

East Nashville Magnet School

IB MYP/DP

Language Policy

East Nashville Magnet School's (ENMS) language policy is an opportunity to articulate what we do to promote language development and honor the native language of English Language Learners (ELL). It is important to remember that ENMS comprises two schools (East Nashville Magnet Middle School and East Nashville Magnet High School) that share a campus and are an MYP partnership.

Philosophical statement regarding language policy:

Written and spoken language is the primary means of communication. It is also a gateway into understanding other peoples and cultures around the globe. This understanding is integral to achieving a level of collaboration, which can lead to peace across borders and cultures.

Understanding that all teachers are language teachers:

All teachers at ENMS are language teachers. Teachers inherently support local language conventions through interchanges and communication with members of their classroom and school community. Whether intentionally or organically, teachers reinforce and challenge language conventions for students as they learn to navigate the complexities and nuances of different social situations they encounter as they grow into adults. Additionally, teachers recognize and work to improve student understanding of the conventions specific and appropriate to their subjects. Each specific content course--regardless of the discipline or IB subject group--has a unique language that reflects a fluency necessary for academic mastery of that subject. Teachers understand that one barrier to understanding the content is a lack of understanding of the language of the course. This proves particularly impacting to ELL students who might understand the language of the content in their native language but struggle with the language of the content when studying it in English. Thus it is incumbent on all of our teachers to pay close attention to language mastery of the course for all students with particular attention to ELL students.

ENMS supports reading and writing across the curriculum as well. Both the high school and the middle school have formally supported reading initiatives. MNPS supports literacy by prescribing district-wide reading and writing units to Language and Literature classes, funding a Literacy Teacher Development Specialist at each school to support literacy in lesson planning and execution, and using a set of Core Principles to guide teacher reflection and classroom observation feedback. ENMS supports student reading outside of and across the curriculum through supported reading programs during Personal Learning Time (PLT) classes, hosting student organizations and clubs based on reading (e.g. Battle of the Books and school book clubs), and assigning school-wide reading projects (One School, One Book). At both schools,

the media center plays a central role in supporting the school-wide efforts by hosting the events and organizations.

Expectations for English proficiency:

The primary language of instruction at ENMS is English. It is critical to assist all students in their ability to develop a working knowledge of spoken and written English to minimize the barrier that language creates in the pursuit of knowledge across disciplines.

Expectations for study of second language:

Second language study at East Nashville Magnet School students whose mother tongue is English as well as those whose mother tongue is a language other than English. For students for whom English is their mother tongue, East Nashville Magnet School currently offers one option for second-language study: Spanish.

ENMS expects all students to begin study of Language Acquisition in grade 6 (or MYP Year 1) and that that same Language Acquisition will continue through MYP Year 5. Exceptions or adjustments are made where appropriate for Exceptional Education students or students with other obstacles to learning. This structure will give students the opportunity for five years of second-language study before choosing their 11th grade academic pathway. Additionally, this plan of concurrent language learning will serve as a foundation for pursuing the Diploma Programme.

For students who enter MYP year one already proficient in the offered Language Acquisition course (Spanish), ENMS can offer them an alternative Language Acquisition course through the district's Encore service (i.e. virtual school) or enrollment in a later course.

Support for development and maintenance of mother tongue:

While almost exclusively English-speakers, ENMS supports the native languages of our student population through the ENMS media centers' connections to the Public Library system of Nashville and Davidson County, students are able to access a large non-English collection of material. Additionally, ENMS is open to supporting student clubs and organizations that reflect and support the native language of our student population.

How language will not be a barrier that keeps a student from access to educational opportunities (IB):

Language acquisition assistance is available through formal instruction and informal support from qualified faculty with background and degrees in second language acquisition. Students who are identified as needing assistance attend English language classes where the focus is on the language of social interaction, science, math, language arts and social studies while concurrently attending classes within the MYP and state curriculum. As they move through English language classes, they continue to receive language support from faculty as needed. Personal Project can be assessed in mother tongue as long as we have the ability and resources to assess the project in that particular language of choice.

Language profile of the school:

The primary language of ENMS is English. Our population of students receiving ESOL services is unlikely to rise above 2-3% of the student population

How will language policy relate to MYP learners (Language and Literature and Language Acquisition) and the DP (Language and Literature, Language Acquisition, and ab initio):

The Middle Years Programme (MYP) and Diploma Programme (DP) promote the attention to language learning at ENMS. It is a stated expectation that all students in 6th grade (MYP year 1) will begin, or in some cases continue, the study of a second language. While not all students will continue from the MYP to the DP, all students have the opportunity to continue their study of language acquisition through four or five levels, with the goal of linguistic and cultural fluency.

ENMS Language Acquisition program provides opportunities for all students beyond the first two years of study through the Diploma Programme. ENMS's DP will deepen opportunities for students with an emphasis on learning for cultural fluency. The Language Acquisition program at the Diploma level emphasizes communication in multiple cultural contexts, thus allowing students to learn language specifically for the goal of global communication and cultural understanding. Students who continue in the Diploma Programme will continue to study their MYP languages of choice.

Appropriate preparation for DP SL exams requires a minimum of four years of study and HL exam preparation requires a minimum of five years of study. DP students will be required to continue their study of the target language through their senior year unless a) their schedule prohibits the ability to continue the study of the target language and b) they will have completed a minimum of four years of study prior to the start of their senior year.

Students who are not able to study their target language for the full years of the MYP will have the opportunity to take the DP exam in the target language at the ab initio level, assuming they are able to take a minimum of three levels of study through their senior year. Students who join the Diploma Programme already fluent in a language other than English are given the opportunity to study that language as a literature course in the IB Self-taught Language and Literature category.

How will language policy be communicated?

ENMS's Language Policy is published internally through the district-provided Schoology service accessible to all ENMS faculty. The policy will be available for anybody to view in the Policy's section on the school's IB website (<https://enmsib.weebly.com/>). The school will remind stakeholders at the beginning of each school year to review our policies and will highlight any adjustments made to them.

This policy was reviewed, discussed, revised, and accepted by East Nashville IB Steering Committee (Meeting agendas 8/14/2019 and 9/11/2019). It is reviewed, updated, and approved annually.