



**2015 Southpointe Academy Language Policy
Kindergarten to Grade 12 School Wide Policy**

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Mission, Vision and Values

Our Mission: We involve, instruct, and inspire our students to learn, lead, and succeed.

Our mission is to develop outstanding citizens who are intellectually engaged, intrinsically motivated, and globally aware. Our balanced approach produces confident, well-rounded students, who are creative, independent thinkers and communicators.

Our Vision: The Southpointe community inspires learning for life.

Our school community aspires to impart a love of learning. We nurture and develop students' passion for learning, preparing them for a successful future.

Our Values: Our shared values reflect our goal to be people of character and substance.

Kindness: We act with compassion and grace. We are empathetic. We help others.

Integrity: We are honest. We have the courage to make the right choices. We take responsibility for our actions and their outcomes.

Perseverance: We have the courage to overcome challenges. We stand committed in the pursuit of our goals.

Respect: We honour the thoughts, experiences and perspectives of others. We treat others the way we expect to be treated.

Responsibility: We are reliable and keep our word, seeing our commitments to completion. We seek to make a difference locally and globally.

Introduction

This Language policy is a working document developed by teachers and administrators from K-12.

At Southpointe Academy, we believe that all teachers are teachers of language. We respect and celebrate diverse backgrounds within the uniqueness of our school. We recognize the importance of being able to communicate in more than one language. We support our students in becoming effective communicators (reading, writing, visual, speak & listening) across transdisciplinary areas and promote lifelong learning.

Mother Tongue

Southpointe promotes awareness and respect towards our diverse cultures and mother tongue languages within our community. Southpointe encourages the preservation of mother tongue languages inside and

outside of school. Celebrating our diversity within the school allows for students to appreciate, understand and maintain their cultural identity.

Some of the ways we do this is by:

- Building our library selection with book titles for students in their mother tongue.
- Staff members who help to communicate and translate for our Punjabi and Mandarin speakers during parent teacher meetings.
- Communication in school communication (The Midpointe newsletters) and PCR Report Cards in Punjabi /Mandarin.
- British Columbia Ministry approved Grade 12 Challenge Exams are currently available for the following languages: French, Mandarin, Japanese, German, Punjabi, Spanish and Korean. Students who are near-fluent or native speakers need to see the University Counsellor or HOD Modern Languages in October to register for the Challenge Exam. The exam is written in February through the Delta School District.
- Working towards the goal of our parent Edu Cafe once a month in different mother tongue languages.

Language Courses Offered

Currently there is no formal programme of English language support available for students in Grades K – 12. Students entering Southpointe are expected to have functional fluency in English.

French: Kindergarten to Grade 5

Students learn French from Kindergarten to grade 5, as French is one of Canada's official languages. French is introduced using the Accelerative Integrated Method (<http://aimlanguagelearning.com/>), a new approach that enables students to acquire and develop a working proficiency in a second language without anxiety, as they enjoy a combination of stories, music and drama. AIM is a "holistic, integrated and systematic approach to the teaching of Core French" that helps teachers to "lead students to much higher levels of confidence and fluency in the second language (L2) than has been possible through other communicative approaches". (<http://aimlanguagelearning.com/>)

This program is based on the following strategies:

- **A Gesture Approach (GA)** is used to introduce and reinforce vocabulary and to accelerate the language acquisition and fluency. This technique uses hands signs associated to each word, so that the meaning of words and associated grammar is represented visually and kinesthetically for the benefit of those students who learn best that way. It also enables a French only environment in the classroom.
- **A Pared-Down Language (PDL)** method that teaches useful high-frequency vocabulary first, so students can communicate immediately with the support of gestures. Communication using PDL is reinforced through meaningful repetition and daily routine.
- **Specifically designed stories** are used to contextualize vocabulary, engage and motivate students, and help them to develop confidence and competence in the language. Students focus on literacy activities, music (songs, raps) and drama related to the stories, to ensure maximum production of the language, both oral and written in a meaningful way. Students will learn to perform a play and a dance to accompany a story.

- **An inductive, contextualized approach** to grammar ensures abstract grammar concepts are taught in a meaningful way, by understanding language patterns.
- **Cooperative learning activities** get students working with each other, speaking and writing creatively in French.

“The highly participatory and active learning environment in an AIM classroom ensures students of all abilities and learning styles are supported” (<http://aimlanguagelearning.com/>) , and include all of the Grade 5 core French BC Ministry Prescribed Learning Outcomes: Communicating, Acquiring Information, Experiencing Creative Works, Understanding Cultural Influences.

All four-language skills (reading, writing, listening and speaking) are equally emphasized. However, for students in K to Grade 2, the initial focus is on oral language acquisition, while writing and reading activities are more gradually introduced throughout the terms. Three classes of 40 minutes are provided 3 times a week for a total of 120 minutes.

Authentic integration of the PYP Programme of Inquiry is done through cultural activities and specific projects, to provide students with transdisciplinary learning experiences. Students naturally become risk takers, better communicators, and learn to be open-minded to diversity and differences, while learning French using the AIM method.

French 6-12

French courses develop all basic language skills: listening, speaking, reading, and writing.

The French program follows the BC Ministry of Education prescribed learning outcomes. French 6-9 is offered three times per week and French 10-12 is offered four times a week. Each class is 55 minutes. In grade 10, the students have the opportunity to travel to France (Lyon and Paris) and be immersed in a French homestay family, observe several high school classes in Lyon and visit many cultural sights. The students have the opportunity to write the Diplôme Élémentaire Langue Française (DELF) exam, challenge the AP French course in grade 12 and be consistently engaged and immersed, as much as possible, in a French environment. The main goals are to communicate effectively in French and want to continue learning and speaking French after high school as life-long learners.

Spanish: 8-12

Spanish 8-12 follows the Spanish Core program. The Spanish program teaches the BC Ministry of Education prescribed learning outcomes. Spanish 8-9 is offered three times per week and Spanish 10-12 is offered four times a week. Each class is 55 minutes. In grade 10, the students have the opportunity to travel to Spain where they experience cultural and linguistic immersion evenings with Spanish families, visit a school and interact with students and visit cultural sites in various cities throughout the country like Madrid, Valladolid, Granada, Salamanca and Toledo. The main goals of the Spanish programme are: to provide a supportive and structured learning environment that is challenging, engaging and relevant; to communicate effectively in Spanish for a variety of purposes through a variety of ways and media; to locate, evaluate, adapt, create and share information using a variety of sources and technologies; to be life-long language learners; to want to continue learning and speaking Spanish after high school.

English Language Arts

Within the Unit of Inquiry

The Kindergarten to Grade Five English Language Arts program is taught primarily through the Program of Inquiry. PYP Language conceptual understandings and learning outcomes, and British Columbia Prescribed Learning Outcomes, are connected to Units of Inquiry at each grade level. Reading and writing, speaking and listening, and viewing and presenting skills are taught through inquiry and a wide variety of learning engagements across disciplines. Teachers differentiate instruction to meet individual needs in order to support students on their journey to becoming effective and confident communicators. Administration is committed to providing teachers with professional development opportunities that further their common understanding of best practice approaches to reading and writing, specifically Adrienne Gear's Reading Power (<http://www.readingpowergear.com/>) and the 6 + 1 (<http://educationnorthwest.org/>) Writing Traits. Through collaborative planning, teachers ensure that the Language Arts curriculum has a comprehensive scope and sequence that supports student learning throughout the PYP years. Opportunities that allow children to use their skills in authentic, real life situations are provided at each grade level, culminating with the Grade Five Exhibition. Administrators and teachers are committed to ensuring that, upon completion of the Primary Years Program, every student is equipped with effective language and communication skills.

Outside the Unit of Inquiry

English Language Arts in Grades 6-12 follows the curriculum prescribed by the British Columbia Ministry of Education and is supplemented by the Adrienne Gear Reading Powers Program in Grades 6-8 and the 6+1 Writing Traits program (ENW) in Grades 6-12. Equal focus is given to writing and representing, reading and viewing and oral communications. The ultimate goal of the English Language Arts program is to produce students who are capable of communicating, reading and representing in oral, written and visual mediums and who can apply their English Language Arts Skills both critically and creatively. We are also focused on students developing life-long habitual reading habits that will carry over into other disciplines. At the Grade 10 level, students are able to choose from two streams in their English studies. The first stream is to continue with the Ministry prescribed curriculum with the eventual goal of completing English 12. The second stream is to choose the Honours stream, which enriched the Ministry prescribed curriculum and include Pre-AP work with the eventual goal of completing English 12 in their Grade 11 year and AP English Language and Composition in their Grade 12 year.

School's Student Language Profile

In order to understand each student's language background and to assist with their placement in the appropriate courses, a Language Profile Form is required as part of the admissions process for students entering grades K - 12. These are documented on each student profile on PCR.

Grade 8 students at Southpointe will complete their language profile before selecting their foreign language course. The language profile becomes part of the student's file at Southpointe. A sample of this form is provided in Appendix A.

The Transdisciplinary Nature of Language Learning

The transdisciplinary nature of language learning is taught by all teachers through a cross curricular approach. Language is taught in all subjects through audio, visual and kinesthetic learning. In K-5, learning takes place within and outside of the Programme of Inquiry. In Grades 6-12, the learning of language is provided through a cross discipline method that is transparent in all courses and activities taught in and outside of our school curriculum. The Learning Commons team provides a resource toolkit for students, parents and teachers.

Roles and Responsibilities

All Staff:

All teachers must recognize and respect the diversity of our student body.

All teachers are responsible for assisting students with English language support. This support takes various forms including: explaining materials and assignments; clarifying instructions and requirements; providing exemplars, rubrics, and vocabulary lists; using a variety of graphic organizers and presentations and allowing peer support in their mother tongue to understand concepts.

Appendix A – Language Profile and Selection Form

Student's Name: _____ Date: _____

Student's Grade Level for September:

6th grade 7th grade 8th grade 9th grade 10th grade

Language choice (select one):

Spanish French

Student: Why have you chosen this course for next year?

Parent(s): Do you support your child's choice? Why?

Additional comments, questions or concerns regarding your language choice:

All language choices are subject to approval from the appropriate teachers and administrators, who will make the final decision.

Student's Signature: _____

Parent's Name: _____

Parent's Signature _____

Date: _____

Please help us better understand your language background.

What language(s) do you speak most commonly speak with:

your mother: _____ your father: _____

your siblings: _____ your friends: _____

your extended family: _____ others in your home: _____

What do you consider your 'best' language? _____

What do you consider your 'second best' language? _____

How many years have you studied French as a Foreign Language? _____

How many years have you studied Mandarin as a Foreign Language? _____

What languages are you able to read and write at a grade-appropriate level? (Please list)

Have you ever gone to school, taken classes (i.e. Saturday school or immersion/bilingual schooling), or studied with a tutor in a language other than English? If yes, please explain:

Do you have any other experience with a language other than English (i.e. lived in a foreign country; summer camp, exchange programme, etc.)? If yes, please explain.

Additional comments regarding your language background:
