

Central High School -Language Policy



Philosophy:

The Language Policy of the Central High School International Baccalaureate Middle Years Programme and Diploma Programme is designed and created so that all students are able to achieve at their highest potential in regards to language and communication. Students will use both written and oral language as a means of communication throughout all years of the programme in a variety of contexts and authentic learning endeavors. Students will acquire direct instruction and modeling of language and communication as predetermined in the CHS Approaches to Learning Planning Chart through their time in the programme. In all classes, students will speak, read, write, and listen using age and background appropriate skills. Furthermore, using the IB conceptual and inquiry framework as a guide, students will learn to communicate in a world full of multiple languages, cultures, norms, and situations. It is the belief of Central High School that effective language acquisition and communication skills lead students to success in any situation.

Middle Years Programme Requirements

Students at the CHS Middle Years Programme in (years 4-5) students continue with Language A and B. For Language B students have the option of taking Spanish or French. Each student receives at least 50 hours of Language A and Language B in each year of the programme and is assessed on the objectives and strands of each subject group at least twice in each school year.

Standard A7:

- The school places importance on language learning, including mother tongue, host country language, and other languages.

Standard A9:

- The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- The school strongly encourages participation for all students.

Standard B1.5a:

- The school has developed and implements a language policy that is consistent with IB expectations.

Standard C3:7

- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.

Standard C3:8

- Teaching and learning demonstrates that all teachers are responsible for language development of students.

School Language Profile and IB MYP Language Offerings

Language of Instruction

- The primary language of instruction at Central High School is English (Language A). In order to become effective communicators, all students will develop literacy and fluency skills in all of their classes. Their ability to communicate in the academic and non-academic setting will be developed strategically over their time in the Middle Years Programme and Diploma Programme using the Approaches to Learning Progression of Learning chart with accompanying skill hierarchies as a guide.

Additional Languages

- Students are also required to take one or more of the following language acquisition courses in each year of both programmes:

- Spanish

- French

Diploma Programme Requirements

All classes are conducted in English (Language A) and students take English as the A1 course at the Higher Level. Taking the A1 language at the standard level may be considered on an individual basis. Second Language (Language B) study is offered Spanish at the standard level. In both the A and B languages students become proficient communicators using the main strands of language study: reading, writing, speaking, listening, viewing and thinking.

Language Acquisition and Literature Throughout CHS

At the Central High School International Baccalaureate Middle Years Programme and Diploma Programme, students are provided with high quality and authentic learning experiences in Language Acquisition and Literature using the following IB guidelines:

- Teachers plan units using IB concepts and international mindedness as guiding principles

- Teachers plan using IB subject guides and local and state standards
- Teachers assess students using IB criterion/objectives as measurements of success
- Teachers utilize inquiry and critical thinking in a variety of authentic learning experiences
- Students read, write, listen, and speak in both familiar and unfamiliar situations
- Teachers utilize a variety of resources to facilitate language use and skill acquirement
- Teachers instruct using international mindedness and multicultural points of view
- Teachers design units with authentic formative and summative language assessments

Support for Students Who Are Not Proficient in Language of Instruction

Central High School provides ELL support for students entering without English proficiency according to the legal guidelines of our state law. We have a home language survey in the file of each student. We also have an ELL teacher assigned to our school. Special educational needs (SEN) are met according to state and local processes.

Some English-speaking students enter our school with sub-standard grammar and practice in English. The needs of these students are addressed in their Language and Literature classes and reinforced in all other classes. Through the intentional teaching and acquirement of the ATLs through all years of the programme, students will have ample opportunity and support to increase their skill levels in all ATLs, including the ATL of communication. Furthermore, through the recording and reporting of IB criterion, all students will get feedback and areas of growth for the criterion on communication in various subject groups. Standard English grammar is expected and MLA is our standard bibliographic style, although some subject areas choose to use Chicago, Turabian or APA for special circumstances in the DP years.

Mother Tongue Support

Because the majority of students at Central High School are native English speakers, we typically have not offered alternatives to English A1. We currently offer special request self-taught Group 1 options, as seen in the resources below, and continue to improve services for our diverse language school population.

To develop and support the home language and culture, we maintain a resource list to inform students and parents of community opportunities. We understand that one's native language is important to maintain their cultural identity. Therefore, we encourage students to speak and develop their mother-tongue at home. To further this aim, we also utilize the Mother-Tongue Language Survey for each student and home to assess "mother-tongue" use in the community. This document would then become a part of our language policy review. Options currently used for language support include the ACCESS LAB offered by the state of Alabama.

Communication with parents

Communication with parents is generally in English. Translation of documentation is provided through TransAct Communications, Inc. Approximately 95% of our students are from homes where English is the principal spoken language. The remaining 5% are from homes where the family or at least one parent speaks a language other than English which is Spanish.

Initial Language Assessment

Most of our students enter with no second language experience. We begin language study at the introductory level in year 1 of the MYP and differentiate for those who do come with higher levels of proficiency in a second language.

Initial language assessment is done individually as the need arises. We require a short entrance essay and a placement prompt that provide a first look at the student's language skills in English. The city-wide home language survey and the CHS Mother Tongue Language Survey are used to help us evaluate student needs. Our second language teachers use these and other entrance diagnostic tools as needed.

Language Development Committee and Review Process

The language development committee is comprised of members of the CHS faculty, administration, media services faculty, and language support providers. Annually, the language committee (District Office) will evaluate the language policy and its implementation. It will examine its effectiveness and any need for revision. The committee will communicate the policy and any revisions through the school website.