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# ***Global Campus Primary Years Programme (PK-6) Language Policy***

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## **Purpose of Global Campus PYP Language Policy is to:**

- Identify and meet the language needs of all students
- Differentiate with language objectives so that all content areas are accessible
- Create common curriculum guidelines that align instruction across all grade levels
- Build academic and social vocabulary throughout transdisciplinary learning
- Promote bilingualism

## **Language Philosophy:**

We believe that:

- We are all language teachers and learners
- Language should be supported, developed, and valued in the classroom and at home
- Language is a powerful and valuable form of communication that connects us to others
- Language promotes cultural awareness
- An understanding of a second language increases global competency

## **Language Profile:**

As of school year 2017-18, 50% of GPA/GIA students are Non-English Speakers or Limited English Speakers. 63% of GPA/GIA students' mother tongue is different from the school's language of instruction (English).

The population of Spanish speaking students at Global has varied levels of English Language Proficiency. Some students, regardless of grade level, speak and understand only Spanish while others speak and understand both English and Spanish. Upon registering at the school, each student's native language is identified with the Home Language Survey. A variety of strategies are used to address their diverse language needs. Students are expected to learn to listen, speak, read, and write in English.

## **Language Instruction**

At least one teacher per grade level is endorsed or highly qualified in ESL instruction. All academic content is delivered in English for all students. Classroom instruction supports the development and acquisition of social and academic English through best practices such as:

- Planning and delivering lessons taking into consideration the areas of language acquisition (listening, speaking, reading, and writing)

## **Language Instruction Continue**

- Language objectives
- Differentiation of instruction
- TPR (Total Physical Response)
- Sheltered instruction/techniques
- Opportunities for oral language
- Cooperative learning
- Print rich environment
- Wait time
- Modeling/Scaffolding
- Open ended questions with student accountability of complete sentences
- 80% student talk and interaction / 20% teacher talk
- K-3 Language for Learning/Thinking/Writing and Inside (groups and instruction based on language needs/level)
- Additional support provided by ELL teacher/Classroom teacher
  - K-3: Push-in
  - 4-6: Pull out

## **Second Language Instruction**

- Spanish exposure for Preschool students
- K-1: 30 minutes every other day on a two-week rotating specials schedule
- 2-3: 65 minutes every other day on a two-week rotating specials schedule
- 4-6: 50 minutes every day on a two-week rotating specials schedule

## **Mother Tongue/Native Language Support**

- Parents are encouraged to support their student's language development in a variety of ways including reading and writing together at home in the mother tongue
- Materials are supplied in English and Spanish for parents and in other languages upon request.
- Online access to resources
- Translators available for conferences in any language needed

## **Assessment and Curriculum**

All assessments and Curriculum are aligned to state and district guidelines

- ACCESS (state assessment)
- English Language acquisition monitored (WIDA standards/Can-Do Descriptors)
- ELL Plans with specific listening, speaking, reading and writing goals (ALPINE Achievement)
- Unit Plans (Language Objectives)
- District ELL programs
  - Language for Learning/Thinking/Writing
  - Inside