



**James B. Sanderlin K- 8
IB World School
Language Policy**



Mission Statement: James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to be successful internationally minded citizens.

Vision: Develop lifelong learners who flourish and make a positive difference in the world.

Philosophy of Language: At James B. Sanderlin, we believe that language is central to learning. All instructional staff members are language teachers with responsibilities in facilitating communication. Language is the medium through which the entire curriculum is taught and learned. It facilitates communication and incorporates the skills of reading, writing, speaking, listening and media literacy. Language is used to communicate our needs, feelings, ideas and experiences as well as understanding each other. Language, in all its forms and in all systems, is the fundamental way we learn about ourselves, about others and the world around us.

Purpose of this Document: The purpose of this document is to communicate to all stakeholders – administrators, teachers, students, parents and community members – the programme expectations for language and the development of all forms of language communication to promote international mindedness.

Development and maintenance of language:

PYP	MYP
<ul style="list-style-type: none">• 120-minute daily language arts block for grades K-5• Additional 20 - 30 minutes of reading intervention/enrichment for all students daily.<ul style="list-style-type: none">○ Students with varying exceptionalities – meet with certified ESE teacher per IEP goals.• 45 minutes of Spanish second-language instruction for all students weekly.• Develop and incorporate the skills of listening, speaking, reading, writing, and media literacy using the ELA strands of the Florida B.E.S.T Standards.• Formally assess language development and report results of language learning:<ul style="list-style-type: none">○ iStation ISIP: Monthly progress monitoring of language development in all grades.○ BEST Standards Progress Monitoring grades 3-5.○ ELFAC: Early Literacy Foundational Assessment Criteria is administered in grades K-2, three times a year.○ Report progress via quarterly report cards and conferences.• Promote inquiry-based authentic learning that focuses on the transdisciplinary nature of language learning.• Highlight opportunities for translanguaging connections across the curriculum.	<ul style="list-style-type: none">• Language instruction is supported across all disciplines and MYP subject areas.• All students are required to take Language & Literature every year.• Use of the IB MYP Language & Literature criteria are used along with the Florida B.E.S.T. Benchmarks for assessment purposes,• In addition to the Language and Literature course, students who have scored a level 1 or 2 on the reading portion of the FSA Language Arts Florida Standards (LAFS) must also complete an Intensive Reading class.• This intensive reading class is used as a design course to meet student's specific reading needs through the use of multi-media resources to teach and reinforce a variety of critical reading skills.• All students study Spanish as to fulfill their Language Acquisition course requirement.• Language Acquisition courses are assessed using the Language Acquisition Assessment Criteria for years 1-3 and the Florida World Languages Standards.

Language A – Primary language of instruction; English

There is a reciprocal relationship between using inquiry to facilitate language and using language to facilitate inquiry. All students are provided a safe, nurturing, language-rich environment that supports learning as well as social, emotional development and well-being. Our school community benefits from access to different cultures, perspectives, and languages, which increase cultural awareness and international mindedness. We value and encourage students to respect the language, literature, and culture of their home country, as well as of other countries around the world. We strive to create a caring language community in which all students feel accepted and supported, thereby feeling confident to be risk-takers.

As part of our commitment to Language instruction all English language teachers are required to complete their Reading Endorsement certification. Additionally, to maintain this certification, teachers must complete 40 hours of courses that support reading instruction every 5 years. Teachers also attend ELA district wide trainings and professional development workshops to stay current on best practices.

Language B – Language Acquisition taught at school; Spanish

The second language students learn at James B. Sanderlin is Spanish. Fluent Spanish-speaking teachers provide Primary Years students (K-5) with forty-five minutes of Spanish instruction once per week. Middle Years students (6-8) attend three to five hours of Spanish instruction weekly as a requirement to fulfill the Language Acquisition subject area expectation. Supplemental Spanish is available for MYP students through the use of interactive computer programs called Sr. Wooly and Garbanzo. Additionally, PYP students have the opportunity to participate in an optional Spanish Club to continue their language development.

Language Acquisition teachers support the school's reading, writing and oral language practices as well as IB learner profile development. Students receive instruction using an interactive, immersion approach to second language learning. Emphasis on grammatical structures, verbal and writing skills, and vocabulary development help students develop the tools they need to become effective, multilingual communicators. International understanding, cultural awareness, and historical knowledge are enhanced through the study of the customs, traditions, and everyday life in Spanish speaking countries.

Mother Tongue

The mother tongue of the overwhelming majority of the students at James B. Sanderlin IB World School is English, which is also the language of instruction at the school. However, within our student population there are bilingual students, including those whose home language is a language other than English. These students are celebrated and encouraged to share their language knowledge and culture with the school community through school-wide special events. There are several multilingual, multicultural staff members at Sanderlin too, who may be called upon to assist when translators are needed for parent conferences.

We believe that recognizing and supporting our students' mother tongue languages is crucial to their development. The role of parents is vital in ensuring a positive approach to the development of languages. The school expects parents to value their home language(s), as home language proficiency and maintenance are essential in the acquisition of additional languages. Appropriate support with English at home is also an essential part of the children's success both for English and non-English speaking families.

Students who enroll at James B. Sanderlin IB World School, speaking a language other than English, are given a Home Language Survey and provided with the appropriate assistance depending on their needs. In order to support students who speak a language other than English, teachers are required to be ESOL (English for Speakers of Other Languages) endorsed or certified.

The Media Center – Hub of Inquiry

The media center is a large open space with a clear delineation of the books appropriate for PYP and MYP students. The Media Specialist works with classroom teachers to ensure that student needs and interests are met through the selections in the media center. A constant and deliberate effort is made to provide a wide variety of media in all the native languages of the students at Sanderlin K-8. Since Spanish is the second language taught at Sanderlin, there are resources available to encourage language development in the media center. Furthermore, as the diversity changes at the school, the Media Specialist analyzes school needs when placing orders to replenish the texts available to ensure there are selections available for all students who speak languages other than English at home.

Roles and Responsibilities that Support Language Instruction

Teachers will...	Families will...	Students will...
<ul style="list-style-type: none">• ensure that reading, writing, speaking, and listening takes place in all content areas, and students will read across the curriculum whenever appropriate.• employ a variety of practices and strategies when planning for instruction and provide meaningful feedback.• utilize vocabulary-building techniques, including academic vocabulary, whenever appropriate and model correct usage of written and oral language conventions.• model correct language usage in conversation.• plan experiences that help promote language development utilizing the IB approaches to learning.• provide assessments for students to demonstrate progress using Florida State Standards and Benchmarks and/or IB criteria.• provide translated materials and a translator when needed.	<ul style="list-style-type: none">• encourage students to read and write at home and speak to them about concepts they are learning about in school.• help students acquire reading material for pleasure when possible.• provide students opportunities to practice the new language(s) they may be learning in school.• emphasize the importance of language skills and how developing communication skills is essential to being a global citizen.• use Focus portal, agendas, and teacher communication to monitor student development reading, writing, speaking, and listening communication skills in all courses.	<ul style="list-style-type: none">• complete assignments and coursework to the best of their abilities.• choose to read just right texts for learning and pleasure.• reflect on their language development progress in ELA and Spanish classes (PYP) and both their Language and Literature courses and Language Acquisition classes (MYP).• be open-minded when learning about other cultures and the languages they speak.• practice self-management and organization skills by utilizing resources provided to them such as dictionaries, word wall, and sentence frames appropriately.