

Irmo High School IB Language Policy:

Irmo High School faculty recognize that language is central to learning. Every adult is, in practice, a language teacher with responsibilities in facilitating communication both inside and outside the classroom. Throughout our school, we foster language instruction, world languages, and the mother tongue. Language is a necessity that enables students to enhance inquiry and develop critical thinking skills. Teachers are expected to cultivate digital literacy along with oral and written communication skills.

Guiding Principles About Language Learning

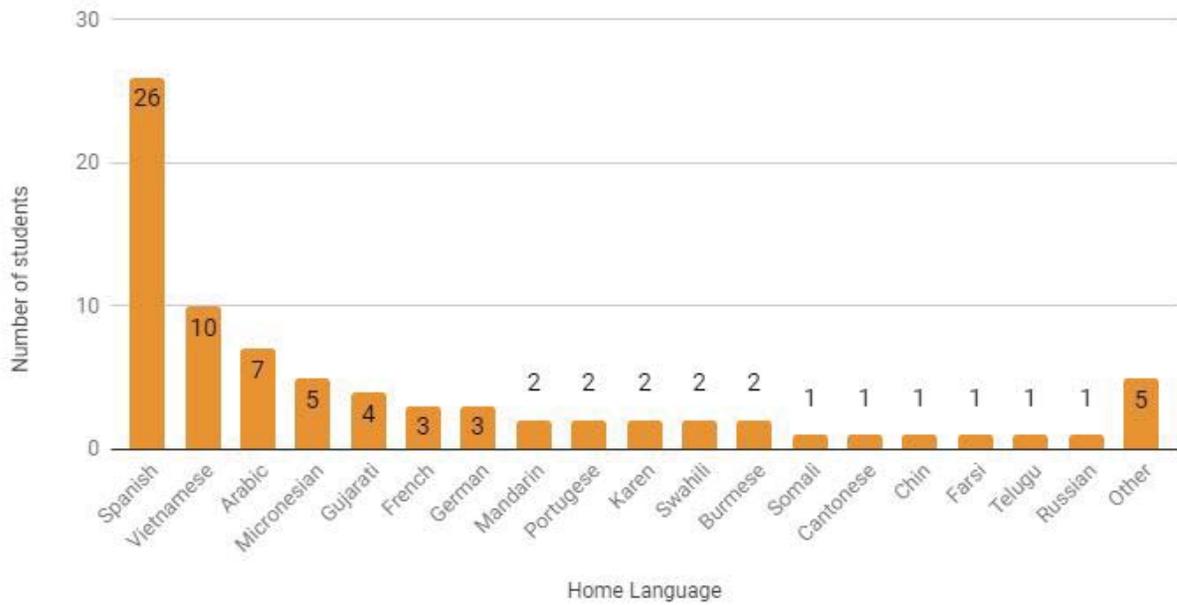
1. Communication is the primary goal of language.
2. Language is taught through context and by relating information to existing knowledge.
3. Students come with many different language backgrounds and will progress at varying rates.
4. Students have different learning styles and needs. For this reason, differentiated instruction according to individual needs is implemented based on observations and assessment of student performance.
5. Teachers provide language-related learning strategies for students.
6. Students need on-going feedback and opportunities to edit and revise in order to make progress in all languages of instruction.

School Language Profile

The majority students at Irmo High School speak English, however for 78 students English is not their first language - view range of diversity in the charts below:

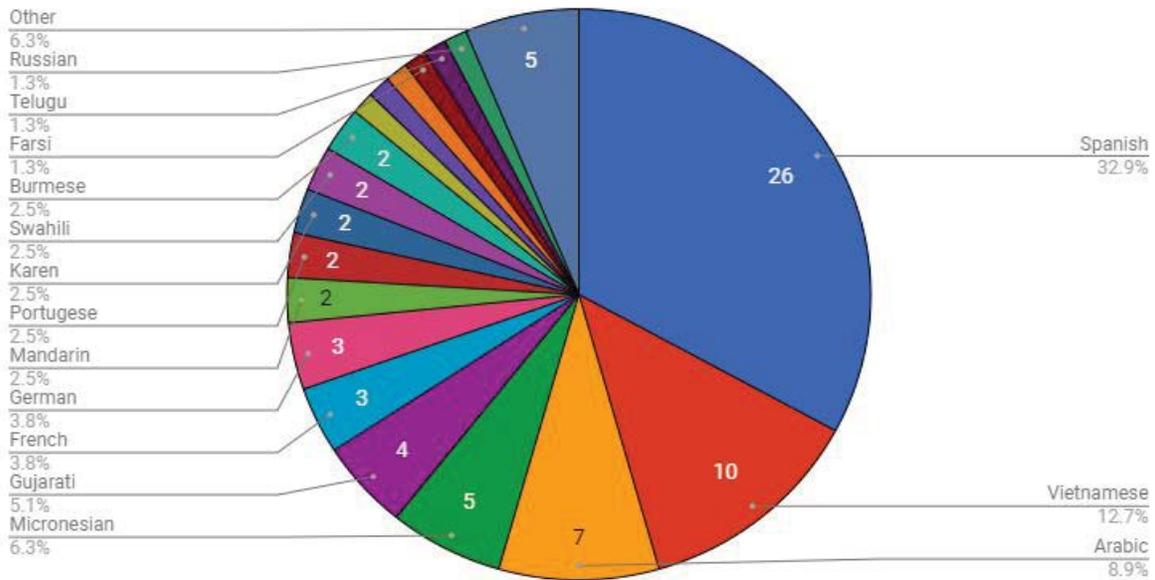
Irmo High ESOL Students' Home Languages

as of 3/1/18



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The language profile of student is as follows: English-speaking student with limited or no Language B experience, English-speaking student with prior Language B instruction, bilingual students who speak their mother tongue in addition to English, and non-English-speaking students.

Language of Instruction for the whole school is English.

Second Language Acquisition

Spanish, German, French, and Mandarin Chinese are offered as secondary languages for credit. We offer first year through fifth year, Seminar, and SL.

Language Options in the International Baccalaureate Diploma Programme

Group 1

English A - Higher Level

This course is designed to develop independent critical competency in the study of American and World Literature. IB English fosters a high level of achievement in reading, writing, speaking and research (literary criticism). The authors and literary works studied are chosen from the IB Prescribed List (PBL) for Language A1. Students will prepare written and oral analyses of the literary works studied. Writing assignments will include general exposition and research preparation for the extended essay. IB internal and external assessments include two in-depth written assignments and two oral presentations over the two-year period. For more details consult the [District 5 course catalog](#).

Group 2

French B, Spanish B, German B and Chinese B - Standard and Higher Level

SL Seminar is the first of the two consecutive IB world language courses designed specifically for IB students. This course is open to juniors who plan to take the World Language IB SL course as seniors and who will take the IB exam during their senior year. In this course students will explore topics related to social relationships, communication and the media, global issues, and two of five optional topics specified by IB curriculum. Students will develop upper-intermediate communication skills with emphasis on using more advanced language structures in interpretive (listening and reading) activities for comprehension, presentational (speaking and writing) activities for expression, and interpersonal activities for interaction with others. Students will develop skills for explaining and analyzing and are expected to use the studied language 100% of the class period.

IB SL is the second of two IB World Language courses. Students will take their IB exam at the end of this course. Building on skills acquired in previous courses, students will expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading and writing, students will strengthen their proficiency in

self-expression and develop a deeper comprehension of the language. Students will be examined internally (IHS) and externally (IBO) on oral and written assignments which include individual and group performance, listening skills, and literary analysis.

Higher Level (HL1&2) World Language students will be challenged to use high-level language skills to express opinions or discuss various topics through the exploration of the culture. Students will be expected to achieve a spontaneous expression, both oral and written, while demonstrating control of pronunciation, grammar, syntax and vocabulary. Through the use of literary works, newspapers, magazines and selected articles, including current events, students will study patterns and structure to move towards fluency through specific oral and written analyses. Students will be assessed internally (IHS) and externally (IBO) using a variety of oral and written modes. Evaluations will occur for individual and group performances as well as for literary analysis and listening skills.

For more details consult the [District 5 course catalog](#).

ESOL Program at Irmo High School

How do you communicate effectively with students who are limited English proficient?

- Gestures
- Pictures/photos/drawings
- Video
- Speak slowly/clearly/concisely
- Have context embedded in lesson
- Repeat/rephrase
- Bilingual dictionary, simple English dictionary, picture dictionary
- Modeling/demonstration
- Same language “buddy student”
- Technology/translation app/ipad/iphone
- Build a relationship
- Use of real objects/ “realia”
- Charts/graphs/timelines/graphic organizers
- Collaborate with the ESOL teacher
- Tap into their background knowledge
- Teach academic language intentionally
- Translators

What are our ESOL standards?

ESOL standards are The WIDA English Language Development Standards (www.wida.us)

1. The language of Social and Instructional Language
2. The language of Language Arts
3. The language of Mathematics
4. The language of Science
5. The language of Social Studies

What steps are taken to to accommodate English Learners to ensure that instructional content is accessible to all?

1. ESOL teacher screens for language level
2. Mainstream teacher is made aware of student's language level and what he "Can Do" at given level.
3. ESOL teacher gives accommodation sheet for student based on screener score.
4. Student is pulled for ESOL services, or monitored (depending on level/needs).

Language and Mother Tongue Support

Language learning at Irmo High School extends beyond the classroom walls and has close connections to the library media center, counseling center, and extra-curricular clubs.

Irmo High School Library Media Center

Teachers and students use this resource for project-based learning, research and recreational reading. Our physical space lends itself to full class-size instruction, as well as small group and one-on-one tutoring.

The library Media Center supports students preserving and developing their mother-tongue as well as those who are studying world languages. The Media Center provides print reference materials (dictionaries, thesauri, grammar guides, phrase books, etc.), as well as fiction and non-fiction in eleven languages.

Additionally, the library Media Center delivers over 47 online subscription databases via our website. Many of these offer translations of news articles in a number of world languages. *Britannica Enciclopedia Moderna* and *Escolar Online*, Spanish language references are also available.

Students in our school are provided with a rich variety of materials on the cultures of other countries, both in print reference sets, and electronic databases like *Culturegrams*. Our fiction collection includes numerous novels, short stories and graphic renditions of stories

that feature diverse characters responding to the challenges of retaining one's ethnic identity in our ever changing world.

Irmo High School Counseling Center

Our Irmo High School Counseling Center provides students and parents with translators during conferences and school-wide meeting such as Open House, Schedule Pick-Up, graduation and other events. We have access to community members who serve as interpreters in most of our mother-language tongues inclusive of sign language. Our school counselors collaborate with ESOL teachers to ensure that students receive advisement in a manner that reflects their mother-tongue.

Irmo High School Extra-Curricular Clubs

Irmo High School hosts over seventy extracurricular student organizations which strengthen language learning and provide cultural awareness as listed below by category:

- Career related (CTE) such as Skills USA, Health Occupation Students of America, Future Business Leaders of America, etc.
- Sports oriented such Student Athletic Trainers, Yellow Diamonds Dance Teams, girls and boys sports teams and intramurals, etc.
- Service Related clubs such as Interact Club, Civinettes, KEY Club, etc.
- World Language clubs such as German, French, and Spanish.
- Honor Societies such as National Honor Society, National English Honor Society, etc.
- Art and Journalism related clubs such as Art, Photography, Yearbook and Theatre

Responsibilities of Stakeholders:

Administrators:

- a. Provide professional development for all staff regarding the language policy of the school and district.
- b. Ensure proper resources and staff are available to comply with the language policy of the school and district.

- c. Develop a school culture that is inclusive and open-minded towards various cultures and languages.

IB Coordinators:

- a. Inform students and parents of all program options and requirements.
- b. Provide informational packets in multiple languages to ensure equal access to programs across all languages.

Teachers:

- a. Comply with all language policies by the school and district.
- b. Provide accommodations as appropriate to students who are English Language Learners.
- c. Incorporate opportunities for additional languages to be used during classroom learning.

Students:

- a. Advocate for their own learning through communicating language barriers.
- b. Comply with all IB language requirements.
- c. Contact IB Instructor or IB Coordinator with any concerns or issues related to the language policies of the school.

Parents:

- a. Meet all responsibilities as detailed in the School Board Policy KBB: Parent Rights and Responsibilities.
- b. Parents are to work in partnership with the school to help students with self-management skills to include managing stress, completing assignments in a timely manner, and balancing IB Core, academic, and personal responsibilities.

Contributors

Dr. Robin Hardy - Head of School

Ms. Dorothy Nero - IHS Director of School Counseling

Dr. Diane Padula - IB Diploma Coordinator

Mr. Nicholas Godfrey - IB Career Coordinator

Ms. Debbie Wellslager - CAS Coordinator

Ms. Judith Head - Media Center Specialist, IB Teacher, Grp. 1

Mr. Michael Buerstner - IB Teacher, Grp. 2

Ms. Ghasnline Nsangou - IB Teacher, Grp. 2

Mr. Gene Williams - IB Teacher, Grp. 3

Ms. Sarah Ostergaard - IB Teacher, Grp. 3

Mr. David Pappas - IB Teacher, Grp. 4

Ms. Kim White - IB Teacher, Grp. 5

Ms. Allison Chapman - IB Teacher, Grp. 6

Ms. Rob Giovanelli - IB Teacher, Grp. 6

Ms. Debra Carlsen - IB Administrative Assistant

Irmo High School Education Foundation Board Members

IB Parents (past, present and future)