



Fort Myers High School IB Language Policy



The International Baccalaureate Program at Fort Myers High school draws from a population of 6300 students located in the south zone of Lee County in southwest Florida. The stakeholders at Fort Myers High School believe language is a vital instrument for learning, communication, and expression. Through language instruction, there is increased intercultural awareness, and global diversity. Through language development, FMHS students become communicators in our multilingual world.

International Baccalaureate applicants are selected based on a 3.0 grade point average; state test scores (FCAT-Florida Comprehensive Assessment Test), the grade level end of course exam (EOC)and/or Reading & Math Scores of 77% on a nationally Normed exam.

Language Policy Committee

The language policy committee meets annually to review the policy. The language policy is available on the FMHS web site. The vision for all FMHS students is:

“All students in Fort Myers High School will know more than one language and appreciate other cultures.” This is based on the belief that all persons in our culturally rich and multilingual world should be encouraged to become proficient in more than one language. Our goal is to prepare our students to function in multicultural communities at home and around the world.

Students in the traditional program must earn two credits in a world language, both of which must be in the same language to receive a Florida High School Diploma. International Baccalaureate students are required to earn four credits in a Group 2 World Languages to receive a Florida Diploma. All students must earn four credits in Group 1 Language A English Literature to earn the Florida Diploma.

International Baccalaureate students are encouraged to earn a bilingual diploma by testing or writing an extended essay in their mother tongue. Mother-tongue language support is offered through the World Language Club, CAS activities, International Language Club, and Foreign Language Fair/Conference. Students are encouraged to participate in foreign language competitions at the Foreign Language Fair.

Language A Literature

The predominant language spoken is English, with Spanish being the second most common language. The IB curriculum is delivered in English, since students must meet the English language requirements provided by the State standards. All FMHS students are required to take Language A Literature in grades nine through twelve. Students are assessed using Common Core State Standards (CCSS), the Lee County School District (LCSD) grading policy, and the IB DP Language A objectives. Language A Literature development is critical because it allows connections within and across subject areas.

Self-taught, options, and A2 classes are not offered at Fort Myers High School due to scheduling and budget constraints.

Language Acquisition -Spanish/French/American Sign Language

The International Baccalaureate Program at Fort Myers High School offers classes in Spanish and French. Students begin with level 1 except those who have already earned Level 1 credit through middle school, Lee Virtual or Florida Virtual School. Student instruction includes, reading, writing, and speaking, with assessments conducted using the Common Core State Standards (CCSS), the Lee County School District (LCSD) grading policy and the IB DP Language Acquisition objectives.

Students who select to take American Sign Language will only take levels one and two, as those are the only courses that are offered. American Sign Language is not an IB DP offering.

Students who are native speakers of any Language Acquisition offering are required to study an alternate language.

Reading:

The following reading practices will be implemented:

- Reading will take place in all subject areas, and students will read across the curriculum whenever appropriate,
- A variety of practices will be used when planning for instruction, which includes, but is not limited to guided reading groups, differentiated reading instruction, word lists, graphic organizers, use of leveled reading material,
- Students will be encouraged to read for information, read for pleasure and read aloud expressively,
- Students will be exposed to a variety of genres, including literature, poetry, plays, trade books, short stories, newspapers/magazines, and informational text, and
- Vocabulary-building techniques such as aphixes, word walls, word of the day, words of the week, use of idioms, and literary elements such as metaphors and similes will be utilized across the curriculum, whenever appropriate.

The following writing practices will be implemented:

- Students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging, and meaningful writing opportunities,
- Ensure consistency of the promotion of the writing process (planning, outlining, drafting, editing, proofreading, publishing), as age appropriate throughout the grade levels,
- Students will be provided with opportunities to express themselves in writing through a variety of genres, including but not limited to, journaling, and essays. Students will

- be provided with opportunities to acquire, develop and use language specific to different subject areas,
- Development of writing will be supported by providing constructive feedback from teachers, peers, and other adults,
 - Teachers will provide instruction and will model the correct usage of written and oral language conventions, including spelling, grammar, rules of punctuation, and handwriting, and
 - Several literary elements (i.e., foreshadow, symbolism, synesthesia, etc.) will be reviewed in order to teach good writing skills that will allow for more interesting reading- "tricks" used by authors to capture their audience.

Support Services

English for Speakers of Other Language (ESOL)

Students whose mother tongue is not English are eligible to enroll in *English for Speakers of Other Language* (ESOL) classes. ESOL services are available which include a full time ESOL endorsed instructor and assisted by an ESOL educational paraprofessional, periodic assessment, translation of school documents, and interpreters for parents. These classes are designed to deliver instruction using ESOL strategies while teaching students English. All teachers in the Lee County School District must have sixty hours in ESOL. The district provides this training administrators and teachers.

Gifted

The gifted endorsed teacher works with a staff, students, and parents to assure that the special needs of these bright students are being met. Educational Plans (EP) for students with exceptional abilities are created. The Educational Plans are available to teachers on the district staff website.

Exceptional Student Education (ESE)

Students with Learning Support Requirements receive mainstream instruction. Students with disabilities are served by Exceptional Students Education in several Service Delivery Models according to the needs identified in their Individual Education Plans (IEP). The Individual Educational Plans are available to teachers on the district staff website.