

PHILOSOPHY

We, at Clubview Elementary School, believe language is fundamental to learning, thinking, and communicating; therefore, language is an essential part of our curriculum. We acknowledge that language builds the framework for transdisciplinary learning. Students should experience various forms through oral, written, and visual language across the curriculum. Understanding the importance of different cultures, perspectives, and languages benefits all children and helps cultivate international awareness. We encourage students to bring their own unique cultural backgrounds into our school and support families in developing mother tongue fluency.

LANGUAGE OF INSTRUCTION

ORAL COMMUNICATION: LISTENING AND SPEAKING

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. Oral language is such a vital part of the school day in all grade levels because it provides the foundation for all facets of communication; therefore, the students are exposed to different genres and media that enhance success.

The student engages in various activities that demonstrate these skills which include:

- Listening centers
- Oral assessments
- Oral/whole group (choral)/partner reading
- Oral instruction
- Role play
- “Ruff Readers”
- Oral presentations (IB summative assessments)
- Listening comprehension activities/assessments
- Student generated broadcasts (Spanish review, announcement, pledges, etc.) on CKN (Clubview Kids Network)
- IB exhibitions
- Story reading (guest readers, student readers, faculty readers)
- Guest speakers (Career Day presenters, IB theme presenters)
- Giving and following directions
- Telling stories and events in sequence

WRITTEN COMMUNICATION: READING AND WRITING

Writing begins with the understanding that symbols stand for words and thoughts. This expands to writing that becomes sophisticated and filled with meaning. Students learn to use the writing process in order to purposefully communicate with a variety of audiences. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world. They read thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning. Writing and reading are demonstrated in the following:

- Journal writing
- Daily language activities
- Literacy centers
- Publication of student books
- Utilization of charter writing/reading rubrics
- Modeling
- Writing/reading in the content areas
- Written reflections
- Following the Georgia Standards of Excellence
- Writing/reading various genres
- Using a variety of reference books and dictionaries independently
- Achieve 3000
- Lexia Core 5
- Music: Reading simple musical notation

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Visual communication is an integral part of the teaching and learning process. The faculty works together to promote visual language in a variety of ways. Visual stimuli are present throughout the school in multiple languages and forms. Individual classrooms are also filled with visual language cues and prompts. Language cues and prompts include:

- Labels in environment
- SMART board usage
- Graphic organizers
- Modeling of writing
- Word walls/vocabulary
- CKN
- Pictorial visuals as word cues
- Instructional posters/visual aids
- Videos/united streaming
- Computer lab
- Math manipulatives
- Published works of students
- Standards posted for students to view
- Modeling for problem solving
- Field trips/speakers

ADDITIONAL LANGUAGE

ORAL COMMUNICATION: LISTENING AND SPEAKING Additional language instruction is a tool for constructing a deeper understanding of IB Units of Inquiry. Foreign language is used to reinforce basic skills taught in the classroom as well as increase each student's awareness of cultures and geography. Students experience music, literature, and art through dynamic lessons that are driven by inquiry. Oral language learning is enriched through the use of a multi-sensory approach where multiple intelligences are accommodated through the use of the following:

- Art
- Storytelling
- Games
- Literature
- Group and individual activities

WRITTEN COMMUNICATION: READING AND WRITING

Written language learning is developed through a variety of writing and reading experiences which include:

- Comparing and making connections between the language which they are studying and English, or their mother tongue
- Writing as an extension of storytelling and oral discourse

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Visual learning is enriched through a literature rich environment which promotes active learning opportunities in the second language classroom and throughout the school. Learning activities accommodate students in every phase of language acquisition through differentiated instruction. Students utilize technology to document their experiences and educate peers about what they are learning. Student creations include:

- Posters
- Videos
- Books

MOTHER TONGUE

ORAL COMMUNICATION: LISTENING AND SPEAKING

A student's knowledge of his/her mother tongue is very important. Students should be able to maintain and improve their first language: therefore, mother tongue language development is encouraged and supported through the following activities:

- Use of students' mother tongue on the student provided television news broadcast (CKN)
- Singing songs in students' mother tongue
- Students reading in their mother tongue in the classroom
- Use of student knowledge about their homeland

WRITTEN COMMUNICATION: READING AND WRITING

To support our students whose mother tongue is not English, our school media center provides books in the mother tongue languages of our students. Parents and students are encouraged to speak in their mother tongue at home and parents are encouraged to share with students the languages that they speak. This can be done in individual classrooms with the presentation recorded for use on CKN. This offers an opportunity for the school to recognize the diversity in the school population. Available resources include:

- Books written in languages other than English
- Bilingual dictionaries and books

VISUAL COMMUNICATION: VIEWING AND PRESENTING

Language is one of the most significant factors in the development of each individual. It is essential to learning. Students whose mother tongue is not English should have an opportunity to use different media to convey their ideas, values and beliefs. Students should be able to:

- Use artifacts in visual communication
- Use a variety of visual media

LANGUAGE SUPPORT

- After school tutoring
- Instruction utilizing differentiation strategies
- Continually evolving Media Center collection
- Parental involvement
- Language integration
- Class buddies
- Peer Helpers
- International Department at Columbus State University

ADDITIONAL LANGUAGE

Spanish is offered as an additional language of study for kindergarten through fifth grade students. By the end of fifth grade, we expect students to speak and understand basic Spanish vocabulary words and read and write simple Spanish with support in each of the three modes of language: interpersonal, Interpretive and presentational. We also want students to have an appreciation for Spanish culture and an understanding that people can communicate in languages other than English.

Spanish instruction at Clubview follows the Georgia Performance Standards for Modern Language, which focus on communication, cultures, connections with other disciplines, and comparisons between Spanish and students' native languages.

Whenever possible, Spanish instruction is connected to units of inquiry. Weekly, students in Kindergarten through First grade receive 45 minutes & Second through Fifth receive 55 minutes of Spanish instruction.

ENGLISH LANGUAGE LEARNERS

The Muscogee County School District is in control over students being placed at certain schools which offer this state funded program. English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia's ELs are accommodated. Staff members are encouraged to participate in ESOL endorsement opportunities.

LANGUAGE INQUIRY

Inquiry is an integral part of reading and writing. Reading and writing strategies are better learned through discovery and action. Provocations and questioning are essential to inquiry-based language instruction. Students learn to use questioning to analyze literature, reflect on author's craft, and apply author's craft to their own writing. Students are given choice in reading and writing topics. Choice encourages enthusiasm towards literacy and learning. Students are able to understand and appreciate different perspectives in literature because of the inquiry approach. By working collaboratively, students share their learning, connections, and thinking about the diversity of literature as they discover it. Students are able to read and find information, and then write to process their inquiries. In an inquiry classroom, kids' thinking is visibly posted, monitored, and reflected upon. Students are encouraged to use classroom resources and research strategies to gain knowledge and foster independence for real-world learning. Through inquiry, students become independent readers and writers, and become motivated to take action.

RESOURCES

LIBRARY MEDIA CENTER

The library has 14,212 items that are available for student and staff check out. Additionally, our staff and students can access Destiny, an online district database filled with thousands of books. Books found on Destiny can be borrowed from any school within the district. We have a close partnership with our public city library that may provide additional resources when needed. Our school collection is very diverse, representing many countries and cultures. Country books and DVDs in the 900s represent over 50 countries. The emphasis in collection development has been to purchase books that promote international-mindedness, provide books in our students' mother tongues, and support the developing Units of Inquiry in all grades. Students seek books that represent other countries.

COMMUNICATING THE POLICY TO THE STAKEHOLDERS STAFF

Our language policy is electronically stored on our Clubview Share Drive for easy access by all staff members. New staff members are guided through the language policy during their induction.

PARENTS/COMMUNITY

The Language Policy is shared with the Governing Board. This is a joint board of staff, parents, and community members. The language policy is available on our school website for community review.

FUTURE REVIEWS

The staff will review the language policy annually for minor changes and additions. This annual discussion will ensure that all staff members are aware of the policy and adhere to our agreements. The annual review will also provide a way for us to make changes to reflect best practices in teaching. We would like this document to be an accurate reflection of our language philosophy and practices.

CONTRIBUTORS

This policy is the result of collaboration between all staff members. The IB Coordinator led this effort. The draft of the policy was reviewed and typed by a collaborative group which had representatives for each grade level and single subject teachers. It was then approved by the entire staff.