

Tigard High School IB Language Policy

I. Philosophy and General Principles

The Tigard High School community recognizes that literacy and language fluency are essential foundations to our students' future academic and professional success and future participation as informed citizens and community members. Furthermore, Tigard High School believes that promoting literacy and language fluency for all students is essential to closing the achievement gap and promoting equity in education. Language instruction is one of the most important functions of our school. Therefore, Tigard High School promotes the idea that all teachers are language teachers.

All teachers shall offer frequent opportunities for reading, writing and speaking in their classes, including in daily class activities, formative assessments, and summative assessments. In addition, all teachers shall receive training opportunities for student speaking and discussion in one-on-one with teacher, partner, small group, and whole class settings, with zero opt out strategies employed to ensure all students receive the benefits of these opportunities.

These principles are supported by the following TTSD Licensed Performance Standards:

- 1.5 Lesson plans consistently incorporate language development strategies. [Instruction] promotes student independence in language development.
- 2.3 The teacher incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.

Literacy and Culturally Relevant Teaching

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (IB Mission Statement)

In accordance with the IB Mission Statement and with TTSD core values, Tigard High School promotes culturally responsive teaching in language instruction. Making an effort to understand the cultural background, family and life experiences of each student builds closer relationships and connections and enhances learning. To this end Tigard High School is committed to utilizing diverse texts in English classes that reflect and value the cultural diversity and heritage of our student population.

These principles are supported by the following TTSD Licensed Performance Standard:

- 1.3 Lessons are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity. Teachers shall strive to meet the standard and incorporate individual students' cultural characteristics and interests.

II. English Language Curriculum and Sequence

“All students must have the opportunities and resources to develop the language and communication skills they need to pursue life's goals and to participate fully as informed, productive, and responsive members in an information-rich society. In addition, we give children the opportunity to explore reading and writing as enjoyable lifelong processes. Strategic and explicit teaching of the language arts curriculum ensures students develop these skills of reading, writing, speaking, and listening.” (TTSD English Language Arts Philosophy Statement)

All Tigard High School students are required to take English classes all four years and must earn four credits of English Language Arts to graduate.

Tigard High School retains our commitment to heterogeneous English classes in 9th and 10th grade to ensure a rigorous academic curriculum for all students and to give all students the preparation to take advanced English classes in 11th and 12th grade. Tigard High School is further committed to offering “IB for All” at the 11th grade level. Grade 11 students will have the choice of IB Literature HL or IB Language and Literature SL for their required English course. Students may also be enrolled in one of several levels of reading support and intervention classes (such as read 180) as needed. Students are assessed annually to determine placement.

English (Language A) Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade

English 9 or English 9 Honors*	English 10 or English 10 Honors	IB Junior English HL (Literature), or IB Junior English SL (Language and Literature)	IB Senior English HL (Literature), IB Senior English SL (Language and Literature), or Writing 121
*An “Honors Option” for English 9 and 10 is available to all students. This involves additional reading and writing assignments above and beyond the standard curriculum. Students planning to take IB Literature HL are strongly encouraged to take the Honors Option.			

III. World Language (Language B) Course Offerings and Sequences

Tigard High School is committed to the principle that all students should learn a second language in order to foster intercultural understanding and to become global citizens. Moreover, the Oregon university system requires all entering students to complete at least two years of a second language in high school to qualify for admission. Therefore, Tigard High School offers students up to five credits of French, Japanese, and Spanish as second language options.

World Language (Language B) Course Sequence	
9th Grade	French, Japanese or Spanish 1 or 2
10th Grade	French, Japanese or Spanish 2 or 3
11th Grade	French, Japanese or Spanish 3 or 4
12th Grade	IB French, Japanese or Spanish 4 or 5

V. Language B IB Exam Policy

- Students who complete level 4 of a world language may take the Language B SL exam.
- IB Diploma Candidates who are unable to get to level 4 of a world language due to unresolvable schedule conflicts or other factors (such as not taking a world language in 9th grade) may take the Language B ab initio exam their senior year after completing level 3 of a world language. However, IB Diploma Candidates who have room in their schedule to take the level 4 class senior year must do so, and must take the SL exam.
- TWI students shall take the Spanish B HL exam during either their junior or senior year.

IV. English Language Learners

In Tigard-Tualatin School District, we are proud to serve over 1,000 English Language Learners (ELLs) who represent 64 diverse languages. Students with a first language other than English make up 26% of the student body at Tigard High School. There are 41 languages spoken by Tigard High students, with Spanish being the most common language after English. These students make up a vibrant and culturally diverse population in our school district, and we are proud to offer these students a dynamic and growing English Language Development (ELD) program.

Our ELD services start in Kindergarten and go all the way through twelfth grade. We service our students based on their Language Level and assess them annually with the State approved and mandated ELPA21 (English Language Proficiency Assessment). Students meet the ELD exit criteria for ELPA21 when they score Early Advanced or Advanced in all four domains of the assessment: Listening, Speaking, Reading, and Writing.

Students entering our ELD services as Beginner Language Learners are offered ELD services to accelerate language acquisition while providing the additional support students often need when entering an English-only academic environment and/or adjusting to a new and foreign culture.

Support for English Language Learners

Tigard High School offers four levels English Language Development classes for ELL students (ELD 1 – 4), with levels 1 and 2 receiving Designated ELD instruction in addition to Sheltered Language Arts and Social Studies. Level 3 students receive designated ELD at their proficiency level, and advanced students (level 4) receive services through which an ELD Specialist works in collaboration with teachers to integrate language instruction into the core content.

Tigard also provides ELL Instructional Assistants and co-teachers in selected core classes that have a large percentage of ELL students. Content area teachers work with the ELL coordinator to monitor ELL students' progress.

As Spanish is by far the most common native language of our students after English, Tigard is proud to offer Spanish Two-Way Immersion for native speakers, enabling them to take a language arts class in their mother tongue. for Heritage Speakers 1 and 2 elective classes to support those students.

The THS Culturally Responsive Coordinator (formerly Multi-Cultural Coordinator) works with ELL students and families to provide extra support and facilitate communication between parents and teachers.

TTSD offers Intercambio, a middle and high school School-Based Mentoring program that serves some ELLs. Through a curriculum utilizing peer mentoring, Intercambio seeks to develop the kind of social skills and sense of connection that increase success at school and in the community at large.

Finally, Tigard-Tualatin School District provides interpreters at parent meetings and conferences and is able to provide translated copies of school documents through our website.

English Language Learners in IB classes

Tigard High School IB Department recognizes that all students can benefit from the IB curriculum. Therefore, the THS IB Department welcomes all students who wish to take up the challenge of IB classes, and will endeavor to support those students to the best of our ability. Several departments offer IB courses at Standard and Higher Level. ELL students can choose between the Standard and Higher level IB English course based on their English ability.

English Language Learners who wish to take IB courses should follow the normal forecasting procedure. Course selections are then reviewed by the counselors and ELL coordinator. If the counselor or ELL Coordinator determines there may be a potential problem with an ELL student taking an IB course, or a particular level of that course, they shall arrange a meeting with, or otherwise contact, the student, parents, the ELD teacher, and IB subject teacher to discuss whether it is in the student's best interests to take the IB course. However, provided they meet the prerequisites, no student shall be prohibited from enrolling in an IB course or taking IB exams if they and their parents wish to do so.

V. Publication and Review of Policy

The Tigard High School Language Policy shall be posted on the school website.

The Language Policy shall be reviewed at least every five years by a committee of teachers, administrators, and other interested parties.

VI. Resources and Links

[TTSD ELD Policies Manual](#)

[TTSD Equity Website](#)

[Two Way Immersion Program](#)

[TWI Program Assessment](#)

(updated 12/2023)