



Language Policy

Franklin Academy
Pembroke Pines K-8 Campus
International Baccalaureate Middle Years Programme

Purpose

At Franklin Academy Pembroke Pines K-8, we believe that language development is the responsibility of all stakeholders including students, teachers, staff, administrators, families, and the community. Language learning includes reading, writing, speaking, and listening. Franklin Academy Pembroke Pines adheres to the IB standards and requires that all MYP students participate in a foreign language (International Baccalaureate Organization, 2022a). Our language of instruction at Franklin Academy Pembroke Pines is English. At the present time, Franklin Academy Pembroke Pines K-8 offers Beginning Spanish (Phase 1), Intermediate Spanish (Phase 2), Advanced Spanish (Phase 3), Spanish 1 (Phase 3), and Spanish 2 (Phase 4); but plans to offer other foreign language courses in the future. Spanish 1 and Spanish 2 are high school level courses. Our school's goal is to provide a rigorous academic program that supports the community's cultural diversity and exposes our students to a worldwide view. We have identified the importance of language development and its correlation to holistic learning and growth of the whole student. The language policy committee is made up of teachers, leadership staff, and administrators from Franklin Academy Pembroke Pines K-8 MYP, who developed this document in order to outline the key components of our Language Policy. (Franklin Academy Cooper City Charter School, 2017)

Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national and international community, while adhering to the principle that all children can learn.

Philosophy

The Franklin Academy Pembroke Pines K-8 Language Program is designed to assist students in

acquiring and developing the linguistic skills necessary to succeed in the 21st century. This goal is achieved by employing the MYP Language Acquisition Aims and Objectives (International Baccalaureate Organization, 2022b), as well as the Florida State Standards to our instructional practices. Students are encouraged to use written language in numerous contexts as a means for expressing themselves with purpose and innovation while reflecting on their learning, their lives, and their connection with the world. All IB students are encouraged to embody the Learner Profile to become life-long learners who realize that they have a role in creating a better and more peaceful world (International Baccalaureate Organization, 2022b). All MYP teachers are reading teachers; therefore, in all classes, students read, speak, write, listen, and view languages in diverse ways and for multiple purposes. Utilizing the inquiry-based approach of the MYP curriculum framework (International Baccalaureate Organization, 2022b), students explore language and become communicators in a multilingual world.

Definitions

Mother Tongue - "The language(s) learned first; the language(s) identified as a 'native speaker'; the language known best, or the language used most." The term is best described as the language that the student predominantly uses outside of school. Mother tongue is typically the language spoken at home by all family members. (International Baccalaureate Organization, 2022b)

Second Language/Language Acquisition/Language B/Language 2 - Describes the language learned subsequent to the first language with the goal of accessing the language with competence outside of the classroom setting. (International Baccalaureate Organization, 2022b)

Language Acquisition - The goal of Language Acquisition is to be able to communicate in both an educational and real world setting in two languages, mother tongue and Language B. (International Baccalaureate Organization, 2022b)

English Language Learners (ELL) - This refers to those MYP students whose mother tongue is not

English. At Franklin Academy Pembroke Pines K-8, we provide a differentiated approach to learning and assessment. Accommodations may be applied for all forms of assessment, including, but not limited to, extended time for oral and/or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper-based tests (Broward County Public Schools, 2017a). Accommodations are embedded into lessons as outlined on the ELL strategies matrix (Broward County Public Schools, 2014). In addition, families of students who are in the English for Speakers of Other Language (ESOL) Program receive annual score reports from Florida's Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELL's 2.0 (Broward County Public Schools, 2017b), the state assessment for ELL's. ACCESS scores measure English proficiency and progress through and out of the ESOL Program. Families and teachers can make requests for any state assessment score by e-mail or fax from the ESOL Coordinator at Franklin Academy Pembroke Pines K-8.

Primary Language Instruction (Language and Literature)

The primary language of instruction at Franklin Academy Pembroke Pines K-8 is English. All MYP students are required to take Language and Literature in Years 1, 2, and 3 of the programme (International Baccalaureate Organization, 2022a). Through direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. These courses are taught in English in an effort to ensure all MYP students meet the state requirements and are best prepared for the Florida Assessment of Student Thinking (FAST). The Language and Literature courses support the FAST and adhere to and follow the MYP Language and Literature Aims and Objectives (International Baccalaureate Organization, 2022a).

By participating in language instruction, students explore the fundamental concepts of analyzing, organizing and producing text, using language with the purpose of communicating, exploring various viewpoints, and promoting intercultural awareness. Within the MYP, students read a variety of texts including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information in order to acquire new

knowledge. Another critical aspect of Franklin Academy Pembroke Pines K-8 language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication. (Franklin Academy Cooper City Charter School, 2017)

In order to provide students with an authentic and diverse Language and Literature learning experience, teachers will:

- Use the MYP aims and objectives
- Use MYP Unit Planning to provide inquiry-based, student-centered, and concept-based lessons that engage students and prompt them to make real world connections
- Instruct with reading/writing workshop methodologies where appropriate
- Facilitate reading in all subject areas
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts and media, including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Use authentic summative assessments and the MYP Assessment Criteria to assess them using appropriate rubrics which state the Assessment Criteria and Task-Specific Criteria and are provided to the students prior to completion of the assessment
- Participate in state- and federally-mandated assessments
- **Provide opportunities for students to take action within the larger community**
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction

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Second Language/Language Acquisition/Language B/Language 2

Franklin Academy Pembroke Pines K-8 currently offers Spanish to meet the IB requirement of a second language (International Baccalaureate Organization, 2022a). Franklin Academy Pembroke Pines K-8 requires students to learn a second language and in the future will increase the number of languages offered. The goal of Language Acquisition is to enable students to

become proficient in a second language. Language Acquisition does not progress by year, but by proficiency. Therefore, Language Acquisition courses are based on the phase of language development achieved by the student (International Baccalaureate Organization, 2022b). Franklin Academy Pembroke Pines K-8 has four phases of Language Acquisition.

Language Acquisition courses will follow the IB Aims and Objectives. These aims and objectives are (International Baccalaureate Organization, 2022c):

Objective A- Listening

Objective B- Reading

Objective C- Speaking

Objective D- Writing

These aims and objectives will be assessed a minimum of two times per academic year.

Becoming culturally and linguistically proficient in two or more languages is the essence of Language instruction for MYP students at Franklin Academy Pembroke Pines K-8. However, the acquisition of language is seen as a continuum along which each individual student progresses in a variety of courses.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives
- Use MYP Unit Planning to provide inquiry-based, student-centered, and concept-based lessons that engage students and prompt them to make real world connections
- Set goals of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, and writing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction

- Design instruction for authentic summative assessment
- MYP Assessment and Task-Specific Criteria rubrics will be provided to students prior to completion of each summative assessment.
- Provide opportunities for students to take action within the larger community

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The placement of MYP students in their Language Acquisition courses will be determined by the placement test and teacher recommendation.

Mother Tongue Support

Franklin Academy Pembroke Pines K-8 supports all families and students whose native language is not English and encourages our families and students to speak and develop their mother tongue outside of the school setting. Our school's goal is to strengthen the student's language skills while still supporting their culture. We encourage parents and students to speak and develop their mother tongue at home. (Franklin Academy Cooper City Charter School, 2017) This strengthens the child's language skills while instilling a sense of importance about his/her culture. Franklin Academy Pembroke Pines K-8 promotes cultural diversity and awareness in its everyday implementation of the MYP and celebrates this diversity in its various multicultural events/celebrations. Furthermore, the school aims to support students and families in the maintenance and development of both native language and literacy skills. This includes the active support and development of the mother tongue through recognizing and celebrating various mother tongue languages throughout the school, assisting parents in accessing materials in their native language, and providing extended mother tongue resources in school Media Centers and through vetted online language programs.

Franklin Academy Pembroke Pines K-8 provides translators in all communication needs and during parent/student conferences. To further support our diverse families, Franklin Academy Pembroke Pines K-8 will translate all policy documents into Spanish. All IB MYP teachers are required to successfully complete professional development in ELL and ESOL (Broward County Public Schools, 2017a), which is mandated by the State of Florida.

Students succeed through a language transition program that helps them to acquire the language of instruction while keeping their mother tongue. A compendium of examples produced by United Nations Educational Scientific and Cultural Organization (2009) attests to growing interest in promoting mother tongue. The need to ensure that the youngest members of our community keep their linguistic heritage, combined with Franklin Academy's educational model, is an effective approach whereby children become proficient in their home language while laying the foundation for learning in English. Franklin is a warm, welcoming place where students feel content, included and ready to learn. Each child's mother tongue is a fundamental part of who they are and where they are from, and they have the right to take that language with them into adulthood, without negative interference from anyone. Supporting the culture of our students is another way our school has provided our students with an inviting approach to their language, culture and enthusiasm. We recognize that the evidence points to a link between proficiency in the first language and academic achievement in the second.

We integrate knowledge about language across the curriculum. English is the primary language used in the classroom, but we also encourage ESOL students to talk about their mother tongue when language is being discussed. For example, conversations about how pronouns work in English are enriched for all the learners by comparing how pronouns work in other languages. Franklin Academy Pembroke Pines K-8 MYP teachers use strategies that foster transfer of concepts and skills from the students' mother tongue and identity to their current context and language. We know the research has shown this type of cross curricular transfer in schools to be successful. Our students read books and engage in oral practice within same language circles or read dual language books on their own, as needed. When new vocabulary and elements of grammar are introduced in English, the links between the English elements and other languages' elements are explored.

The Franklin Academy Pembroke Pines K-8 MYP Media Center is equipped with multilingual resources, including computers. Franklin Academy Pembroke Pines K-8 has iPad and laptop carts that can be used to access resources in both English and Spanish. Recently, the school made a significant purchase of books in multiple genres, languages, reading levels, and interests that are written in Spanish or written about different cultures and countries.

Intensive Reading

In accordance with state and district requirements (Florida Department of Education, 2011), students who scored a level 2 or below on the FSA will be placed in an Intensive Reading course in addition to their Language and Literature course. Intensive reading classes provide the support needed for the identified deficiencies to be eliminated. The goal of the intensive reading class is to help students build foundational skills in reading.

Implementation of reading and writing practices at Franklin Academy Pembroke Pines K-8

The philosophy of Franklin Academy Pembroke Pines K-8 is that all MYP teachers are reading teachers. Reading skills and techniques are taught in all subject groups every day and in all years of the programme. MYP Students are encouraged to read for information and read for pleasure. Franklin Academy Pembroke Pines K-8 Language teachers intentionally expose students to a wide variety of genres. The school has made a commitment to continue to provide our students with a variety of literature and plans to enhance the current resources by providing more literature, poetry, plays, trade books, short stories, newspapers, magazines, and informational text. (Franklin Academy Cooper City Charter School, 2017)

Franklin Academy Pembroke Pines K-8 uses a variety of materials and resources to enhance the development of language skills. The school promotes and incorporates supplemental reading incentives and support programs. A book fair is held each year, where funds are allocated back to the school in order to fund enhancement of literacy materials and resources.

Franklin Academy Pembroke Pines K-8 will continue to foster our MYP students' inquiry and exploration and provide meaningful and purposeful writing while preparing our students for the state writing requirements. Our teachers teach the writing process (planning, outlining, drafting, editing, proofreading, and publishing) in all years of the MYP.

Strategies to Support Teachers and Students

All educators at Franklin Academy Pembroke Pines K-8 are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

General education students are supported in language development through an inquiry-based instructional approach. Differentiated practices are noted in instructional units to meet diverse learning preferences and needs. The Broward County inclusion policy describes the tiers of potential support for students to allow participation to the fullest extent in all courses.

Policy Creation Process

The Language Policy was developed with assistance from publications from the IB, including *From Principles into Practice* (International Baccalaureate Organization, 2022b) and *Guide to Programme Evaluation* (International Baccalaureate Organization, 2022d) as well as examples of Language Policies from IB World Schools.

The following individuals comprised the Language Policy Committee:

- o Carlos Abreu- Mathematics
- o Alexander Lopez- Sciences
- o Jaime Raya- Individuals and Societies
- o Paul Frechette- Physical and Health Education
- o Juan Vazquez- Arts
- o Ines Valencia- Language Acquisition
- o Arlene Garcia- Language and Literature
- o Noemi Soto- Arts
- o Yvette Fadraga- ESOL Coordinator
- o Maritza Rosado- Accountability Coordinator

Policy Communication

The Language Policy is shared with all stakeholders through a variety of communication

methods. Staff members were made aware of the policy-making process through regular updates during curriculum meetings and bi-weekly MYP meetings. The policies have been added to the IB Tab on the Franklin Academy Pembroke Pines K-8 website, along with documents explaining all aspects of IB implementation and other IB-related documents. In addition, the Language Policy will be highlighted during the MYP Parent Information Nights that are held throughout the academic school year.

Policy Review Process

The Language Policy Committee has determined that the policy will be reviewed and updated annually by the Franklin Academy Pembroke Pines K-8 community. The implementation of the Language Policy in all MYP classrooms will be reviewed by the IB MYP leadership team (which consists of the Principal, both Assistant Principals, the IB MYP Coordinator, the Special Programs Coordinator, the Guidance Counselor, the Instructional Coach, the Literacy Intervention Specialist, the Assessment Coordinator, the Response to Intervention Specialist, and each of the eight Subject Group Leaders) as part of the teacher observation process (which is also documented on the observation checklist created by Franklin Academy Pembroke Pines K-8).

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Franklin Academy Pembroke Pines is an IB World School for the Middle Years Program. IB World Schools share a common philosophy- a commitment to a high-quality, challenging, and international education that we believe

is important for our students.

For further information about the IB and its programmes visit our website at <http://ppk8.franklin-academy.org/> under the IB tab in the for Parents section.