

**RASA**  
2521 Pennington Dr. NW  
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507.206.4646 www.rasamn.org

## **Rochester Arts and Sciences Academy Primary Years Programme Language Policy**

### **Language Philosophy**

Rochester Arts and Sciences Academy recognizes that the study of language is the foundation for all learning. Language study, including English, second-languages, mother-tongue languages, media literacies develops international understanding, reinforces cultural identity, enhances personal growth, and promotes effective communication. Rochester Arts and Sciences Academy views *all* teachers as teachers of language and all parents as essential contributors to the language learning process.

Rochester Arts and Sciences Academy understands that the most conducive environment to language learning is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences. Rochester Arts and Sciences Academy values differentiated and varied instruction that integrates the skill areas of listening, speaking, viewing, presenting, reading, writing, and media literacy. Language instruction considers students multiple learning styles and individual development.

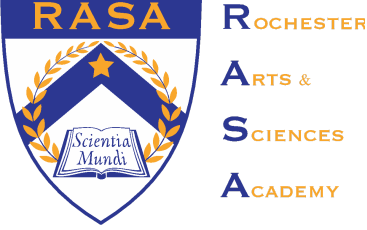
### **Overview of the Rochester Arts and Sciences Academy Languages**

- English is the language of instruction.
- English as a subject is taught through Literacy and teachers reference the Common Core ELA Standards
- Second-language teaching (Language B) includes Spanish and French.
- Mother-tongue languages include but are not limited to: Spanish, Arabic, German, Mandarin, and Hindi.
- Linguistic cultural opportunities are given so students can gain exposure to various languages and cultures through parent presentations, music, art, festivals, assemblies, and curricular units.

### **Second-Language (Language B)**

Spanish and French are the second-languages taught at Rochester Arts and Sciences Academy. Learning additional languages helps students understand other cultures and become more international in their perspective. Starting in preschool and continuing through fifth grade students receive instruction in an interactive, immersion approach to Spanish and French. Emphasis on grammatical structures, verbal and

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writing skills, and vocabulary will help students develop the tools they need to become effective communicators. International understanding, cultural awareness, and historical knowledge are enhanced through cultural readings, the study of daily life, and behaviors of people in Spanish and French-speaking countries and throughout the world.

## **Mother-Tongue Language**

Rochester Arts and Sciences Academy supports the development and maintenance of mother-tongue languages. Students are encouraged to use their mother-tongue language verbally and in writing. Teachers support student mother-tongue use by including visual displays, books, and works in students' mother tongues. Rochester Arts and Sciences Academy strongly supports inclusion and equity in access to the PYP Programme for all learners. Aides are scheduled to assist in classrooms and they support all learners' growth.

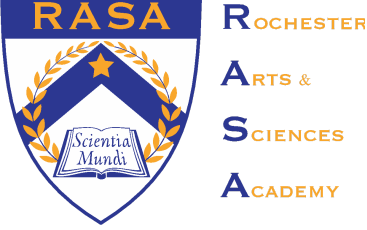
## **Action Statement for the Teaching of Language**

All students...

- Are encouraged to maintain and value their own mother-tongue language and to value the mother-tongue language of other students. This will be accomplished through being open-minded and welcoming.
- Are taught language by all faculty and have opportunities to listen and speak, view and present, read and write across the curriculum. This will be accomplished through our literacy program and daily engagements.
- Are learning language through inquiry-based instruction by training staff how to utilize inquiry as a primary teaching strategy.
- Are learning language through a transdisciplinary approach by training staff how to utilize a transdisciplinary approach in planning and teaching.
- Are encouraged to become fluent in more than one language by receiving daily instruction in Spanish and French.
- Are encouraged to develop a love of language and literature in all tongues by being exposed to a variety of languages, literature, cultures, music, and media.
- Are encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages. This will be accomplished with our unit of inquiry on media, instruction on digital citizenship, and having a variety of texts available to students.

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- Are taught literacy skills in context so that connections are made during literacy instruction and engagements.
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations through music, art, poetry, and technology.
- Are given time to reflect on their learning and to apply techniques appropriately through the use of “exit slips,” reflection journals, student portfolios, and SLC.
- Are encouraged to take risks and use self-correcting techniques with encouragement and modeling from staff and peers.
- Are to receive constructive and specific feedback from teachers and peers through peer conferences, literacy conferences, parent-teacher conferences, and report cards.
- Are exposed to modeling of rich language experiences through having students, teachers, and parents speak and share about their mother-tongue language.
- Are encouraged to read and interpret a broad range of literature reflecting a variety of cultures through exposure and discussions of classroom books, books from the teacher resource library, and books from the public library.
- Have access to, and are taught through, a variety of technological and information resources by utilizing computers, SmartBoards, ipads, TV’s, Apple TV’s.
- Are encouraged to explore language through the arts during their weekly music and art class.
- With these action statements students will view language as a key tool for learning and be able to construct meaning from the world around them.

### **Language Policy Committee**

The co-leaders of the language policy committee are the Principal / PYP Coordinator and the staff leadership team. Each year, during back-to-school week the principal and team will lead a review of the language policy with all school staff. The PYP Coordinator will make the necessary updates and email the document to all staff members. The updated language policy will be uploaded to the school’s website.

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