



ST. JOHNSBURY ACADEMY JEJU

**GRADE 2
CURRICULUM HANDBOOK**

2025 - 2026

www.sjajeju.kr

TABLE OF CONTENTS

ST. JOHNSBURY ACADEMY JEJU
Grade 2 Curriculum Handbook
2025 - 2026

GRADE 2 CURRICULUM HANDBOOK	3
LANGUAGE ARTS	3
MATHEMATICS	4
SCIENCE	5
SOCIAL STUDIES	5
ART	5
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 2 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 gain and explain information.

Key Skills & Concepts:

- Speak in complete sentences.
- Ask questions using who, what, when, where, why, how.
- Demonstrate active listening by asking questions or adding on to another person's thinking or ideas.
- Utilize unit vocabulary words learned throughout the curriculum.

PHONICS

The phonics scope and sequence systematically builds foundational literacy skills through explicit, sequential instruction. It begins with review of common letter-sound correspondences (including vowel sounds), then introduces more complex digraphs, and long vowel patterns. As the year progresses, students learn more complex multisyllabic decoding strategies that also include awareness of affixes. 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:

- Know and use words that do not follow common patterns (heart words).
- Read, write and produce.
 - Long and short vowel sounds in VC, CVC and VCe patterns
 - Welded sounds (oll, all, ull)
 - Digraphs (ck, sh, th, ch, wh, ph, ng, nk)
 - Ending spelling patterns
 - R-controlled vowels
 - Long vowel teams
 - Diphthongs
 - Silent letters

Read, write and produce multisyllabic words with.

- Suffixes -es, -ed, -ing, -s, -es, -ly, -less, -ful
- Prefixes un, pre, re, dis
- Closed and open syllables
- Compound words
- Suffix spelling changes
- Additional affixes

GRAMMAR

Grade 2 students deepen their understanding of sentence structure and grammar. They begin combining sentences, using more descriptive language, and experimenting with word choice to improve clarity and detail in their writing.

Key Skills & Concepts:

- Plural, common, proper, and abstract nouns.
- Verb tenses: past, present, future.
- Simple and compound sentences.
- Pronouns and possessive pronouns.
- Comparative and superlative adjectives.
- Apostrophes in contractions and possessives.
- Prepositions and phrases.
- Punctuating dialogue and capitalizing titles.

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:

- Identify and retell the important parts of a fiction text.
- Identify and utilize nonfiction text features to locate and summarize information.
- Practice comprehension strategies (retelling, predicting, questioning, connecting, inferring).
- Stopping to check for understanding.
- Decode unknown words by sounding out the words using the knowledge and skills gained from phonics.
- Decoding the meaning of unknown words by using clues gained from reading around the word, looking inside the word, and using other resources such as a dictionary.
- Reading with accuracy and fluency by matching the voice to the mood of the story, the characters, reading a group of words smoothly and at the right pace.



Read and explore a variety of texts at grade level.

Read a variety of texts across subjects.

WRITING

During the writing workshop, students engage in the writing process (brainstorming, drafting, revising, editing, publishing) as they write narrative, informational, and opinion texts for a variety of purposes and audiences. Students begin to vary their sentence structure in their writing, including both simple and compound sentences. Students begin to develop volume and stamina in their writing. Technology is utilized to create and publish writing.

Key Skills & Concepts:

Write personal narratives through a detailed moment in their life.

Write an informational book about a topic they are knowledgeable about that includes multiple subtopics text features to improve the reader's understanding.

Write an opinion paper that shares their opinion and supporting reasons about a main idea.

Use organizers to brainstorm and plan and organize ideas.

Incorporate a variety of powerful adjectives, verbs and nouns to enhance ideas.

Use digital tools to throughout the writing process to edit, revise, create and share.

Publish texts in a variety of ways: digital, written, recorded.

RESEARCH

Students will collect, evaluate, organize, document, and present information from a variety of sources to inform their inquiry into various questions and topics.

Key Skills & Concepts:

Use organizers to effectively document important information and new knowledge.

Collect data as evidence to support and disprove claims.

Present data clearly in organized tables and graphs.

Identify key words to use in a summary of information.

Use text features efficiently to gain important information from a variety of sources.

Use digital tools, such as videos, educational apps and appropriate websites, to gain information.

Cite sources by including titles and authors in presentations and published pieces.

MATHEMATICS

Grade 2 students deepen their understanding of addition and subtraction by working with numbers up to 1,000. They learn about skip counting, even and odd numbers, and use place value to solve real-world problems. Measurement, telling time, and working with money are key focus areas, along with expanding their understanding of shapes and data.

Key Skills & Concepts

Number & Operations in Base Ten

Understand place value up to 1,000 (hundreds, tens, and ones).

Skip count by 5s, 10s, and 100s.

Compare three-digit numbers.

Add and subtract within 1,000 using concrete models and strategies based on place value.

Operations & Algebraic Thinking

Represent and solve one- and two-step word problems using addition and subtraction within 100.

Fluently add and subtract within 20.

Work with equal groups of objects to gain foundations for multiplication.

Measurement & Data

Measure and estimate lengths in standard units (inches, feet, centimeters, meters).

Relate addition and subtraction to length.

Work with time (to the nearest five minutes) and money (counting coins and bills).

Represent and interpret data using bar graphs, picture graphs, and line plots.

Geometry

Recognize and draw shapes with specific attributes (e.g., number of sides, angles).

Partition shapes into equal shares (halves, thirds, fourths).

Understand that equal shares of identical wholes need not have the same shape.



SCIENCE

In Grade 2, students take a more active role in scientific inquiry as they explore deeper questions about how the world works. They plan and carry out investigations, collect and compare data, and start identifying patterns and relationships in nature. Students learn to explain their thinking using evidence, refine their observations, and communicate their ideas with more precision. Our program continues to nurture collaboration and curiosity while helping students grow into confident young scientists who think critically and creatively.

Key Skills & Concepts:

Plan and conduct simple investigations to answer scientific questions.

Use measurement tools to gather more accurate data.

Record and organize information using charts, graphs, and diagrams.

Use evidence to explain what they observe and why it matters.

Listen to others' ideas, build on them, and revise their own thinking.

Unit 1 - Properties of Materials: In this unit, students explore the properties of materials by observing, testing, and comparing how different objects look, feel, and behave. They investigate which materials work best for specific purposes, explore how objects can be taken apart and reused in new ways, and discover which changes to materials—like melting or freezing—can be reversed and which cannot.

Unit 2 - Changing Landforms: In this unit, students explore how Earth changes over time, sometimes slowly—like erosion—and sometimes quickly—like volcanoes or landslides. They learn about landforms and bodies of water, model Earth's surface, and investigate ways to protect land from wind and water. Students also gather information about where water is found on Earth and discover that it can exist as a solid or a liquid.

Unit 3: Pollination: In this unit, students investigate what plants need to grow and explore how animals help plants by spreading seeds and pollinating flowers. They build simple models to show how pollination works and compare the plants and animals they observe in different habitats. Through hands-on activities and outdoor exploration, students discover the connections between living things and their environments.

SOCIAL STUDIES

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

Key Skills & Concepts:

Communities and Responsibilities:

Learn how communities function and how people meet their needs.

Understand interdependence in a community.

History and Culture:

Explore and compare world cultures.

Reflect on similarities and differences with their own culture.

Geography:

Identify land, water, and continents.

Use basic map skills, including compass directions and map types.

Understand and describe physical landforms and geographic features.

ART

During Grade 2, students continue to explore 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 reflect on their work, stretch beyond their supposed limitations, learn from their mistakes, and connect with the world through their art. They practice each of these studio habits through experimentation and self-directed creating, allowing them to build independence and pursue their own ideas. During Grade 2, students are introduced to new processes such as oil pastels, 3D building, and sumi ink painting.

Key Skills and Concepts:

Brainstorm multiple approaches to an art or design problem.

Make art that explores personal interests, questions, or curiosities.

Discuss and reflect with peers about choices made while creating an artwork.

Interpret art by identifying the mood, the subject matter, and relevant details.

Discuss how art can represent a person or a group of people.



MUSIC

Grade 2

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 philosophy 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 second grade music classrooms are musicians who are taught how to read sheet music on the grand staff. They work together as an ensemble to learn, create and perform music. Every child learns multiple parts and as the class performs, each child is treated as an integral part of the ensemble. A variety of genres from many different cultures is used as material to work from. The lessons are adapted to the different needs and skill levels of each student 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:

- Advanced Rhythm: Understanding and performing eighth, dotted quarter, and half notes and their corresponding rests.
- Expressive Performance: Using dynamics, tempo, and articulation for musicality.
- Basic Harmony: Exploring ostinato and drone accompaniments.
- Global Music: Exposure to diverse cultural music, instruments, and styles using pitched and unpitched instruments.
- Composition Continues: Transcribing and performing original student rhythmic and melodic compositions on pitched instruments.

PHYSICAL EDUCATION

Grade 2

In Grade 2, students refine physical skills and apply them in dynamic situations. They take more ownership of their movement choices, participate in more competitive games, explore activities like longboarding and net/wall games, and begin setting personal fitness goals.

Main Units Covered: Recess Activities · Swimming 1 & 2 · Longboarding · Obstacle Course · Creative Movement/Dance · Throwing and Catching · Fitness Circuit · Net/Wall Games · Minor Games · Field Day

Main Skills:

- Apply refined manipulative skills (e.g., overhand throwing, accurate catching) in modified games.
- Demonstrate confidence and safety in swimming activities.
- Improve balancing skills while longboarding.
- Identify key fitness components and participate in fitness circuits.
- Show leadership and responsible behavior in team games.

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)

- Read short Korean texts with fluency.
- Write organized sentences using proper spacing and grammar- expand vocabulary.
- Express daily thoughts and experiences using media.

Social Studies (Key Skills & Concepts)

- Understand local culture and traditions.
- Learn about jobs and roles in society.
- Collect information through questions.
- Share findings through simple presentations.



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)

- Expand vocabulary and sentence complexity in speech and writing.
- Read short texts fluently using character recognition strategies.
- Write short personal paragraphs with simple punctuation.
- Retell folktales and describe family traditions.
- Explore connections between personal life and cultural practices.

Key Concepts & Skills (Second Language Learners)

- Build oral fluency through familiar sentence patterns and dialogues.
- Recognize and write basic character sets.
- Read and listen to short stories with visual cues and teacher modeling.
- Write simple phrases and captions using learned vocabulary.
- Learn cultural elements through stories, songs, and hands-on activities.

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 2, the KFL program focuses on developing foundational reading skills by learning the sounds and structure of the Korean alphabet, Hangeul. Students begin to read simple words and phrases, connecting spoken Korean to written language. Lessons are designed to support everyday communication and help students apply basic reading and speaking skills in practical situations.

Key Skills and Concepts:

- Recognize and produce the basic Korean consonant and vowel sounds, including single vowels and consonants.
- Learn to read and write syllables with final consonants (받침).
- Begin to understand and use double vowels (이중모음) in simple words.

EXPERIENTIAL EDUCATION

Grade 2 experiential education program deepens students' engagement with hands-on and outdoor activities, enhancing critical inquiry and strengthening community relationships. Curriculum-aligned field trips continue to provide crucial hands-on learning experiences. Students develop greater personal responsibility for their outdoor preparedness and participate in early service learning projects, connecting their outdoor experiences to broader community needs.

Key Skills & Concepts:

- Group Dynamics:** Consistently cooperating within a group during activities; actively participating in group discussions about outdoor plans; understanding the importance of communication.
- Safety & Well-being:** Understanding and applying safety rules for various outdoor environments; advocating for self and others when injured or uncomfortable; recognizing and avoiding common outdoor hazards.
- Environmental Awareness:** Beginning to reflect on how human actions impact the environment; expressing and managing emotions related to outdoor challenges.
- Ecological Literacy:** Identifying a wider range of local plants and animals; using simple field guides; connecting sensory experiences in nature to basic scientific concepts.



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 empower students to be a responsible, respectful, and safe participant in the digital world, fostering positive online habits and critical thinking skills

Key Skills & Concepts:

- Learn about the rights and responsibilities that come with being part of the online world
- Understand that just like in their school or neighborhood, they have a role to play in creating a positive online environment.
- Learn about the benefits of device-free time for their well-being, creativity, and relationships.
- Learn what kinds of information are private and should not be shared online without a grown-up's permission.
- Begin to understand the importance of keeping their name, address, passwords, and other personal details safe.
- Start to grasp that what they say and do online can be seen by others and can have lasting consequences.
- Learn about the different people they might interact with online and the importance of knowing who is in their online community.
- Learn to identify online meanness or cyberbullying
- Understand that online meanness or cyberbullying is not acceptable behavior.
- Learn strategies for how to respond if they witness or experience online meanness, including seeking help from a trusted adult.
- Begin to understand the concept of intellectual property and the importance of giving credit to the creators of things they find and use online (like images, music, or text)

ROBOTICS

Students will be introduced to the VEX GO building system. This unit focuses on hands-on building and understanding how different mechanical components (gears, wheels, axles, etc.) function individually and together. Students will follow instructions to build various simple machines and robotic mechanisms.

Key Skills & Concepts:

- Identify and understand the function of various VEX GO components.
- Develop fine motor skills and spatial reasoning through building.
- Learn basic mechanical principles related to wheels, axles, gears, and levers.
- Understand how different components can be connected to create movement.
- Follow step-by-step building instructions.

- Develop problem-solving skills when building and troubleshooting simple mechanisms.
- Enhance teamwork and communication skills through collaborative building activities.

LIBRARY

In Grade 2 Library classes, students build upon their 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.
- Examine the different sections of the library.
- Explain the clarifying characteristics of fiction and nonfiction books.
- Locate nonfiction text features in nonfiction text.
- Explore the features of searching the Library Online Catalog.

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:

Using the Second Step curriculum, students participate in structured SEL lessons including:

Growth Mindset & Goal-Setting

- Identify things they've done to get good at something.
- Give at least one example of things they can do to keep going when they get stuck or make mistakes.
- Identify the likely outcomes of a character's helpful or unhelpful thoughts.
- Replace unhelpful thoughts with helpful thoughts.
- Apply what they've learned to give advice to someone having a hard time acquiring a new skill.

Emotion Management

- Identify reasons for feeling proud.
- Identify reasons for feeling disappointed.
- Generate helpful thoughts as a strategy to regulate strong feelings.
- Recognize that people can have different feelings about the same situation because of their experiences.



Empathy & Kindness

- Describe how empathy leads to an act of kindness.
- Describe how empathy has led them to show kindness to others.
- Identify a kind act they could do for someone.
- Use empathy to identify a kind act they could do for a person in their school community.
- Use empathy to identify a kind act they could do for a person of their choosing.

Refuse unwanted touches assertively in response to scenarios.

Identify private body parts.

Identify the Touching Rule.

Apply reporting skills in response to scenarios where someone has broken the Touching Rule.

You can learn more about the SJA Jeju School Counseling Program by visiting [this link](#).

Problem-Solving

- State the problem without blame.
- Generate multiple solutions to a problem.
- Explain why one solution is better than another for solving a given problem.
- generate ways to make amends to solve a problem.
- Generate possible solutions and select the solution that makes sense.

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 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 adult 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.

