



## **G.W. Carver Middle an IB World School AVID and STEM Infused**



### **Language Policy**

We are all language learners in one way or another. Here at Carver, we celebrate our stakeholders' cultures and backgrounds. We actively support language acquisition while continuing development in our "mother tongue." To achieve language competencies, our school community embraces and models the IB Learner Profile traits that help us build exceptional language practices at Carver Middle School.

Students who are language learners are:

- Inquirers - One who possesses the skills to become informed on different perspectives;
- Principled - One who regards others respectfully and takes responsibility for their own actions;
- Open-minded - One who is open to and respects the differences of others;
- Risk Takers - One who approaches challenges confidently and preserves the rights of others;
- Communicators - One who can express ideas and concepts clearly and articulately in the designated language;
- Reflective - One who considers the implications of their actions and ways to improve.

Through developing and implementing these characteristics, our Students will become productive language learners. These practices will be introduced, modeled, and encouraged in our classrooms and across our campus

### **Language Profile**

We have a diversity of language and culture at Carver Middle School. Of our 830 students, seventy five percent identify as Black, sixteen percent identify as Hispanic, fifty-nine percent identify as Hatian Creole, and the remaining forty-one percent identify as White/Non-Hispanic, Pacific Islander and Asian. Consequently, the language needs for our population vary greatly. Spanish is the mother tongue for 16 percent of our students and 25 percent of our students have a mother tongue of Arabic, Indian, Filipino, French, Jamaican Patois and English. The main language of instruction at Carver Middle School is English, however, we offer French and Spanish Courses..

## **Language Needs**

During registration, parents are asked to complete a survey regarding the language that is primarily spoken at home. If a parent identifies a language other than English as being spoken in the home (whether or not it is the mother tongue of the family) the student is placed in an English for Speakers of Other Languages (ESOL) course until the student's language assessment determines a more appropriate placement in a language course. Students identified as English Language Learners (ELL) will receive a double block of Language Acquisition instruction (including Reading) in English, as per state and district requirements.

## **Current Practices**

Spanish-speaking ELL students will receive English as their Language and Literature component. They will also be scheduled in Spanish for Language Acquisition according to their abilities in reading, writing and speaking in Spanish. French Speaking students will receive a Language and Literature course of study in English and will be placed in French as their Language Acquisition course according to their abilities in reading, writing, and speaking French. All students whose mother tongue is English will be permitted to choose their Language Acquisition course (French or Spanish). Students are required to commit to a language choice for all three years of the program, unless they have tested as having mastered their choice in reading, writing and speaking, which would be Phase 4 of Language Acquisition. At that point those students will take the other language offered. If a student's mother tongue is English, have a background in either Spanish or French, and are able to speak at all in that language, they are encouraged to remain in that language in order to achieve the International Baccalaureate Organization and Carver Middle School's goal of multilingualism.

## **Conventions**

Carver has adopted the Modern Language Association (MLA) standard for citing materials in all eight subjects throughout campus in order to establish consistent and trustworthy norms. Our Media Center has the eighth edition (2016) of the MLA Handbook for Writers of Research Papers. [www.mla.org](http://www.mla.org) and <https://owl.english.purdue.edu/owl/section/2/11/> provide online resources. All teachers and staff members support the usage of MLA and will give all students the appropriate training to ensure that the format is followed correctly. For more information on appropriate academic behavior, please see the Academic Honesty policy.

## **School-wide Language**

All in-class language at Carver Middle School is expected to be conducted in English. Teachers who are bilingual, on the other hand, are encouraged to talk in many languages in order to meet the demands of their students. Students will primarily learn the language of instruction in Language Acquisition courses (French and Spanish). Because Carver values multiculturalism and has a large number of students who are fluent in different languages, it is permissible and encourages students to speak their native tongues.

## **Teaching & Learning**

Carver Middle School's administration and instructors regard language as an important aspect of the educational process. The language learning process is aided by all teachers. We anticipate that language training will take place throughout each subject area and will cover skills such as reading, writing, speaking, and listening. Throughout each year of the MYP, Carver students will get continuous language training (provided the student is fluent in English). Language instruction will be appropriate for the program year and will be evaluated using MYP criteria and objectives. The assistance of Carver Middle School instructors and administration will benefit all students. The guidance counselors, media specialist, and ESOL staff are able to provide any support as necessary. Please refer to the Special Needs Policy for further information pertaining to academic support.

## **Language and Literature & Language Acquisition Courses**

Each year of the Middle Years Program at Carver Middle School, students must take Language and Literature. Students who are reading below grade level in English are identified through the Florida Standards Assessment (FSA) (ELA scores of 1 or 2). Students who are not proficient in English will receive two English courses in order to meet state and district standards. If the student's native language is English, he or she will be required to take two English Language and Literature courses until they demonstrate proficiency. If the student's native language is Spanish and he or she is enrolled in an ESOL program, they will receive one English Language and Literature and one Language A Spanish course. If the student's native language is Creole and he or she is enrolled in an ESOL program, they will receive two English Language and Literature courses and one French Language Acquisition course, all of which will be put in the appropriate Phase of development. If the student's mother tongue is not Spanish

or French, he or she will take two English Language and Literature courses and will receive support from the ESOL staff and a media specialist in his or her other classes. English for Language and Literature and Spanish or French for Language Acquisition will be given to students at Carver Middle School who identify English as their mother tongue and are proficient in English.

These regulations ensure that all Carver Middle School students benefit from the chance to study a second language (Language Acquisition) and progress toward the IBO and Carver multilingual goals. Students must follow the language path mentioned above, as well as actively participate in self-reflection about their language ability based on the MYP language requirements and objectives, in order to fully appreciate the worldwide educational experience that Carver Middle School provides.

### **General Guidelines**

Carver Middle School strives to provide a high-quality international education that promotes multilingualism and intercultural awareness to its students. A critical and compassionate thinker, an informed participant in local and global affairs, who values the shared humanity that binds all people together while respecting the diversity of cultures and attitudes that contribute to life's richness is the ideal profile of a MYP student at Carver Middle. As a result, Carver Middle School is responsible for providing comprehensive and engaging language teaching that allows children to learn, develop, grow, and achieve their full potential, and we expect the following from our faculty and administration:

- Provide opportunities for all students to learn a second language
- Maintain a global awareness and understanding of students' cultures and other cultures
- Participate in ongoing learning opportunities to support language learning in the classroom
- Implement strategies and technology to facilitate language learning
- Emphasize authentic learning experiences and encourage intellectual curiosity among all community members

