

Rosa International Middle School Language Acquisition Guidelines

Philosophy:

As language is the key to all learning, all teachers at RIMS are language teachers. Language learning at RIMS 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 such as Google Classroom.

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

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

Responsibilities to Implement Guidelines:

Administrators:

- The school provides Professional Development days and substitutes for workshops.
- Companies present new language programs and materials to staff.
- Administration provides collaborative planning time twice monthly.

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 reading, writing, and vocabulary.
- We offer instruction in a second language.
- Our media center contains books and resources in English, Spanish, and French.
- We also encourage parents to speak with classes.

In the MYP:

Practices: At RIMS, 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. RIMS 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, and English

Literature Arts (ELA)

- 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-
- Encourage inquiry through class discussions, critical problem solving, hands-on learning experiences, journaling, written assessments, essays, reading responses and reports

Second Language Instruction (Spanish & French) beginning in grade 6 students are introduced to second language instruction

- Our second languages are Spanish and French.

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

Mother Tongue Support: Students at RIMS are predominantly English-speaking. Other languages represented in our school include Spanish, German, Portuguese, Gujarati, Italian, Tamil, Telugu, Chinese and Arabic. Annually RIMS 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. The Language Acquisition Department celebrates Discover Languages Week annually and offers weekly school-wide meetings of the Multi-Culture Club.

Special Needs Support: Students are identified with special needs by the parent, Child Study Team, counselor and teacher. Together they plan differentiation interventions during classroom instruction teachers and private specialists. Students are continually assessed for growth and conferring 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. Teachers use

rubrics to assess students' strengths and weakness that drive adjustments in instruction.

Support For Language Development: RIMS 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, Culture Grams, Follet Destiny Series)
- Special Education services (out-sourced) -Speech, Dyslexia, Occupational Therapy etc.
- Technology support for students and teachers
- 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. RIMS encourages parent feedback to disclose any concerns regarding their child's well-being. Teachers and staff communicate to their families through classroom newsletters, E-boards, Genesis, Google Classroom, Twitter, Instagram, Remind, school website, PTA meetings, emails, and yearly conferences.

Resources:

- Guidelines for developing a school language Guidelines, IBO
- Making the PYP Happen, A Curriculum framework for International education, IBO
- Language Scope and Sequence, IBO

- Sample Language Policies from the following schools: o Caldwell Heights Elementary School, Lincoln Elementary Magnet School, Carrollwood Day School

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

Please refer to CHPS district policy-

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2200&search=World+Language&id=156a7a52f82541a39b6bf662747b92f1>