



**Carrollwood Day School
Language Policy
2017-2018**

Philosophy:

As language is the key to all learning, all teachers at CDS are language teachers. Language learning at CDS refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge.

- Language skills are the key to inquiry.
- Developing language means using a variety of sources, comprehending the material read, and making conclusions based on discoveries.
- Students must develop strong written and oral communication skills.
- Our primary language of instruction is English.

Tools and Strategies for Assessment:

We give ongoing feedback on students' progress through direct and LMS (Learning Management System) tools including Schoology and See Saw.

Many tools and strategies are used for assessment and evaluation including the following:

- Observation & Anecdotal records
- Written and oral assessments
- PSÁT
- Digital Portfolios
- Presentations
- MAP testing

Responsibilities to Implement Policy:

Administrators:

- The school provides Professional Development days and substitutes for workshops.
- Companies present new language programs and materials to staff.
- The policy is implemented and understood through staff development including Professional Development Days including monthly half-days, weekly meetings, and IBA trainings.

Teachers:

- Teachers agree to follow the above agreement by implementing it in their classrooms.
- They also have a pivotal role in changing the document to make improvements to it on an annual basis.
- We strive to keep abreast of the most current research regarding language acquisition and language and literature through conferences and memberships in professional organizations.

Parents and Students:

- We encourage parents to talk to their children about their day by reviewing materials sent home including papers, newsletters, and projects.

Practice:

- Lessons focus on literature, writing, and vocabulary.
- We offer instruction in a second language.
- Our elementary school media center contains books in English, Spanish, and French along with at least one book in the first language of the parents at our school.
- We also encourage parents to speak with classes.

In the PYP:**Practices:**

At CDS, all teachers are responsible for development of language and supports the mother tongue language of each student. We use research based teaching methods to support the diverse needs of student's written, oral and visual language instruction. CDS strives to increase cultural awareness and international-mindedness by providing a nurturing, language rich environment.

All teachers are expected to work collaboratively and model proper verbal, written and visual language practices. In addition, teachers embed inquiry and make connections across subject areas to promote active, compassionate lifelong learners.

To achieve our goals, teachers:

- Teach language development in terms of listening, speaking, reading, writing, presenting and viewing according to IB Approaches to Learning, Writing Workshop, Lucy Caulkin Writers Workshop, English Literature Arts (ELA) and Reading Wonders
- Differentiate learning experiences to enrich or accommodate student's needs
- Teach reading and writing using whole group, small flexible group and independent instruction
- Use a variety of texts and technology- print, digital, multicultural
- Create an atmosphere of acceptance of cultural differences-Morning meetings, speakers
- Encourage inquiry through class discussions, critical problem solving, hands-on learning experiences, journaling, written assessments, essays, reading responses and reports

Second Language Instruction (Spanish)

Beginning at age 5, students are introduced to second language instruction

- Our second language is Spanish.
 - In every classroom, teacher will incorporate the basics of second language development by working collaboratively with the Spanish teachers address authentic connections with the units of inquiry.
 - We chose Spanish as our second language of instruction because it best reflects our Tampa Bay Community.
 - We realize that in Florida, speaking both Spanish and English allows our students to be better communicators with a much larger community.

Mother Tongue Support:

Students at CDS are predominantly English-speaking. Other languages represented in our school include Spanish, German, Portuguese, Gujarati, Italian, Tamil, Telugu, Chinese and Arabic. Annually CDS families are surveyed to identify languages spoken at home. Support is offered to students whose second language is English. Additional teaching support and differentiation are used in all classrooms to further language development such as one on one teacher support, technology and curriculum accommodations.

Special Needs Support:

Students are identified with special needs by the parent, Heads of Lower School, counselor and teacher. Together they plan differentiation interventions during classroom instruction as well as being pulled out by resource teachers and private specialists. Students are continually assessed for growth and conferenced periodically with parents, teachers and support professionals.

Assessment:

Students are assessed in written language, oral language, and visual language. Teachers use a variety of strategies and tools to measure student progress which include monthly CDS Writes, Wonders Reading Unit tests, and MAP testing grades 2-5. Teachers use rubrics to assess student's writing strengths and weakness that drive adjustments in instruction.

Support For Language Development:

CDS has several support services, as needed, to assist students in their language development. These include:

- Media Specialist and staff that supports classroom learning through lessons and projects
- A library print and electronic collection-(Encyclopedia Britannica, Pebblego, Pebble Go Next, Culture Grams, Follet Destiny Series)
- Special Education services (out-sourced) -Speech, Dyslexia, Occupational Therapy etc.
- Technology support for students and teachers
- Counselor-social language development
- Enrichment and remediation programs- Wonder Wall, Odyssey, Lexia
- Programs (CDS Reads, Reading Counts, Bi-annual Author's Conference, International Festival)
- After school study halls and tutoring

Parent Communication:

Effective communication is an important part of how our campus and families stay connected and is essential in building community relationships. Parents have a variety of means to communicate with their child's teacher and other specialists. CDS encourages parent feedback to disclose any concerns regarding their child's well-being. Teachers and staff communicate to their families through classroom newsletters, Thursday folder for whole school news, Facebook, Twitter, Instagram, Remind 101, school website, Schoology, See Saw, PTO meetings, post cards, emails, and 3 yearly conferences.

Resources:

- Guidelines for developing a school language Policy, IBO
- Making the PYP Happen, A Curriculum framework for International education, IBO
- Language Scope and Sequence, IBO
- Sample Language Policies from the following schools:
 - Caldwell Heights Elementary School
 - Lincoln Elementary Magnet School

In the MYP

At CDS we understand that our students come with many different language and cultural backgrounds to our school and will all progress at a different pace.

We teach language and culture through context and relate new information to existing knowledge.

We provide for language and cultural support beyond the classroom including interacting with host families, involvement in sports, community activities and service as well as opportunities for international service travel.

Students write in all subject areas. Students use the MLA format for researching in Years 1-5 and Chicago Manual Style citation is introduced in Year 4. Students write research papers in all years of the programme.

Spanish

Course Title	Phase
Spanish Year 1	Phase 1
Spanish Year 2	Phase 1-2
Spanish Year 3	Phase 2
Spanish Year 4	Phase 2-3
Spanish Year 5	Phase 3
Spanish Year 4 Heritage	Phase 3-4
Spanish Year 5 Heritage	Phase 4-5

French

Course	Phase
French Year 1	Phase 1
French Year 2	Phase 1-2
French Year 3	Phase 2-3
French Year 4	

Assistance/ Tutoring

We accommodate different learning styles with differentiated instruction according to individual needs. Study Hall, individual tutoring and one-on-one teacher support.

We strive to keep abreast of the most current research regarding dual language acquisition through conferences and memberships in professional organizations.

We give on-going feedback on students' progress through direct and LMS tools.

Language and Literature: Beginning in Year 1, students take a language and literature course each year through Year 5 focusing on the development of the MYP Language and Literature criterion.

Language Acquisition: Beginning in year 1, second language instruction is 2.5 blocks a week. Students take either Spanish or French which they remain in until they reach MYP Year 5 or when they reach phase 4 where they would have the option to choose to another language.

Students have the opportunity to develop public speaking skills through classroom presentations and extracurricular activities such as forensics.

In the DP:

We offer English A and English, French, and Spanish B (all offered as HL or SL classes). As well as French, Spanish and Chinese Ab Initio. Additionally, we offer Language A Mother Tongue School Supported Self-Taught language for students whose first language is not English.

Every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall Diploma Programme.

- SSST is a program of study within the International Baccalaureate Organization's Diploma Program. It is classified as a Group One course and is therefore subject to the same curricular requirements as other first language courses. Its function is to provide diploma candidates a means of pursuing the study of their first languages when there are too few student speakers of that language to constitute a regular class. Only diploma candidates, that is to say eleventh and twelfth grade students enrolled in the Diploma Program, are eligible for SSST.

The following chart describes the language choices offered:

Language Choices in the IB Diploma Program at CDS

Group 1 A - Higher/ Standard	Is for a fluent language user: <ul style="list-style-type: none">· studying in his/her most competent language· normally this is the language of the environment to which the student has been exposed from an early age or for an extended period Students will: <ul style="list-style-type: none">· study literary texts and demonstrate analytical skills in writing and speaking	English
Group 1 A School Supported Self-Taught - Standard	Is for a fluent language user: <ul style="list-style-type: none">· whose particular language is not one of those above Students will: <ul style="list-style-type: none">· study literary texts and demonstrate analytical skills in writing and speaking	As needed

Group 2 B -Higher/Standard	Is for a language learner who: <ul style="list-style-type: none"> · has three or more years of experience in the language Students will: <ul style="list-style-type: none"> · learn to communicate effectively in a number of situations, from everyday exchanges to literary texts · develop mastery of language skills 	Spanish French English
Group 2 - Ab Initio Standard	Is for a beginner who: <ul style="list-style-type: none"> · has little or no experience of the language. 	Spanish French Mandarin Chinese (offered through Pamoja Education online)

This policy will be reviewed on an annual basis by the staff as facilitated by the IB Coordinators.