



Terry Parker High School

International Baccalaureate Diploma Programme Language Policy

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Philosophy

Terry Parker High School believes that the study of language is the foundation for all learning. All teachers at Terry Parker High are essentially language teachers. Language-learning at Terry Parker refers to not only the acquisition of specific language, but also the understanding of cultures. Second Language proficiency is fundamental to building bridges with other cultures, and helping today's students, as they become tomorrow's leaders.

All students at Terry Parker experience an enriched language program in which English is the primary language of instruction and Spanish is an additional language. Terry Parker offers its students opportunities to engage in realistic and meaningful language learning experiences within a positive and encouraging environment. Language instruction is differentiated in order for students at Terry Parker to gain the most from their language learning experience and meet the needs of various learning styles.

Aims

At Terry Parker High School, our language program aims to:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' power of oral and written communication.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language literature.

Language of Instruction and Language Offerings at Terry Parker High School

English is the language of instruction at Terry Parker and is taught through the following required courses:

| | |
|-----------------|---|
| Grade 9 | English I English I Honors or Terry Parker IB Preparatory English I |
| Grade 10 | English II English II Honors or Terry Parker Preparatory English II |
| Grade 11 | IB English III (Language A1 Year 1) |
| Grade 12 | IB English IV (Language A1 year 2) |

Mother – Tongue Instruction

Terry Parker acknowledges the vital importance of the maintenance of mother - tongue development. Maintaining the mother tongue has the following benefits:

- enabling the students to remain in touch with and maintain esteem for the language, literature and culture of their home country
- facilitating readjustment to life in the home community and education system should they return to their home county
- facilitating the learning of a second language
- developing library resources in a range of languages used by students
- engaging students in reflections involving the use of their mother tongue and home culture across the curriculum
- allowing Diploma Programme students to enroll in a school-supported self-taught Language A1 as feasible, appropriate, and necessary

Limited English Proficiency

For the 2019-2020 school year there are 220 Limited English Proficiency Students enrolled at Terry Parker High School. Mother-Tongue languages represented by these students include but not limited to Spanish, Haitian /Creole, French, Tagalog, Burmese, Arabic, Korean, Jamician, Creole, Farso, Cambodian Russian, Arabic, Swahili, Cambodian, Japanese, and Kirundi. Terry Parker supports and adheres to the philosophy and mission statement of the Duval County Public Schools ESOL Program.

We believe that:

- All children in Duval County Public Schools should have the opportunity to develop full proficiency in English.

- Language minority students are considered a resource. They bring a special and highly desired combination of knowledge, experiences, and skills to their peers, classrooms, and their school.
- Student learning through ESOL are provided a specialized language preparation that will enable them to participate effectively in academic programs and achieve the same high standards as their English speaking classmates

All students at Terry Parker have access to Spanish as a second language. At this time, IB Diploma Students at Terry Parker will be taking Spanish to fulfill their Language B requirement.

Students in the IB Diploma Programme generally take four years of a second language. They begin studying their second language in the ninth grade, thus preparing them for their Language B courses in grade 11 and grade 12. Non-IB Diploma Programme students are only required to take 2 years of a second language with the option of taking more, if they so desire, beginning in ninth, tenth, or eleventh grade. The following is a course sequence for both IB and Non-IB Diploma Student.

| Grade | IB Diploma Programme Student Options | Non IB Diploma Programme Student Option |
|--------------|---|--|
| 9 | Terry Parker IB Preparatory Spanish I | Spanish I |
| 10 | Terry Parker IB Preparatory Spanish II | Spanish II |
| 11 | IB Spanish IV | Spanish III |
| 12 | IB Spanish V | Spanish IV |

*this is the recommended sequence for Non IB Diploma Programme Students; however they are not required to begin taking their second language in the ninth grade.

Extra – Curricular Language and Culture Opportunities

The following clubs are available to all Terry Parker students to enrich experiences in mother – tongue languages, second languages or additional languages, with the aim of increasing cultural awareness and international –mindedness:

- Spanish Club
- Spanish Honor Club
- Interact Club

Therefore we:

- Provide comprehensive instruction in English as a second language for linguistically diverse students, which prepares them to handle content materials in English.
- Seek opportunities to develop appreciation of LEP students' language and culture in mainstream classrooms.

- Provide professional development opportunities for both ESOL and other classroom teachers that prepare them to facilitate the language and academic growth of linguistically and culturally different.
- Collaborate with content area teachers to ensure that instruction is academically challenging, but also is tailored to the linguistic proficiency, educational background and academic needs of students.
- Facilitate home-school communication.
- Follow district procedures for identifying students who qualify for ESOL instruction.
- Monitor academic achievement and make recommendation for placement of students in general academic programs.
- Serve as advocates for LEP students.

Frequency

A thorough review of the Language policy will be conducted every two years in June. Additional review periods as deemed necessary to address amendments to laws and educational practices.

Process for review

Each member of the Review Committee will receive a copy of the current to review the current policy for:

- updates from IB, Duval County, and State of Florida as it relates to the language policy.
- Continued Effectiveness of the current policy
- Does the policy clearly and effectively communicate the language program at Terry Parker?
- If the policy is being implemented with fidelity.

Composition of the review committee

This document was updated in collaboration by the IB Coordinator, IB Teachers, Administrators, and ESOL Paraprofessional

Links to other working documents:

IBO Programme Standards and Practices (2014)

IBO Guidelines for Developing a School Language Policy (2008)

IBO IB Learner Profile Booklet (2008)