

MIDDLE YEARS PROGRAMME

Bloomfield Hills Schools



Bloomfield Hills High School
Bloomfield Hills Middle School
East Hills Middle School
West Hills Middle School

MYP Language Policy

Standard A7:

- The school places importance on language learning, including mother tongue, host country language, and other languages.

Standard A9:

- The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- The school strongly encourages participation for all students.

Standard B1.5a:

- The school has developed and implements a language policy that is consistent with IB expectations.

Standard C3:7

- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.

Standard C3:8

- Teaching and learning demonstrates that all teachers are responsible for language development of students.

Philosophy

The Bloomfield Hills Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. This goal is achieved by employing the MYP Language Aims and Objectives as well as our district's guiding principles and state mandated standards to our instructional practices. Students are encouraged to use written language in a myriad of contexts as a means for expressing themselves powerfully, purposefully and creatively while reflecting on their learning and their lives, as well as connecting with the world. All International Baccalaureate students are encouraged to embody the Learner Profile to become lifelong learners who realize that they have a role in creating a better and more peaceful world. In all classes, students read, speak, write, listen, and view in a variety of ways and for a number of purposes. Utilizing the inquiry based approach of the MYP curriculum framework, students explore language and become communicators in a multilingual world.

Instruction and Assessment in Language and Literature

Beliefs and Practices:

By participating in language instruction, students explore the fundamental concepts of analysing text, organising text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.

Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of Bloomfield Hills Schools language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Instruct with Reading/Writing Workshop methodologies where appropriate
- Facilitate reading in all subject areas
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts and media including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in state and federally mandated assessments
- Provide opportunities for students to take action within the larger community
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction

Instruction and Assessment in Language Acquisition

Beliefs and Practices:

Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction for Bloomfield Hills Schools. However, the acquisition of language is seen as a continuum along which each individual student progresses in a variety of courses.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning

- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

School Language Profiles

Language of Instruction

The primary language of instruction for Bloomfield Hills Schools is English. Through schoolwide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by the State of Michigan, the Common Core Standards are implemented in all grade levels. Honors options, AP and DP courses are also offered to high school students within the district.

Additional Languages

Bloomfield Hills Schools offers second language instruction in the following languages recognized by the MYP:

- American Sign Language
- Chinese
- French
- German
- Spanish
- ESL

Support for Mother Tongues

In the Bloomfield Hills School District, we support our families whose native language is not English. We encourage our parents and students to speak and develop their mother-tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture.

The reasons for supporting the preservation and development of a person's first language are many, all of which are in keeping with the district's guiding principles. While the district does not offer additional mother tongue instruction, families are provided information about mother-tongue language programs offered in the metro-Detroit area, such as the Japanese School of Detroit, Sundai School, DSB: Deutsche Sprachschule Bloomfield, and Huda School.

Furthermore, we aim to support students and families in the maintenance and development of both mother-tongue language and literacy skills. This includes the active support and development of the mother-tongue through recognizing and celebrating various mother-tongue languages throughout the schools, assisting parents in accessing materials in the mother-tongue, and providing extended mother-tongue resources in district Media Centers and through vetted online language programs.

Learning of Host Country/Regional Language and Culture

Language instruction in Bloomfield Hills Schools seeks to be as inclusive as possible. Accommodations are made for students needing additional language support. Students acquiring English as a second language participate in the ESL program in order to expedite English language learning, enhance United States acculturation, and to receive support that helps foster success in general education classes.

Strategies to Support Teachers and Students

All educators in the BHSD are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

General education students are supported in language development by holistic instruction through inquiry-based instruction. Differentiated practices are noted in instructional units to meet diverse learning preferences. Our BHSD inclusion policy describes the tiers of potential support for students to allow participation to the fullest extent in all courses.

Communication Plan

The Bloomfield Hills Language Policy is intended to be an accessible document to all stakeholders. Therefore, this document will be offered in translated language as district resources allow.

Review of the Language Policy:

This will be reviewed and updated annually by the Bloomfield Hills High School, Bloomfield Hills Middle School, East Hills Middle School, and West Hills Middle School community.

- Written, December 2014 by Orania Tsanganos, David Trottier, Margaret Hedberg, Amy Gurney, Suzanne Toohey, Russ Purdy and Jill Sloan
- Reviewed and Updated, February 2014
- Learning Services Reviewed, May 2015

Footnotes:

A special acknowledgement to the Atlanta International School and the Frank C. Martin International K-8 Center for their best practice of sharing their Language Policy with the IB community and, in turn, with us.

Further Consideration:

- *Should we develop Student Language Profiles, particularly for our ELL students?*
- *Does each language have a continuum of scope and sequence?*
- *How do we meet the needs of students who enter our language programs without a placement test?*
- *How will we translate the language policy into multiple languages?*