



Language Policy

Amundsen High School Language Policy

Language Philosophy

Chicago Public Schools (CPS) 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 skills to be successful. We believe that language acquisition is the key for learning, thinking and communicating enabling learners to become citizens of the world.

Language Beliefs

The responsibility for the ongoing language belongs to students, parents, teachers and administrators.

The ability to communicate in a variety of modes in more than one language is essential to the concept of international education and promotes intercultural understanding.

Providing opportunities and resources to all learners in order to promote proficiency in language acquisition is essential.

The learning experiences will be offered to students in the mother tongue as well as a second language.

Language learning experiences will vary in complexity based upon the student need.

Assessment of language acquisition is ongoing, and students and parents will provide feedback on the progress.

Language of teaching and learning is based on the needs of learners.

Accommodations are based on differentiated instruction according to individual needs.

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 best language pursuant to the policy generated from the Office of Language and Cultural Education Bilingual Professional Development Departments and CPS.

Language Overview

The Language Policy is guided by CPS's Office of Language and Cultural Education. Students enrolling in our high school are either supported in their English language acquisition through our Bilingual Education Program or in their second-language acquisition through the World Languages requirement of CPS. In either case, these two programs coincide to ensure that students maintain and develop both their native language and an additional second language or in some cases a third language. All programs share an emphasis on language acquisition, which includes but is not limited to encompassing cognitive growth, cultural identity, philosophy, history and intercultural awareness

and international mindedness, as well as real-world application of the language. We offer the following language programs:

Transitional Bilingual Education (TBE): English language learners (EL) receive content-area instruction in their native language and English as a Second Language (ESL) instruction, and some content area instruction in English with support. The amount of time used for content area instruction in the native language and English language instruction varies according to the student's English language proficiency level and academic progress. Students are enrolled in the TBE program on a full or part-time basis. A full-time TBE program consists of the following instructional components: Language Arts in the native language, ESL instruction, math, science and social studies (in native language or English), subjects required by law or for graduation (in native language or English); Instruction in the history and culture of the country, territory or geographic area that is the native land of the students or of their parents, U.S. history and culture. A part-time TBE program consists of the same instructional components as a full-time TBE program however the amount of time dedicated to native language instruction will decrease as ELs become more proficient and can participate in more aspects of the school's general program of instruction, including subject areas in which the content is taught in English.

Transitional Program of Instruction (TPI): The purpose of the TPI program is to provide ELs with English as a Second Language instruction and additional resources and supports in the general program of instruction. English language learners may be part of the general program of instruction and must receive daily ESL from appropriately certified teachers. The structure of the TPI program is determined by the EL's English language proficiency and is designed to enable students to keep pace with peers in achievement in the core academic content areas. ELs with different best languages may participate together in the same classroom, according to their age and their English language proficiency level. Whenever possible, the student's native language is used for instruction and support in the general education classroom if staff who speak the students' native language is available. In addition to required English as a Second Language instruction, TPI instructional components may include: Instruction in the history and culture of the country, territory or geographic area that is the native land of the students or of their parents, U.S. history and culture.

In respect to equitable access, these services are available to all students regardless of best language and/or learner capacity. Furthermore, ELs shall participate fully with their English-speaking classmates in subjects which language is not essential to the understanding of the subject matter, including art, music, physical education and others. Similarly, ELs shall have the opportunity to participate fully in extracurricular activities.

World Languages: Our general English-speaking students must enroll in either two years of Spanish or French to fulfill the CPS's two-year World Language requirement. Our IBDP students must enroll in four years of the same language. Students with strong prior knowledge in Spanish are enrolled in Spanish for Native Speakers in route to IB Spanish B HL. The other IBDP students are enrolled in Spanish or French, which will lead to IB Spanish B SL or IB French B SL. Students in the IBCP will likewise be placed in language classes appropriate to their level of knowledge and skills at the time that they enter the CP. World Language teachers require success in reading, writing, speaking and listening, as well as cultural knowledge of the language they teach. World Language instructors who teach Spanish are sensitive to our large population of Hispanic students, many of whom speak both Spanish and English at home, but who require specific writing and speaking instruction in Spanish to achieve full fluency.

IB Diploma Programme: IB Diploma students are required to take four years of a foreign language. Currently we offer Spanish and French. The IB Spanish instructor supports a variety of students in the IB Spanish courses, from students who hear Spanish in the home, to students for whom Spanish will be a second-language, and to students for whom Spanish will be a third language. The small nature of our IB Program enables both the IB World Language instructor, with the help of the other IB instructors and the IBC to support all students' language needs. For these reasons, Spanish B HL, Spanish B SL and French B SL have been the best options for our students, particularly in light of the upcoming curriculum changes which include literature at the higher level. While we offer Spanish B at both higher and standard level, most students elect to take it at the higher level—evidence that our students feel well supported despite our limited language offerings. We have also investigated self-taught language options, particularly to support the native language of our Indian/Pakistan and Arabic students. We do not have qualified staff to support self-taught in Urdu and Arabic for their Language B requirements at this time.

IB Career Programme: Students in the IBCP must complete the independent study of a language of their own choosing. Qualified students in the IBCP may meet this requirement in part by enrolling in IBDP Spanish B SL or HL or IBDP French B SL provided they have met the necessary prerequisites and are concurrently enrolled in two other IBDP courses. Students in the IBCP will complete a language development portfolio which supports the independent study of a world language and culture. The completion of this portfolio will be facilitated by the PPS teacher and supported by other staff including language teachers and the CP coordinator.

Language Support in the IB Programme

All IB instructors recognize that language is at the core of all learning. It involves skills and literacy, as well as relationships to meanings. Developing the best language of all learners leads to personal growth and emotional well-being. Learning a second language is crucial for success in our IB Program and beyond. Communication in a variety of ways in more than one language is essential to the idea of an international education, which is a key component of IB practice. IB Instructors support the mother-tongues and the development of second and third languages of their students through the following actions:

1. Focus on the discreet disciplinary role of language.
2. Promote an engaging and exploratory learning of the best language.
3. Provide weekly tutoring available in all languages after school.
4. Provide an engaging, rich, and diverse literary experience chosen from the Prescribed World Literature List (PWL) and Prescribed Book List (PBL).
5. Provide students with opportunities to explore language through word game, spoken word presentations, and lyrical studies.
6. Build upon prior knowledge with in-depth studies of diction and syntax within Language A courses to further examine complexities of language and words.
7. Reinforce standard MLA and APA citing formats and grammar for citations and research writing, as this is the accepted standard for the study of English Literature and Writing.

8. Promote a stimulating learning environment for students who do not speak the language.
9. Provide opportunity for school-supported self-taught options.
10. Provide supervisor for additional language instruction/tutoring when necessary.
11. Provide literacy support and practice for learners to maintain high expectations.
12. Provide resources and materials in the best language and the works studied chosen from either the PBL for chosen language, the special request program of study, or the PWL which is the same for all languages.
13. Students will study subjects other than Group 1 and Group 2 in the language of instruction of the school; as such, all teachers recognize their role as language teachers as well as subject specialists.
 - a. All teachers will receive Professional Development training in reading strategies and writing-across-the-curriculum to cement the role of all teachers as language teachers.
 - b. Teachers will plan cross-curricular units that engage students in writing about multiple fields of study in multiple writing styles to cement for students that language is universal to all studies.