



Ridgeway Middle International Baccalaureate World School 2023-2024 Language Policy

Language Philosophy

A goal of The International Baccalaureate (IB) Programme is to create learning experiences that have global significance. The programme challenges students to explore the commonalities of the human experience. In order to conduct inquiry and be prepared for lifelong learning, students need a range of skills: social, communication, critical thinking, research, and self-management.

As an IB World School, we require our learners to gain proficiency in the English language as well as that of a second language. We are committed to work together to ensure that we are making connections across the curriculum with the use of language in all content areas. As **inquirers** our students will seek new ways to clearly and effectively communicate their own ideas and to understand the ideas of others which will allow them to grow as **principled** and **caring** individuals. A command of the native language and a second language will allow the learner to acquire and explore ideas from **balanced** perspectives. As **knowledgeable** learners, they will display a command of the language by presenting what they know and how they know it. As **thinkers**, they will initiate communication to express and interpret creative, critical, and analytical language structures. As **risk-takers**, learners will navigate known and unknown language by using circumlocution to explore unfamiliar linguistic territory. As a second language learner, one must be **open-minded** to the nuances, uncertainties, and limitations of language as a way of knowing. We believe our learners must be **reflective** in their acquisition of language skills in order to become effective **communicators**.

School Language Profile

Ridgeway Middle School has a diverse student population. Our student body consists of African-American, Caucasian, Asian, and Hispanic students. Although, the majority of our students are English speakers, we do have a few students that come from Non-English Language Backgrounds (NELB).

Middle Years Programme (MYP)

Also an inquiry-based approach to learning, the MYP promotes the Learner Profile and the five Areas of Interaction through disciplinary classroom instruction, incorporating interdisciplinary and multidisciplinary approaches as appropriate. The IB Learner Profile describes a communicator as one who understands and expresses ideas and information confidently and creatively in more than one language and in a variety of modes of communication. The MYP stresses the fundamental importance of communication, both verbal and non-verbal, as the means through which cognitive growth is achieved. Students are required to learn one foreign language in the MYP.

Authorized MYP schools also provide pathways for continued concentration on students' additional languages of choice. In order to accommodate the learning needs, interests, and backgrounds of students

moving from the Primary Years Programme to the Middle Years Programme, the MYP offers Language B choices appropriate for their students.

It is expected that, once students are in the MYP, they will remain with their selected second language for the remainder of the programme in order to achieve a high level of fluency in Language B oral and written communication. In immersion classes, minimal English is used.

For those students whose first language is not English, Ridgeway will provide appropriate language training for English Language Learners (ELL). The English as Second Language (ESL) teacher in the building will have regular contact with the Language A(English) teachers to gain a deeper understanding of the Language A course objectives.

Our cluster currently offers

- Spanish at Balmoral Ridgeway (our PYP feeder school)
- Chinese at Oak Forrest Elementary (our PYP feeder school)
- Spanish at Ridgeway Middle
- Spanish and French Ridgeway High School (our DYP feeder school)

All students are assessed through the Tennessee Comprehensive Assessment Program which includes annual achievement testing. Eighth grade students also take a writing assessment.

The current IB Standards and Practices have been presented to the entire faculty in an effort to implement these standards across the curriculum. This includes all classes grades 6-8. A comprehensive glossary of IB command terms for the use of assessment has been presented to the entire faculty in an effort to horizontally and vertically align our curriculum for all grade levels as an IB World School.

All faculty members met to discuss the strategies implemented through which they encourage language proficiency across the curriculum. These strategies are listed by department.

Language and Literature Department

- Research Paper
- Character Analysis
- Comparative Analysis
- Annotated Bibliographies
- Literary Analysis
- Journaling/Reflective Writing
- Short Answer/Essay Questions
- Epiphany Papers
- Narrative, Descriptive, and Persuasive Papers
- Summarizing and Paraphrasing
- Analysis of Poetry and Composition
- Quick Writes/Reader Responses
- Short Stories with Literary Emphasis
- Short Stories with Visual Props
- Advertisements/Propaganda
- Timed Writing
- Business Writing
- Memorandums, Letters, Forms, and Applications
- Semester IB Quality Work Displays

The Arts Department

- Journals
- Reflection Papers
- Artist Statements
- Research
- Script Writing
- Reading and Response
- Essay Questions
- Critiques
- Web Page Design
- Interviews
- Semester IB Quality Work Displays

Special Education and ESL Department

- Test Correction in Math
- Writing out Locations and Directions
- Journaling/Reflective Writing
- Responses to Current Events
- Writing Basic Sentences
- Transcribing Basic Personal Information
- Taking a message
- Making a shopping List
- Note-Taking
- Transition Information
- Goal Setting
- Semester IB Quality Work Displays

Individuals and Societies Department

- Research Biography
- Personal Letter/First Person Accounts
- Persuasive Essays
- Cause and Effect Relationships
- Historical Analysis
- Cornell Notes and Descriptive Writing
- Cross-Curricular Relationships (English, Math, Science, Technology)
- Reflective Writing
- Semester IB Quality Work Displays

Science Department

- Lab Write-ups
- Projects
- Warm-Ups
- Explanation Homework Answers
- Quiz Discussions

- Essays
- Note-Taking
- Outlining
- Journaling/Reflective Writing
- Experimental Design
- Graphic Organizers/Foldables
- Vocabulary Development
- Research Papers
- Semester IB Quality Work Displays

Mathematics Department

- Journal Entries
- Project-Based Writing
- Explanation Test
- Write Word Problems
- Graphic Organizers/Foldable
- Vocabulary Development
- Semester IB Quality Work Displays

Language Acquisition Department

- Journals
- Essays
- Peer Editing
- Dialogue and Skit Writing
- Translations
 - sentence
 - situational
- Personal Reflections
- Explanations/Justifications
- Letter Writing
- Advertisements
- Short Story Writing
- Personal Narratives
- Biographies
- Research-Based Writing
- Interviews
- Pen Pal Writing
- Goal Setting
- Semester IB Quality Work Displays

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