

# **INTERNATIONAL CHILDREN'S ACADEMY LANGUAGE POLICY**

## **Philosophy**

International Children's Academy recognizes that all teachers are language teachers. Language learning is across all disciplines and it occurs in all classes.

We recognize that all students learn at different paces. Language development is the shared responsibility of parents, teachers, students and administration. All stakeholders are responsible for supporting the language acquisition and the proper use of English.

American English is the primary language of instruction at ICA and assessments are conducted in English for curriculum delivered in English and in Ivrit for Hebrew language. Our goal is to achieve proficiency in English as well as in Hebrew as a second language.

We believe that students should be exposed to a second language because developing language skills in more than one language enables us to explore other cultures and understand universal perspectives as internationally minded world citizens.

We value the linguistic diversity of ICA and are dedicated to support first language development, English proficiency and acquisition of another language.

The whole school and community is informed of this policy through its posting on the school's website and the family handbook.

## **Language Profile**

At ICA the primary language of instruction is English. When new students enroll in our school they complete a home language survey. See Appendix.

According to the home language survey languages spoken at home by our students are English, Hebrew, Farsi, Spanish, Romanian and Russian.

**% 80 student's most proficient language is English**

**% 70 first language is English**

**% 20 students first language is different than English**

## **Language Program Overview**

Every student in the school takes Hebrew classes as their second language. Identification of language needs occurs in the language classes. For Hebrew it is through in class assessments and I-Thalom online program. For English. for grades 2-5 it is done through Success Maker (online program), for grade 1 it is done through Waterford online program, standardized testing (ERB's) for grades 3-8 and individual reading level assessments (K-5). Middle school students' needs are identified after their MYP assessments based on meeting the criteria of each MYP year.

Special education teacher works with the classroom teachers to identify the needs of the students in language classes and inclusion manager tests their levels through Woodcock Johnson IV Test (2 year to

8th grade). Teachers request observation from the student support team by filling out the student support team form (See Inclusion Policy).

Students identified as having special educational needs with Individualized Education Plans (IEPs) are supported by the teachers through inclusion in the content areas and specialized small group instructions with the resource teacher.

Library resources are available in each class. The school has an arrangement with Beverly Hills Public Library to use their resources. Teachers can borrow up to 60 books at once on one person's library card (Teachers do not have to be Beverly Hills residents.). Teachers have three weeks' time for check out and one time renewal for another three weeks.

IB Coordinator's responsibility is to make sure that the staff is aware of the professional development opportunities as well as providing professional development resources such as current research and best practices in language learning and official IB required training for Middle School Language teachers. Teachers are provided with OCC access and IB training opportunities and other professional developments.

This policy is a working document and reviewed at the beginning of each academic year by the language committee (language teachers, coordinator, head of school, board members).

In the Primary Years Program (PYP) the inquiry units are developed to promote literacy through the inclusion of listening, reading, writing, speaking and presenting to make sure students can:

- Listen attentively
- Read purposefully
- Comprehend and evaluate texts
- Cite evidence from research
- Present using variety of media

### **Language Acquisition (Second Language Instruction)**

ICA recognizes that students benefit from discovering different cultures and perspectives by having access to another language. Learning a different language increases international mindedness of the students and supports personal development.

Students in all age groups receive instruction in Hebrew.

Hebrew classes support school's language practices as well as the program of inquiry, IB learner profile and the MYP units.

IB learner profile is constantly used in the Hebrew classes. From age 3 to grade 5 IB units are planned collaboratively with the Hebrew teachers to make sure students have meaningful connections to their units.

Modern Hebrew presented through age-appropriate literature. The program continues to develop Hebrew as a communicative language. The program integrates four skills of language –listening, speaking, reading and writing. It brings the student in contact with Jewish text and exposes them to life experience of Hebrew speaking children in Israel. The books focus on the development of concepts and values pertinent to daily Jewish life, Shabbat and the holidays. The curriculum enhances student comprehension, writing skills, grammar and oral expression.

The Hebrew program objectives are:

- Provide global exposure to Hebrew language to interact with diverse groups in a world context.
- Attain high level of fluency.
- Increase comprehension through knowledge of word parts and context clues
- Be risk taker to write, speak Hebrew
- Listening comprehension
- Understand the spoken language in class and when watching a video clip or a tape conversation from other countries

Students who have limited proficiency in Hebrew are assessed during their language lessons through pre, formative and summative assessments.

Students who are not proficient in Hebrew are supported by the resource teacher.

**Mother Tongue Support**

ICA acknowledges the importance of supporting student’s development of Mother Tongue language skills in promoting personal identity and maintaining cultural heritage.

Student’s Mother Tongue language development is supported by

- First week of May when the school celebrates the Israeli Independence Day; students represent all the different countries and the cultures they come from, each class picks a country and introduces the food, language, costumes, music, dance etc.
- Nov 21st is International Hello Day and we celebrate by learning how to say Hello in another language.
- Giving extra time for mother tongue students who need more time to process information
- Pair with another student who is advanced in same mother tongue
- Encourage the use of mother tongue in non-academic situations

**Assessment**

Assessment Tool	Areas of Focus	Grade Level
ERB Standardized Test	Reasoning Vocabulary	3-8

	Reading comprehension Writing	
Success Maker Online Program-CIJE	Reading comprehension Grammar Phonics Spelling vocabulary	<b>2-5</b>
Waterford Online Program CIJE	Reading comprehension Phonics	<b>1</b>
ARIOT-CAL	Hebrew Comprehension Listening Vocabulary	<b>1-2</b>
I-THALOM	Writing Comprehension Listening	<b>2-3</b>
Leveled Reading Test Teacher's College Reading Program	Reading fluency Comprehension	<b>K-5</b>

## Resources

<b>Resource</b>	<b>Components</b>	<b>Grade Level</b>
Classroom Library	English Dictionaries Fiction books Non-fiction book	K-8
Words Their Way	Spelling- Vocabulary	K-8
Technology	Success Maker – WaterFord online programs	1-4
Lucy Calkins	Writing Workshop	1-5
Intervention Materials	Leveled readers Handwriting without tears	K-5 Pre-K-K
Staff Development	Common Core state standards IB Language Scope and Sequence documents	K-8 Age 3-Grade 8
<b>HEBREW</b>		
I-THALOM	Reading-Listening Comprehension-Grammar- Sentence structure	2-3
Ariot 1-4 Workbooks	Writing-Vocabulary Grammar-Punctuation	1-2
Hebrew Library	Fictional and non-fictional picture books	1-4
Friends in Hebrew (Activity Books)	Birthdays- My Friends Grammar and Hands-On Activity Book	4

Appendix: