



# World Languages Scope and Sequence Elementary School

Language Learning at AISJ develops language competency in a conceptual and personalized manner while nurturing identity and culture. Learners are immersed in authentic communicative contexts, utilizing diverse resources to establish global connections.

AISJ ES recognizes that language acquisition and development play a crucial role in each student's personal development. In addition to promoting cognitive growth, language is an important factor in sustaining a student's cultural identity and intercultural understanding. Therefore, AISJ promotes world language learning and mother tongue learning in addition to English.

**\*Note:** Please note that students study World Languages at 4 different levels (Beginner, Intermediate, Advanced and Near Fluent) within each of the four school divisions (Elementary, Middle and High schools) according to determination of the student's incoming abilities and progress during their time at AISJ. Due to the different organizational structures in Johannesburg and Pretoria, while the progressions and skills taught remain the same, units are not identical. Similarly, language instruction does not begin until Grade 1 in Pretoria.

## **WORLD LANGUAGES STANDARDS**

### **Standard 1: Communication**

*Learners communicate effectively in more than one language in order to function in a variety of situation and for multiple purposes.*

### **Standard 2: Connections**

*Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.*

**Kindergarten Units (JHB)**

All About Me and You: "Identity"	Me, My Family, Community and World Around Us: "Form"	Food and Hispanic Traditions: "Change"	My Daily Routines: "Connections"	Travelling, Transport, and the Clothes I need: "Connections"
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**Grade 1 Units (JHB)**

Why Learning Another Language is Important: "Connections"	Who am I? "Identity"	Our Community: "Change"	My Routine": "Connections"	Where is it? "Change"
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**Grade 2 Units (JHB)**

Why Learning Another Language is Important (2): "Connections"	Who am I and Why am I Unique? "Change"	My Family and Our Community: "Identity"	My Routine and My Life: "Change"	Where are You Going? What Clothes do I Need? "Form"
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**Grade 1 and 2 Units (PTA)**

All About me, And You-Identity	Me, My family and the world around us - Form	Food and Hispanic traditions - Change	The daily routine and our cities - Connection	Transports and season clothing- Adaptation
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**Grade 3 Units (JHB)**

How We Change	Patterns in Sports	Our Life and Culture	Questions About Family	Perceptions About Food	Making Connection Through Introductions
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**Grade 3 Units (PTA)**

INTRODUCTORY UNIT All about me - Form	Community. My city	Connections. Leisure	Equilibrium. Healthy living	Traveling and shopping - Adaptation
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**Grade 4 Units (JHB)**

Transitions to, from, and in the Classroom	Culture at Home	Patterns of Understanding	Knowing Ourselves and Where We Live
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**Grade 4 Units (PTA)**

All about me: I am, we are - Identity	Community. Mi ciudad	Hobbies and sports - Connections	Equilibrium. Healthy living	Adaptation. Customs
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### Grade 5 Units (JHB)

Who am I?	Questions About Family	The Unpredictability of Patterns	Reflection on Culture and Time Travel
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### Grade 5 Units (PTA)

All about me: I am, we are - Identity	Community. Mi ciudad	Hobbies and sports - Connections	Equilibrium. Healthy living	- Our world - Sharing the planet
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### Standard 1: Communications

Learners communicate effectively in more than one language in order to function in a variety of situation and for multiple purposes.

Benchmarks	Performance Indicators			
	ES Beginners	ES Pre-Intermediate	ES Intermediate	ES Advanced
<p><b>1.1 Interpersonal Communication:</b></p> <p>Interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings and opinions</p>	<p>Provides information about familiar topics using simple sentences and phrases supported by memorized language.</p> <p><b>Ability to identify oneself, request simple information &amp; describe</b></p> <p><b>Domain:</b> Personal sphere (concrete)</p> <p><b>Concept:</b> Identities</p>	<p>Exchanges information and ideas on personal and social topics using connected sentences.</p> <p><b>Ability to describe with some details, explain a situation and identify differences/similarities (compare)</b></p> <p><b>Domain:</b> Extended personal sphere and social sphere (work/education)</p>	<p>Engages in interactions relating to ideas and concepts introduced or researched in class using present tense frame with some preparation.</p> <p><b>Ability to state and justify one's position, make recommendations.</b></p> <p><b>Domain:</b> Personal, Social and Abstract</p> <p><b>Concepts:</b> Experiences &amp; Social organization</p>	<p>Shares ideas, defends one's position in an appropriate manner, using details, present tense and some memorized simple future and past tense vocabulary.</p> <p><b>Ability to defend a point</b></p> <p><b>Domain:</b> Abstract</p> <p><b>Concepts:</b> Human ingenuity ++</p>

	<p><b>Activities:</b> simple conversations, short descriptions (describing content topics using visual support (e.g. posters, flashcards, talking sheets, brainstorm, centers, diagrams, pictures / answering select yes/no or Why-questions) Games, roll-plays, Pictionary.</p>	<p><b>Concepts:</b> Experiences &amp; Social organization</p> <p><b>Activities:</b> Comparing information, symbols, or icons, charts or tables / Restating information, talking sheets, centers, roll-plays, brainstorm, Video/questions, Pictionary.</p> <p><b>Types of texts:</b> letter to a friend, diary entry, brochure, recipe and interview.</p>	<p><b>Activities:</b> Activities related to personal and social needs, relevant to one's immediate environment, leading Simon says, YouTube videos, voice recordings.</p> <p><b>Types of text:</b> Short stories, chapter books with glossary translations, online articles for kids, news stories, letters to/from pen pals.</p>	<p><b>Activities:</b> Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms, exit cards, ticket, reflection chart, reading/writing games.</p> <p><b>Types of text:</b> Speech, tract, editorial, dissertation and argumentation.</p>
<p><b>1.2 Interpretive Communication:</b></p> <p>Understand, interpret and analyse what is heard, read, or viewed on a variety of topics</p>	<p>Learners identify words and phrases, using background and prior knowledge to derive the main ideas from written and oral sources.</p> <p><b>Ability to understand the parts of the idea of oral and written sources</b></p> <p><b>Domain:</b> Personal sphere (concrete)</p> <p><b>Concept:</b> Identities</p> <p><b>Activities:</b> Texts with highly predictable content (related to personal background, prior knowledge or experiences).</p>	<p>Learners comprehend some main ideas and some details of the text.</p> <p><b>Ability to understand the main idea from oral and written sources</b></p> <p><b>Domain:</b> Extended personal and social sphere (community)</p> <p><b>Concepts:</b> Identities and Experiences</p> <p><b>Activities:</b> Picture interpretations, centers, voice recordings, Youtube videos, listening comprehensions, strong visual support.</p> <p><b>Types of texts:</b> some predictable texts and some simple texts with predictable outcomes. Dependent on.</p>	<p>Learners comprehend main ideas and key details of the text.</p> <p><b>Ability to show emerging evidence of making inferences from texts</b></p> <p><b>Domain:</b> Extended personal and social sphere (community)</p> <p><b>Concepts:</b> Sharing the planet, Experiences &amp; Social organization</p> <p><b>Activities:</b> Activities pertaining to real world topics, community and of general interest, relevant to personal social and environment contexts.</p> <p><b>Types of text:</b> short stories, library works, news articles, anecdotes, blogs, etc.</p>	<p>Learners infer meaning from authentic texts and interpret main ideas and supporting details.</p> <p><b>Ability to present various types of information to different audiences for a variety of purposes</b></p> <p><b>Domain:</b> Personal, Social and Global.</p> <p><b>Concepts:</b> Sharing the planet, Experiences &amp; Social organization</p> <p><b>Activities:</b> Activities pertaining to real world topics, community and of general interest, relevant to personal social and environment contexts, leading Simon says.</p>

				<b>Types of text:</b> short stories, chapter books with glossary translations, online articles for kids, news stories, letters to/from pen pals, poems and texts with inferences.
<p><b>1.3 Presentational Communication:</b></p> <p>Present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers</p>	<p>State and record ideas on familiar topics relevant to their lives using simple sentences.</p> <p><b>Ability to present simple personal information on familiar topics.</b></p> <p><b>Domain:</b> Personal sphere (concrete)</p> <p><b>Concept:</b> Identities</p> <p><b>Activities:</b> Presenting skits, monologs, books, PowerPoint presentations, writing a menu, video and audio presentations, oral weather reports, pictograms, flashcards.</p> <p><b>Types of text:</b> postcard, questionnaire &amp; form, lists, invitations, message and note, recipe book.</p>	<p>State and record ideas on familiar topics relevant to their lives using simple sentences and the present tense and the near future.</p> <p><b>Ability to present simple personal information on familiar topics with some details.</b></p> <p><b>Domain:</b> Extended personal and social sphere</p> <p><b>Concepts:</b> Experiences &amp; Social organization</p> <p><b>Activities:</b> Presenting skits, monologs, books, PowerPoint presentations, writing a menu, video and audio presentations, oral weather reports, pictograms, flashcards, schedules, voice recording, Chromebooks, Seesaw, magazines and newspaper.</p> <p><b>Types of text:</b> postcard, questionnaire &amp; form, lists, invitations, message and note, recipe book.</p>	<p>Organize and demonstrate ideas on familiar topics relevant to their lives using connected sentences and the present tense and near future.</p> <p><b>Ability to present simple personal information on familiar topics with some details and justify short opinions.</b></p> <p><b>Domain:</b> Extended personal and social sphere (community)</p> <p><b>Concepts:</b> Sharing the planet</p> <p><b>Activities:</b> Presenting skits, monologs, books, PowerPoint presentations, writing a menu, video and audio presentations, storytelling, advertising, Venn diagram presentations.</p> <p><b>Types of texts:</b> articles, brochures, menu, recipe, e-mail, letters, magazine and newspaper, skype.</p>	<p>Compare-contrast and interpret concepts and ideas studied o researched using connected tenses, present tense, near future and past indefinite.</p> <p><b>Ability to present a variety of information with some details, explain and justify short opinions.</b></p> <p><b>Domain:</b> Personal, social and global.</p> <p><b>Concepts:</b> Experiences &amp; Social Organization</p> <p><b>Activities:</b> Short speeches, writing reviews, video and audio presentations, writing a menu and a recipe, monologs, informal presentation activities, comparing information with Venn Diagrams.</p> <p><b>Types of texts:</b> articles, brochures, menu, recipe, e-mail, letters, skype, magazine and newspaper, research.</p>

## Standard 2: Connections

Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Benchmarks	Performance Indicators			
	ES Beginner	ES Pre-Intermediate	ES Intermediate	ES Advanced
<p><b>2.1 Making cross cultural and interdisciplinary connections:</b></p> <p>Build, reinforce and expand knowledge of other cultures and disciplines while using the language</p>	<p>Build knowledge of other disciplines and cultures in order to be exposed to new perspectives.</p> <p><b>Ability to recognize interdisciplinary and intercultural connections and show open-mindedness.</b></p> <p><b>Domain:</b> Personal sphere (concrete)</p> <p><b>Concept:</b> Identities</p> <p><b>Activities /Types of text:</b> food pyramid, recipes, cultural videos (scenes in restaurants, greetings), survey and data management, cultural menu (research), schedules, maps, target language countries (geography)</p>	<p>Reinforce knowledge of other disciplines and cultures to develop new perspectives.</p> <p><b>Ability to broaden their perspectives using newly organized knowledge of connections</b></p> <p><b>Domain:</b> Extended personal and social sphere (community)</p> <p><b>Concepts:</b> Experiences &amp; Social organization</p> <p><b>Activities/Types of texts:</b> blogs, public health campaigns, environmental texts, news articles, magazines, surveys, online stores, statistics.</p>	<p>Expand knowledge of other disciplines and cultures to establish new perspectives.</p> <p><b>Ability to compare and contrast cultures and disciplines and justify their opinions.</b></p> <p><b>Domain:</b> Personal, Social and Global.</p> <p><b>Concepts:</b> Sharing the planet, Experiences &amp; Social organization</p> <p><b>Activities/ Types of text:</b> blogs, public health campaigns, environmental texts, articles.</p>	<p>Infer meaning from authentic texts and interpret main ideas and supporting details.</p> <p><b>Ability to present various types of information to different audiences for a variety of purposes.</b></p> <p><b>Domain:</b> Personal, Social and Global.</p> <p><b>Concepts:</b> Sharing the planet, Experiences &amp; Social organization</p> <p><b>Activities:</b> activities pertaining to real world topics, community and of general interest, relevant to personal social and environment contexts, leading Simon says</p>

<p><b>2.2 Acquiring information diverse perspectives: Heuristic Function of Language</b></p> <p>Access and evaluate information and diverse perspectives that are available through the language and it's cultures</p>	<p>Not Applicable at this level of study</p>	<p>Not Applicable at this level of study</p>	<p>Not Applicable at this level of study</p>	<p>Not Applicable at this level of study</p>
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