

MYP Language Policy

2016-2017

**Philosophy**

At Campus International School we believe that communication through written and spoken language plays a crucial role in the development of our students as global citizens. Language development and communication are key to inquiry, knowledge acquisition and working toward making the world a better place. Through the use and exploration of language students are able to connect with people, cultures and ideas across the globe.

CIS has a long term goal to develop students that are proficient in two languages and provide ample opportunity for students to develop more than one language. Students are encouraged to maintain their mother tongue and to value the mother-tongue of other students.

**Language and Literature**

Throughout the Middle Years Programme all students are required to take Language and Literature. Instruction is aligned to Ohio Academic Content Standards and the Common Core English Language Arts Standards. Throughout the MYP students will encounter and analyze literature and language from a variety of cultures and perspectives, as they utilize and develop skills in written language when organizing and producing texts. Communication skills will also be developed through collaboration with others in large and small groups, along with formal and informal presentations. The development of language and communication skills is not limited to language courses; it occurs throughout all areas of study and is a part of all MYP subject areas.

Language, literacy and communication skills are developed and present throughout all activities in the CIS Middle Years Program. Students are frequently given opportunities to read, write, communicate and present across the curriculum and in many of our extracurricular and enrichment activities. Students participate in weekly “Open Mic” and have developed student groups that communicate student needs and allow a platform for student voice to drive activities at CIS. These activities provide students with more opportunities to develop and experience the power of language. Students are also able to develop communication skills and language through leadership roles that extend into the CIS PYP Programme, as they plan, present and participate in Primary Years’ Programes

Students who need additional support with Language and Literature skills will be given the opportunity to participate in additional activities to support their development. Some students will be offered additional instructional time for reading and writing intervention through the use of online programs, leveled literacy and small group instruction in reading and writing, along with after school and summer programs.

**Language Acquisition**

 At Campus International School, Language Acquisition is offered in both Mandarin and Spanish at the middle school level. Many students have been acquiring mandarin since kindergarten in our PYP programme and as they enter MYP in 6th grade, they are offered a choice of whether to continue with Mandarin or pursue Spanish as a second language. The Language Acquisition program at CIS continues to grow and develop as the school grows. The overall focus for each grade level is to help students develop five areas of communication through listening, comprehension, speaking, reading and writing in Language Acquisition courses. Campus International School currently partners with the CSU Confucius Institute to provide Mandarin Instruction and create curriculum that aligns the goals of the CSU program to the IB. We are in the beginning phases of articulating the vertical alignment of Language Acquisition in the MYP and our PYP as we continue to add grade levels and additional languages to the program.

Although, the language of instruction for most courses at CIS is English, we offer Mother tongue support for students who are ELL.

* ESL instruction is provided for all students identified as English Language Learners (ELL).
* A home language survey is completed upon enrollment to identify a student as ELL. Student’s scores determine placement in the ELL instruction.
* Upon placement, students receive small group/inclusive instruction on a weekly basis by a certified ELL teacher appointed by CMSD.
* Their progress in reading, listening, speaking and writing is rated annually using OTELA.
* CIS also supports ELL’s and their parents by providing available translators at conferences.
* Parents are encouraged to read, write, and speak with their children, especially in their native language, as these skills will transfer over to their development in English.
* Multiple resources are available through the library and classrooms (Cleveland State University Library with encyclopedias, story collections, videos; multicultural books and reference books available in school library; research opportunities using iPad).

References:

Shaker Heights School District Language Policy. (2016). Retrieved from

http://www.shaker.org/Downloads/SH%20Language%20Policy.pdf