

# **Frazier International Magnet School**

## **Chicago Public Schools**

**Primary Years Programme (IB World School)**

**Middle Years Programme (Candidate School)**



## Language Policy

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## I. Language Overview

The four distinct IB programmes share an emphasis on language acquisition, which encompasses cognitive growth, cultural identity and intercultural awareness. The PYP introduces an additional language, the MYP develops at least two languages, the mother tongue and a second language, and the DP studies at least two languages; requiring success in reading, writing, speaking and listening in the mother tongue and a second language.

Language is at the core of all learning. It involves skills in literacy, as well as relationships to meanings. Developing the mother tongue of all learners leads to personal growth and emotional well-being. Learning a second language is crucial for success across all levels of the IB programmes. Communication in a variety of ways in more than one language is essential to the idea of an international education, a key component of IB practice.

The IB learner profile describes a communicator as one who can understand and express ideas and information confidently and creatively in more than one language. Each of the IB programmes aims to develop learners who can use language as a means to create a better and more peaceful world.

Languages at Frazier International Magnet School are viewed with respect and are valued as an essential skill for communication between peoples. The teaching staff and administration understand the importance of supporting and maintaining all languages in addition to the importance of helping students acquire additional languages.

## II. Language Philosophy

The Frazier International Magnet School IB Programmes are committed to the goal of each student achieving their potential academically and socially in a global society. We believe that language is the foundation for all learning and as such all teachers are language teachers. Learning more than one language is essential to an international education: enriching cultural and intercultural understanding. Through language all students acquire knowledge and develop skills to be successful. We believe that language acquisition is the key for learning, thinking and communicating enabling learners to become citizens of the world.

At Frazier International Magnet School, our definition of language is a means of communicating in a systematic way through written and oral communication, as well as through artistic expression, facial expressions, and music are also languages or methods of communicating in their own right. We work together as a community of learners with parents to find ways of embracing and supporting students in their first and second language learning experiences.

### III. Language Beliefs

- The responsibility for the on-going language development for PYP and MYP students at Frazier belongs to teachers, students and parents.
- Proficiency in the first language helps students succeed academically and emotionally.
- A linguistically rigorous experience enhances their knowledge of the first language and introduces them to a second language
- The ability to communicate in a variety of modes in more than one language is essential to the concept of international education and promotes intercultural understanding.
- Providing opportunities and resources to all learners in order to promote proficiency in language acquisition is essential.
- Learning experiences are provided for students in the mother tongue as well as a second language of school choice – Spanish.
- Language learning experiences will vary in complexity based upon the student need.
- Assessment of language acquisition is on-going and students and parents are provided feedback on progress. (Refer to the Assessment Policy for additional information regarding the Language Assessment)
- Accommodations are made using differentiated instruction according to individual needs (Refer to the SEN Policy for additional information regarding accommodations to meet individual needs)
- The teaching of language at Frazier International Magnet School consists of, but is not limited to the following methods, including inquiry based instruction: activating prior knowledge, scaffolding meaning, and extending language. (Refer to the Assessment Policy for additional teaching and learning methods)
- The school is responsible for identifying the language needs of each learner.
- Consideration will be made for addressing the needs of those learning in a language other than their mother tongue.

### IV. Language Profiles

#### Identification

- ❖ Currently (2016-2017), all of our students held English as their first language. As new students enroll, their first language will be identified, and those students whose first language is not English will be assessed for English proficiency and, if necessary, ESL/ELL services will be provided. Services in the student's first language will be provided depending on the student's need, but there will be other support to strengthen the student's mastery of the English Language.

#### IB Primary Years Programme

- ❖ Focus on the transdisciplinary nature of language learning
- ❖ Incorporate the teaching and learning of language into the inquiry approach
- ❖ Develop the skills of literacy, including listening, speaking, reading, writing, and media literacy through the language classes, as well as the other subject areas.
- ❖ Develop the skills of referencing beginning in Kindergarten

- ❖ Provide consistency of practice where more than one language of instruction is used
  1. Develop a caring language community, accepting and supporting of all
  2. Make connections between previous learning and current learning
  3. Structure teaching and learning situations so all can succeed
  4. Use cooperative activities to optimize development of all the students' languages
  5. Translate letters to parents before being sent home, use books in their own language for project work and use scaffolding techniques when necessary.
  6. Create ample opportunity to communicate effectively and establish relationships
  7. Support language instruction providing time to meet and plan literacy development across languages through bi-weekly 60-minute grade level team meetings.
  8. Provide additional language instruction or tutoring when necessary
  9. Provide resources, materials, labels, signs in mother tongue languages
  10. Recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school

#### IB Middle Years Programme

- ❖ Support the development of the mother tongue for all students enrolled in the programme
- ❖ Provide opportunities for all students to learn further languages - Spanish
- ❖ Language Acquisition (Spanish) instruction is provided over the course of each year for a minimum of 50-hours of instruction
- ❖ In the event there are English language learners, then we will:
  1. Integrate the learning of languages into all subject areas
  2. Build capacity amongst all staff to activate learner's prior understanding
  3. Collaborate with all subject areas to differentiate tasks leading to further background knowledge
  4. Implement scaffolding strategies to foster learner's independence for their own learning
  5. Provide additional language instruction or tutoring when necessary
  6. Provide literacy support and practice for learners to maintain high expectations.
  7. Provide resources and materials in mother tongue languages

#### Teaching and Learning Language

- ❖ Spelling Protocols
  - Spelling Tests will be given in grades K-3
  - Spelling will be a part of the revision process in grades 2-8
- ❖ Referencing and Bibliographic Protocols
  - APA style is the preferred style for all grade levels
  - APA style will begin to be taught in 1<sup>st</sup> Grade, with specific requirements at each grade level through 8<sup>th</sup> grade (as adopted from a Framework by Stuart Crouch – See attachment)
- ❖ Standards
  - All Subjects will use the Common Core Standards for Reading and Writing
  - Math, and possibly Science and Technology, will implement the Math Common Core Standards

- Science will begin to implement the Next Generation Science Standards
- ❖ Language learning will take place in all subject areas
  - Word Walls will be posted to promote literacy in the subject area
- ❖ Language Learning Support
  - Additional support for language learning will be given during afterschool programming that runs from October through March each year
  - Additional support for language learning will also be provided on an as needed basis
  - Additional support is provided through the use of programmes such as iReady, Achieve 3000, and Study Island (MYP only)  
Additional support is provided through resources that are in the library. We also have a variety of texts in a variety of languages, including our second language of study, Spanish.

#### V. Language of Instruction

The language of instruction at Frazier International Magnet School is English, and the students begin learning Spanish as a second language in Kindergarten.

All PYP and MYP stakeholders will be introduced to the language policy at the onset of each new school year. The language policy will be reviewed by the steering committee during the school improvement plan cycle, which occurs every 2 years, and as necessary, to ensure that this document is current and has the input of current stakeholders. The teachers, staff, students and parents are committed to fostering quality language opportunities for all students. As learners move through inquiry in the PYP and interdisciplinary learning in the MYP the use and range of language competencies will allow for success.

Being a small school, the Language policy steering committee is comprised of all staff members to ensure that the policy reflects the needs of all of our students.

## APA DOCUMENTATION STYLE

APA Documentation Style for formatting and bibliographical references: A Framework for Elementary and Middle School.

Stuart Crouch.

### APA Documentation Style

#### Introduction

The following framework shows the elements of APA Documentation Style for formatting and bibliographic references that should be taught and practiced in each grade level, along with an example, showing the correct formatting/punctuation. In addition, there are brief notes on how to present work (Upper Elementary and Middle).

Note: The phrase *in uppercase and lowercase letters* means that the first word (of a sentence or title) and subsequent important words should be written in uppercase.

#### 1<sup>st</sup> Grade

Identify from the front cover and the title page: author's name, illustrator's name, title *in uppercase and lowercase letters*. Present in a variety of appropriate formats: □

- The author is Leo Lionni. The illustrator is Jenny Smith. The book is called 'A Color of his Own'.

#### 2<sup>nd</sup> Grade

Identify from the front cover and the title page: author's name, illustrator's name, title *in uppercase and lowercase letters*. Present in a variety of appropriate formats:

- The author is Leo Lionni. The illustrator is Jenny Smith. The book is called 'A Color of his Own'.
- Leo Lionni. A Color of his Own.

#### 3<sup>rd</sup> Grade

The major development for 3<sup>rd</sup> Grade is the inversion of the author's last and first names and the use of punctuation/italics. Author's last name, first name, title:

Note: From 3<sup>rd</sup> Grade onwards, only the first word of a title and proper nouns are written in uppercase.

- Lionni, Leo. *A color of his own*.

As an extension, add the publisher, using the spine/front cover/ title page/publishing page

- Lionni, Leo. *A color of his own*. Dragonfly Books.

#### 4<sup>th</sup> Grade

As for 5<sup>th</sup> Grade, for books, periodicals and websites. However, place more emphasis on locating the correct elements of the reference than on the correct format. Also, add the date:

- Lionni, Leo. (2006). *A color of his own*. Dragonfly Books.

In particular for 4<sup>th</sup> Grade emphasize the correct format for writing the title. The first word of the title should be a capital letter. All subsequent words should be written in lower case, except for proper nouns. When typed, the title should be written in italics:

- *A history of Great Britain*.
- *Charlie and the chocolate factory*.
- *Concise rules of APA style*.

#### 5<sup>th</sup> Grade

Emphasize finding the correct information, writing it in the correct format, and as an extension, formatting the reference list in alphabetical order, by author. Don't worry too much about the correct form for multiple authors, or about the volume information for periodicals.

Books - Author's last name, first name, date of publication, title, place of publication, publisher

- Smith, J. (2006). *Space and space rockets*. New York, NY: Schuster and Schuster.

Also cover how to cite more than one author, and an editor:

- Smith, J. & Jones, T.
- Smith, J. (Ed.).
- Smith, J., et al.

Periodical (article) - Author's last name, first name, date of publication, article title, periodical title, volume, and page numbers.

- Smith, J. (2008). The African cheetah and its habitat. *Zoobooks*, 23, 76-77.

Website - Author's last name, first name, date, title of article, name of website, retrieval date, from URL.



- Richards, J. (2008). Space Shuttle: mission information. NASA. Retrieved February 20, 2008, from [http://www.nasa.gov/mission\\_pages/shuttle/shuttlemissions/index.html](http://www.nasa.gov/mission_pages/shuttle/shuttlemissions/index.html).

Skills specific for 5<sup>th</sup> Grade (covered in Library lessons)

- Almanac
- Encyclopedia (print)

For All Upper Elementary Classes

All pieces of work should contain the following elements: name; grade; date; subject/title:

Maria del Mar  
4A  
March 13, 2008  
Language Arts: Using a comma

Middle School

This Middle School section will deal with the following elements:

- Title Page/Assignment Details
- General Formatting
- References

Title Page/Assignment Details

A piece of work that is presented without a title page should contain the following elements at the top of the page: name; grade; date; subject/title:

- Ricardo del Mar
- 8B
- March 13, 2008
- English: Romeo and Juliet, Act I, scene ii

A piece of work that is presented with a title page should contain the following information, and be formatted as follows: title; author; affiliation; (all double spaced, in the top half of the paper, centered, *in uppercase and lowercase letters*).

Science Project: Electromagnetism Project

Maria Del Mar, 7B

International School of Curacao

## General Formatting

The following general formatting guidelines should be followed:

**Pagination** – Preliminary pages should have lower case roman numerals, while the main body should have arabic numbers, starting on the title page, in the upper right-hand corner (using Header and Footer in MS Word).

**Page Headers** – You may wish your students to give a page header (a few words, which identify the main theme). This should be written in the upper right-hand corner (using Header and Footer in MS Word).

**Indentation** – Indent the first line of every paragraph. For consistency, use the tab key, set at five to seven spaces or a half inch.

**Headings** – There are five available levels of headings, though three or four should be sufficient. Please refer to your APA Concise Rules.

**Line Spacing** – Use double spacing between all lines of the manuscript.

**Margins** – Leave margins of at least 1 inch at the top, bottom, left, and right of every page.  
Science Project: Electromagnetism Project Maria Del Mar, 7B International School of Curaçao

**Uppercase and lowercase letters** – Use uppercase letters for most elements on the title page, most headings, and some elements of the reference list.

**Spacing and Punctuation** – Space once after all punctuation (refer to your APA Concise Rules for exceptions).

**Quotations** - Quotations of fewer than 40 words should be incorporated into the text and enclosed in double quotations marks (“ ”). Longer quotations should be placed in a double-spaced block with no quotation marks. Use an indent for the first and subsequent paragraphs.

**Paraphrasing** – Students should learn how to paraphrase into their own words, giving a citation. (Suggestion: Students learn about quotations in text in 6<sup>th</sup> Grade, paraphrasing with a citation in 7<sup>th</sup> Grade, and using longer block quotations in 8<sup>th</sup> Grade.)

**Chapters** – You may wish your students to divide their work into chapters (for example a research report might be divided into Introduction, Method, Results, and Discussion). Each chapter should start on a new page.

**Electronic Formatting** – Students will be taught relevant features of MS Word (page setup: margins, headers and footers; paragraph formatting: indents, line spacing; font formatting and format painter) in their IT lessons.

## Citation

APA citation style cites the author and date of works that are used in research. This style of citation identifies the source for readers and enables them to locate the sources in the

alphabetical reference list at the end of the manuscript. This is very detailed. However, the main points are as follows:

- Walker (200) compared reaction times...
- In a recent study of reaction times (Walker, 2000)...
- In 2000 Walker compared reaction times...
- Smith, Jones, Chang, and McLean (2004) found that...
- Smith et al. (2004) found...
- (National Institute of Mental Health [NIMH], 1998)
- (NIMH, 1998)

## References

Students should ensure that their citations match the information given in the reference list. Start the reference list on a new page. Double space between reference entries. The first line of each reference should be flush to the left and subsequent lines are indented (hanging indent). The reference list should be arranged alphabetically, by author. Two or more works by the same author should be arranged chronologically, the earlier/earliest first.

The following list shows examples of material types that students are likely to use:

### *Book*

Reynolds, J. (2006). *Space and space rockets*. New York, NY: Schuster and Schuster.

Smith, J. & Jones, T.

Smith, J. (Ed.).

Smith, J., et al.

### *Encyclopaedia or Dictionary*

Sadie, S. (Ed.). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

### *Periodical*

Jones, J. (2008). The African cheetah and its habitat. *Zoobooks*, 23, 76-77.

### *Daily Newspaper (no author)*

Royal Family in new scandal. (2008, April 14). *The Guardian*, p. 14.

### *Motion Pictures*

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures.

### *Website – the most common instances*

- Richards, J. (2008). Space Shuttle: mission information. *NASA*. Retrieved February 20, 2008, from [http://www.nasa.gov/mission\\_pages/shuttle/shuttlemissions/index.html](http://www.nasa.gov/mission_pages/shuttle/shuttlemissions/index.html)
- Benton Foundation. (1998, July 7). Barriers to closing the gap. In *Losing ground bit by bit: Low income communities in the information age* (chap. 2). Retrieved August 18, 2003, from <http://www.benton.org/Library/Low-Income/two.html>

### Upon entry into High School

Students entering 9<sup>th</sup> Grade should be able handle all of the examples that are contained in the Middle School section of this document. However, High School staff should be aware that some students enter high school without having attended the school at the Elementary and/or Middle School levels. These students should be made progressively aware of APA documentation style, and be given support to use it effectively.

### Bibliography

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: APA.
- American Psychological Association. (2005). *Concise rules of APA style*. Washington, DC: APA.