

Language Policy

Silver Spring International Middle School



Philosophy

The Silver Spring International Middle School inspires and empowers internationally minded lifelong learners by acknowledging our common humanity, as students become leaders in the global society. Language instruction improves communication skills, enhances cultural appreciation, and helps students to make connections between various content areas. We believe through the acquisition and practice of a second language, students engage in a deeper understanding of our global society.. As we believe all learners are enriched by taking a second language, all students at Silver Spring International Middle School are expected to be enrolled in a World Language course. Every student should also develop and maintain their second language learning socially and academically. We recognize that the development of a language program involves our awareness and appreciation of language diversity and our capacity to develop all languages.

Language Profile

Students whose mother-tongue is not English are scheduled for our comprehensive ESOL (English as a second language) program which includes developing English fluency in speaking, reading, listening, and writing. Students enter the program based on their English Language Proficiency which is determined by a performance assessment. Students receive instruction from a highly qualified certified ESOL teacher. Since all teachers are required to teach literacy skills (reading and writing) in their content area, students therefore receive instruction across the curriculum from highly qualified certified teachers which supports the development of academic language. In every lesson, teachers are expected to have a language objective which is a process-oriented statement of how students will use English within the content area. The ESOL program is designed for students to fluidly transition and exit based on academic competency of the English language as assessed and monitored by teacher and/or state assessments. For students whose first language is NOT English, Spanish or French, the addition of either Spanish or French constitutes a 3rd language and, therefore, it is not recommended UNTIL that student has been exited from ESOL. Any student who has not tested out of ESOL, but has been withdrawn by a parent request, would be considered for enrollment in a Language Acquisition on a case by case basis, based on English language proficiency.

Courses Offered

Course Type	Levels Offered		
Acquisition	French 1AB Spanish 1AB	French 2AB Spanish 2AB	Honors French 3AB Honors Spanish 3AB
Mother Tongue	Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2	
Immersion	French Immersion 1AB Spanish Immersion 1AB	French Immersion 2AB Spanish Immersion 2AB	French Immersion 3AB Spanish Immersion 3AB

Assessment for placement in Language Acquisition classes will be administered by Counseling and scored by Language Acquisition teachers. If space allows, the first screening of students being tested for World Languages placement is done by a French or Spanish immersion teacher. If the student meets immersion placement requirements, the parent will be contacted by counselors for permission to place the student in immersion classes. If the student does not meet immersion placement requirements, or if the family does not wish to seek the immersion track, for students who speak Spanish at home, we offer Spanish for Spanish Speakers 1 and Spanish for Spanish Speakers 2. Spanish for Spanish Speakers 1 and 2 provide language instruction for students with proficiency in Spanish, either because it is their mother-tongue, or because it is spoken extensively at home. Both Spanish for Spanish Speakers courses integrate history, culture, language, and connections related to the Spanish-speaking world.

If the student is not sufficiently fluent and literate for placement in immersion classes OR if the parent declines the placement, the student's assessment will be reviewed by a Language Acquisition teacher for the appropriate placement in a level 1, 2, or 3 class of French or Spanish. or Spanish for Spanish Speakers 1 or Spanish for Spanish Speakers 2.

Support for Mother Tongues

We support and respect the mother tongue and culture of all students. As a school, we engage in professional development throughout the year to strengthen teachers' abilities to support mother tongue and language development. All teachers teach the communication Approaches to Learning Skills and use the Claim-Support-Interpretation framework to support language development in their classes. In an effort to support mother-tongue development in our students, native speakers are encouraged to continue instruction in that language to the extent that resources in their native tongue are available. At Silver Spring International, we offer multiple levels of instruction in Spanish and French. For students whose mother-tongue is Spanish, but who do not place or wish to be in Spanish Immersion, they are placed into our Spanish for Spanish Speakers classes. These classes support further developing students' mother-tongue through developing speaking, listening, reading, and writing.

Many of our students list a language other than English as their first language, often speaking a heritage language at home. Because of our location adjacent to Washington, DC, many of these students maintain studies in their home language and culture outside of the normal school day.

This policy will be implemented in the following manner:

- a. It will be posted on the school IB web page so that stakeholders may view it at any time
- b. It will be included in the IB Manual which is distributed to students and parents at the start of the school year.

This policy will be reviewed and revised each school year by the school leadership team