

# Haines City High School IB East

## International Baccalaureate Diploma Programme

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## Language Policy

### Introduction and Purpose

The Haines City High School IB East is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. The purpose of the language policy is to create a learning environment and one that is inclusive of language and cultural backgrounds of the students within the program and allows for understanding of other language cultures through secondary language acquisition. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. Accredited in 2007, the Haines City IB East International Baccalaureate Diploma Programme offers a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. Central to the education of any learner is the language(s) through which he/she learns, achieves, and explores their acquired knowledge and skills in the world.

### Philosophy

Language is the key learning vessel and medium of inquiry in all aspects of intellectual, social, and emotional development. In our increasingly interdependent world, acquisition of knowledge and skills in more than one language is of growing importance. Haines City IB East Programme recognizes the increasing mobility of the world population; therefore, IB students and teachers are life-long learners of their mother-tongue. Language is a means by which our students become critical thinkers, risk-takers, inquirers, open-minded, principled, and reflective 21<sup>st</sup> century citizens. Through authentic language learning and contextual understanding, students gain an appreciation of other cultures and perspectives in order to become knowledgeable and caring global citizens. Thus, it is imperative that all teachers, parents, students, and stakeholders are language teachers and are essential contributors to the learning process.

### Working and Instructional Language (Language A) at Haines City IB East

The working language (the language in which all services and material are provided) at Haines City IB East is English. The language of instruction at Haines City IB East is English. All subject areas except our Group 2 World Languages, are instructed in English.

### World Languages (Language B) Offered at Haines City IB East

Haines City IB East offers one of three world language classes on site to students in the IB Diploma Programme including: Spanish, French and German. All students enrolled in the IB Diploma Programme are required to engage in the instruction of a language.

### Language Development Support and Language Profile at Haines City IB East

First and foremost, all teachers at Haines City IB East are language teachers. Reading and writing skills are developed in each IB course through a wide variety of formative and summative assessments. While the language of instruction at Haines City IB East is English, HCIB is home to learners who speak many different languages in their home environments. Throughout Polk County, there are 84 different languages spoken in residents' respected homes.

The Haines City IB East Diploma Programme Language Profile:

- Approximately 61% of our student body primarily speaks English in their homes.
- Approximately 22% of our student body primarily speaks Spanish in their homes.
- Approximately 9% of our student body primarily speak Pacific Islander in their homes.
- Approximately 8% of our student body primarily speak Haitian Creole in their homes.

At Haines City High School approximately 10% of the student population qualifies as English Language Learners (ELL), and these ELL students are assigned to an English class specifically designated for English for Speakers of Other Languages (ESOL) students. Teachers of students in an ESOL English class have met the State ESOL requirements and are deemed as Highly Qualified ESOL Endorsed professional.

The Haines City High School Student Language Profile:

- Approximately 51% of our student body primarily speaks English in their homes.
- Approximately 39% of our student body primarily speaks Spanish in their homes.
- Approximately 6% of our student body primarily speak Haitian Creole in their homes.
- Approximately 4% of our student body primarily speak other languages in their homes.

## **Curricular, Co-curricular, and Extra-curricular Support for Students**

- Identified students may have language goals included in an Individual Education Plan. Teachers provide accommodations that best support the student to achieve the goal(s)
- School-wide exposure to reading and writing for informational texts in all classrooms through common writing prompts and on-going teacher professional development.
- Our Language B instructor uses a variety of strategies (to include but not limited to cross-curricular collaborative planning, small group instruction/Kagan Structures, Thinking Maps, Multiple Intelligences) known to increase language acquisition including the incorporation of cultural competencies and understanding in the language of study, opportunities for language immersion experiences both through local language/culture programs (Spanish Heritage Month, Spanish Club, German Club, French Club, Multicultural School Week, African-American Awareness throughout the year, featured multicultural cuisine through world language classes, Black History Month) as well as travel-abroad options, and working in partnership with feeder schools and local organizations to highlight the studied language and culture within the wider community.

## **Support for Mother Tongues**

Our faculty recognizes and celebrates our multi-cultural, multi-linguistic backgrounds. During class, students are encouraged to bring in their own language experiences and cultural observations to share with all students. This practice supports the students' mother tongue while helping to promote a global perspective among all our students.

By attending a public high school in semi-rural Central Florida, students whose mother tongue is not English, learn or expand their knowledge of the host countries culture and traditions. Regional accents are heard through some of their peers and, in some cases, their instructors. For many of these students, they come and go between our multi-cultural, multi-lingual setting to their homes and their "mother tongues", reinforcing this notion of truly being multi-cultural and multi-lingual.

## **Instructional and Learning Language (Language A)**

Haines City High School acknowledges the importance of teaching and learning of language throughout the curriculum. It is through this important tool that associations are made by students in their various subjects. Language A is limited to the English language and students are guided and supported through English syntax, grammar and communication skills in all IB classes. All students are involved in Language A learning from grades nine through twelve, aligned with the requirements of the Polk County Public Schools, Florida Standards and the International Baccalaureate Language A objectives.

## **World Language (Language B)**

It is the recommendation of Haines City IB East that students explore other languages outside languages that are spoken at home. The purpose of this is to create more aware global citizens, foster curiosity and understanding of other cultures, and to encourage cultural sensitivity in accordance with the IB Learner profile.

Language B objectives are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures and to develop students' awareness of the relationship between the languages and cultures with which they are familiar
- develop students' awareness of the role of language in relation to other area of knowledge
- provide students with a basis for further study, work and leisure using an additional language and to provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

*(Language B guide, First examinations 2013. ibo.org, 2011, p.9.)*

Teachers do this through current professional practices aimed at producing interpersonal, presentational and interpretive proficiency. Instruction and assessment are geared to these proficiencies and IB guidelines are used for in-course assessment.

Emphasis is placed on the development of the four learning modalities (listening, speaking, reading, and writing) practiced within given contexts and linked to the three modes of communication (interpersonal communication, interpretive communication, and presentational communication) as a fundamental part of the language practice. Language structures, through

oral practice of grammatical forms in context and through explicit instruction, allow students to use the correct grammar via questioning and discussion.

Reading is done throughout the lesson using sentences, short stories, and newspaper articles on a variety of topics and magazine ads. As well as the various exercises done in class as a way to achieve grammatical accuracy. These instructional resources elicit in student's responses such as: making generalizations, giving an opinion, determining the main idea, distinguishing between fact and opinion, and drawing conclusions, among others.

Listening is constantly reinforced through different media, such as text-book related listening activities, chapter-content videos, cultural videos (following a conversation between native speakers including colloquial expressions), oral reports or other types of narratives.

Speaking is done when students communicate their ideas in the target language and the students are given the opportunity to discuss in small group and make oral presentation to the class where the student is able to narrate, describe and explain in the past and present tenses with appropriate grammatical structures. Additionally, there are projects presented orally. The students also practice timed oral activities based on general topics of conversation where they have the opportunity to express facts, ideas, and feelings in a manner that is intelligible to an audience. Finally, the use of the language is practiced in different situations, such as critiquing, advising, and asking questions.

Writing is also part of daily instruction. Students are asked to write paragraphs and essays in accordance to their levels without the use of dictionary and in a limited time. All our test and quizzes assess all four language skills. A variety of modes are used in developing this skill, including narrative (personal experience); expository (essay, paper); persuasive (brochure, instructions); and formal and informal letters. These writing activities help students to develop personal writing style.

## Language Support and Access Languages for Our Families

Haines City High School and Haines City IB East uses a variety of strategies to effectively communicate with, and disseminate information to, families who speak languages other than English in their homes. Strategies include, but are not limited to:

- Employing bilingual staff members who work with our students; these individuals make home contact with many of our non-English speaking families.
- Utilizing World Language teachers, Education Support Professionals, and student leaders as translators. This is particularly effective with our French-Creole and Spanish-speaking families. We pursue the expertise of the learners in our community - staff and students alike - to help us communicate with our families about upcoming school events, important academic opportunities for students, and concerns about student progress in school.
- Translation of school documents into other languages. Many of our school and district documents are translated into a variety of languages including French-Creole and Spanish. Translation services are provided at school events including Open Houses, Student Orientation, Title One Open House, sporting events, and ceremonies.

- Parent/Teacher Conferences, Student-Led Conferences, and more.

## Supporting School and District Language Policies

### ESOL Endorsement/Certification/PD Requirements:

- A bachelor's or higher degree with certification in another subject, and
- Fifteen (15) semester hours in English for speakers of other languages (ESOL) to include credit in each of the areas specified below:
  - Methods of Teaching English to Speakers of Other Languages (ESOL),
  - ESOL Curriculum and Materials Development,
  - Cross-Cultural Communication and Understanding,
  - Applied Linguistics, and
  - Testing and Evaluation of ESOL

*Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.*

### **POLK COUNTY SCHOOL BOARD BILINGUAL STUDENT EDUCATION POLICY: ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)**

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Language Learners (ELL) in grades K-12. State Laws Covering ESOL hold school districts accountable for ensuring that ELL students have equal access to the curriculum comparable in amount, scope, sequence and quality to that provided to English proficient students. The Consent Decree is the state of Florida framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- XXX Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

## Haines City High School IB East Language Policy Committee

Haines High School's International Baccalaureate East Language Policy Committee is comprised of the IB Coordinator and IB staff members from Groups 1 - 6. The Committee meets at the beginning and end of each school year, making recommendations on support for the teaching and assessment of classes in additional languages and approving changes in the level of support provided in the working access languages.