelle Park	1P	michelle.park@seoulforeign.org
Class Assistant	Hye-Soo Lee	1P	hyesoo.lee@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
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Personal, Social & Physical Education (PSPE) (PE)	Bec Stockdale		bec.stockdale@seoulforeign.org
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World Languages (Korean)	Joanna Lee		joanna.lee@seoulforeign.org
World Languages (Korean)	Deborah Lee		deborah.lee@seoulforeign.org
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
Visual Arts	Adam Bernard		adam.bernard@seoulforeign.org



Grade 1 Procedures

The School Day	Supporting at Home	Christian Ethos
<ul style="list-style-type: none">• Classroom door opens at 7:55 am.• We encourage students to bring healthy snacks to eat before morning recess.• Please bring your water bottle to school every day with your name labeled.• Please bring an extra set of clothes to keep at school.• Homework will be sent home every Monday. Reading books will go home daily as part of the homework routine.• PE is held twice a week. Please wear PE uniforms and appropriate gym shoes.• Art, library, music and guidance classes rotate through the 6-day cycle.	<ul style="list-style-type: none">• We encourage students to eat a healthy breakfast• We encourage students to have enough sleep so they have plenty of energy to focus at school• Read to your child and listen to your child read• Talk about books you have read together• Engage and be active in your child's learning• Practice mental recall of number facts (both addition and subtraction)• Help your child memorize x2, x5 and x10 timetables (later in the year)• Practice skip counting forwards and backwards in 2's, 5's and 10's• Print is all around us - look around for words and symbols on the weekend to learn new words• Play and buy board games• Bake and cook together - read and discuss recipes, measurement, ingredients, have your child search for their own recipe• Listen to songs and discuss the lyrics	<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">• Love• Faith• Service• Self-Control• Compassion• Acceptance• Forgiveness• Integrity• Hope• Joy <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 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).</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 1 Programme of Inquiry

	WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS
Central ideas	Historical evidence provides insight into personal history and identity.	People plan and build structures considering purpose, design, and location.	Light and sound affect the way we experience the world.	Earth is part of an immense system called the universe.
Lines of Inquiry	<ul style="list-style-type: none"> Personal history How personal history is recorded over time Connections between personal history and identity 	<ul style="list-style-type: none"> Structures and their design How communities and structural design influence each other How structures can be designed to solve problems 	<ul style="list-style-type: none"> How light and sound are created How light and sound affect us in different ways How light and sound can be used as a form of expression 	<ul style="list-style-type: none"> Earth's place within the universe The impact of Earth's position and movement relative to the sun and moon Space technology that has impacted our lives
Concepts	Form, Connection, Perspective, Identity, History	Function, Causation, Change, Design, Architecture	Perspective, Function, Science, Creativity, Expression	Function, Causation, Change, Seasons, Space, Technology
ATLS	Communication skills - Exchange Social skills - Social & emotional	Thinking skills - Critical, Thinking skills - Transfer Research - Information Literacy, Communication Skills - ICT	Thinking skills - Creative Social skills - Interpersonal skills	Research skills - Media, Ethical use Communication skills - Literacy
Learner Profile	Open-minded, Risk-taker, Principled	Inquirer, Knowledgeable, Caring	Inquirer, Risk-taker, Balanced	Reflective, Knowledgeable, Thinker
Literacy	Personal Narrative & Reading Habits	Information & Non-fiction reading	Poetry	Opinion
Maths	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four

	SHARING THE PLANET	WHO WE ARE	
Central ideas	Plants and animals have features that they rely on for survival	The choices we make that affect our well-being.	<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. <h2>Reporting & 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>
Lines of Inquiry	<ul style="list-style-type: none"> Common features of plants and animals that help them survive Ways in which plants and animals are the same and different from their parents Ways in which we are inspired to take action by plants and animals 	<ul style="list-style-type: none"> Aspects of well-being Choices that impact well-being Ways we can support community well-being 	
Key & Related Concepts	Form, Connection, Responsibility, <i>Families, Survival</i>	Form, Causation, Responsibility, <i>Well-being, Community, Health</i>	
ATLS	Self-management skills - Organization Thinking skills - Reflective	Self-management skills- States of mind	
Learner Profile	Principled, Caring, Communicator	Balanced,	
Literacy	Narrative & Character studies	<i>PSE and PE Led transdisciplinary unit of inquiry</i>	
Math	ZEARN Mission five ZEARN Mission Six		

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 1 students, will...

Reading

Students work in ability-based partnerships that thrive on the social power of peer-based reading. Children study comprehension, word solving, vocabulary, and fluency in fiction and nonfiction texts. Phonics work sets readers up for complex texts and finally, skills are highlighted that are foundational to literal and inferential comprehension.

Writing

First graders have just begun tapping into their powers as readers and writers. Children begin by exploring narrative writing, turning everyday events into well-structured stories. Next students write “how-to-teach” nonfiction texts, followed by persuasive reviews. In the final unit, children will grow from writing scenes to writing an entire fiction series.

Phonics

First-grade phonics is all-important. In this one year, students are expected to make the growth that enables them to go from reading little books consisting of just a few pages to reading early chapter books. In writing, too, there are ambitious expectations—children are asked to go from writing a few lines on a couple of pages to writing books with chapters—filling up multiple lines on a page and organizing their writing into sections.

Mathematics

The power of mathematics for describing and analysing 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 1 Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

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 1, the performance expectations help students formulate answers to questions such as: “Where does light and sound come from? How can we think and work like engineers and designers? What is outer space and where is Earth’s place in it? How do living things adapt to their habitats?” Our Grade 1 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:

- 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, 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.



Educational Technology

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

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

We envision using technology where:

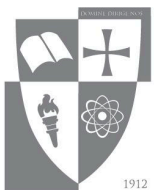
- Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning.
- Students are comfortable using technology. Students take responsibility for their own educational success.
- Teachers use technology to support all learning across the curriculum. They function as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

ensures that learning is a student-driven process.

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

- Creativity: digital storytelling, movie making, exploring topics with augmented and virtual reality
- Communication: digital citizenship, keyboarding, sharing and publishing student work
- Critical Thinking: computational thinking, productivity apps
- Collaboration: using collaboration in real time apps, digital storytelling





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