LANGUAGE OVERVIEW

Chicago Public Schools’ Office of Language and Cultural Educations guides the language policy at South Shore International. All students enrolling in our high school are provided with a minimum of two years of second-language acquisition through the World Language Program which includes courses offered by the Language Acquisition department. There are three ways bilingual students are identified at SSICP. The first is when during enrollment, students can indicate that there is an additional language spoken at home. The second way bilingual students are identified are is if their 8th grade elementary school denotes that the learner is bilingual. The third way is by school staff identification and referral. In all cases the student is referred to our Bilingual Coordinators. These two programs collaborate to ensure that students maintain and develop both their native language, and additional second language, or in some cases, a third language. All programs share an emphasis on language acquisition, which includes, but it not limited to encompassing language development, cultural identity, international mindedness, and intercultural awareness.

PHILOSOPHY

The Chicago Public Schools’ IB Programmes are committed to the goal of each student achieving their potential academically and socially in a global society. We believe that language is the foundation for all learning and as such all teachers are language teachers. Learning more than one language is essential to an international education: enriching cultural and intercultural understanding. Through language, all students acquire knowledge and develop the skills to be successful. We believe that language acquisition is the key for learning, thinking, and communicating, and thus enables learners to become citizens of the world (Amundsen, 2017).

Source: Roald Amundsen High School Language Policy(2017)

LANGUAGE BELIEFS

- At South Shore International by participating in language instruction, students explore the fundamental concepts of analyzing text, organizing text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.
- The responsibility for the ongoing development of language belongs to students, parents, teachers, and administrators.
- The ability to communicate in a variety of modes, and in more than one language, is essential to the concept of an international education.
- In promoting language acquisition proficiency, opportunities and resources will be provided to all learners.
• Learning experiences will be offered in the student’s mother tongue as well as in a second language.

• Learning experiences will be scaffolded, accommodated, and adapted to meet individual student needs.

• Assessment of language acquisition is an ongoing process in which students and parents play a vital role in providing feedback on its progress.

• The school is responsible for identifying the language needs of each learner.

• Considerations are made based on the needs of those learning in a language other than their mother tongue pursuant to the policy generated from the Office of Language and Cultural Education, Bilingual Professional Development Department, and Chicago Public Schools (Amundsen, 2017).

Source: Roald Amundsen High School Language Policy (2017)

**LANGUAGE PROFILE**

English is the primary language of South Shore International, its community, and instruction in all IB Programmes and is spoken by nearly all members. We currently have three students who qualify for bilingual services from our bilingual coordinator. Below is a table of self-reported home language survey by enrolled students at South Shore International.

<table>
<thead>
<tr>
<th>Home Language</th>
<th>Total Numbers</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>626</td>
<td>97.36%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>0.31%</td>
</tr>
<tr>
<td>Ga</td>
<td>1</td>
<td>0.16%</td>
</tr>
<tr>
<td>Ibo/Igbo</td>
<td>2</td>
<td>0.31%</td>
</tr>
<tr>
<td>Mandarin (Chinese)</td>
<td>1</td>
<td>0.16%</td>
</tr>
<tr>
<td>Pilipino (Tagalog)</td>
<td>1</td>
<td>0.16%</td>
</tr>
<tr>
<td>Spanish</td>
<td>9</td>
<td>1.40%</td>
</tr>
<tr>
<td>Yoruba</td>
<td>1</td>
<td>0.16%</td>
</tr>
</tbody>
</table>
PROGRAMMES & ROLES

- **Bilingual Coordinator**: The bilingual coordinator ensures equitable practices and accommodations are made for all English Language Learners (ELL) within the school. The bilingual coordinator is responsible for administering required language proficiency tests and academic achievement tests which determine class placement and when a student is to be exited from the program. Also, the coordinator will work to ensure that the school is in compliance with the Illinois State Board of Education and that ongoing professional development is provided to the staff based on best practices for ELL students. The coordinator supports learners with providing modifications to each learner’s teachers and provides guidance to teachers to ensure fidelity of modifications and accommodations for ELL students.

- **World Language**: All of our students enroll in either two years of Spanish or Mandarin (Chinese) to fulfill CPS’s two-year World Language requirement for graduations. As freshmen, students rank their choice of which language they would like to study over the course of their time at the school. Our full IB Diploma Programme students must enroll in four years of the same language. World Language teachers are responsive to our population of Latino students, some of which speak both Spanish and English at home, but who require specific instruction to achieve full Spanish fluency. For students for whom Spanish or Chinese is spoken at home, teachers confer with the students and provide a placement test for advanced courses enrollment when applicable.

- **IB Career Programme**: All IB Career Programme courses are instructed in the language of English. Students in the IB Career Programme have a 50-clock hour minimum of language development. These hours will be self-guided for the student through an online platform and supported by the PPS teacher. CP students will also have the option to continue language instruction in Chinese, French, or Spanish through DP courses. The online platform will be utilized in the Personal and Professional Skills course.

- **IB Diploma Programme**: All IB Diploma Programme subjects are instructed in the language of English except for Group 2 subjects. Students in the full IB Diploma Programme are required to take four years of a second language. Currently, we offer IB Spanish SL and IB Mandarin SL or Ab Initio. There is flexibility on course choices based on individual needs if a student would like to take IB Spanish HL or IB Mandarin HL. Additionally, Language B ab initio is also offered for any student who it would best serve. IB Diploma Language B classes are available to IB Diploma course students who would like to continue their language learning for an additional two years.

- **IB Middle Years Programme**: All IB Middle Years Programme courses are instructed in the language of English except for Language Acquisition. The students will be offered two years of languages in either Spanish or Mandarin (Chinese). The classes are offered in different phases. The phases represent a developmental continuum of second language learning. Depending on a student’s prior additional language learning experiences, students may start their MYP language acquisition class in any MYP phase. However, students with no prior knowledge of the second language usually start in Phase 1, which is the case for the majority of students at SSICP. The language acquisition teachers are responsible for determining which phase a student will complete for their MYP course.
PRACTICES

All IB teachers recognize that language is at the core of all learning, regardless of subject. Language development includes reading skills, writing skills, literacy, communication, and relationships. Developing the mother tongue of all learners leads to social, educational, and emotional growth. Learning a second language is critical for success in the IB programmes, post-secondary experiences, and for participation in a global society. Communication in various modes and in more than one language is an essential aspect of an international education. IB teachers support mother tongue and the development of additional languages of their students through the following:

- Focus on the disciplinary-specific role of language within each course.
- Provide an engaging, rich, and diverse literary experience including but not limited to works chosen from the Prescribed World Literature List (PWL) and the Prescribed Book List (PBL) for IB Diploma Literature courses.
- Provide students with opportunities to explore the language through spoken word presentations, literature analysis, semantic studies, auditory exercises, and written work.
- Employ all classes as vehicles for teaching language and enforcing language learning through reading strategies, text analysis, written response, and research.
- Use the Extended Essay process as a common language for teacher to support written communication standards and practices in all classes.
- Reinforce standard APA and MLA or other appropriate style guides for grammar, formatting, and research referencing.
- Provide students with opportunities to explore the second language through spoken word presentations, literature analysis, semantic studies, auditory exercises, and written work.
- Provide students rich and stimulating environment for students who do not speak the language of the course.
- Provide support and tutoring for language instruction when necessary.
- Analyze assessment data to identify gaps in language acquisition both written, auditory, and oral and use this data to adjust the curriculum.

When English is not the mother tongue of learners or members of the community, various strategies are implemented to best support, utilize, and respect the mother tongue.

- Provide learners with the opportunity for a school-supported self-taught option.
- Provide a Bilingual Coordinator for additional language support when applicable.
SOUTH SHORE INTERNATIONAL COLLEGE PREP LANGUAGE POLICY

- Provide translated documents into the mother tongue when needed
- Teachers adapt curriculum to explore and celebrate the mother tongue of student as well as provide academic references in curriculum
- Provide resources and materials in mother tongue languages and the works studied chosen from the Prescribed World Literature List (PWL) or the Prescribed Book List (PBL) when needed

LINKS BETWEEN IB POLICIES

This language policy correlates with our assessment and diverse learner policy because it allows for differentiation for accommodation to meet the individual needs of students. This language policy works with the academic honesty policy in its support of student development of referencing formats. The assessment policy supports this policy through formative assessment in subjects which provides students with ample practice to develop citation and paraphrasing skills necessary to comply with the academic honesty policy.

ROLES, RESPONSIBILITIES, TRAINING AND REVIEW OF LANGUAGE POLICY

The language policy is a living document and will be revised continually to reflect the philosophy and principles of South Shore International.

- The Instructional Leadership Team will review and contribute to the language policy at the start of every year.
- The Instructional Leadership Team will present the language policy and its subsequent revisions to the faculty at the start of every year.
- Students and parents receive the language policy through summer orientation and growth mindset nights.
- Programme specific information will be communicated at parent and student programme meetings. The language policy will also be available through the school website.
- DP, CP, and MYP teacher team, under leadership of the IB coordinator, will review and revise the programme specific portion of the language policy.
- All teachers will receive training and professional development in reading and writing strategies across the curriculum to support language development in all classes.