



Language Policy

2017-2018

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, critical thinking, knowledge acquisition, along with conceptual understanding 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. Language development is supported across the curriculum and in all subject

The primary language of instruction at Campus International School is English. Nearly all of our students are Native English speakers with a under 10 students identifying a language other than English as Mother Tongue. 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 of Instruction in PYP

Throughout the Primary Years Programme the development of language is incorporated into all content areas as student learn the structure of language, how language is used, along with learning from language. Instruction is aligned to the Ohio Academic Content Standards and the Common Core English Language Arts Standards. Throughout the PYP students will encounter literature and language from a variety of cultures and perspectives, as they utilize and develop skills in reading, writing, speaking and listening . 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 occurs throughout all areas of study in the PYP.

Reading and writing across the curriculum includes literature that is culturally relevant and includes multiple perspectives. Workshop approaches to reading and writing instruction are practiced to provide students with choice and voice, as well as skills practice. Student

assessments and interest inform literature choices and both materials and instruction are differentiated to meet the language learning needs of students. Classroom practices may include: Guided reading, shared reading and writing, Read-aloud, literature circles, independent reading and writing, author studies, genre studies, reading response journals, word study, phonemic study, research skills and speech and language services when needed.

Language, literacy and communication skills are developed and present throughout all activities in the CIS Primary Years Program. Students are frequently given opportunities to read, write, communicate through oral language and present across the curriculum. Students are also encouraged to develop voice and choice in reading, writing and speaking. Opportunities are provided to develop student groups that communicate student needs and allow a platform for student voice to drive activities at CIS as they develop and experience the power of language.

Students who need additional support with Language development may 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 and tutoring, along with after school and summer programs.

Language development experiences provide daily opportunities for student's to connect to mother tongue and use both mother tongue and English to learn and explore and this relationship is often noted in the written curriculum. Students are also invited to participate in classroom discussions in their mother tongue with MYP language learners, if appropriate.

MYP 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 Programme.

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.

Additional Language in PYP

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. In order to expand communication skills, students participate in a variety of activities including: storytelling, cultural crafts and performances using Chinese language. Visual labels are used throughout the school to reinforce the Chinese instruction in an effort to create an environment that supports language learning. 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. Additionally, other languages available in the MYP may be offered on various grade levels as a flex choice or elective. We are in the beginning phases of articulating the vertical alignment of Language Learning in the PYP, and continually work to integrate our language curriculum including culture, language and customs common to Chinese speaking cultures across the globe into IB units at each grade level.

Language Acquisition in MYP

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.

Mother Tongue

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 English Language Learners 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.
- Language development experiences provide daily opportunities for student's to connect to mother tongue and use both mother tongue and English to learn and explore and this relationship is often noted in the written curriculum. Students are also invited to participate in classroom discussions in their mother tongue with MYP language learners, if appropriate.
- 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).