



Hammond Eastside Magnet School Middle Years Programme Language Policy



Mission Statement

Hammond Eastside Upper encourages students to become thoughtful and compassionate global citizens by emphasizing empathy, kindness, and reflection in the classroom. Through inquiry-based learning, students pursue an understanding of their role in various communities in ways that are engaging, challenging, and meaningful to life-long learning.

Philosophy

At Hammond Eastside Magnet Upper, students are encouraged to adopt and refine skills necessary to communicate effectively in the twenty-first century. The development of language skills is a lifelong process that promotes academic and social growth across all content areas. Language is the major connecting element across the curriculum and provides a vehicle for inquiry. Learners listen, talk, read, and write their way to negotiating new meanings and understanding new concepts.

Teaching and learning is driven by the idea that through language instruction, we are encouraging intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity. Through the exploration of language, students become communicators in our multilingual world.

Purpose

This document will inform faculty, parents, students, and community members of the ways Hammond Eastside Magnet Upper School provides support to students and teachers for the implementation of its programs in different languages. It also provides information regarding the aim to provide high quality materials and services in all the languages supported.

School Language Profile

Language will be taught in a systematic, research-based way exploring both receptive and expressive modes in the primary areas of linguistics. Students will utilize visual, oral, and written language to express the ways they understand the world in which they live.

VISUAL LANGUAGE - Viewing and presenting Visual language provides an outlet for viewing (receptive) and presenting (expressive), which includes interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. Digital natives

thirst to create content not just be consumers of knowledge; moreover, they naturally share knowledge through collaboration using technology.

ORAL LANGUAGE - Listening and speaking (expressive) and listening(receptive) through purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning through collaboration, discussions, and presentations. As active participants in discussion, students are required to compare, contrast, analyze, and synthesize a multitude of ideas.

Teachers will model correct language usage in conversation, while being sensitive to students' cultural background and mother tongue.

Students will be provided ample opportunities to develop and utilize oral language beyond everyday classroom conversations through oral presentations, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations, etc.

Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences. Second language teachers support the school's reading, writing and oral language practices as well as the IB learner profile. Students receive instruction using an interactive, immersion approach to second language learning. Emphasis on grammatical structures, verbal and writing skills, and vocabulary development help students develop the tools they need to become effective, multilingual communicators.

WRITTEN LANGUAGE - Reading and writing as learners engage with interesting and authentic text, they acquire the skills, strategies, and conceptual understanding to become college- and career- ready, independent readers (receptive). Writing (expressive) is primarily concerned with communicating meaning and intention. When this is done in an authentic setting, writing becomes a genuine expression of the individual. As students share their ideas in written form, their skills are developed, applied, and refined to produce effective written communication.

Students are provided with opportunities to:

- Reflect on learning and self through student portfolios
- Close reading of variety of meaningful text
- Authentic writing across the curriculum
- Increase acquisition and usage of academic and domain specific vocabulary
- Utilize technology through blogs, web pages, and presentations
- Writing in response to a variety of text
- Writing to support/explain and justify/persuade
- Application of thinking and problem-solving strategies in real world situations
- Publish their writing in a variety of ways
- Read and comprehend class materials that are on grade-level Language instruction will be facilitated in the following ways:
 - Implementation of Units of Inquiry
 - Support and model reflective language through think-aloud strategies as students create their portfolios

- Socratic discussions (Circles)
- Model effective use of oral and written language across the curriculum
- Integrate academic and domain specific vocabulary
- Model the expression of thoughts and feelings through all modes of communication
- Actively supporting literacy in mother tongue by providing written materials and opportunities to express themselves using their native language
- Actively supporting acquisition of second language through formal Spanish instruction with certified personnel
- Model reflective process (using visual and oral language) to prepare students for student led conferences
- Opportunities for student-driven inquiry using the full inquiry cycle
- Text-dependent questioning (explicit and implicit)
- Allow student questions to drive instruction by strategically organizing anticipatory artifacts (front-loading) to represent all subject areas to begin Units of Inquiry
- Teach thinking and problem-solving strategies through modeling the process
- Analyze reading and math assessments to properly drive differentiated instructional practices and to set individualized reading and math goals

Languages Offered

Language Acquisition encourages an appreciation for and understanding of other languages and cultures, and provides a skill base for further language learning. Language Acquisition is offered in the MYP Years 1-3 (6th-8th grade). At Hammond Eastside Magnet Upper, students learn to speak, listen, read, and write in Spanish. Language Acquisition must be sustained over the three years of the program.

Support for Mother Tongue

All students who identify a language other than English spoken at home (using the Home Language Survey during registration) are tested for English proficiency using the English Language Development Assessment (ELDA). Tangipahoa Parish School District has resource personnel that provide our teachers with the accommodations that students should have, as well as resources such as dictionaries, translators, laptops, Rosetta Stone, and other study aides that the teachers can share with their students. The district also provides teachers with translation services for Spanish speaking parents and students. When a student's mother tongue is something other than Spanish, district personnel identify individuals from the community to assist with translation and interpretation. When district personnel are not available, the school has two teachers that are fluent in Spanish. These teachers frequently assist with translations for parents, students, and teachers.

Strategies to Support all Teachers in Their Contribution to the Language Development of Students

Teachers will receive professional development focused on the use of language in the classroom throughout the year. At Hammond Eastside Magnet Upper, teachers are required to provide

language instruction to all students. Reading and comprehension strategies will be disseminated to the staff, and teachers are provided with materials suited to the language needs of our students.

Support for Students

Students' language proficiency is tracked and monitored. Students performing below level on language skills in the language of instruction (American Standard English) have access to a variety of interventions and extracurricular assistance. Students are provided with modified lessons and differentiated instructions to meet the needs of each child. Students have access to technical support systems.

It is vital for students to learn the instructional language in order to identify with the school, community, and country's culture. As the students' progress through the MYP program they will be exposed to increasing levels of rigor and correlating the development of language with every subject in the scope of the MYP.

Support and Resources for Parents

Parents are included in the language development of their children through the following practices and resources:

- Reading Response and reading logs
- Newsletters or Flyers distributed to the parents in English and Spanish
- Bilingual Parent Liaison (We have 2 bilingual teachers on campus to translate.)
- HEMU Showcase Night
- District Title I ELL Teacher assigned to Hammond Eastside Magnet Upper

Communicating the policy

- School website
- Letter sent home to ELL students
- Staff handbook

Reviewing the Policy

The Language Policy is reviewed annually at the beginning of the year by Hammond Eastside Magnet Upper administrators, teachers, and support staff. Revisions to the policy will be considered based on IB policy changes, school district policy changes, and changes in the school community.