

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

GRADE 1

GRADE LEVEL
GUIDE
2025-2026



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 a lifelong passion for learning.

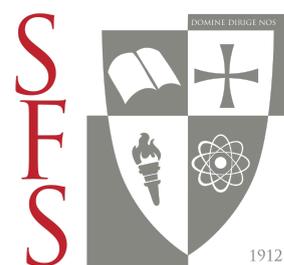
We will communicate with you regularly via Seesaw and email. Our weekly updates on Seesaw will provide a window into your child's learning and will allow you to develop a practical understanding of our programme.

Yours sincerely,

The Grade 1 Team

Table of Contents

Mission Statement & Message from the Homeroom Teachers	2
Who's Who in the Grade level	4
Grade level Procedures	5
How Can I Help with Settling In?	
Christian Ethos	
International Baccalaureate Primary Years	6
Grade 1 Programme of Inquiry	8
Language Arts	10
Mathematics	11
Science & Social Studies	12
World Languages	13
The Arts	14
Music	
Visual Arts	
Personal, Social & Physical Education (PSPE)	16
Library	17
Science Technology Engineering Maths (STEM)	18



Who's Who in Grade 1

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
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World Languages (Korean)	Esther Ahn		esther.ahn@seoulforeign.org
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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, measurements, and ingredients, and 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 community time 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 which 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 voices 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 see how deep learning takes place 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 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 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 in 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 learning and experience. They can 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, and 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	Narrative Process, Organization	Information Text Features, Summary	Poetry Expression, Craft	Opinion, Fiction & Non-Fiction Point of View, Evidence
Maths	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four & Five

	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 the 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 <i>Theme, Character</i>	<i>Library, PSE, Music, and PE-led transdisciplinary unit of inquiry</i>	
Math			

Language Art

Transdisciplinary Learning

Grade One at Seoul Foreign School, literacy development continues to grow through a comprehensive, research-based program that supports all students in becoming confident readers, writers, and communicators. Literacy learning is transdisciplinary, meaning that it is integrated with our Units of Inquiry from the Primary Years Programme (PYP), allowing students to make authentic connections between language and the world around them.

Balanced Literacy

A core component of our literacy program is the UFLI Foundations phonics curriculum. This research-based program systematically builds students' understanding of sound-letter

relationships, blending, and segmenting. Students engage daily in multisensory routines that help them become fluent and accurate readers, setting the stage for strong decoding and spelling skills. Throughout the year, students learn to decode and encode words with digraphs (sh, ch, th), blends, inflectional endings (-ed, -ing), final-e patterns (e.g., cake, bike), and vowel teams (e.g., ea, ai, oa). They are also introduced to two-syllable decoding strategies and r-controlled vowels (e.g., ar, or, er), supporting fluency and spelling accuracy.

Reading & Writing

In tandem, we continue to use the Columbia University Readers and Writers Workshop as a supporting resource. Students are immersed in rich reading and writing units that match our PYP themes. During our "Who we are"

unit, children write personal narratives; in "How we express ourselves," they explore poetry and creative expression. Opinion and nonfiction writing emerge through inquiries into space, survival, and architecture. Students build comprehension, fluency, and a love for literature through read-aloud, guided reading, and independent book choices.

Globally Minded Communicators

By integrating phonics mastery with authentic literacy experiences, our Grade One students are empowered to express ideas, ask questions, and think critically, laying a strong foundation for lifelong learning and global citizenship.

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).

Mathematics Parent Guide

To support parents in understanding our K to Grade 5 Math Curriculum we refer you to our [ES Maths Guide](#).

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

In Grade 1, science is a hands-on, minds-on adventure where students explore the wonders of the world around - and beyond - them. Rooted in the Next Generation Science Standards ([NGSS](#)) and embedded in our units of inquiry, students are encouraged to ask big questions like:

- Where does light come from, and how does it help us see?
- How does sound travel, and what does it feel like?
- What makes Earth special in our solar system?
- How do plants and animals help their offspring to survive?

As budding scientists and engineers, students investigate real-world problems, design creative solutions, and begin to understand patterns, systems, and change. Their learning is deeply connected to the natural world and the human experience, developing both knowledge and wonder.

Throughout the year, students explore:

- **Light and Sound:** Investigating waves and vibrations
- **Living Things:** Understanding structures, functions, and survival strategies
- **Heredity:** Exploring similarities and differences in parents and offspring
- **Space:** Examining Earth's place in the universe
- **Human Impact:** Learning how people interact with the environment
- **Engineering Design:** Creating and improving solutions to real-world problems

Through inquiry, exploration, and reflection, students begin to see themselves as scientists capable of discovery and innovation.

Social Studies

In Grade 1, students are growing their awareness of the world and their role within it. The PYP subject - Social Studies - helps students develop empathy, perspective, and a sense of responsibility as they explore identity, community, and history. Through inquiry-driven learning,

students uncover how people live, work, and connect—across time, cultures, and places.

Social Studies is not taught in isolation - it's integrated into our Units of Inquiry and brought to life through stories, experiences, and student questions. Learners develop skills that help them think critically, act responsibly, and communicate with clarity and care.

We guide students through five key [AERO](#) Social Studies practices:

- Ask thoughtful questions about themselves and the world
- Think critically about sources and ideas
- Build explanations based on evidence and reasoning
- Share what they've learned in meaningful ways
- Take action to improve their classroom, community, or environment

Whether they're exploring their personal histories, building model structures, or imagining life in space, Grade 1 students begin to see how their learning connects to the real world - and how they can make a difference in it.

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 speaker's 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 many 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 with 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 techniques 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.



Personal, Social & 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 to develop 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.

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 well-being. 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 the full collection are 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, every day, 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:

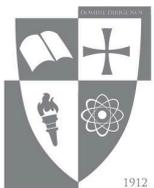
- Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning.
- Students are comfortable using technology. Students take responsibility for their educational success.
- Teachers use technology to support all learning across the curriculum. They function as coaches,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