

FIS Whole School Language Policy

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I. FIS Mission and Beliefs

A. Mission

Our mission is to be the leading, culturally diverse and family-oriented international school with English as the principal language of instruction. We inspire individuals to develop their intellect, creativity and character to become independent, adaptable, socially responsible and internationally minded citizens, by ensuring a dynamic, inquiry-driven education of the highest standard.

B. Beliefs

We believe that:

- Each person is unique and has equal worth.
- Education of the highest standard is a shared responsibility of students, family and school.
- Expectations that are challenging lead to higher levels of performance and allow us to reach our potential.
- All people are responsible for their actions.
- Honesty, integrity and respect are essential for building trusting relationships.
- Open-mindedness, empathy and compassion are essential for living in a diverse community.
- Leading a healthy and active lifestyle improves the quality of life.
- Commitment, enthusiasm and perseverance lead to success.
- Contributing positively to society and the environment is our shared responsibility.
- Nurturing curiosity and creativity stimulates exploration and discovery throughout life.
- Our lives and the life of our community are enriched by diversity.

II. Purpose and Review Process

A. Purpose of The Language Policy

This language policy is a working document developed by representatives from each section of the school. This document is intended to provide an overview and guiding philosophy for language teaching and learning at FIS. It is to be used by the FIS community to provide clarity and consistency on policies related to language learning in the Upper School, Elementary School, and Primary School. When there is a question about the provision of a language, language levels, or how programs are delivered, please refer to this document

B. Review Process

This document is reviewed each year by the Curriculum Council. When there is a change to a program the policy will be updated, and relevant committees will be informed and/or included in the change process. The next Language Policy Review will be in 2024-2025.

III. Language Philosophy and IB Standards

A. Whole School Language Philosophy

As an international school with a diverse community we actively seek to provide all students with ways to share their backgrounds and experiences so that we can all benefit from the richness that different perspectives bring. We believe that encouraging students to think and communicate in different languages supports higher order thinking skills, an understanding of multiple perspectives and international-mindedness. Valuing languages at our school offers another way to recognize the identities of our students. "We have learned that identity and languages are closely intertwined. If a language links to a lived experience and makes up an important part of who a person is, it should be given the chance to grow." (McCracken, Mindy, et al.)

As an IB PYP and IB DP school our students learn in at least two languages. The Middle School and Upper School programs form a bridge between the IB PYP and IB DP. This multilingualism fosters intercultural understanding and deepens a student's identity. In an international context we know that many of our students will go on to study, work and live in multilingual environments. A part of respecting the international nature of FIS is learning to use language as a means of inclusion. At times this may be a language other than English. Recognizing when it is appropriate to switch languages in a conversation, in order to include others, is an important skill for our community to learn.

FIS recognizes the importance of German as the language of our host country. We recognize that language learning has different purposes for different families. The benefits of learning German include social inclusion and integrating into the local community.

The school recognizes the importance of all teachers differentiating instruction for students at

various levels of language acquisition. Translanguaging is encouraged to discuss ideas and concepts from the students' home languages, and is the process whereby multilingual speakers use their languages as an integrated communication system. Translanguaging is an extension of the concept of languaging, the discursive practices of language speakers, but with the additional feature of using multiple languages, often simultaneously. Given the language profiles of our students, it is important that all teachers at FIS are mindful of their roles as language teachers.

We are an inclusive school, with a challenging, rich learning environment that is not impeded by language proficiency. There are programs to meet the needs of students who need additional English language support.

B. IB Standards and Practices Related to Languages

Purpose

FIS develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. The FIS mission and beliefs are grounded in the support and development of students who actively seek to create a better and more peaceful world through intercultural understanding and respect.

Environment

FIS provides essential structures, systems and resources to support the cultural and language development of language learners. The school provides pedagogical leadership, a contextualized curriculum and a curriculum review cycle for improvement and development. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their home language, and offers personalized pathways to support individual academic goals. The school identifies and provides appropriate learning support and inclusion. Teaching and learning is collaborative and fosters the social, emotional and physical well being of the students and teachers, recognizing that all teachers of the school have a responsibility for fostering language development. The school provides professional learning to inform and support the idea that all teachers are responsible for the language development of students.

Culture

FIS recognizes that acquiring a new academic language from the beginning stages to fluency is a process that can take from 4-7 years of academic study, and that students will develop proficiency at individual rates. The school has an inclusive admissions policy for English language acquisition learners up to Grade 8. To help create a culture of support and for families to plan for academic success, students in Grades 9 and above have to demonstrate an appropriate level of English language proficiency to be able to succeed at FIS. As a whole school, FIS uses a standardized English language proficiency assessment to determine entrance, exit and admissions criteria. (Appendix A.4)

Learning

The FIS curriculum is built using the IB Primary Years Program, and IB Diploma frameworks. The FIS curriculum is vertically aligned from PS-G12 using the IB approaches to teaching and learning skills within a concept-based, inquiry-driven, standards-referenced structure that

provides teachers and students the opportunity to engage in action and reflection. The school is committed to developing life-long learners by actively working on transforming student assessment to build deeper understanding and student agency, through language profiles and identity languages. FIS has developed a language scope and sequence using the Common European Framework of Reference for Languages (CEFR) completed by August 2021. This suits our purposes as an International school located in the heart of Europe and with a community familiar with the (CEFR) external exams. FIS teachers collaborate to plan and design the curriculum through units of study that are vertically articulated from PS-G12. Teachers reflect collaboratively to consider connections and relationships between different subject areas, and reinforce shared concepts, content and skills.

IV. Language Profile and Admissions Policies

A. FIS Language Profile

Approximately 55% of our student body has a primary home language other than English. Our students speak over 47 different home languages. All of our administrative and teaching staff speak English and the majority are fluent in at least one other language. As a school, we strive to offer personalized language instruction which leads to authentic language learning. Students and families are guided to choose language course pathways that best meet the needs of the language learning purpose. Different purposes for language learning include, but are not limited to, studying to attend higher education in a country of that language, and for basic travel and culture purposes. Language course pathways ultimately lead to students obtaining a language “passport” that identifies, recognizes and values students’ language acquisition proficiency progression. (Appendix A.1 and A.2)

B. Admissions Policies

Applicants are required to complete a Student Language Profile that indicates their proficiency in different languages including their home language(s) and English. In the Upper School, any student who indicates that their home language is something other than English will be assessed by the English Language Acquisition Department using the WIDA MODEL or WIDA screener. The other language departments also assess a student’s language proficiency level to inform appropriate class placement.

FIS accepts students at all levels of English language acquisition up to the start of the school year of Grade 8.

Students applying to Grades 9-11 who do not have English as their home language may be required to submit evidence of achievement in English. Acceptable evidence of language acquisition may include a transcript from a previous English medium school, a portfolio of school work in English, a video recording of an oral academic presentation, an extended piece of academic writing, or results from a standardized English language assessment.

All language acquisition classes use the Common European Framework of Reference (CEFR) to describe students’ language proficiency levels. In addition, the English Language Acquisition classes use the WIDA levels, which have been internally aligned to the CEFR. (Appendix A.3)

Students applying to First Steps to Grade Five are not required to be proficient in English. However, admission may be limited based on the capacity of the English Language Acquisition program.

V. Language Programs Overview

A. The Language Programs:

The language programs at FIS are differentiated into two groups, language acquisition courses and language and literature courses. All Language Acquisition courses use the [Common European Framework](#) of Reference, "Can Do" Descriptors to determine a student's language acquisition level and appropriate course placement. (Appendix A.3)

A.1 English Language Acquisition

The English Language Acquisition program integrates students into the school and grade level curriculum as quickly and smoothly as possible. FIS provides a secure and supportive environment for English Language Learners and exposes them to the demands of the mainstream classroom with appropriate scaffolding for content learning provided by the teachers. FIS provides two types of support to help students acquire the English language proficiency and skills that they need in order to achieve success in their mainstream subjects: English Language Acquisition Classes and Co-teaching or In-class Support. (Appendix B.1.c.)

The school will review a body of evidence in addition to the score on a standardized assessment when considering a student for exit from ELA. The English Language Acquisition teacher will monitor all students after exit for an additional year.

A.1.a. Co-taught Classes and In-class Support

English Language Learners may also receive support in their grade level and subject area classes from qualified English Language Acquisition staff who work collaboratively with the grade level and subject area teachers to teach language through the content.

A.2. German Language Acquisition

FIS recognizes the importance of German as the language of our host country and all students study German at an appropriate level where possible. The benefits of learning German include social inclusion and integration into the local community. There might be cases when formal German instruction during the school day may not be appropriate. Exceptions are determined in partnership with parents, the students, teachers, and the principal. (Appendix B.2)

The German Language Acquisition Program is structured to support the needs of a diverse student body. Consequently, the school offers a wide range of proficiency levels from first

grade. The German language acquisition classes center around the four basic language domains: reading, writing, listening, and speaking. The main goal of these classes is to ensure that students new to Germany can function in German-speaking society. Ultimately we want to help students to be in a position to choose and succeed in one of the four IB Diploma level German courses offered at FIS if that is the right pathway for them.

A.3. World Language Courses

World Language courses; Spanish, French, Korean, and Japanese are taught beginning in Grade 6. These courses may be language acquisition or language and literature courses depending on student enrollment. These courses may be home or identity language courses or courses students choose with an eye to a personal pathway or goal.

For details about the Additional Language Acquisition Courses at each campus. (see appendix B.3)

A.4. Home and Identity Languages

As an international school, FIS recognizes that our students communicate in many different home languages and have developed additional *identity* languages by living in other countries before arriving in Germany. The goal of the Home (language and literature course) and Identity Language (language acquisition) Programme is to help students maintain and further develop their knowledge of their home and/or identity language and culture. Identity language courses are aimed at maintaining and strengthening any language that students choose to claim through their lived experience. A good command of home and identity languages is essential to the students' learning abilities in their instructional language (English). It also strengthens students' confidence and sense of cultural identity.

For details about Home and Identity, Language Instruction see (Appendix D)

B. Language and Literature Program

B1. English Language and Literature Pathways

Our English Language Arts (K-5) and English Language and Literature Programs (6-12) inculcate a love of reading and writing while developing the ability to critically analyze the range of texts students encounter in the world. Reading and writing comprehension are central to all subjects; this program supports student success in all academic areas and in life. Another goal of English Language and Literature instruction is to ensure that students can choose and succeed in one of the IB Diploma level English courses offered at FIS.

See (Appendix B.1) for more information on the language pathways in the Elementary School and Upper School, including pathways to coursework in the IBDP.

B2. German Language Program

The German Language and Literature classes are designed for students who speak German as a home language or are fluent in the language. These classes inculcate a love of reading and writing and the ability to critically analyze the range of texts students encounter in the world, as well as providing students with the basics of grammar and spelling rules. Ultimately we help students to choose and succeed in one of the four IB Diploma level German courses offered at FIS. (Appendix C)

VI. Personalized Language Pathway

As an international school, FIS recognizes that all students have acquired some level of proficiency in multiple languages. Incoming Grade 6 students, in partnership with their parents, complete a Personalized Language Pathway that outlines their proficiency levels, language acquisition goals, and suggested language course work to meet those goals through Grade 12. This Personalized Language Pathway may be revised as students' needs and goals develop throughout their experience in the Upper School.

For an example of a Personalized Language Pathway, see (Appendix E)

VII. Support Services and Resources

A. Learning Support

Students with additional learning needs are served by the Learning Support teachers and division-level teams. Additional support for language learning may be provided in learning support classes and, when appropriate and possible, in-class support may be provided. When a student's needs exceed a predetermined level of support, additional support may be provided according to the additional learning support fee structure.

B. Counseling support

Grade level counselors support students, parents, and teachers with the appropriate language class placement. The counseling supports a personalized pathway for students to indicate their desired and purposeful language study.

C. Resources

Resources to support learning include specialist staff, paper and digital literature, virtual/electronic tools and physical learning spaces including the libraries, which hold books in a range of languages, reflecting the linguistic diversity of the school community.

VIII. Parent and Community Involvement

Parents are supported on admission, through the reporting cycle and parent-teacher-student conferences, as well as via needs-based actions, to support their children in engaging with a personalized learning pathway, which takes account of the individual student's circumstances and linguistic background.

As we develop and enhance our language program we recognize the importance of having parent and community involvement, such as parent involvement in REAL and after-school programs; their involvement with the elementary (Grade 1) home language hour for each PYP unit; parent support with translations, potential parent support and involvement in an identity language program, class parent reps, etc.

Families are encouraged to share their personal histories, including their family's language background, as appropriate to divisions. International mindedness is fostered through welcoming, celebrating and learning about different languages.

Appendices

Appendix A: Language Profile

A.1: Language Profile

Parents are asked to fill out a language profile in Veracross when their child is admitted to FIS. They are instructed to identify each language the child speaks or has previously studied and to rate their child's proficiency level. Every parent is guided to also specifically identify their child's English language proficiency or skills.

For each language spoken the parents are asked to indicate if the language is spoken at home and to indicate how many years of instruction the child has had in that language.

Parents are guided with the language proficiency descriptors below:

	Beginning	Emerging	Transitioning	Independent
Listening	Understands a few common words in English (e.g. <i>Hello! Goodbye!</i>)	Understands basic questions (e.g. <i>What is your name?</i>) and simple directions (e.g. <i>Open your book.</i>)	Understands the topic and some details in basic conversation (e.g. <i>where, when, who of a meeting or event.</i>)	Understands conversations, classroom instructions, and discussions in a variety of contexts
Speaking	Speaks a few common words in English (e.g. <i>Hi! No. Yes.</i>) Can repeat words.	Speaks a few words and common phrases (e.g. <i>My name is... I want...</i>)	Asks and answers questions to meet basic needs. (e.g. <i>Can you help me with...I need a ..., Do you want to</i>)	Speaks in multiple complete sentences about personal and known topics. Can retell a story.
Reading	Reads some words and environmental print (e.g. <i>Market, stop sign, food labels.</i>)	Reads common words or phrases (e.g. <i>This is a _____. He is _____. Let's go!</i>)	Reads and comprehends children's books in English with some pictures.	Can read age-appropriate books in ...
Writing	Writes common words (e.g. <i>Hello!</i>) and/or names of businesses (e.g. <i>pharmacy, restaurant, etc.</i>)	Writes simple words or phrases (e.g. <i>My name is...I like to... </i>)	Writes complete sentences about personal and known topics.	Writes in multiple, complete sentences. Connects one idea to another about personal and known topics.

A. 2. Language Passport: An FIS Language Passport is under development and to be completed 2020/2021 using the current European Language Portfolio Junior Language Passport as a guide: [CEFR Junior language passport](#)

A.3. Common European Framework Reference for Languages

CEFR Levels	Pre-A1	A1	A2	B1	B1 +	B2
WIDA Levels	1/2	2/3	3/4	4/5	5	5/6
FIS Levels	Beginning Level 1	Emerging Level 1/2	Transitioning Level 2/3	Independent Level 3/4	Spanish and German Level 4/5	IB Language B HL Level 6
Listening	I can understand short, very simple questions and statements provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. I can recognize everyday, familiar words, provided they are delivered clearly and slowly in a defined and familiar everyday context.	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment) I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.		I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.
Reading	I can recognize familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	I can understand familiar names, words, and very simple sentences for example on notices and posters or in catalogs.	I can read very short, simple texts. I can find specific predictable information in simple everyday material such as advertisements, procedures, menus, and timetables, and I can understand short simple personal letters.	I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.		I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Speaking	I can describe myself using simple words and formulaic expressions provided I prepare in advance. I can say how I feel	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and	I can communicate in simple and routine tasks on familiar topics and activities. I can handle very short social exchanges, even though I can't usually	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into		I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active

	using simple words like "happy", "tired", accompanied by body language.	help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. I can use simple phrases and sentences to describe where I live and the people I know.	understand enough to keep the conversation going myself. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.	conversations on topics that are of personal interest or pertinent to everyday life. (e.g. family, hobbies, work, travel, and current events.)I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.		part in discussion in familiar contexts, accounting for and sustaining my views. I can present clear, detailed descriptions of a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	I can give basic personal information in writing (e.g. name, address, nationality) perhaps with the use of a dictionary.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics with care which are familiar or of personal interest. I can write personal letters describing experiences and impressions.		I can write clear, detailed texts on a wide range of subjects related to my interests. I can write an essay or report passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

A.3.a. [Benchmarking Diploma Programme language courses to the CEFR](#)

A.4: English Language Acquisition Assessment (WIDA MODEL)

English Language Learners entering FIS are assessed with the WIDA MODEL or W-APT to determine their language acquisition level and type of support services as of August 2021.

English Language Learners are assessed with the WIDA MODEL at least once a year to determine growth and appropriate services. WIDA Proficiency Level Descriptors may be used throughout the year to guide the movement of students.

The English Language Acquisition teacher will monitor all students after exit from the ELA programme for an additional year.

Appendix B: Language Acquisition Pathways

B.1. English Language Acquisition

B.1.a. FS-G5 English Language Acquisition

FIS English Language Acquisition (ELA) Pathways for Primary School and Elementary School

First Steps	Pre Primary	Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		Beginning Level	Beginning Level	Beginning Level	Beginning Level	Beginning Level	Beginning Level
		Emerging Level	Emerging Level	Emerging Level	Emerging Level	Emerging Level	Emerging Level
		(Transitioning level	Transitioning level	Transitioning level	Transitioning level	Transitioning level	Transitioning level
				Independent level	Independent level	Independent level	Independent level

B.1.b. G6-12 English Language Acquisition

FIS English Language Acquisition (ELA) Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
G6 English Language Acquisition (Emerging) Level 1/2	G7 ELA (Emerging) Level 1/2	G8 ELA (Emerging) Level 1/2		*G9 ELA (Emerging) Level 1/2	*G10 ELA (Emerging) Level 1/2		
G6 ELA (Transitioning) Level 2/3	G7 ELA (Transitioning) Level 2/3	G8 ELA (Transitioning) Level 2/3		G9 ELA (Transitioning) Level 2/3	G10 ELA (Transitioning) Level 2/3	IB B SL Year 1	IB B SL Year
G6 ELA (Independent) Level 4/5	G7 ELA (Independent) Level 4/5	G8 ELA (Independent) Level 4/5		G9 ELA (Independent) Level 4/5	G10 ELA (Independent) Level 4/5	IB B SL/HL Year 1	IB B SL/HL Year 2
					G10 ELA Level 5	IB B HL Year 1	IB B HL Year 2

**G9 and G10 ELA Emerging Level courses are only run in exceptional circumstances*

B.1.c. FS-G12 ELA Co-teaching or in-class support programme

FIS Co Teaching in First Steps, Pre Primary, Elementary, Middle and Upper School

FS-PP	Primary-G5		Grade 6	Grade 7	Grade 8		Grade 9	Grade 10
All students work with a classroom teacher & teaching assistant who focus on content and language learning	P-G5 Co-teaching programme development 2020/21		G6/7/8 Co-teaching programme development 2020/21				G9/10Co-teaching programme development 2020/21	

**2024/25 ELA Co-teaching programme is not currently running at FISO in the Upper School*

B.2. German Language Acquisition

B.2.a. FS-G5 German Language Acquisition

FIS German Language Acquisition (GLA) Pathways for Primary School and Elementary School							
First Steps	Pre Primary	Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole group instruction	Whole group instruction	German Language Acquisition	German Language Acquisition	German Language Acquisition (levels)	German Language Acquisition (levels)	German Language Acquisition (levels)	German Language Acquisition (levels)
	Integrated German through Physical Education (PE)		Integrated German through Physical Education (PE)	↓	↓	↓	↓
				Beginning	Beginning	Beginning	Beginning
				Emerging	Emerging	Emerging	Emerging
				Transitioning	Transitioning	Transitioning	Transitioning
				Independent	Independent	Independent	Independent

B.2.b. G6-12 German Language Acquisition

FIS German Language Acquisition (GLA) Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
G6 German Language Acquisition (Beginning) Level 1	G7 GLA Level 1	G8 GLA Level 1		G9 GLA Level 1	G10 GLA Level 1	IB Ab Initio Year 1	IB Ab Initio Year 2
G6 GLA (Emerging) Level 1-2	G7 GLA Level 1-2	G8 GLA Level 1-2		G9 GLA Level 1-2	G10 GLA Level 1-2	*IB Ab Initio Year 1 or IB B SL Year 1	*IB Ab Initio Year 2 or IB B SL Year 2
G6 GLA (Transitioning) Level 2-3	G7 GLA Level 2-3	G8 GLA Level 2-3		G9 GLA Level 2-3	G10 GLA Level 2-3	IB B HL Year 1	IB B HL Year 2
G6 GLA (Transitioning) Level 3-4 (+2022/23)	G7 GLA (Transitioning) Level 3-4 (+2023/24)			G9 GLA Level 3-4	G10 GLA Level 3-4	Non-IB offerings: G11 GLA Level 1 G11 GLA Level 1-2 G11 GLA Level 2-3	Non-IB offerings: G12 GLA Level 1-2 G12 GLA Level 2-3 G12 GLA Level 3-4
					G10 GLA Level 4-5		

**A student is eligible to take an Ab Initio course if they have not surpassed an A-1 proficiency level.*

B.3. World Language Acquisition Pathways

B3.1.a G6-12 French/Spanish Language Acquisition

FIS French & Spanish Language Acquisition (SLA or FLA) Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
G6/7/8 Spanish or French Acquisition Level 1				G9 SLA or FLA Level 1	G10 SLA or FLA Level 1	IB Ab Initio Year 1	IB Ab Initio Year 2
G6 SLA or FLA Level 1-2	G7 SLA or FLA Level 1-2	G8 SLA or FLA Level 1-2		G9 SLA or FLA Level 1-2	*G10 SLA or FLA Level 1-2	*IB Ab Initio Year 1	IB Ab Initio Year 2
G6 SLA or FLA Level 2-3	G7 SLA or FLA Level 2-3	G8 SLA or FLA Level 2-3		G9 SLA or FLA Level 2-3	G10 SLA or FLA Level 2-3	IB B SL Year 1	IB B SL Year 2
				G9 SLA or FLA Independent Level 3-4	G10 SLA or FLA Independent Level 3-4	IB B HL Year 1	IB B HL Year 2

**A student is eligible to take an Ab Initio course if they have not surpassed an A-1 proficiency level.*

Appendix C: Language and Literature Pathways

C.1. Language and Literature Pathways

C.1.a. First Steps through Grade 5 Language Arts

FIS Language Arts Pathways for Primary School and Elementary School

First Steps	Pre Primary	Primary	Grade 1		Grade 2	Grade 3	Grade 4	Grade 5
Grade First Steps Language Arts	Grade Pre Primary Language Arts	Grade Primary Language Arts	G1 Language Arts		G2 Language Arts	G3 Language Arts	G4 Language Arts	G5 Language Arts

C.1.b. G6-12 English Language and Literature Courses

FIS English Language and Literature Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
G6 English Language and Literature	G7 English LL	G8 English LL		G9 English LL	G10 English LL	IB A Language & Literature SL/ HL Year 1	IB A Language & Literature SL/ HL Year 2

IB A Literature
SL/ HL
Year 1

IB A Literature
SL/ HL
Year 2

Non-IB
offerings:
G11 English
College Prep
Year 1

Non-IB
offerings:
G11 English
College Prep
Year 2

C.2. German Language and Literature Courses

C2.a. FS-G5 German Language and Literature Courses

FIS German Language and Literature (GLL) Pathways for Primary School and Elementary School

First Steps	Pre Primary	Primary	Grade 1		Grade 2	Grade 3	Grade 4	Grade 5
	Pre Primary German Language and Literature	P GLL	G1 GLL		G2 GLL	G3 GLL	G4 GLL	G5 GLL

C2.b. G6-12 German Language and Literature Courses

FIS German Language and Literature (GLL) Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
G6 German Language and Literature	G7 GLL	G8 GLL	G9 GLL	G10 GLL	IB A Language & Literature SL/ HL Year 1	IB A Language & Literature SL/ HL Year 2
					IB A Literature SL/ HL Year 1	IB A Literature SL/ HL Year 2

C.3. G6-12 World Language and Literature Courses

FIS World Language and Literature Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
G6/7/8 Spanish or French Language and Literature			G9/10 Spanish or French Language and Literature		IB A Language & Literature SL/ HL Year 1	IB A Language & Literature SL/ HL Year 2
					IB A Literature SL/ HL Year 1	IB A Literature SL/ HL Year 2

C4. G6-12 Korean and Japanese Literature Courses

FIS Japanese & Korean Language and Literature Pathways for the Middle and Upper School

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
G6/7/8 Japanese or Korean Language and Literature			G9/10 Japanese or Korean Literature		IB A Literature SL/ HL Year 1	IB A Literature SL/ HL Year 2

Appendix D: Home and Identity Language Program

Outline of course offerings and support available for students who speak a language other than English at home or who have acquired other languages and would like to continue studying those languages.

First Steps and Pre-primary	Grades Primary-5	Grades 6-10	Grades 11-12
Dual/trans-Language Learners are encouraged to use their home language to communicate and express their ideas while acquiring English.	<p>Home language instruction is offered after school for some language groups based on demand.</p> <p>FISO Grade 1: PYP Unit of Inquiry introduction in home language with parent and other volunteers for more than 20 language groups. These opportunities provide students with a preview of what will be learned in upcoming units of inquiry and scaffold the acquisition of new vocabulary, ideas and concepts in order to foster a deeper understanding in the homeroom classroom.</p>	<p>Students have the opportunity to study their home or identity language as an elective course.</p> <p>The home and identity language class works in partnership with parents and potentially other schools to provide instruction that is grade-appropriate and develops all language skill areas (reading, writing, listening and speaking).</p> <p>Direct instruction in home and identity languages may happen during or outside of the normal school day. If home language teachers are able to come to the school, FIS will provide classroom space and instructional materials as necessary.</p> <p>Online courses may also provide home or identity language instruction.</p>	<p>All students are entitled to study their home or identity language. If there are fewer than five students of a particular language they may take their language as school-supported or self-taught. Parents work in partnership with the school to find a teacher.</p> <p>Students have time during the school day to work on their home language / Language A course projects.</p> <p>Online courses may also provide home or identity language instruction in Language B courses.</p>

E. Personalized Language Pathway

Examples of FIS Personalized Language Pathways

Language	Current Language Proficiency	Goals	Upper School Language Programming
German	In G6: the student will need to be at an emerging to transitioning level (1-2 or 3-4) to meet this goal	Study at German University (will need the German Abitur or German-recognized IB)	G7-10: GLA 2-3, 3-4 or G7-10 German LL IB A German Language & Literature SL/HL or IB A German Literature SL/ HL or IB B German HL
English	In G6: the student may be able to achieve this goal when beginning as an ELA level 1 learner due to the English language immersion at an International School	Study at UK University	G7-10: ELA 2-3 or G7-10 English LL IB A English Language & Literature SL/HL or IB A English Literature SL/ HL or IB B English HL
Spanish	In G6: any level of Spanish	Communicate with family	G6-10: Identity Language Study In Spanish Spanish Ab Initio IB B Spanish SL/HL
Japanese	In G6: any level of Japanese	Communicate with friends in Japan (speaking and writing)	G6-10: Identity Language Study In Japanese Japanese Ab Initio IB B Japanese SL/HL

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