



Corcoran High School

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Corcoran High School Diploma Programme and Career Related Programme Language Policy

Introduction:

Corcoran High School (CHS) believes that the acquisition of language is a central component of a person's academic and personal growth. We understand that it is incumbent upon us, as educators, to foster a student's knowledge and understanding of their home language, while assisting in the continual acquisition of another language. Knowledge of an additional language aids in developing an understanding of other cultures; a necessity in our learner profile goals to increase international-mindedness and "to create a better, more peaceful world" (International Baccalaureate Organization).

Language Profile:

At Corcoran High School, the primary language of instruction is English. While the majority of our students speak English at home, we recognize that we have a sizeable population of learners whose first languages are not English. At CHS, Beginning-level English Learners (ELs) are placed in classes that are specifically designed to help students learn English. English learners are immersed in general education classes in all other content areas. All teachers have received professional development in strategies to support English Learners in their content areas. The table below shows the percentage of students at CHS who are classified as English Learners.

- CHS currently offers courses in Spanish.
- American Sign Language was offered until 2020

Language Philosophy:

At CHS, we believe that all teachers are language teachers and that all students are language learners. Language is our primary means of communication, and the acquisition of language is a lifelong process. Proficiency in one language is directly transferable to other languages and students' knowledge of a second language helps them better understand their home language. We recognize that we must nurture and develop students' proficiency in their home language as this is critical to maintaining the integrity of a student's culture. In addition, at CHS, we believe that language learning promotes internationalism and multiculturalism.

Language Development in the DP and CP:

All students will engage in the study of a second language. This language may not be their native language. Students will have the opportunity to choose their language of study. Through advice and guidance from the counselors, DP Coordinator, CP Coordinator, and Personal and Professional Skills teachers, students should choose a second language that fulfills and enhances their career path, as well as one that is of interest to them.

The language course must meet the following criteria:

- The chosen language interests the student.
- The language development will support and enhance the student's career pathway.
- The language development will provide opportunities for the student to acquire oral communication, writing skills, reading skills, cultural competencies about the target culture, and

visual interpretation.

- Language development must begin in year 1 of the Programme and finish at the end of year 2, so there is a concurrency of learning. There will be a minimum of 50 hours of study over the two years.

Language Objectives:

Within the DP and CP, language development strives to foster growth within four communicative processes:

- Oral communication
- Visual interpretation
- Reading comprehension
- Written communication

Also, the New York State Standards for World Languages are adhered to within the school and school district:

NYS Anchor Standard: Communication

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes. Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.*

NYS Anchor Standard: Cultures

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied. Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest. Standard 5: Cultural Comparisons Learners use the target language to compare the products and practices of the cultures studied and their own.

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Evidence of Learning in CP:

Students will create a portfolio to document their language development journey. Reflection is an integral and ongoing component of the portfolio.

The language portfolio can include the following components:

- a record of the activities, tasks and assessments
- reflections on learning experiences and understanding of other cultures
- a list of future goals that involve use of the target language
- certificates
- examples of work
- letters of acknowledgment

Students will be given individual choice in how the portfolio is organized. Some may choose to create a binder, while others may create a digital portfolio.

To monitor progress and support students, the service-learning coordinator/personal and professional skills course teacher will conduct regular informal and formal interviews with students.

Evidence of Learning in DP:

Students will complete Spanish B SL course over two years.

Accessibility in CP:

Whichever path Career Programme (CP) students decide to take for their language acquisition journey, the study must include the following:

- Differentiation of learning to ensure student success and meet all learners' needs.
- Provide equal access and opportunity for all students, making accommodations and adjustments for learning or physical disabilities.
- Concept/theme-based learning (lessons and concepts are taught in context, and not in isolation).
- Inquiry based learning.
- Student evaluation includes a variety of formative and summative assessments.

Aims:

Corcoran High School's language programs aim to:

- Enable all students to learn and use language confidently in a variety of contexts.
- Provide support for all mother tongues.
- Provide support for students who are not yet proficient in the language of instruction.
- Allow opportunities for all learners to develop cultural understandings of their own and other cultures.
- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' skills of oral and written communication.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.
- Prepare all students to be multilingual, culturally aware, respectful and responsible citizens.
- Provide language instruction that is rigorous, interactive, and meaningful.

English Language Learners:

Corcoran High School has a growing English New Language Learner population comprising approximately 16% of the student body in 2021 and nearing 19% in 2024. Students originate from over 20 countries including several African nations, Latin American and Asian countries. There are over 25 languages spoken. Students are categorized into different language acquisition groups based on their English language proficiency: entering, emerging, transitioning and proficient. The ELL students are supported by five teachers specializing in English Language acquisition. Students are supported in language, academics and cultural assimilation through designated courses entering and emerging students are also supported through the ELL teacher push-in and pull-out models.

New English Language Learners that are designated as Entering and Emerging in year 4 and 5 (9th and 10th grade) will be enrolled in Language and Literature and in a sheltered entering ELL course for learning supports. ELLs with this scheduling and support requirement will not be enrolled in a Language Acquisition course during years 4-5 of the MYP Programme. Once the student is transitioning, they will complete the MYP Language Acquisition requirement to fulfill NYS World Language graduation requirement in 11th or 12th grade. In New York State, students with verified academic records from schooling in their native countries can acquire their required World Languages credit(s) based upon the years (12+) of successful language acquisition study; these credits fulfill the World Language graduation requirement, and/or elective course credits.

Content area teachers have received training in the Sheltered Instruction Observation Protocol (SIOP) Model; a research based instructional model that has proven effective in addressing the academic needs of English Language Learners throughout the United States. Additional models used include: 6+1 Traits of Writing, Effective Literacy Skills for ENLS, NewsELA, and Readworks.org.

Language and Literature:

Students enrolled in Thomas J. Corcoran High School's Language and Literature classes will use language to better understand themselves and the world around them. They will explore other ways of thinking, become critical, literate, creative, and lifelong readers, writers, listeners, and speakers.

- Language and Literature will be taught in English. It is the language of instruction for all courses, except those taught in our Language Acquisition Department. All exams are given in English, unless the student has a demonstrated accommodation for another language.
- Students whose native language is not English receive additional services (ELL).
- All students are required to take English Language Arts courses every year of enrollment.
- To graduate from high school, students are required to pass the New York State Comprehensive English Regents Examination.
- The Syracuse City School District Language and Literature curriculum is aligned to the NYS standards and the IB MYP written curriculum-required components, as well as within the IB CP/DP curricula. The curriculum emphasizes skill development in speaking, listening, reading, and writing in conjunction with intellectual, inquiry-based exploration.
- Students who receive special education services receive support in the classroom as well as by a special education teacher.

Language Acquisition:

Through the development of reading, writing, listening and speaking skills, Thomas J. Corcoran High School Language Acquisition students will communicate effectively in a target language. Language Acquisition instruction supports the MYP/DP/CP concept of International-mindedness and develops the attributes of the IB Learner Profile. The study of language involves the study of and appreciation for other cultures and perspectives. This awareness will allow our students to view the world as a collection of people from different experiences; students will know that citizens of our country have a unique place in the world.

- Language Acquisition offerings at Corcoran High School are Spanish, levels 1 through 4 and IB DP SL Spanish B. Spanish level 1-4 can be offered to students in MYP year 4, MYP Year 5 or the eleventh and twelfth grade years of school.
- The Language Acquisition lessons, objectives, and standards are aligned to the New York State Standards and the IB MYP/DP/CP objectives and criteria.
- The study of language, culture, and geography begins in middle school with specific language courses offered up to and including Grade 12.
- Language skills, although not required beyond one credit for graduation from a NYS school, are fundamental to the appreciation of global citizenship. Further, language study develops perspective and is, in itself, an employable skill. Although a second language is offered through grade 12, continuous study of Language Acquisition is expected in grades 6-10 as a cornerstone to an academic program that seeks to prepare students for life after high school.

Thomas J. Corcoran High School Language Courses:

Corcoran High School currently offers Spanish 1, Spanish 2, Spanish 3, Spanish 4, IB-SL Spanish B.

Review of Language Philosophy:

The School Leadership Team meets regularly. The purpose of this team is to annually review the IB philosophies, communicate suggestions as needed, and disseminate the language philosophy to all stakeholders. Communication includes accessibility on the Thomas J. Corcoran High School website, Office 365, discussion at faculty meetings, and copies available at school community events. The School Leadership Team includes an administrator, the IB MYP/CP/DP Coordinators, lead teachers from each subject group, and any other specific stakeholders pertaining to each philosophy. The Syracuse City School District monitors the district's language policy through the ELL, World Languages, and Bilingual Education Department under the direction of the Chief Academic Officer. Additionally, Corcoran High School participates in ongoing assessment of the language program, with input from language teachers, content area teachers, school administrators, support staff and students. Changes in programming are communicated through teacher professional development, family curriculum nights, newsletters, emails, school website and

community center involvement. Increased professional development for ELL/ENL education has been offered since the 2019-2020 academic year to reflect the changes in the student demographic, and best support the global mindedness and success of all students within Corcoran High School.

References:

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