



Roland Park K-8 Magnet School for International Studies Language Policy

Philosophy

Roland Park K-8 Magnet School for International Studies is a venue for connections in the world through a shared responsibility of teachers, parents, administrators, and students to develop as proficient communicators in a multi-lingual world. We will participate in a global society by taking a holistic approach to language instruction as a practical purpose for communication. Our language instruction seeks to develop an appreciation of the richness of our world's diversity.

Language Profile

Diversity of Language

Through a collection of family surveys, we have identified that languages, other than English, are spoken at home. Within the home environment, the following languages are spoken: Spanish, Bengali, French Creole, French, Portuguese, Mandarin Chinese, Urdu, and Arabic. Of these languages, Spanish and French are formally taught within the PYP and MYP.

Language of Instruction

English is the language of instruction at Roland Park K-8 Magnet School for International Studies, with the exception of World Language in PYP and Language B in MYP.

Practices

Language A

An inquiry-based approach promotes authentic language learning in reading, writing, speaking, listening, viewing and media literacy. The Transdisciplinary Skills in PYP and Approaches to Learning in MYP facilitate the development of the essential language skills. Language A, English, is the language of instruction allowing students to make connections across disciplines. All students from kindergarten through eighth grade will receive instruction in Language A to increase their ability to communicate in the language of the host country. Through English instruction, students are included in a developmentally appropriate curriculum. Language A instruction will meet the requirements of the Florida State Standards, Next Generation Sunshine State Standards, and the IB MYP Language A objectives (spoken outside classroom).

Language B

Language B is the acquisition of communication skills in a secondary language. French and Spanish is reflected in the school's culture and has a visible presence. Students will receive Spanish instruction in the PYP and have an opportunity to continue in MYP or begin French. In MYP, students are developmentally placed in continuum of Language B courses. School-wide Language B supports Florida State Standards and meets Next Generation Sunshine State



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Standards. Units of Inquiry are used to drive Language B instruction. In the MYP, Language B courses are assessed using the modified Language B criteria for Years 1-3. Full immersion will occur by the beginning of eighth grade in Language B with the goal of fluency upon completion of our Middle Years Programme.

Intensive Reading

Our goal at Roland Park K-8 Magnet School is to include all students in the IB programme. To meet their developmental needs, students in MYP who are identified through state testing as level 1 or level 2 readers continue development of Language A rather than participating in Language B. This small percentage of students needs intensive development of the host language. This allows students extra support in language A to meet their specific learning needs and meet state mandated reading requirements. Once reading mastery requirements are achieved as measured by state testing, students will participate in Language B instruction. Every effort will be made to incorporate elements of Language B instruction in other content courses in order to include struggling readers fully in the Middle Years Programme.

Mother Tongue

At Roland Park K-8 Magnet, mother tongue support for students who have a native language other than English is part of our mission to create an environment that embraces diversity. We involve our school community in areas such as assisting with professional development and creating opportunities for students to use multiple languages in the school setting. We also work to provide translations of school documentation and information as well as provide translators for parent-teacher conferences in students' mother tongue languages to ensure effective communication with families.

We encourage the use of technology to allow students to continue their mother tongue skills. This is accomplished through increasing materials in the media center to reflect school language profiles, including classroom libraries.



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Evidence and Incorporation of Language in the Classroom

Roland Park provides a variety of opportunities for students to acquire and build language skills. Language is infused into a variety of school-wide events and practices.

Examples of how language is incorporated into classrooms include:

- Language B classroom labels
- Directions and commands given in both Spanish and English
- Leveled, small reading groups to address individual language needs
- Word Walls
- Weekly vocabulary study
- Use of differentiated text

School wide/grade level show cases that integrate language development and practice:

- Battle of the Books
- International Bazaar
- Hispanic Heritage Day
- Living Museum
- Kinderville
- Innovation Station
- Unit Showcases

Examples of how Mother Tongue/Student Culture is supported at Roland Park:

- Culture Projects (3rd Grade)
- World Government Projects
- Math Connections Flyers (sent in various languages)
- Use of bilingual books
- Myon online text accessible in a variety of languages
- Labeled classrooms (Language B and Mother Tongue)
- Resources and texts accessible in Media Center
- Cultural flags in courtyard representing culture of all RP students
- International Bazaar
- Hispanic Heritage Month
- Evening of Expression
- Evening of Inquiry
- Black History Month
- 5th Grade Exhibition



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All grade levels work to build speaking, listening, reading, writing, and media literacy skills. Listed below are some activities students may participate in that address language and literacy.

- Kinderville: Students use speaking skills to present information about a community worker/place. (K)
- Use of accountable talk
- As students learn about elements of fairy tales, they listen to fairy tales from all over the world. (K)
- Junior Great Book inquiry based discussions
- Readers Theaters
- Student read text about global/cultural celebration and traditions. (K)
- Students make classroom print rich labels. Students work on using vocabulary words in sentences.
- Students use online text resources (MyOn, IReady) to listen to text and support unit activities.
- Use of leveled text
- Global Read Aloud Project (4-5)
- Use of figurative language, poems, storytelling
- Online research through passion projects, genius hour, etc (2-5)
- Student led lessons (3)
- Twitter Responses
- Opinion based/informational writing tasks
- Use of code.org
- Short videos to support IB units, concepts, and action
- Tourism Expo (4)
- Lego Robotics (4-5)
- Creation of brochures, PowerPoints and other informative media projects
- Battle Books (4-5)