



Alonso High School International Baccalaureate Programme Language Policy

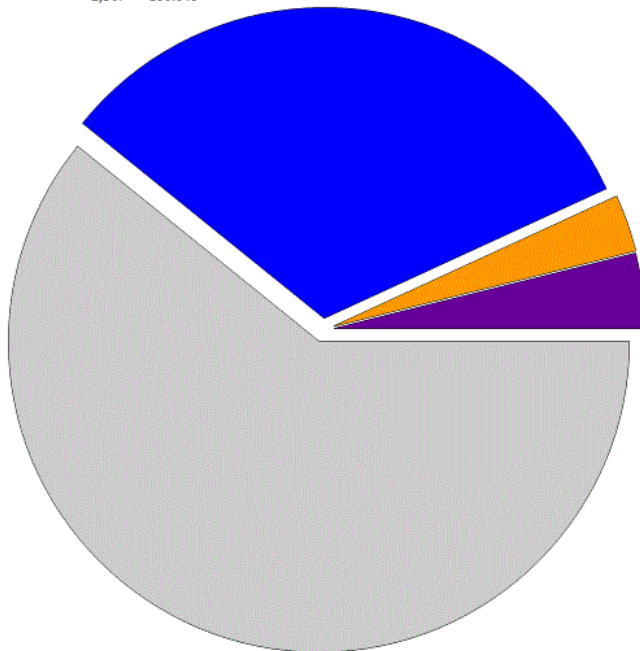
Language Philosophy: Alonso High School believes that all students should have access to a high-quality education, regardless of their home language or their proficiency in English. This belief extends to the students of the Alonso Magnet Program. The staff and faculty of Alonso High School, and our district partners, are committed to supporting all students in their acquisition of the English language and ensuring that their education is not hindered by the number of languages they are proficient in. We embrace our bilingual students and the 41 home languages spoken by our students as a vital part of our school community.

School Language Profile:

Alonso High School English Proficiency Breakdown (2021-2022)

Demographic Breakdown
Alonso High School, 2021 - 2022
Status: Active Students Only
Demographic: English Proficiency

Demographic Breakdown		
N/A	1,561	60.8%
Bilingual	830	32.3%
Non-English Monolingual	76	3.0%
Non-English Predominant	100	3.9%
Total	2,567	100.0%



Alonso High School Current Home Language Breakdown (2021-2022)

Demographic Breakdown
Alonso High School, 2021 - 2022
Status: Active Students Only

Demographic: Home Language

Demographic Breakdown			Demographic Breakdown		
Afrikaans	1	0.0%	Tigrinya	1	0.0%
Akan	1	0.0%	Turkish	2	0.1%
Alabama	2	0.1%	Vietnamese	47	1.8%
Albanian	1	0.0%	Total	2,567	100.0%
Amharic	1	0.0%			
Arabic	3	0.1%			
Bengali	1	0.0%			
Chinese	9	0.4%			
Czech	1	0.0%			
Danish	2	0.1%			
English	1,523	59.3%			
Farsi	1	0.0%			
French	5	0.2%			
German	2	0.1%			
Greek	1	0.0%			
Gujarati	1	0.0%			
Haitian-Creole	2	0.1%			
Hebrew	1	0.0%			
Hindi	5	0.2%			
Hungarian	3	0.1%			
Italian	2	0.1%			
Jamaican Creole	1	0.0%			
Japanese	2	0.1%			
Korean	4	0.2%			
Mandarin	1	0.0%			
Nepali	1	0.0%			
Pashto	1	0.0%			
Polish	2	0.1%			
Portuguese	62	2.4%			
Puget Sound Salish	1	0.0%			
Rumanian	1	0.0%			
Russian	5	0.2%			
Sangho	1	0.0%			
Shastan	1	0.0%			
Siuslaw	3	0.1%			
Spanish	857	33.4%			
Swedish	1	0.0%			
Tagalog	2	0.1%			
Tamil	1	0.0%			
Telugu	2	0.1%			

Language of Instruction: At Alonso High School, and Hillsborough County, the primary language of instruction within the IB Diploma Programme, as well as the entire school, is English. English is the chosen language in which the programmes and courses within the DP are delivered to our student population. All courses and assessments (including the IB examinations) are delivered in English.

- Students within the IB Programme at Alonso High School, like all students within Hillsborough County, have access to appropriate support if English is not their native language. Students can be tested for English fluency by district ELL (English Language Learner) staff, and, if deemed necessary, can receive appropriate support.
 - o *Most students within the Programme are fluent in English by the time they enter the Diploma Programme, but may have received support earlier in their educational pathway.*

- While the language of instruction at Alonso High School is English, the faculty of the IB Diploma Programme embraces the benefit that bilingual students and students who have a mother tongue language other than English will have in a global society, and we encourage students to embrace their home language. Students who feel most comfortable with their mother tongue language are encouraged to discuss options, supported by IB, with the IB Coordinator. These options could allow students to study their Language A: Literature course in a language other than English on a school-supported self-taught basis.

Language Courses: Students within the IB Programme have two choices for Language Acquisition. The two options offered for IB Diploma Programme students at Alonso High School, are Spanish and German.

Students choose either a Spanish or German language-acquisition track at the start of their 9th grade year. Student choose their language based on student/family interest. Student who are truly bilingual in either Spanish of German must choose the opposite track, as the goal of the programme is to explore a new language and, ultimately, become fluent in that new language. Students who have some background in the language could also discuss taking their language B at the higher level.

Spanish Lang Course Progression

9th Grade - pre-IB Spanish I

10th Grade – Pre-IB Spanish II

11th Grade (DP) – IB Spanish IV (Lang B: SL)

12th Grade (DP) – IB Spanish V (Lang B: SL)

German Lang Track Course Progression

9th Grade - pre-IB German I

10th Grade – Pre-IB German II

11th Grade (DP) – IB German IV (Lang B: SL)

12th Grade (DP) – IB German V (Lang B: SL)

Cultural Awareness: Cultural Awareness is an important part of being a productive citizen in a global society. The Alonso High School IB Programme encourages students to share cultural beliefs and traditions in multiple ways during their time in the Programme.

Through the following examples, the Alonso Magnet faculty will illustrate its commitment to language, culture, and global perspectives.

	Ideas to support language, culture and multiculturalism
<i>Program-wide</i>	<ul style="list-style-type: none"> -Committed to diversity of teachers and students. -Promote and support a curriculum that explores different values and beliefs. -Help identify inclusion barriers and support teachers implement strategies that allow growth for all students. -Sponsor a yearly culture fair school-wide -Attend SPIFFS (Folk Festival) in St. Petersburg, Florida during the 10th grade -Organize a cultural foods night (9th grade) in conjunction with CAS Presentations
<i>English</i>	<ul style="list-style-type: none"> -provide texts that present rich examples of other cultures; engage students in lessons where culture/cultural comparisons are an important/integral part of the lesson -provide assignments focused on determining global issues as they appear in text, as well as recognizing how global issues can be represented in different ways in different texts -create lessons that cause students to examine global issues that can be common to all communities -create lessons that cause students to examine issues from a local, national, and international perspective
<i>Spanish</i>	<p>In World Language classes understanding the cultures of Spanish and German speaking countries is as important as learning the language.</p> <ul style="list-style-type: none"> -We learn about traditions, customs, beliefs, celebrations... to become culturally aware and develop understanding of their point of view. -Students compare their own culture to those in Spanish and German speaking countries to nurture understanding across differences (international minded). -We develop true insight to establish true communication with Spanish and German speakers through “pen pal” system, sister schools, and Zoom sessions. -Value real-life experience of diversity over textbook version -Encourage students to feel proud of their heritage by providing resources and lessons that reflect and celebrate the diversity in our classroom.
<i>History</i>	<ul style="list-style-type: none"> -encourage students to share about his or her own cultures and religions throughout the year or when they connect with the content being taught -include texts/presentations on one topic from multiple viewpoints and cultures -encourage students to think about how one even might be taught differently in another country or region (international perspective)
<i>Science</i>	<ul style="list-style-type: none"> -get to know students so that they feel like they matter. -Have a caring environment. -Try to include culture into lessons by allowing them to make choices with the assignments that they do and how to do them. -Find ways to include your students’ lives and cultures into lessons. -Have students complete assignments where they need to look at different parts of the world.
<i>Math</i>	<ul style="list-style-type: none"> -Discuss the history of math and its impact on cultures and history throughout the world -Discuss various methods to solve similar problems

Faculty Supports: In an effort to support the IB faculty in their commitment to the Alonso High School and IB Language Philosophies, an ELL (English Language Learner) Resource Teacher is a full-time faculty member at Alonso High School. This resource teacher is provided time during the school day to work with teachers to develop strategies to support language acquisition and encourage teachers to embrace bilingual students and students with a home language that is not the language of instruction. The Resource Teacher provides strategies and resources to all faculty members and keeps track of support strategies that each teacher employs, as required by district policy.

Academic Language: The Alonso Magnet supports language acquisition and the understanding of subject-specific language in the content area. Each teacher identifies core academic language at the start of the year that will be valuable for students in mastery that subjects content. Teachers have developed strategies to assist students in the understanding of this key academic language.

A sample of examples of academic language / vocabulary:

English: Analyze, determine, summarize, argue, identify, compare/contrast, describe, develop, explain, support

Spanish: Explica, opina, resume, identifica, conjuga, compara, subraya

History: Analyze, explain, determine, summarize, compare and contrast, evaluate, describe, identify, distinguish, discuss, justify

Science: Analyze, Propose, Compare/Contrast, Describe, Develop, Evaluate, Explain, Create, Synthesize, Infer, Classify, Summarize, Justify, Convert

The Alonso Magnet Language policy will be reviewed annually by faculty members and select stakeholders. Revisions and updates will be posted on the Alonso website, under the Magnet tab.