



LANGUAGE POLICY

*Tanglewood Middle School*

*SCHOOL MISSION: Tanglewood Middle School is an International Baccalaureate World School whose goal is to provide a quality education by empowering individuals to become caring, self-sufficient, globally conscious citizens, who value innovation and sustainability as a lifelong process.*

### **Philosophy**

The Houston Independent School District (HISD) values diversity, including a population that speaks over one hundred languages – and as such takes its responsibility to speakers of all languages seriously. Currently, the language of instruction at all HISD campuses is English, with significant support provided to those for whom English is not their native language.

### **Programs Offered**

#### **SPANISH**

To encourage and support the continued development of proficiency in a non-native language, students who are not enrolled in the English as a Second Language Course are enrolled in Spanish. The Spanish courses are taught in a sustained progression. This progression will prepare our students for further study in the IB (International Baccalaureate) Diploma Programme as well as Advanced Placement courses. The progression of Spanish courses follows:

#### *Year 1: 6<sup>th</sup> Grade Spanish*

Prerequisites: none

High School Credit: none

Course Description: Students will be introduced to the basics of Spanish language and culture. Topics include the Spanish alphabet, basic vocabular and grammar.

#### *Year 2: Spanish 1A, Spanish 1B*

Prerequisites: none

High School Credit: 1 credit; 0.5 per semester

Course Description: This course is an introduction to the Spanish language and culture. During this course students will develop essential skills in listening, speaking, reading, and writing (LSRW) in Spanish. Throughout the year, they will gain a better understanding of the Hispanic culture and topics related to their everyday lives preparing them for success in future levels of Spanish.

#### *Year 3: Spanish 2A, Spanish 2B*

Prerequisites: Completion of the first-year language or placement by examination and/or teacher approval.

Credit: 1 credit, 0.5 per semester

Course Description: This course is for students that have successfully completed Spanish 1A and 1B. They will review essential Spanish 1 skills. The level of instruction assumes a basic knowledge of grammar concepts and vocabulary formerly acquired. There will be an emphasis on communicating in Spanish through listening, speaking, reading, and writing in various aspects of time. Students will study Hispanic culture, geography, and history.

### *Year 2 and Year 3 Native Speakers*

Prerequisites: Completion of the first-year language and placement by examination and teacher approval.

Credit: 1 credit, 0.5 per semester

Spanish for Native Speakers is offered to students who are already proficient in reading, writing, and speaking Spanish. Students are placed into this course by exam and teacher recommendation. The purpose of this course is to develop, maintain, and improve Spanish language proficiency. We offer students the opportunity to listen, speak, read, and write in a variety of contexts. This course allows them to explore the cultures of the Hispanic world including their own.

### EMERGENT BILINGUAL PROGRAM

The Emergent Bilingual program shall address the affective, linguistic, and cognitive needs of emergent bilingual students as follows:

*Affective* – Emergent Bilingual (EB) students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

*Linguistic* – Emergent Bilingual (EB) students shall be provided intensive instruction to develop proficiency in the listening, speaking, reading, and composition of the English language.

*Cognitive* – Emergent Bilingual (EB) students shall be provided instruction in English in mathematics, science, health, and social studies using second language methodology. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

All Emergent Bilingual (EB) students shall participate in a required Emergent Bilingual program offered at each campus. The following is a description of the two types of Emergent Bilingual programs.

### TRANSITIONAL PROGRAM

Many students enter middle school having served for four or more years in Bilingual or Emergent Bilingual programs in elementary school. These students are either at the advanced or transitional instructional level and only require a program of modified English language arts and reading instruction. These students are provided the same content and ancillary courses as non-Emergent Bilingual students, but instruction is modified to include second language teaching strategies.

Goals of the Transitional Emergent Bilingual Program:

- Acquire and develop English listening, speaking, reading, and writing skills.
- Mainstream into regular program

### NEWCOMER EMERGENT BILINGUAL PROGRAM

Immigrant students entering the American school system at the secondary level constitute an increasing population in HISD. For secondary students, the difficulty of the transitions during adolescence can be an educational challenge to schools. Newcomer Emergent

Bilingual programs provide students with an academic course which focuses on the acquisition of the English language.

Goals of the Newcomer Programs:

- Provide a smaller, inclusive learning environment to support the affective needs of immigrant students.
- Acquire and develop English listening, speaking, reading, and writing skills.
- Develop academic language and core subject knowledge in native language or through Emergent Bilingual methodology.
- Mainstream into regular program

### **Multicultural Aspects of Tanglewood Middle School**

Our campus reflects the diversity that can be found in our district. The EB population constitutes 36% of the total school population. Originating from approximately thirty different countries, these students speak over fifteen languages. Newcomers receive an additional language class to support their learning. Students are encouraged to share their mother tongue that differs from English. In some cases, students are offered the opportunity to present projects in their mother tongue. Students' mother tongue is represented through google translate and peer buddies.

### **The Role of Language**

In HISD, literacy is defined as the ability to read, write, listen, speak, and think effectively. Consequently, language plays a critical role on campuses throughout our district. As an MYP (Middle Years Programme) school, we take this responsibility seriously – in particular, it is widely recognized that all the educators in our school are teachers of language. To that end, language initiatives are not only implemented in our language offerings but across all subject areas.

District-wide, students are recommended to spend between 20-25% of their time engaged in integrated literacy strategies to support content specific learning. Each year students are surveyed using NWEA Map Testing. Students that do not meet the state standard for reading are placed in mandatory tutorials. In addition to the tutorials scheduled during the school day, teachers are available to help students after school and on Saturdays for more one-on-one attention if needed.

### **In Support of the IB Mission**

As an IB World School, the Learner Profile is an integral part of who we are and what we do daily. We emphasize being Communicators – IB Learners at Tanglewood should be able to communicate in at least two different languages. Students with more than one native language are encouraged to explore proficiency in another. Language acquisition at our school promotes the understanding and appreciation of one's own culture and their place within the global community.

### **Communication**

This policy will be communicated through multiple ways including:

- Website
- Parent conferences
- School events
- Newsletters
- Handbook

## **IB Policy Review**

This policy is reviewed and updated annually by school staff and the Shared Decision-Making Committee. This policy was reviewed and approved by representatives of the school staff, parents, and community members in October 2024.

## **References**

*Multilingual programs / bilingual/ESL. / Bilingual/ESL.* (n.d.).  
<https://www.houstonisd.org/Page/32054>