**Kenwood High School Language Policy**

At Kenwood High School we understand that through language and language learning we are able to make connections and become globally minded. Language is used as a tool as well as a foundation to learning and understanding. We at Kenwood High School understand that language is fundamental to education, learning, and instruction which makes all teachers language teachers with responsibilities in facilitating communication.

**Guiding Principles**

* All teachers are language teachers
* Language is fundamental to learning
* Language learning is a collaborative responsibility of family, staff, and student
* Support of mother tongues is fundamental in preserving culture
* Multi-lingualism is critical in today’s society
* Language learning allows for our students to be better prepared to be globally competent

**School Language Profile**

The language of instruction at Kenwood High School is English (Language A) and students then take an additional language for a minimum of two years (grades 9 and 10). We offer Spanish and French (Language B). Through the MYP language acquisition classes we aim to help students to be successful in the DP Language B classes and exams.

Although English is the main language spoken at home for our students, we have a Hispanic population who embrace Spanish as their mother tongue. With a 5% Hispanic population, it is not uncommon to hear students speaking Spanish in the hallways throughout the day.

English is the main language and is used for administration, management, planning etc. Information for families is made available in Spanish and in English.

**Language Needs of the Community**

Many of our students go on to a two-year or four-year university after earning their high school diploma. The University of Maryland school system requires a minimum of two years of second language acquisition courses in order to be considered for admission. The Maryland State Department of Education offers varying completer options for students to earn their high school diploma. The world language completer requires two years of language acquisition courses at the high school level. Students who are career path and not college bound do not necessarily take language acquisition courses in high school.

**Language Learning in Practice**

In practice students receive support in the language classroom in a variety of ways including:

* Visuals
* Tutoring from the honor societies
* Access to graphic organizers
* Access to resources provided ahead of time by the teachers via Schoology
* Checks for understanding
* Opportunities to redo work to demonstrate mastery of concept
* Feedback from the teacher

**MYP Requirements**

Students in grades nine and ten receive instruction in English two to three days per week for 85 minutes each day. Students also receive instruction in either Spanish or French for 85 minutes per day two to three days per week. Criterion are assessed throughout language courses and are shared out to students and families on a regular basis to ensure progress. Students that are career path students and are either not college bound or are planning to attend a 2-year college/trade school, as well as students in self-contained FALS courses do not always take language acquisition courses in grade 9 and 10. They have the option to take them but are not bound to take them because of career certification courses and life-skills courses for non-diploma bound FALS students.

All students regardless of mother tongue are provided access to learning a second language and are provided with choice between Spanish or French in addition to their English course.

We believe that incorporation of language acquisition as well as mother tongue preservation are ways to address the learner profile attributes. Our students understand the importance of each learner profile attribute and are consistently working towards becoming an IB learner.

**Mother Tongue**

Kenwood High School recognizes the importance of supporting the mother tongue in order to preserve culture, communicate with parents and families, and to support students cognitively.

We offer online as well as print resources in a variety of languages such as Spanish, Chinese, Japanese, and Korean in the library media center. Our databases also offer resources online in Spanish and English.

The language honor societies in Spanish, English, and French provide an outlet for students to connect with community members and utilize mother tongues to complete community service. We work closely with families and community members to ensure collaboration and cooperation in regards to supporting mother tongues.

**Strategies to Support Teachers and Staff**

All teachers are involved in teaching language and literacy to our students. Teachers and staff are committed to engaging in continuing professional development around the topics of language learning and literacy throughout the school year. Inquiry based instruction and authentic assessment are key aspects in each classroom and support language acquisition. The library media specialist is an invaluable resource and is available for professional development as well as classroom instruction surrounding the topics of literacy and language acquisition.

**Strategies to Support Teachers and Staff**

Students who are zoned to attend Kenwood High school but are not proficient in the language of instruction (English) are assigned to Dundalk High School because of the ESOL resources available there. Students who attend Kenwood and are found to be struggling with English instruction are evaluated and are offered ESOL services through the BCPS ESOL office and Dundalk High School.

**Communication to Families**

Language policy information is made available on the school website. Fundamental documents are also made available in Spanish on the website and can be made available in other languages upon request. It is our goal to involve families in our students’ learning plan and encourage second language acquisition as well as preservation of mother tongue.

**Alignment to the Mission Statement**

Our mission statement explains that our goal is to make sure that our students are able to compete in the world. Language is essential to being globally competitive and being multilingual is the best way to communicate and open doors for our students.

**Alignment to IB Principles**

Our policy recognizes and represents the MYP principle of communication by promoting second language learning as well as mother tongue preservation and development. We support a holistic language learning environment that is rich in opportunity and real world application and experiences. We also work to allow our students to see and understand perspectives that may be different from their own. The IB embraces multiculturalism and our policy of language learning and communication reflects this same embrace.

**Alignment to the Admissions Policy**

Our language policy aligns with the admissions policy by accepting all students from within our zoned area regardless of mother tongue or language experience. It is our goal to provide support for all students and provide them with a multi-cultural education and a language- rich environment.

**Policy Review Protocol**

This document is a living document that will be reviewed and adjusted on a regular basis by different stakeholders. As we implement this policy in the fall of 2019 we will address any concerns or discrepancies that arise.

Ibo.org

MYP: From principles into practice (2014)