



IB DP/CP Language Policy

Students studying in the IB Diploma Programme or Career-related Programme at Central High School come from diverse multilingual backgrounds. While most students access the DP curriculum through their mother tongue, access is included for learners of Spanish and French. This policy provides a framework of language and learning that is applicable to all IB learners at Central High School.

As an IB World School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programme(s) (IB Standard B2, Practice 11).

The School Language Philosophy

CHS students have a wide range of ability in English language, from native speakers (the majority of students) to Intermediate level students. We understand that students will progress at different paces, and we view the ongoing language development as the shared responsibility of all stakeholders: parents, students, teachers, administration, and staff. Language development

and acquisition is not just the responsibility of the ELA Department; we are all teachers of English language.

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English is the language in which all lessons will be taught (with the exception of Language B French and Spanish courses). Admissions requirements and assessments are conducted in English to ensure students can access the curriculum that will be delivered in English.

Our philosophy supports the opportunity for all students to experience learning a second language as it provides significant experience in international education, enabling students to understand the thinking and culture of another people. Beginning in 9th grade, pre-diploma students have a choice of taking either French or Spanish. Students will continue to take French/Spanish in preparation for the IB Diploma Program Junior Year. Students in the Career related Programme may take a DP Language B course as part of the two required DP courses, however this is optional.

CHS is a magnet school and a public school. We have a neighborhood population that takes regular education courses as well as students from all over Bibb County that are involved in our Fine Arts and IB Programs. English is not a requirement for entrance into a public school in Bibb County or to any of the programs at Central High School. Due to the demographic of Macon-Bibb, it is rare, but not unheard of to have a student who does not speak English. The IB Program receives applications from students all over Bibb County. All students undergo the same evaluation process which includes grades 8th grade through 10th grade, standardized test scores, a recommendation, and a writing assessment. It is the goal of all of the teachers in the IB Program to provide a caring environment for all students. If students do not attend the writing assessment, they may or may not be admitted depending on the other criteria.

Through communication in another language, students are given experiences with cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual, global communities at home and around the world. In addition, language acquisition is delivered to ensure that students are provided with practical, transferable linguistic skills which can be used now and in the future to facilitate their learning and use of foreign languages.

For us, one of the strengths of the IBDP is the requirement for all students to learn a second language. (French/Spanish) Students will take three years of foreign language beginning in 9th grade before testing in Language B SL at the end of their Junior year. This allows students to complete one SL Course as an anticipated candidate prior to entering their Senior Year of study. Students in the Career-related Programme may take a DP Language B course as part of the two required DP courses, however this is optional. Regardless, CP students are required to complete 50 hours of language development, and document their learning in a language development portfolio. This will be completed through the Personal & Professional Skills class.

School Language Profile

- English-only background students with no Language B proficiency;
- English-only background students with minimal Language B exposure

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- English background students with significant Language B exposure at home but who speak English as their first language;
- Bi-lingual Spanish students who have acquired both languages simultaneously since birth;

Support for Mother Tongues

- Cultural activities take place throughout the academic year.
- International students' day is celebrated.
- Annual IB Potluck Dinner
- We have an ELA Department which provides one to one sessions and group sessions in learning English. The Department also supports the learning of key language essentials within their curriculum subjects.

Selection of Languages in Group 1 and Group 2 Which Reflects the Needs of Students & Teachers

For Group 1 subjects, we only offer English, as we are primarily an English speaking school. In Group 2 we offer French and Spanish. There is flexibility for languages offered to evolve over time as the needs of our students change.

English is the main language for instruction in Language A while French and Spanish are used for Language B. We have a separate ESOL department and as of right now they provide services to the students whose first language is not English and have difficulty with reading, writing, and speaking English.

Central High School is committed to promoting the idea that all teachers are teachers of language through professional development opportunities. This includes in-school advanced skills workshops and training workshops based on the literacy for learning, professional development programmes, resources and guidance. We have worked extensively with Formative Instructional Practices (FIP) and have a continued literacy campaign each year. Teachers work to infuse the Approaches to Teaching and Learning (ATL) into their everyday lessons. Teachers work with the school librarian to collaborate on vocabulary and concepts across the curriculum; spread use of a common language about language; teach the conventions of referencing, citation and the principles of academic honesty; and to ensure the provision of relevant mother tongue literature, newspapers and study resources.

Reading strategies are employed across all the disciplines and include but are not limited to those used by AVID. Differentiated instruction is mandated by the state of Georgia as part of teacher evaluations and is evident in lesson plans along with the notation of writing and reading strategies. Teachers also use graphic organizers and word usage to develop language proficiency.

Students are encouraged to read outside of the classroom during the school year and over the summer for both knowledge and pleasure.

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Students are encouraged to write in class and to participate in clubs (Lanier Poets Society) and writing competitions (Young Georgia Authors and History Day Papers). Students are given opportunities to receive feedback from teachers, peers, and other adults. Beyond the everyday conversations, students are encouraged to do oral presentations of course work and participate in clubs (Mock Trial and FBLA). Students have opportunities to practice outside of their coursework with poetry readings, singing, monologues, and at social events. Teachers are required to speak the language of their subject area and to use correct language in conversations and instructional presentations as set forth by Teacher Keys, the teacher evaluation system. Teachers are very caring and encouraging while trying to instruct students who are not native English speakers.

Aims

The school aims to assist students to develop their English language skills as well as their Group 2 language skills in order that they can fully access all areas of the IB Programme, engage with different cultural requirements, feel comfortable in lessons and be prepared for assessment in the DP and CP.

Procedures

During the application process and on arrival at the school, all students are tested to assess their written and spoken English language proficiency and understanding. If a student is found to have a weakness in a particular area of language then support sessions will be provided by the ELA department. The department will provide support at any stage throughout the course and these sessions are tailored to the students' requirements e.g. pronunciation, essay writing. All academic subject teachers also provide support through monitoring students in lessons and through written, practical and oral assessments.

Even though 97 percent of the students at CHS are English speakers, there are about 3% students who are bilingual and multilingual. Students are encouraged to use their mother tongue to enhance class discussions and presentations. During class, students are encouraged to bring in their own language experiences and cultural observations to share with all students. This practice supports the students' mother tongue while helping to promote a global mindedness among our students. This practice ensures that class discussions help all students develop an open mind about those cultures that are different from their own.

Policy Review

The language policy undergoes review every two years as it pertains to changes in district policies as well as school policies. This policy is evaluated every two years through the IB Professional Learning Committee. The Committee contains the IB DP/CP Coordinator, teachers from the DP/CP, and an academic coach/administrator. It is the responsibility of the IB DP/CP Coordinator to ensure the success of the assessment policy review. The next review period is scheduled for December 2024.

This policy can be downloaded electronically from the CHS IB website at

<http://chsibmacon.weebly.com/ib-policies.html>

Policy Last Reviewed: December 2022

