

## **Annapolis High School and Annapolis Middle School IB MYP Language Policy**

### **Philosophy**

Language is crucial to learning, and all teachers at Annapolis Middle (AMS) and Annapolis High School (AHS) are considered to be language teachers. We view the ongoing language development for students as the responsibility of all teachers, librarians, administrators, parents and students. Language learning at AMS and AHS refers not only to the learning of a second language but includes activities that enhance both written and oral communication skills. We teach language through context and relate new information to existing knowledge. Through language, students develop critical thinking skills, social skills, and are provided with the building blocks of language necessary for acquiring knowledge related to all areas of the IB MYP curricular framework.

Students in the 21<sup>st</sup> century must learn to adapt to their ever-changing environments. Therefore, the mission of our schools is to assist all students in becoming productive citizens in a global society. We recognize that students must become both culturally and linguistically proficient in a second language.

The general language profile of Annapolis Middle includes:

- English-only background students with no previous Language B exposure **(60%)**
- Bilingual students with have acquired both English and another language since birth **(22%)**
- Bilingual students with non-English speaking parents who have acquired English as a result of attending school **(18%)**

The general language profile of Annapolis High School includes:

- English-only background students with no previous Language B exposure **(84.3%)**
- Bilingual students who have acquired both English and another language since birth **(3.7%)**
- Bilingual students with non-English speaking parents who have acquired English as a result of attending school **(14.95%)**

### **Language A**

Language A is limited to English, as students must meet English requirements provided by the Common Core State Standards. As English is the language of instruction at AMS and AHS, all students are required to take Language A (Language and Literature in years 1, 2 and 3, and English in years 4 and 5). For assessment purposes, we use MYP Language and Literature criteria in these courses. These courses support Maryland State Department of Education (MSDE) Standards, Common Core State Standards, and the MYP Language A Objectives.

### **Reading Intervention**

Specific reading interventions are provided as an encore or elective course for those students identified as needing focused and intensive reading instruction in addition to regularly scheduled Language A classes. These classes are designed to increase the student's specific reading needs—phonemic awareness, decoding skills, fluency, vocabulary, and comprehension of text—in order to achieve higher levels of success in content courses. Students are placed in these programs only after evaluating testing data by the school's reading personnel, Language A Department Chairs, and administrators.

### **Special Needs Support**

- Some students receive modification and accommodations per their IEP or 504 requirements. Students use Kurzweil software and human readers to assist with reading on daily assignments, as well as standardized testing. Scribes are also offered as needed.
- Advanced learners have the opportunity to take the honors courses where advanced reading materials are used for instruction.

### Eligibility and Identification for English Language Learners (ELLs)

Annapolis Middle School (AMS) and Annapolis High School (AHS) provide separate ESOL (English for Speakers of Other Languages) classes for students who are acquiring English as a second language. In addition to Common Core State Standards and MYP Objectives, students are taught the English Language Development Standards and are assessed yearly on their progress with these standards.

Annapolis Middle School course offerings include:

- **ESOL Level 1:** Entering or Beginning students with a proficiency level of up to 1.9 are introduced to the basic structures of reading, writing, speaking and listening in English. Students will learn to use English appropriately in a range of academic and social situations. They develop basic reading and writing strategies, expand oral comprehension, and learn initial conventions of grammar and punctuation.
- **ESOL Level 2:** English learners in the Developing or Expanding level (proficiency level 2.0 to 2.9) focus on the expanding social and academic skills in listening, speaking, reading, and writing. Students become more independent in the writing process by developing narrative, descriptive, technical, and persuasive writing. They also apply reading strategies to a variety of fiction and non-fiction texts and engage in research activities.
- In addition to the **ESOL Level 1 and 2** courses mentioned above, which are core classes offered every day, ELL students also take an encore ESOL course that meets every third day to reinforce their learning. These encore courses are **ESOL 6, ESOL 7, and ESOL 8** (corresponding to grade level).

Annapolis High School provides separate ESOL classes for students who are acquiring English as a second language. Course offerings include:

- **ESOL 1:** Entering or Beginning students are introduced to the basic structures of reading, writing, speaking and listening in English. Students learn to use English appropriately in a range of academic and social situations. They also develop basic reading and writing strategies, expand oral comprehension, and learn initial conventions of grammar and punctuation.
- **ESOL 2:** English learners in the Developing or Expanding levels focus on the expanding social and academic language skills in listening, speaking, reading and writing. Students become more independent in the writing process by developing narrative, descriptive, technical, and persuasive writing. They also apply reading strategies to a variety of fiction and non-fiction and engage in research activities.
- **ESOL 3:** English learners in the Expanding or Bridging levels focus on developing proficiency in listening, speaking, reading and writing. Students expand their academic language and examine authentic literature, including novels, short stories, plays, poetry, narratives, and biographies. They also engage in the writing process to develop narrative, descriptive, technical, and persuasive writing. Instruction will expand their use of technology to engage in research.

- ESOL 4: English learners in the Expanding or Bridging levels continue to focus on developing their ability to participate in grade-level content tasks with minimal linguistic support. Students in this course are approaching native-like fluency in English, but continue to require explicit language instruction and corrective feedback. Aspects of biliteracy may be integrated in order to provide instructional support to ELs.
- ESOL 5: Students focus on mastering the four Language Domains of listening, speaking, reading and writing. Students will focus on nonfiction reading comprehension and the application of academic language in a variety of content areas. Instruction includes a focus on academic writing, application of research and study skills including the use of technology to complete research projects.

Finally, Annapolis High School a variety of ESOL Curriculum Courses. These courses address the needs of English Language Learners with limited experiences in formal education settings and move students from re-literacy to basic academic skills in listening, speaking, reading, writing, and mathematics. Course offerings include:

- ESOL Transitional Math I
- ESOL Transitional Math II
- ESOL Algebra
- ESOL Geometry
- ESOL Biology
- ESOL Science Research
- ESOL Social Studies I
- ESOL Social Studies II
- ESOL Read 180

### **Language B**

One of the many strengths of the Language B (MYP Language Acquisition) curriculum at AMS and AHS is that it allows students to make links within and across subject areas. As students examine global cultures, they are able to gain appreciation of other cultures while coming to the realization that other people, with their differences, can also be right (*IB Mission Statement*).

In realizing that not every student will reach the same level of language proficiency at the same time, we offer a continuum of Language B courses that meet both the developing academic and social needs of all learners in order for all students to achieve his or her personal best, the aim is for each student to reach his or her highest level of literacy and proficiency in a second language. We accommodate different learning styles with differentiated instruction according to student needs.

Language Acquisition courses include Chinese, French, Italian and Spanish, and are assessed using the MYP Language Acquisition criteria. These courses support state and national standards as well as MYP objectives. The majority of our students (approximately 65% AMS and 65% at AHS) currently participate in a Language Acquisition course. All students whose academic background suggests that they are prepared to begin a course of Language B study are required to do so. Students who may be exempt from Language B study include those requiring Language A support, either through a Reading Intervention course or an English for Speakers of Other Languages (ESOL) course. The Language B continuum at

Annapolis High School interconnects with the Language B offerings at Annapolis Middle School. In addition to differentiating to meet the social and academic needs of our students, our various pathways allow students who register at any grade level to enter the pathway that is most appropriate for their linguistic needs.

	Standard Pathway	Alternate Pathway
Year 1	Chinese IA French IA Spanish IA	Not Applicable
Year 2	Chinese IB French IB Spanish IB	French 1A Spanish 1A
Year 3	Chinese II French II Spanish II	French I Spanish I
Year 4	Chinese III French III Spanish III Italian III	Chinese II French II Spanish I Spanish II
Year 5	Chinese IV French IV Spanish IV Italian IV	French III Spanish I Chinese III Spanish II

### **Professional Development**

Bi-weekly professional development sessions at AMS incorporate elements of communication skills. Teachers are encouraged to offer classroom instruction where students read, write, speak, and reflect regularly. Collaborative teams periodically grade writing assessments together and then reflect on instructional practices that support academic writing across the disciplines.

### **School Library**

The school libraries are a resource for all students in the school. Materials and resources are available for students to develop English and a second language. The school librarians aim to:

- Provide high-interest fiction and non-fiction at a variety of reading levels to appeal to learners with different needs.
- Provide tri-weekly opportunities for every student to visit the library to browse in the middle school.
- Provide opportunities for students to use Rosetta Stone in the high school.

- Develop a collection of ebooks, which build excitement about reading and again are on a variety of high-interest topics/levels.
- Teach lessons that incorporate information literacy skills, including note-taking and close reading.
- Provide materials for reference and for pleasure reading in all the languages taught at AMS as well as bilingual books.
- Develop cultural awareness by playing music in different languages, displaying flags and artwork, and highlighting certain cultures through book displays.
- Circulate magazines in French & Spanish, as well as Easy English News, a publication for English language learners with simple news articles.
- Librarian is knowledgeable and has read much of the collection, so is able to match a student with the right book for them both in terms of reading level and subject matter (and language!).
- Build a collection of graphic novels, which support literacy development by providing pictures that help students to understand what is happening in the text, and appeal to reluctant readers.
- Partner with TAs and ESOL teachers to select appropriate materials for ELL students completing research projects.