



## Winter Park High School International Baccalaureate Programme Language Policy



### Purpose

The International Baccalaureate Programme at Winter Park High School includes students of many cultures and ethnicities. Language plays a vital role in diversity, tolerance, and appreciation of all humanity and the human spirit. The Winter Park High School's International Baccalaureate Programme's Language Policy is ensure the development of language and learning is being fostered among our students. The purpose of the policy is to do the following:

- Explain why Language A in the WPHS IB curriculum is limited to English
- Remind students, parents, and all other stakeholders that students in the IB programme must learn one language in addition to their first language (WPHS IB currently offers Spanish and French)
- Indicate how we support students first language (also called mother tongue)
- Inform stakeholders of the services offered at WPHS for English Language Learners (ELL)
- Outline the support services offered for students and parents regarding the development of language

### Philosophy

The mission of the International Baccalaureate Programme at Winter Park High School is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Language encompasses many modalities. Language and its uses are paramount in communicating within our pluralistic societies, cultures, and world. Winter Park High School's IB Programme aims to do the following:

- Embrace and further develop language in all forms; listening, speaking, reading and writing
- Appreciate and accept intercultural diversity and teach this among the students
- Convey and pursue knowledge inquisitiveness, and the sharing of ideas. Therefore, the systematic study of languages is understood as an essential facet of social and academic life
- Teach language and facilitate communication among all subject areas

### Principles

While English is the language of instruction, Winter Park High School's IB Programme respects and appreciates the equal status of all languages. Winter Park High School and the IBO are committed to providing as much diversity of language instruction as possible. Language diversity reinforces literacy and cultural identity and reflects the multilingual society within the IBO and Winter Park High School. The Group 2 curriculum (world language) improves the relationship, consideration, and respect for other cultures. The programme appreciates that acquisition of another world language is important in developing higher-order thinking skills.

## In practice

With an understanding that all teachers are language teachers, encouragement in strengthening one's heritage language as well as the acquisition of additional/world languages is encouraged and nurtured. The IB Language profile at Winter Park High School indicates that 77% of our IB students speak English as their first language and 15% speak Spanish. The majority of the remaining 8% of students speak Vietnamese, Chinese and Hindi as their first language. In total, over 16 different mother tongues are represented.

Winter Park High School's IB programme is a full diploma program. When students are enrolled at Winter Park High School, they must complete an English Language survey to identify if there is a need for support services. In rare cases, students enter into the English Language Learners (ELL) program prior to the IB programme in order to have specific classes assist with developing their English speaking and writing skills. Due to the requirements of the full diploma program and the course requirements for ELL, ELL students may apply for admission into the IB programme upon passing the *Comprehensive English Language Learning Assessment (CELLA)*. A more detailed explanation of ELL is referenced below. In other cases where students do not need ELL services but speak English as their second language, we offer tutoring and other services for support if needed.

Winter Park High School's IB programme recognizes the importance of promoting a student's mother-tongue language. In very rare cases, students are allowed to complete their extended essays in their mother tongue if desired which fosters their first language. Our program supports the mother tongue languages through peer tutoring and in addition to the Spanish and French National Honor Societies.

### Group 1 - Language A English

Within the educational framework of Winter Park High School's IB Programme, Language A is limited to English as the language of instruction. Florida Constitution, article II, Section 9 (1988) states that English is the official language of the State of Florida. Furthermore, according to Florida State education standards, in order to graduate, each student is required to be proficient in spoken and written English. To foster the development of English, all students are required to take English in grades 9 through 12. The literature studied in the Language A category reflects American, South Eastern Regional, and minority cultures. This exposes students of all backgrounds to the host country's language and customs. Although special support is offered to English Language Learners (ELL) at Winter Park High School, classroom instruction must be aligned with state standards and assessments.

### Promotion of other languages:

#### Group 2 - Language B: Spanish and French

All of the Winter Park High School IB students must learn at least one language in addition to their first language. Spanish is offered due to the high concentration of Hispanic speaking residents in the state of Florida. In addition, French B is offered.

A continuum of Language B courses are offered in both French and Spanish in grades 9 through 12 in order to support the developing needs of all students.

Diploma options include the following:

- Spanish SL
- Spanish HL
- French SL

Career-related options include the following:

- The above stated Diploma options
- Online Language Acquisition courses

These courses will not only focus on the four major areas of second language acquisition - reading, writing, speaking, and listening - but also on the culture of the French and Spanish speaking worlds as it is important that the student become both linguistically and culturally proficient in the language studied. The Language B courses are assessed using the assessments required by the International Baccalaureate Language B objectives and assessment tools.

## Reading

Reading takes place in all subject areas and students will read across curriculum whenever appropriate. All teachers use reading to enable students to develop proficient listening, speaking, reading, and writing skills. Emphasis is on acquisition of integrated English communication skills in a wide range of content and activities that include but are not limited to texts, guided reading groups, differentiated reading instruction, and word lists.

The content should include, but not be limited to, the following:

- Active reading of varied text for what they say explicitly, as well as the logical inferences that are drawn
- Analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response

## Writing

Teachers of all content areas encourage students to develop their language skills through writing. Writing is implemented to ensure consistency of the writing process (planning, outlining, drafting, editing, proofreading, publishing), as appropriate with each grade level. Student's development of writing will be supported by being provided feedback from teachers and peers:

- Writing will be utilized in all subject areas for the following purposes:
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning

## Oral Language

Extensive oral language for both social and academic purposes must be incorporated into successful literacy development. The following practices will be implemented to support the development of oral language:

- Teachers exemplify correct academic language usage within the classroom environment while being astutely aware of students' cultures and ethnicities, as well as heritage languages.
- Students are provided sufficient opportunities to develop and apply oral language beyond social language via group and individual oral presentations, debates, and speeches.
- Teachers of second language learners support the school's reading, writing and oral language practices as well as the IB learner profile. Winter Park High School students receive instruction using a collaborating, full-immersion approach to second language learning. Emphasis on grammar, speaking, listening, and writing skills, along with vocabulary development cultivates the necessary academic tools they need to become effective, multilingual speakers, readers, and writers.

## Materials

*"The selection of instructional materials to be used by OCPS will be criteria of age appropriateness, educational purpose, and State and OCPS performance standards alignment. In addition, the broad racial, ethnic, socioeconomic, and cultural diversity of the students of OCPS will be considered"* (Rules and Procedures of the District School Board, Orange County, Florida)

Provided informational texts, language is used to solve problems, raise questions, provide information, and present new ideas about the subject matter. Another form of informational text includes functional reading materials (e.g., websites, how-to material) encountered in real-world situations. Informational material must include a variety of proficiency-level appropriate information sources.

Instructional materials should represent different points of view, contexts, and cultures while including issues and problems that persist across time. The texts should have identifiable key topics and relevant supporting details. (Florida Hard-to-Measure Content Area: World Languages, 20)

## Support Services

### ELL Services

Winter Park High School creates and fosters a multicultural curriculum to enhance the education of all students. Our traditional program at Winter Park High School welcomes our English Language Learners and strives to celebrate, nurture, and challenge our students throughout their educational experience.

Language and literacy are essential for individual and collective empowerment. Our certified ESOL staff certification consists of five ELL approved college courses or the 300 hour Orange County School District's ELL in-service program, or a combination of the two, helps our students find their voice and reach their goals by supporting the development of their English language skills. (Orange County, Florida ESOL Website). Over 90% of our IB faculty has met the ELL in-service program requirements to better support our students.

### Tutoring

Tutoring is available with individual teachers, before school and after school. In addition, National, Spanish, and French Honor Societies meet with students individually or in small-groups to give learning assistance.

## Informational Sessions

Evening informational sessions (Parent Connect Meetings) are presented by the IB Coordinator to involve parents in planning their student's language development and diploma options. Parents are informed about the various Language B options (Spanish SL, HL, and French SL) and the various options students have for the diploma programme (e.g. English HL). Parents and students are educated so informed decisions can be made on what curriculum options are best pending on individual strengths and weaknesses.

## Media Specialist

It is the objective of the Media Specialist to offer available tools for students, parents, and staff to direct, enhance, and support the learning process. Knowledge of curricular areas is necessary in order to serve the interdisciplinary needs of the learning community. It is the goal of the Media Specialist to work in a flexible environment, working in partnership with staff, teaching skills to students and staff, and keeping the assets of the Media Center.

## Literacy Coach

Winter Park High School's literacy coach works directly with teachers, students, and parents providing classroom-based presentations, cooperative group and individual support, and facilitating teachers' professional development. The literacy coach helps to improve reading, writing and language skills by providing supplemental resources for struggling readers.

## Language Needs for IB Learners

IB students are diverse in their social cultural interests. Language concentrates on how personal philosophies, values, beliefs, and other aspects of culture express and affect human experience. Language diversity involves the exploration of ideas that foster artistic and intellectual creation in order to understand the human-condition across many cultures. To this end, necessary language development fosters personal, social, and academic growth in that language course curricula address communication skills, critical thinking skills as well as satisfy the core requirements in Language.

## Language Policy Committee:

Daniel Farmer - Language A: Literature  
Kimberly Wilkes – Language A: Literature  
Sondra Dunlap – Language A: Literature  
Hope Roger - Language B: French  
Deborah Kline – Language B: Spanish  
Nancy Appleton – Language B: Spanish  
Kris Rengel – Individual and Societies  
Julie De Voss – ELL Specialist, WPHS  
Donald Blackmon - IB Coordinator

## References and Resources

*Diploma Programme: From Principles into practice*. IBO, 2015

*Diploma Programme: General Regulations*. IBO, 2016

*Guidelines for developing a school language policy*. IBO, 2008

*Guidelines for school self-reflection on its language policy*. IBO, 2012

IBO: Learning in a Language Other Than Mother Tongue in IB

Rules and Procedures of the District School Board, Orange County, Florida

OCPS Multilingual website: [https://www.ocps.net/departments/multilingual\\_services](https://www.ocps.net/departments/multilingual_services)

OCPS ELL Plan:

[https://www.ocps.net/UserFiles/Servers/Server\\_54619/File/Departments/Multilingual/ELL%20Plan/ELL%20Plan%202016-2019.pdf](https://www.ocps.net/UserFiles/Servers/Server_54619/File/Departments/Multilingual/ELL%20Plan/ELL%20Plan%202016-2019.pdf)

Florida Constitution, article II, Section 9 (1988)

Staff Handbook for Winter Park High School. Orange County Public Schools, 2016

Student handbook for Winter Park High School. Orange County Public Schools, 2017