



ST. JOHNSBURY ACADEMY JEJU

**GRADE 1
CURRICULUM HANDBOOK**

2025 - 2026

www.sjajeju.kr

TABLE OF CONTENTS

ST. JOHNSBURY ACADEMY JEJU
Grade 1 Curriculum Handbook
2025 - 2026

GRADE 1 CURRICULUM HANDBOOK	3
LANGUAGE ARTS	3
MATHEMATICS	4
SCIENCE	5
SOCIAL STUDIES	5
ART	6
MUSIC	6
PHYSICAL EDUCATION	6
KOREAN HISTORY, LANGUAGE & CULTURE	6
CHINESE LANGUAGE, HISTORY & CULTURE (G1-5)	7
KOREAN AS A FOREIGN LANGUAGE (KFL)	7
EXPERIENTIAL EDUCATION	7
TECHNOLOGY & MAKERSPACE	8
LIBRARY	8
SOCIAL EMOTIONAL LEARNING	8



GRADE 1 CURRICULUM HANDBOOK

LANGUAGE ARTS

The goal of the Language Arts curriculum is to develop confident and independent readers, writers, speakers, and listeners with the aim of better understanding the world around them.

ORAL LANGUAGE (SPEAKING & LISTENING)

Students engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively both individually and in groups. They will learn to use conventions of standard English grammar and usage when speaking or presenting. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also use their oral language skills to explain and share information.

Key Skills & Concepts:

Comprehension and Collaboration: Participate in group conversations by looking at the speaker, listening to others with care, speaking one at a time, and using kind and respectful words. Asking and Answering Questions: Ask and answer questions about what a speaker says to clarify understanding and gather more information.

Presentation of Knowledge and Ideas: Begin to speak clearly and in complete simple sentences when sharing ideas, telling stories, or describing events.

Use of Visuals and Tools: Use drawings, visuals, or other media to help explain ideas and enhance communication.

PHONICS

The phonics scope and sequence systematically builds foundational literacy skills through explicit, sequential instruction. It begins with review of letter-sound correspondences and short vowels, then introduces digraphs, blends, and long vowel patterns, including silent e. As the year progresses, students learn vowel teams, r-controlled vowels, and more complex multisyllabic decoding strategies. The sequence supports cumulative learning and mastery of phonics elements essential for fluent reading and spelling, integrating high-frequency word instruction and opportunities for application in connected texts and activities.

Key Skills & Concepts:

Review and master consonant letter-sound correspondences and short vowels.

Learn about:

FLSZ rules: ff, ll, ss, zz, all, oll, ull

Digraphs: ck, sh, th, wh, ph, ng, nk, tch, dge

Welded sounds: old, ild, ind, olt, ost

Inflectional endings: -s, -es, -ed, -ing

Long vowel patterns: a_e, u_e, o_e, i_e, e_e, ai, ay, ee, ea, ey, oa, ow, oe, ie, igh, oo, ew, ui, ue,

R-controlled vowels: are, er, or, ur, ir

Learn about syllables types:

Open and closed syllables.

Multisyllabic words.

Integrate high-frequency(heart) word instruction and practice application in connected texts and activities.

GRAMMAR

In Grade 1, students explore how language works by studying sentence structure and grammar in context. They learn to identify and use nouns, verbs, and adjectives in their own writing. The program helps students build confidence with punctuation and understand how sentences communicate ideas.

Key Skills & Concepts:

Ending punctuation and beginning capitalization.

Common, proper, singular, and plural nouns.

Verbs in present, past, and future tense.

Basic and complete sentences.

Use of adjectives and articles.

Introduction to pronouns and possessive pronouns.

Capitalization of names, months, and greetings.

Simple sentence structure and word order.

READING

During the reading workshop, students focus on understanding and utilizing the text features of fiction and informational texts through whole group, small group, and individualized instruction. Students will learn comprehension strategies to understand what they read, ask questions, and make connections. Students will continue to develop strategic reading skills, such as word analysis and construction of meaning in order to assist reading fluency. Regular reading of various texts helps improve their skills and comprehension across subjects.

Key Skills & Concepts:

Reading Comprehension: Understand and talk about key ideas, characters, settings, and events in stories and informational texts, using details from the text.

Phonics and Word Recognition: Use phonics rules and word patterns to decode and recognize grade-level words, including common sight words.

Fluency: Read texts aloud with accuracy, appropriate pacing, and expression to support comprehension.

Vocabulary and Language: Ask and answer questions about word meanings, use context clues and translanguaging to figure out unfamiliar words, and understand how words relate in categories and shades of meaning.



WRITING

During the writing workshop students engage in the writing process (planning, drafting, revising, editing, publishing) as they write narrative, informational, and opinion texts for a variety of purposes and audiences. Students' knowledge of letter-sound correspondence and sight-word vocabulary increases. They are encouraged to use these skills to express their ideas and thoughts on paper. Students concentrate on writing complete simple sentences and using basic conventions. As young authors, the students are encouraged to develop their ideas and use techniques from mentor authors to communicate with their readers.

Key Skills & Concepts:

Writing Types:

Narrative Writing: Tell a personal narrative or a story with imagined characters, including events in order, details, and a sense of closure.

Informative Writing: Write about a topic by naming it, supplying facts or information, and providing a concluding statement.

Opinion Writing: State an opinion on a topic, provide reasons to support that opinion, and include a closing statement.

Use of Details: Include facts, reasons, or descriptions to clearly support ideas and help the reader understand the writing.

Writing Process: Build confidence and independence in writing by learning how to plan writing with a graphic organizer, write following the proper structure type, and use guidance from a writing checklist, adults, or peers to revise and improve writing.

Research and Collaboration: Participate in shared research or writing projects, gather information from provided sources, and answer questions through writing.

MATHEMATICS

In Grade 1, students build essential number sense by working with numbers up to 120. They learn to add and subtract within 20, explore place value, and measure using standard and nonstandard tools. Students also begin recognizing patterns in data and shapes, setting the stage for mathematical thinking and problem-solving.

Key Skills & Concepts

Number & Operations in Base Ten

Count to 120, starting from any number.

Understand place value (tens and ones).

Compare two-digit numbers using symbols $>$, $<$, and $=$.

Add and subtract multiples of 10 within 100.

Operations & Algebraic Thinking

Represent and solve addition and subtraction word problems within 20.

Add and subtract within 20 using strategies like counting on, making ten, and using number bonds.

Understand the meaning of the equal sign.

Determine if equations involving addition and subtraction are true or false.

Measurement & Data

Order three objects by length.

Measure lengths using nonstandard and standard units.

Tell and write time to the hour and half-hour using analog and digital clocks.

Organize, represent, and interpret data with up to three categories.

Geometry

Distinguish between defining and non-defining attributes of 2D and 3D shapes.

Build and draw shapes to create composite shapes.

Partition circles and rectangles into two and four equal shares.



SCIENCE

In Grade 1 at SJA Jeju, students develop their natural curiosity by asking questions and exploring the world through hands-on science investigations. Guided by the NGSS, students observe, sort, and describe materials, living things, and natural events. They begin to use simple tools to collect data, record their observations through pictures and words, and talk about their discoveries. Our science classroom encourages exploration and teamwork, building confidence in expressing ideas and learning from one another.

Key Skills & Concepts:

- Ask thoughtful questions about the world around them.
- Use tools like hand lenses or balances to explore materials.
- Record observations through labeled drawings, simple charts, or models.
- Make connections between what they see and what they already know.
- Share their findings clearly using speaking and writing.

Unit 1 - Living Things: In this unit, students will explore how plants and animals survive and grow, and how parents help their young. They will observe that young plants and animals resemble their parents but aren't identical. Students will investigate and identify the features of living things and how these features help them meet their needs. We will also discover how humans have been inspired by animal characteristics in their own inventions (biomimicry).

Unit 2: Patterns in the Sky: In this unit, students observe the sun, moon, and stars to discover patterns in the sky, including the phases of the moon and how celestial objects appear to move. They collect and analyze data on how the length of daylight changes with the seasons, drawing conclusions about the difference between fall and winter and connecting these patterns to the Earth's orbit around the sun.

Unit 3: Sound and Light: In this unit, students explore how light and sound help us see, hear, and communicate. Through hands-on investigations and engineering challenges, they discover how vibrations create sound, how light helps us see, how different materials affect light, and how we can use light or sound to send messages over a distance.

SOCIAL STUDIES

At SJA, we recognize that the world is changing at a rapid rate. The goal of the Social Studies Curriculum is to develop curious inquirers who think critically and will be able to anticipate and cope with continuous change. Social Studies best practices provide opportunities for students to collaborate effectively and use decision-making strategies allowing them to access and analyze vast information sources. Emphasis is placed on activities that involve inquiry and problem solving about significant human issues and lead to respectful, tolerant, global citizenship.

Key Skills & Concepts:

Unit 1: Community

- Identify oneself as part of a group and understand how groups fit into larger systems.
- Learn about roles and responsibilities within the SJA community. Understand how individuals' roles in the school contribute to society.
- Explore how local communities function and what it means to be a good citizen.

Unit 2: Past, Present, and Future

- Investigate how daily life has changed over time in areas like school, technology, transportation, and toys.
- Compare the past and present to understand patterns of change.
- Draw conclusions about how change impacts our lives.
- Make predictions about future developments based on past and present trends.

Unit 3: Geography

- Examine how people depend on and interact with the physical environment.
- Develop map skills and locate landforms and geographic features.
- Identify and describe how geography influences human population and culture.
- Use Jeju as a local context to explore geographic concepts and vocabulary.



ART

During Grade 1, students explore many different answers to the question “What do artists do?” Each unit is designed to make students think like an artist, and practice the studio habits of an artist at work. Students learn that artists develop their skills, envision their ideas, observe their subject matter, explore new materials, and express their ideas through art. They practice each of these studio habits through experimentation and self-directed creative making, allowing them to build independence and pursue their own ideas.

Key Skills and Concepts:

- Use observation and investigation in preparation for making a work of art.
- Use art vocabulary to describe choices while making a work of art.
- Discuss where, why, and how art can be displayed or presented.
- Use subject matter and relevant details to interpret what an artwork is expressing.
- Discuss the different reasons why people choose to make art.

MUSIC

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

All children in the first grade music classrooms are musicians who are taught how to read sheet music on the treble clef. They work together as an ensemble to learn, create and perform music. Every child learns every part and as the class plays, each child is always an integral part of the ensemble. A variety of music and dance from many different cultures is used as material to work from. The lessons are adapted to the different needs and skill levels of each class ensuring success for everyone. All students have many opportunities to perform what they have learned at our semesterly concerts at the Performing Arts Center (PAC).

Key Skills & Concepts:

- Rhythm Reading: Reading and writing half, quarter notes, eighth notes, and their rests.
- Expanding Solfege: Adding "do" and "re" to sing broader melodic patterns.
- Musical Form: Recognizing simple A/B and call-and-response structures.
- Piano Introduction: isolated left and right hands activities to build piano skills.
- Early Composition: Composing short rhythmic and melodic ideas on pitched instruments.

PHYSICAL EDUCATION

Grade 1 students begin combining movement skills with purpose. They participate in more structured games, try new activities like longboarding, and show growing awareness of how teamwork, strategy, and fitness contribute to fun and success in PE.

Main Units Covered: Recess Activities · Swimming · Longboarding · Obstacle Course · Creative Movement/Dance · Throwing and Catching · Fitness Circuit · Net/Wall Games · Minor Games · Field Day

Main Skills:

- Combine locomotor and manipulative skills in game situations.
- Develop basic swimming techniques and water safety awareness.
- Ride a longboard with balance and coordination (with support and safety gear).
- Apply simple strategies in games (e.g., passing, spacing).
- Work cooperatively with peers and show sportsmanship.

KOREAN HISTORY, LANGUAGE & CULTURE

The aim of Korean Language, History and Culture is to provide Korean students an opportunity to learn in their mother-tongue language. It is important for our students to develop critical thinking skills, verbal skills, reading and writing skills and listening skills in their own language. The host country’s language is valued at SJA Jeju. We understand the importance of developing a strong foundation of their mother-tongue language in order to further develop their skills in another language such as English. We also value the country’s history and culture as well as to aid in the utilization of Korea’s diverse resources and enhance the educational experiences of our students. It is our firm belief that experiencing and appreciating our own culture facilitates a heightened awareness and respect for other cultures. The Korean History and Culture program is of primary importance, and an effective tool, in attaining these goals.

Korean Language (Key Skills & Concepts)

- Improve oral language through storytelling.
- Read and write simple Korean sentences.
- Develop listening comprehension.

Social Studies (Key Skills & Concepts)

- Understand family and neighborhood life.
- Demonstrate roles in school and community.
- Explore surroundings through observation.
- Conduct simple investigations.



CHINESE LANGUAGE, HISTORY & CULTURE (G1-5)

This program is designed specifically for Chinese heritage students who qualify based on nationality or family background. It includes Chinese nationals or students with at least one parent of Chinese nationality, and who do not hold Korean citizenship. The course provides these students with the opportunity to strengthen their mother-tongue Chinese language while exploring the richness of Chinese history and culture.

We believe that maintaining a strong foundation in one's native language supports the development of identity, strengthens family connections, and enhances future academic growth. The program also fosters pride in cultural heritage and encourages a sense of belonging and continuity across generations.

Students engage with language through age-appropriate, meaningful activities that include reading, writing, speaking, and listening. Cultural learning is woven throughout the curriculum—students explore traditional festivals, customs, stories, and art to deepen their understanding of Chinese heritage.

Eligibility: Chinese nationals or students with at least one Chinese parent, who are not Korean citizens

Focus: Chinese language development and cultural identity for heritage learners

Approach: Culturally rich, differentiated instruction tailored to students' language levels

Key Concepts & Skills (Heritage Learners)

Strengthen oral fluency through storytelling, songs, and daily conversation.

Recognize and write high-frequency characters with correct stroke order.

Read simple texts with pinyin and visual support.

Write basic sentences about family and daily routines.

Learn the meanings and traditions behind major festivals.

Key Concepts & Skills (Second Language Learners)

Develop basic vocabulary and listening skills through chants and repetition.

Recognize and copy simple characters.

Use sentence frames to express likes/dislikes and greetings.

Read illustrated stories with heavy teacher support.

Engage with culture through songs, games, and crafts.

KOREAN AS A FOREIGN LANGUAGE (KFL)

The Korean as a Foreign Language (KFL) program at SJA Jeju is designed to support non-Korean students in developing the language skills necessary for daily life and successful adaptation to Korean society. Through engaging and practical activities, students build their vocabulary, and strengthen their speaking, listening, reading, and writing skills in Korean. The program emphasizes real-life communication and cultural understanding, helping students navigate their surroundings with confidence and respect.

Recognizing the importance of language in cultural integration, the KFL program aims to provide meaningful and relevant learning experiences that reflect everyday situations students

may encounter in Korea. Our goal is to empower students to become more independent in their lives in Korea while gaining an appreciation of Korean culture. The KFL curriculum is not only a language-learning tool, but also a bridge to deeper cultural awareness and global citizenship.

In Grade 1, the Korean as a Foreign Language (KFL) program is an introductory course where students are exposed to the Korean language and culture through engaging, hands-on experiences. Students begin to listen to Korean and learn to exchange simple greetings. The focus is on developing listening and speaking skills through fun, activity-based lessons. This foundational year encourages curiosity and builds confidence in using basic Korean in real-life situations.

Key Skills and Concepts:

Build vocabulary through listening and speaking activities in the classroom.

Use conventions of standard English grammar and usage when speaking or presenting.

Engage in a variety of oral language activities to improve communication skills in individual and group settings.

EXPERIENTIAL EDUCATION

In Grade 1, the experiential education program expands students' direct engagement with hands-on and outdoor activities, laying a stronger foundation for critical inquiry and community building. Curriculum-aligned field trips offer valuable opportunities to connect classroom learning with real-world environments. Students begin to engage in structured day walks and learn initial responsibilities for preparing themselves for outdoor excursions, fostering a growing sense of independence.

Key Skills & Concepts:

Exploration: Participating in structured day walks in local parks or school grounds; beginning to engage in simple conservation activities.

Outdoor Living: Taking responsibility for preparing their own lunch and water for a day trip; packing a simple day pack with guidance.

Outdoor Activity Knowledge: Identifying essential gear for a day walk (e.g., appropriate shoes, water bottle, hat).

Ecological Literacy: Identifying common local plants and animals; engaging in simple nature journaling through drawings.



TECHNOLOGY & MAKERSPACE

DIGITAL CITIZENSHIP

Young people are growing up in an evolving digital world and they are faced with many dilemmas such as online safety, cyberbullying, privacy, misinformation, and digital distractions. At St. Johnsbury Academy Jeju, we use technology in meaningful ways and teach students skills to safely navigate the digital world.

Overview: To equip your students with the foundational skills to...

- Be more mindful.
- Be emotionally aware.
- Be safe as they begin to explore the online world.

Key Skills & Concepts:

- Understand the importance of pausing and thinking before they share something, click on a link, or interact online
- Identify and discuss the different feelings they might experience when using technology.
- recognize both positive and negative emotions and understand that technology can influence how they feel.
- Identify safe and appropriate online activities and content.
- Recognize situations that require caution or asking a grown-up for help.
- Understand when something online is unsafe, inappropriate, or makes them feel uncomfortable, and knowing they should immediately tell a trusted adult.

ROBOTICS

Students will be introduced to the VEX 123 robot and the VEX Code app on iPads. They will learn to program the robot to perform simple tasks and explore basic coding concepts in an interactive way.

Key Skills & Concepts:

- Identify the basic components and functionalities of the VEX 123 robot.
- Navigate the VEXCode app interface.
- Learn basic programming concepts like sequence and repetition.
- Program a robot to move specific distances and turn at different angles.
- Control a robot's sounds and lights through programming.
- Develop problem-solving skills by designing programs to meet challenges.
- Improve fine motor skills and hand-eye coordination through interaction with the robot and app.
- Collaborate with peers on simple programming tasks.

LIBRARY

In Grade 1 Library classes, students build foundational skills in using and understanding the library while developing a love of reading. As they progress, they learn to select books based on their interests, use library organization systems, and demonstrate responsible library behavior. Library lessons are literacy-based and often support topics taught in the classroom.

Key Skills & Concepts:

- Make connections (text-to-text, text-to-self, text-to-world) when reading/listening to a book.
- Explore the different sections of the library.
- Examine story elements.
- Recognize character traits.
- Investigate author studies.

SOCIAL EMOTIONAL LEARNING

In the Elementary School, counselors provide both group and individualized support to promote students' social and emotional development. Our services are delivered through both direct and indirect student support. Using the Second Step curriculum, students participate in structured SEL lessons. including:

Growth Mindset & Goal-Setting

- Demonstrate how they pay attention.
- Name behaviors that would help them pay attention when distracted.
- Describe how they have gotten better at one skill they've learned.
- Suggest helpful thoughts to encourage themselves to keep trying.
- Demonstrate practicing and paying attention - despite mistakes and distractions - to learn something new.

Emotion Management

- Name one way they can determine how someone feels.
- Name a reason for why they think someone feels worried.
- Name a reason for why they think someone feels calm.
- Name a reason for why they think someone feels frustrated.

Empathy & Kindness

- Describe how kind acts can help people feel good.
- Demonstrate two kind acts: asking "Are you okay?" and offering their company .
- Demonstrate two kind acts: offering to help and inviting to join.
- With adult support, demonstrate at least one kind act they could do for others.
- Demonstrate at least one kind act they could do for others.



Problem-Solving

- State a problem respectfully.
- Identify problems caused by accidents and demonstrate an appropriate response.
- Describe what they would want and need to solve a problem.
- Identify ways to make amends to solve a problem.
- Suggest one way to solve a problem.

Bullying Prevention Unit

- Identify safe and respectful actions and words that help them follow the class rules.
- Identify bullying.
- Recognize bullying in response to scenarios.
- Identify caring adults to talk to about bullying or mean behaviors.
- Differentiate between tattling and reporting.
- Demonstrate how to report bullying.
- Recognize bullying.
- Apply assertiveness skills to refuse bullying in response to scenarios.
- Define "bystander".
- Demonstrate ways that bystanders can help stop bullying in response to scenarios.

Child Protection Unit

- Identify common safety rules (NeverNever Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs.
- Recognize safe and unsafe situations.
- Demonstrate applying the Ways to Stay Safe in response to scenarios.
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule.
- Demonstrate following the Always Ask First Rule in response to scenarios.
- Identify the person they should ask first in response to scenarios.
- Demonstrate assertively saying who they should ask first in response to scenarios.
- Identify safe and unsafe touches.
- Refuse unsafe touches assertively in response to scenarios.
- Refuse unwanted touches assertively in response to scenarios.
- Identify private body parts.
- Identify the Touching Rule.
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule.

You can read more about [SJA Jeju School Counseling Program at this link.](#)

