

Language Policy

Philosophy

We believe all teachers are language instructors and all students are language learners. To that end, we view the ongoing language development for our students as the shared responsibility of all teachers, parents, and students; with the understanding that all students progress at different rates. Language is taught through context and new information is related to existing knowledge. Language proficiency is essential for the development of the IB learner profile and the student's ability to grow into thoughtful, reflective and caring global citizens. We foster the development of good communicators, in accordance with the IB Learner Profile, this includes the ability not only to speak, but also to read, write, view listen/understand, and present language and content on an academic level in more than one language. Through effective communication in another language, students are sensitized to cultural diversity and better equipped to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. Our community provides access to materials in languages other than English that allows our students to learn from a multicultural perspective.

Profile

Instruction is given in English as the language of our school. Students are proficient in English and are required to take English A HL as part of their IB Diploma curriculum. We have a population of students, who are of Hispanic, Asian or Arabic descent and have acquired English as a second language or were raised in a bilingual household.

Identification

Mother tongue languages of all students are identified at the time of registration. English is the language used for school's communication. Support is provided for students and parents whose primary language is not English.

Language A

Talley Middle School and Mount Pleasant High School provide comprehensive, rigorous, engaging curriculum aligned with all strands of the IBO's MYP Language Scope and Sequence document as well as the Delaware Academic Standards for reading, writing, speaking, and listening. Students are required to take Language A English Literature HL.

Language Acquisition

In order to provide successful development of language skills for our students regardless of their prior language experiences, Talley Middle School and Mount Pleasant High School MYP students undertake Language Acquisition studies in Spanish or French. Students, who begin at Talley Middle School must take four years of Spanish or French. Heritage Spanish or French speaking students will be evaluated by the language B department in order to determine placement in Spanish or French as appropriate to their abilities.

Students, who have not attended Talley Middle School, but begin the MYP in 9th grade at Mount Pleasant High School may take either French or Spanish; however, they must select one language option and continue with that same language throughout the IB Programme. All Language Acquisition students are required to take the SL option of the language they choose. The Language Acquisition

curriculum is framed by the fundamental IB concepts of holistic learning, intercultural awareness, and communication.

Intercultural Awareness

Both Talley Middle School and Mount Pleasant High School are committed to developing intercultural awareness and international mindedness. This is a shared responsibility. The media specialist ensures that there are multiple resources in Spanish and French in both schools' library/media centers. The media specialist offers student access to databases and other online reference sites so that students can research cultures and languages from around the world. We host speakers and artists from different ethnic backgrounds who promote diversity. Students are encouraged to pursue deep studies of their own cultural heritage and to learn about painters, poets, writers, musicians, scientists and other historic figures from diverse cultures. In addition, Language A students read and study literature from different cultural perspectives.