



Philosophy

All teachers at Louise R. Johnson K-8 School of International Studies are language teachers. We believe that language is fundamental to all learning and instruction. It permeates all aspects of the school climate and the curriculum, including our school mission statement. At Louise R. Johnson K-8 School of International Studies, our mission is to inspire all students to achieve academic excellence, embrace global diversity and become lifelong learners. These tenets cannot be reached without effective language instruction. Language development is the core of our curriculum, whether it is the language of instruction, the heritage language of the student, or any additional language. Our belief is that language learning equips students with a respect for and understanding of other cultures, including the many language groups and cultures that coexist within our school.

Language Instruction

- The language of instruction at Louise R. Johnson K-8 School of International Studies is English. Reading and Writing is taught to all students in MYP Years One through Three through the Language and Literature courses. However, the learning of reading and writing in English is promoted through all content and activities in all our subject areas at Louise R. Johnson K-8 School of International Studies.
- An intensive reading course is offered to students identified as needing focused and intensive reading instruction, in addition to the regularly scheduled Language and Literature course. These classes are designed to increase the student's specific reading needs – decoding skills, fluency, and/or comprehension of text – to achieve higher levels of success. Students who are placed in this course are those who score at Level 1 or 2 on the Florida Assessment of Student Thinking Language Arts Reading Exam (FAST ELA Reading).
- The Inquiry Center promotes the love of reading and inquiry and to provide a central location for research.
- Home/School Language Instruction is provided with communication about teaching and learning through the school's web page, SAC meetings, social media, orientation and parent night meetings. Community outreach programs are provided to support language development at home. (Parent University, Family Literacy and Inquiry Nights, actions projects to support literacy in the local and global community, etc.)



Language Acquisition

Louise R. Johnson K-8 School of International Studies is committed to equipping students with the skills necessary to develop fluency in at least one other language in addition to English. Our Language Acquisition courses are designed for this purpose. Spanish is the language of instruction in our Language Acquisition course. Throughout MYP Years One, Two and Three students will be enrolled in Language Acquisition throughout the school year.

Course overviews, guidance, staff, administration, and Language Acquisition instructors are available to parents to assist them in planning their children's language profile and development.

Teachers will utilize activities based on multiple intelligences presented in a variety of formats. Students' interests will be stimulated while recognizing learning styles and readiness skills. Moreover, the teacher will adapt the complexity of the task to the students' strengths and abilities by transmitting information in different ways using graphic organizers, audio /visual devices, and the integration of technology into the classroom.

Students will be provided with multiple and varied opportunities to demonstrate learning, through using language in spoken and written form and text.

Language Acquisition Offerings

MYP1 – MYP 3 years articulated World language program is available to all students in Language Acquisition courses, including high school credit classes in Spanish in MYP 3.

Offerings include:

- o MYP 1 students have one semester of Spanish – Exploring Spanish Beginning
- o MYP 2 students have one semester of Spanish – Exploring Spanish Intermediate
- o MYP 3 students have a full year of Spanish – Spanish 1



English Language Learners (ELL)

The ELL program at Louise R. Johnson K-8 School of International Studies is designed to support those students whose mother tongue is not English. Students are evaluated, upon entering the district, at each school site to determine if a student is in need of and eligible for ELL services. Training requirements for teachers are set forth by district and state mandates and are based on the subject area taught. Teachers are then responsible for providing the English Language Learner with the most appropriate accommodations to ensure that he or she is successful in the classroom and that all material is presented in a manner that allows the student to express their knowledge of the subject.

Mother Tongue Support

Supporting the development of the mother tongue is imperative to the development of a child's cognitive skills. Studies show that a student with strong skills in the mother tongue acquires strong language skills in general, thus helping the student develop fluency and proficiency in the language of instruction (Cummins, 2006). Language is a part of a child's identity, therefore, recognizing and supporting the mother tongue and the culture of a child serves to provide the child with a positive outlook on both learning and his or her self-image.

At Louise R. Johnson K-8 School of International Studies, we have resources in place specifically designed to support the development of the mother tongue. The Inquiry Center offers a variety of literature in languages and cultures represented by our students, digital resources are also available to the students in other languages.

Cummins, Jim. "Bilingual Children's Mother Tongue: Why is it Important for Education?". 8 Feb 2006.
www.iteachilearn.com/cummins/mother.htm

Language Integration

It is our belief that language is best taught in context. Students need an opportunity to interpret and use the specialized vocabulary found in each area of study. This is of particular importance with the use and interpretation of mathematical, scientific, and technological information. These areas not only have specialized vocabulary but also unique symbol systems. This learning cannot effectively take place isolated from language learning in a broad sense. For this reason, Language and Literature standards are reflected in the tasks of each of the other seven subject groups and interdisciplinary connections and lessons are encouraged through meaningful associations developed by both teachers and students. Additionally, teachers are provided with ongoing opportunities for training and support with regards to integrating literacy into the content area through our monthly department and grade level meetings as well as our professional learning community meetings/trainings.



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Assessment

Assessment shines a light on student achievement. It is used to guide instruction and learning experiences. By using assessment to guide our teaching, we create the desire in students to make meaningful connections to and between the curriculum content. For the direct assessment of language, our staff utilizes the MYP criteria found in the Language and Literature and Language Acquisition subject guides in our Language and Literature and Language Acquisition classrooms. Tasks for assessment are constructed under the guidelines of summative tasks for these subject groups. Internal standardization of tasks is achieved through a peer review process conducted by all Language and Literature and Language Acquisition instructors. The peer review process is utilized to assure the task meets all levels of the associated rubrics and that the assigned rubric scores for a given student are consistently rated effectively against all rubric indicators. Additionally, cross-curriculum and interdisciplinary standardization of tasks is developed through our professional learning communities. Our professional learning communities consist of instructors from diverse subject groups and are designed to develop professional conversations aimed at implementing the International Baccalaureate principles and practices to support high student achievement.

Policy Review

The International Baccalaureate leadership team at Johnson K-8 School of International Studies annually reviews this language policy. Any changes or modifications that are made must then be brought up for discussion and agreement with the entire school community.

Reviewed July 2023



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