

**Patterson Dual Language Literature Magnet School
IB-PYP Language Policy**

Patterson Elementary strives to foster collaborative, internationally-minded students in a safe environment. We will accomplish this by encouraging authentic, student-driven inquiry through a rigorous curriculum that immerses students in global perspectives to promote action. As a result, our students become well-rounded citizens of the world.

Language Committee: Ms. Avila, Ms. Corprew, Mr. Montemayor, Ms. Siddiqui, Mrs. R. Gonzalez, Mr. Saenz, Ms. Bentley, Ms. Jannise, Ms. Baranski, Ms. Deschenes, Ms. Hernandez

IB-PYP Language Standards and Practices

Standard A: Philosophy

A.7 The school places importance on language learning, including mother tongue, host country language and other languages.

- a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
- b. The school supports mother tongue and host country language learning.

Standard B: Organization

B1.5 The school develops and implements policies and procedures that support the programme(s).

- a. The school has developed and implements a language policy that is consistent with IB expectations.

B2.6 The library/multimedia/resources play a central role in the implementation of the programme(s).

Standard C: Curriculum

C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

C2. 7 The written curriculum promotes students' awareness of individual, local, national and world issues.

- a. The programme of inquiry includes the study of host and home country, the culture of individual students and the culture of others, including their belief system.

C3.1 Teaching and learning aligns with the requirements of the programme(s).

B. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.

C3.7 Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

C3.8 Teaching and learning demonstrates that all teachers are responsible for language development of students.

C4.5 The school has systems for recording student progress aligned with the assessment philosophy of programme(s).

Patterson ES Philosophy of Language

What is language?

Language is traditionally defined as using listening, speaking, reading and writing as a means of communication. However, at Patterson Elementary, we believe that language goes beyond these skills and includes all manners of expressing ourselves, which includes not only speaking, writing, reading, listening, but also visual arts, dramatization, music, sign language, nonverbal communication etc.

What is the role of language?

The universal role of language is to effectively communicate through various means. At Patterson, language is used to explore the visual arts, literature, and an additional language. Also, language is used as a tool to learn the knowledge and skills of the transdisciplinary curriculum inside and outside of the programme of inquiry.

How is language acquired?

Language is acquired through the Approaches to Learning (Communication and Social Skills) throughout the learning community. Students are given strategies and tools throughout the curriculum to engage in meaningful learning experiences to enhance communication and social skills. Throughout the transdisciplinary curriculum, students explore how language is not only listening, speaking, reading and writing; but it also includes the languages of the disciplines, such as in math, science, the arts, movement, and non-verbal communication.

Why do we learn language?

The teaching and learning of language is viewed as the pathway to understanding systems of communication across cultures. Language is utilized as a means of understanding the unique human experience. We learn language because it is universal and it embodies our being as individuals, connecting us together as people. Language is developed through the use of Approaches to Learning (Thinking Skills, Communication Skills) as students are having conversations or are engaged in inquiry-based learning experiences.

Dual Language Immersion Program

The Dual Language Immersion Program provides support for the acquisition of two languages (Spanish and English). The Dual Language Immersion Program strives to ensure bilingualism, biliteracy, biculturalism, cross-cultural awareness and high academic achievement. Patterson Elementary recognizes the value of our learners' native language(s) and encourages the use of the native language(s) to communicate. All teachers at Patterson Elementary are responsible

for language development throughout the disciplines and across various experiences to support personal expression. As a result of our commitment to language, our global learners will become open-minded communicators.

Learning Language (Form - What is it like?):

At Patterson, classroom teachers and students use and learn to appreciate the functionality of language and its ever-changing form. Students explore the use of language through literature, drama, visual arts, story writing, technology and in the core disciplines. Students reflect on what they see and hear as they respond to the changing forms of language, how it communicates new understandings of language, and how it works.

Learning About Language (Function - How does it work?):

At Patterson, we learn about language across the curriculum. We provide students with opportunities to explore the form, conventions, and contextual use of language. For example, students explore strategies to decode new words, use contextual clues to understand new words or forms of text, and rules governing the formal vs. the informal use of spoken and written language.

Learning through Language (Connection - How do we learn through language?):

At Patterson, we learn and value the mother tongue and the host language through cross-linguistic connections. Cross-linguistic connections is a strategy that compares and defines word form and structure in two languages (English and Spanish). We teach students to identify phonology, morphology, semantics, syntax, pragmatics or spelling patterns between English and Spanish words. Cross-linguistic connections allow students to connect what is learned in one language and can apply it to another language to enhance understanding. Students not participating in the Dual Language Immersion Program are exposed to a second language through a print rich school environment and language lab. All classroom teachers utilize sheltered instruction strategies to promote language acquisition.

Language Learning in the Classrooms

Patterson PYP Teachers will use language as a tool to promote international mindedness, to teach respect towards other cultures and to communicate with others regardless of their cultural or linguistic background. Language will provide students with opportunities to engage in learning within meaningful contexts to enhance students' learning experiences.

As all teachers at Patterson are **language teachers**, they will support the language development of students through the following practices:

- Explicitly modeling the Approaches to Learning (Thinking Skills, Social Skills, Communication Skills, Research Skills)
- Highlighting and modeling native language and/or second language structure patterns
- Facilitating whole group and small group teaching and learning
- Facilitating the Daily Five (guided reading/guided math/read-to-someone)
- Writer's workshop

- Visual representations (concept maps, graphic organizers, art, etc.)
- Classroom library labeled
- Classroom labels (Spanish/English)
- Interactive word wall (vocabulary enrichment) in all classrooms
- Explicitly identify and teach a language standard (ELPS) alongside the content standard (TEKS)
- Sheltered instruction strategies: Seidlitz's Seven Steps for a Language Rich Environment
- Student work products which include references will provide a Works Cited page

Specialist teachers will:

- Explicitly identify and teach a language standard (ELPS) alongside the content standard (TEKS)
- Classroom labels (spanish/english)
- Visual representations (concept maps, graphic organizers, art, etc.)
- Word-of-the-Day (word wall/vocabulary enrichment)
- Writing component (interactive journal, exit tickets, prompts, "steps to," editing can travel back to class and used as portfolio product, letter formation - PK/K)

Language Inside and Outside the Programme of Inquiry

Language is transdisciplinary and plays a critical role throughout the programme of inquiry, in every transdisciplinary theme. Language is integrated throughout the units of inquiry through the use of the key concepts and the approaches to learning. This includes, but is not limited to, listening, speaking, reading, writing and media literacy in all units.

At Patterson, we have developed stand alone language units outside the program of inquiry, focusing on grade-level specific language skills that students need to excel through the PYP. To achieve a balance between inquiry and skill development, our standalone language units allow students to acquire basic reading, writing, and oral language skills, while also developing higher level thinking skills required for successful inquiry.

School Library/Media Center

We view the school library as the hub for inquiry and media literacy. Learners are able to visit the library for pleasure and research, as they become lifelong learners.

Media Literacy: What is it?

The Patterson Language Committee found the following article very essential to include as part of our school's Language Policy due to the importance of media literacy and ethical use of language in various forms of media in our day in time. The following article is titled "What is Media Literacy, and Why is It Important?" and was written and published by Common Sense

Media and can be accessed through www.common sense media.org. As Patterson PYP teachers, we believe it is essential that our learners become “media literate” through the key concept lenses of *form, perspective, and responsibility* as they navigate through various media forms available in present times so that our learners may communicate via media responsibly and ethically.

The word "literacy" usually describes the ability to read and write. Reading literacy and media literacy have a lot in common. Reading starts with recognizing letters. Pretty soon, readers can identify words -- and, most importantly, understand what those words mean. Readers then become writers. With more experience, readers and writers develop strong literacy skills. ([Learn specifically about news literacy.](#))

Media literacy is the ability to identify different types of media and understand the messages they're sending. Kids take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason. Understanding that reason is the basis of media literacy. ([Learn how to use movies and TV to teach media literacy.](#))

The digital age has made it [easy for anyone to create media](#). We don't always know who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age.

Specifically, it helps kids:

- **Learn to think critically.** As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. They learn to use examples to support their opinions. Then they can make up their own minds about the information based on knowledge they already have.
- **Become a smart consumer of products and information.** Media literacy helps kids learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.
- **Recognize point of view.** Every creator has a perspective. Identifying an author's point of view helps kids appreciate different perspectives. It also helps put information in the context of what they already know -- or think they know.
- **Create media responsibly.** Recognizing your own point of view, saying what you want to say how you want to say it, and understanding that your messages have an impact is key to effective communication.
- **Identify the role of media in our culture.** From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways.

- **Understand the author's goal.** *What does the author want you to take away from a piece of media? Is it purely informative, is it trying to change your mind, or is it introducing you to new ideas you've never heard of? When kids understand what type of influence something has, they can make informed choices.*
- When **teaching your kids media literacy**, it's not so important for parents to tell kids whether something is "right." In fact, the process is more of an exchange of ideas. You'll probably end up learning as much from your kids as they learn from you. Media literacy includes asking specific questions and backing up your opinions with examples. Following media-literacy steps allows you to learn for yourself what a given piece of media is, why it was made, and what you want to think about it. Teaching kids media literacy as a sit-down lesson is not very effective; **it's better incorporated into everyday activities**. For example:
 - With little kids, you can discuss things they're familiar with but may not pay much attention to. Examples include cereal commercials, food wrappers, and toy packages.
 - With older kids, you can talk through media they enjoy and interact with. These include **such things as YouTube videos**, viral memes from the internet, and ads for video games.

Here are the key questions to ask when teaching kids media literacy:

- **Who created this?** Was it a company? Was it an individual? (If so, who?) Was it a comedian? Was it an artist? Was it an anonymous source? *Why do you think that?*
- **Why did they make it?** Was it to inform you of something that happened in the world (for example, a news story)? Was it to change your mind or behavior (an opinion essay or a how-to)? Was it to make you laugh (a funny meme)? Was it to get you to buy something (an ad)? *Why do you think that?*
- **Who is the message for?** Is it for kids? Grown-ups? Girls? Boys? People who share a particular interest? *Why do you think that?*
- **What techniques are being used to make this message credible or believable?** Does it have statistics from a reputable source? Does it contain quotes from a subject expert? Does it have an authoritative-sounding voice-over? Is there direct evidence of the assertions its making? *Why do you think that?*
- **What details were left out, and why?** Is the information balanced with different views -- or does it present only one side? Do you need more information to fully understand the message? *Why do you think that?*
- **How did the message make you feel?** Do you think others might feel the same way? Would everyone feel the same, or would certain people disagree with you? *Why do you think that?*
- As **kids become more aware of and exposed to news and current events**, you can apply media-literacy steps to radio, TV, and online information.

Bibliography

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