



Middle Years Programme

MYP

Language Policy

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB (International Baccalaureate) language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Philosophy

The Lower Richland Cluster Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. As language is a principal method of communicating and learning, our goal is to encourage language as a lifelong process promoting academic and social growth. Language learning promotes internationalism and multicultural understanding and must be fostered in all aspects of the school community. To achieve this goal, we employ the MYP Language Aims and Objectives as well as our district's guiding principles and state mandated standards to our instructional practices. Students are encouraged to use written language in exchange with other languages to support interdisciplinary skills acquisition. Language is promoted as a tool of expression and valued as an essential part of a student's identity. Teachers strive to recognize the language needs of all students and serve them within and outside the classroom. All teachers are language teachers, and all classes incorporate language through reading, speaking, writing, and listening. Utilizing an inquiry and project-based learning approach of the MYP curriculum framework, students explore language and work toward becoming global communicators.

Instruction and Assessment in Language and Literature

Beliefs and Practices:

Engagement in language instruction allow students to work within the National Foreign Language Standards, South Carolina World Language Academic Achievement Standards and MYP assessment criteria to consider the fundamental concepts of analyzing, organizing, producing text, and using language with the purpose of communicating, learning holistically, and promoting intercultural awareness.

Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through listening, reading, and writing instruction, students will locate, evaluate, and synthesize information to develop existing and create new knowledge. Students engage in language acquisition through interpretative, interpersonal, presentational, and intercultural communication.

Two main approaches to world language instruction used in Richland One are "The Natural Approach" and The Total Physical Response (TPR). Within these approaches, students are encouraged to acquire a second language in the same manner they acquired their first language.

To provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives and assess the first 3 of 6 phases of language acquisition
- Facilitate reading in all subject areas
- Enable students to learn and use language effectively, appropriately, accurately, and confidently
- Develop students' powers 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 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 and literature.
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts with multiple perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in state and federally mandated assessments
- Provide opportunities for students to act within the larger community
- Provide opportunities for real life knowledge and cultural awareness through language instruction
- Develop global participants

Instruction and Assessment in Language Acquisition

Beliefs and Practices:

Language proficiency in two or more languages is the objective and is seen as a continuum along which each individual student progresses in a variety of courses beginning in grade 1 through 12.

To provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to act within the larger community

School Language Profile

Language of Instruction

The language of instruction is English. Through school wide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. The school offers instruction in Languages other than English as Language needs of the students dictate. Students will be offered the opportunity to learn a language and culture other than English.

Additional Languages

Second language instruction is offered in the following languages recognized by the MYP:

- French
- Spanish

Support for Mother Tongues

We recognize the mother tongue as the language a person has grown up speaking from an early age. We support our families whose native language is not English by encouraging our parents and students to speak and develop their mother-tongue at home and share with the school community. The development of the mother-tongue language is critical for maintaining student's cultural identity.

The goal of Richland County School District One's ESOL Program is to provide equal educational opportunities for culturally and linguistically diverse students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP). The primary focus of the instructional program is to provide an English-rich environment so that LEP and NEP students

become proficient in English as soon as possible. The instructional program provides support while students transition into complete mainstream instruction.

Richland County School District One creates a learning environment that provides cognitive and affective support to help language minority students become contributing members of society. The ESOL Program, beginning with kindergarten and continuing through high school, provides each LEP or NEP student with an opportunity to acquire knowledge of the US culture and to develop listening, speaking, reading, and writing proficiency to be academically successful in mainstream classes.

Learning of Host Country/Regional Language and Culture

As the need arises, support for students who are not proficient in the language of instruction will be supported using Richland County School District One ESOL programs. The ESOL process begins with the administration of the Primary/Home Language Survey, which is followed by an annual assessment of English proficiency, WIDA, which will determine the level of services that the student shall receive. All students with the ability to study in the MYP will be allowed to do so with the proper support as dictated by RCSD1 policy.

Strategies to Support Teachers and Students

All educators are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

Communication Plan

The Language Policy is intended to be an accessible document to all stakeholders. Therefore, this document can be translated into various languages as district resources allow.

Community Support

<https://www.richlandone.org/Domain/1840>

Review of the Language Policy:

This will be reviewed and updated annually.

Revised, March 2023 by:

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