Hillcrest High School IB Language Policy

A. Hillcrest Philosophy and Principles of Language Instruction

A.1. Mission Statement: Hillcrest High School: The purpose of the Hillcrest High School Educational Community is to provide an atmosphere that encourages educational competency, social responsibility, and individual ability.

A.2. Philosophy Statement:

Hillcrest High School is a diverse school of 2300 students, with English Language Learners speaking over many different languages. It is our philosophy to ensure that the value of the learner diversity is not lost, by providing coursework in English for all students, as well as offering a variety of opportunities for study of other languages. We strive to provide equal access to the curriculum at Hillcrest High School for all learners, in an appropriate way. We recognize that the teaching and learning environment is dependent upon high standards of conditions of practices in and out of the classroom.

Language development for all students is a school value and priority. At Hillcrest High School, we believe that language is the gateway for exploring and sustaining cultural identity and intercultural understanding, as well as promoting the growth of the individual student's knowledge, wisdom, character, and confidence.

We recognize that systems and practices must be in place to advocate for all students to access language development. Hillcrest High School believes that language is central to learning and literacy, and thus is closely related to the success of all students as they work with curriculum. All teachers, regardless of their subject area, are responsible for providing students with the vocabulary and language skills necessary to be successful in their content area as well as developing comprehensive communication skills.

A.3. This document is a compilation of various rules and regulations regarding student language instruction in three areas: Language of the host country; Language other than that of the student's mother tongue; Support for continued development for the student in their mother tongue. The document is adapted from policies provided by West High School (used with permission), Canyons School District, the Utah State Office of Education, and IB World Organization along with additional language from Hillcrest High School.

B. Language instruction in the language of the host country: English

B.1. English is the language of instruction at Hillcrest High School. Students are required to take a full year course in English Language Arts instruction each year. English is the only course that demands four years of instruction for graduation from the high school. Hillcrest High School offers 15 different English courses for students to choose from during grades 9-12 at varying degrees of rigor. There are multiple options for Language Arts coursework including the following:

B.1.1. English Language Arts 9, 10, 11, 12

B.1.2. English Language Arts Honors 9, 10, 11
B.1.3. English Language Arts Honors Advanced 10
B.1.4. IB English Language Arts 11
B.1.5. IB English Language Arts 12 SL/HL
B.1.6. English Language Arts 12 College Prep
B.1.7. English Language Arts 12 College Prep Honors
B.1.8. English Literature and Composition AP
B.1.9. English Language and Literature AP

B.2. Various methods of assessment are used to advise students and parents in the level of instruction they should choose. These include formative assessments and a variety of school, district, and state mandated summative exams that include, but are not limited to, the following:

B.2.1. Essays
B.2.2. Literature content and comprehension exams
B.2.3. Oral and written presentations
B.2.4. SRI Assessments
B.2.5. English Language SAGE Tests (CRT) for all students in all grades
B.2.6. Practice Advanced Placement English exams
B.2.7. Advanced Placement English exams
B.2.8. Past IB Language A: English exams

B.3. Evaluation of English language progress happens with the following:

B.3.1. Annual Career and College Readiness Plan meetings of the student with the counseling staff evaluates student progress and provides guidance for future placement. Parents are invited to this meeting as well.

B.3.2. Parent-Teacher conferences are held twice yearly where parents can meet with teachers to evaluate the student’s progress.

B.3.3. Each student’s English teacher evaluates student progress over the year to provide guidance and recommendations for registration of upcoming language arts courses.

B.3.4. Included as an appendix to this document is the document “Department of English Class Placement Guide” used that outlines guidelines for student placement in different levels of English courses.
B.4. Hillcrest High School recognizes that language is central to all learning and therefore all teachers are, in practice, language teachers with responsibilities in facilitating communication.

B.4.1. Teachers are accountable for teaching the vocabulary of their respective curriculums. Whether the content is based in math, science, art, or a specific career field, the teacher is the provider of the common language for facilitating learning in that subject.

B.4.2. Teachers are expected to have students reading and writing across all curricula.

B.4.3. All administrators, teachers, librarians, and other school staff require professional development in the field of language learning and teaching. The Continuous School Improvement Plan (CSIP) at Hillcrest High School incorporates literacy as the first component for school success. Professional development is provided accordingly.

B.5. IB Language A: English instructional practices

B.5.1. Hillcrest High School has chosen to focus on the Language A Language and Literature curriculum. The language faculty appreciates and highlights the IB philosophy of learning the curriculum from the perspective of a professional in that field. Students must build upon their language skills as they communicate effectively in the various subject areas.

B.5.2. All teachers of IB Language A courses, as well as the courses of English Language Arts Honors 9 and English Language Arts Honors Advanced 10, receive training through the appropriate IB sponsored workshops.

B.5.3. Hillcrest High School IB English Language A pathways and requirements:

B.5.3.1. All students who participate in IB Language A: English receive two-full years (grades 11 and 12) of IB curriculum instruction and complete all IB assessments by the end of their senior year.

B.5.3.2. Students have the option of choosing to be assessed at the Standard Level or Higher Level in Language A during their senior year based on their individualized IB educational plan.

B.5.4. IB English Language A is available for IB Course students, IB Career Program students, and IB Diploma Students, based on their own individual IB Educational Plan.

C. Language instruction in language other than the student's mother tongue.

C.1. Although in the state of Utah, there is no second language course requirement for graduation, there are several programs in place to strongly encourage students to take world language courses:

C.1.1. Students are informed that most university admissions require a minimum of two years of study of the same world language.
C.1.2. The Regents’ Scholarship program, a state sponsored scholarship incentive, requires two progressive years of courses in world language.

C.1.3. Canyons District Honors and Advanced High School Diplomas both require two progressive years of courses in world language.

C.2. IB Diploma Candidates at Hillcrest are required as per the IB Diploma Programme requirements to study a Language B and/or complete a Self-Taught Language A: Literature program (see section D below).

C.2.1. Hillcrest High school offers world languages based on student interest, and offers courses at levels from beginning to IB Language B Higher level. Students are highly encouraged to study the language that personally interests them. Hillcrest currently provides courses for study programs in four different languages to encourage students to fulfill world language requirements expectation.

C.2.1.1. French B SL and HL, French ab initio
C.2.1.2. German B SL and HL, German ab initio
C.2.1.3. Chinese B SL and HL, Mandarin ab initio
C.2.1.4. Spanish B SL and HL, Spanish ab initio

C.2.2. Approved entrance into IB Language B SL/HL tracks include a pre-requisite of completion of Standard Language course levels 1-4 in each of the languages and/or teacher approval. See the Hillcrest IB handout “Suggested Tracks in the Six IB Curriculum Groups” for detailed information.

C.2.3. Two year Language ab initio tracks can be completed with no previous experience in the language, although some preparatory language courses are encouraged.

C.2.4. Hillcrest High School adheres to the IB policy that students should be instructed and assessed in world language at a level that is academically challenging. Students, in consultation with the Language teacher, will decide which level (ab initio, B SL, B HL, A Self-taught SL) is best for assessment during the final year (Grade 12, with the possible exception of Grade 11 for Language B SL) of world language study based on the evaluation of the teacher of the progress of the student over the course of his/her study of the language.

C.3. IB Career Program students will complete the 50 hour Language Development Component centered on the vocabulary, conversational skills, reading, and writing skills necessary for success in their chosen career field and personal interest.

C.3.1. Career Pathway teachers will work in combination with World Language teachers to support the students in the development of their Language Portfolios.

C.3.2. Progress towards the completion of this component will be regularly monitored by a Hillcrest High School world language teacher and can be completed using various methods, including, but not limited to:
C.3.2.1. Private instruction/course of study

C.3.2.2. Completion of world language courses offered at Hillcrest High School that include Levels 1-4 in Chinese, French, German and/or Spanish

C.3.2.3. IB World Language courses in accordance with guidelines provided in the IBCP Core guidebook.

C.4. All IB Language B Pathways are available to IB Course students.

C.5. Professional development and collaboration time are necessary for all Hillcrest High School world language teachers to maintain and improve their skills as strong language teachers. All teachers of IB Language B courses receive training through the appropriate IB sponsored workshops.

D. Support for students whose mother tongue is a language other than English

D.1. English as a Second Language Policies and Procedures

D.1.1. Canyons School District has guidelines and procedures in place to help and support students whose mother tongue is a language other than English.

D.1.2. The Canyons School District Alternative Language Services Handbook outlines the procedures for English Language Learner services for students in the district as outlined by District, State, and Federal policy and law, and is included as an appendix to this document.

D.1.3. These policies include continuous evaluation, testing, and monitoring for each English Language Learner in the district and school as they progress to English proficiency and fluency.

D.1.4. English Language Learner Specialists (currently two) are in place within the school faculty to facilitate the educational needs of English Language Learners.

D.1.5. Faculty members are encouraged to obtain English as a Secondary Language (ESL) endorsement. English Language Learners are placed with these teachers based on District, State, and Federal Guidelines. Currently Hillcrest has 29 ESL Endorsed educators in the following departments:

D.1.5.1. Language Arts

D.1.5.2. Social Studies

D.1.5.3. Special Education

D.1.5.4. Career and Technical Education

D.1.5.5. Science

D.1.5.6. Mathematics

D.1.5.7. World Languages
D.1.5.8. Counseling

D.1.5.9. IT

D.2. The development and maintenance of the mother-tongue language is a priority for the Hillcrest High School IB Program.

D.2.1. IB students who are native speakers of other languages are encouraged upon starting their IB Diploma program in 11th grade, to select a self-taught language course of study in their mother tongue (Self-Taught Language A Literature SL).

D.2.2. IBCP students who are native speakers of other languages are supported using their state-required English Language courses as a possibly fulfillment of the IBCP Language Component. They are also encouraged to continue development of their mother-tongue through classes that may be offered at Hillcrest and/or participation in the Language A Self-taught course of study.

D.2.3. All Self-Taught Language A Literature students are encouraged to use their parents as the primary resource in choosing the study elements within the course and as discussion and learning partners in the process.

D.3. English Language Learners are also supported in completing IB assessments through the special-request language option when appropriate.

D.4. English Language Learners are required, as are all students, to take four years of English language instruction, as outlined in the Language Profile for Language A.

Acknowledgements

Canyons School District Webpage: canyonsdistrict.org

Hillcrest High School Web Page, IB Section: hhs.canyonsdistrict.org/index.php/ib-homepage

IB Special Education Needs Policy

IB Coordinator Handbook

IB Learner Profile

IB Subject Guides

IB Diploma Programme assessment: Principles and practice

IB Guidelines for developing a school language policy

IB Guidelines for school self-reflection on its language policy

IB The Diploma Programme: From principles into practice

West High School IB Language Policy (used with permission)
Comprehensive Guidance