



## Language Policy

### International Baccalaureate Diploma and Career Programme

Lower Richland High School

Last revised August 2019



Purpose:

In alignment with the International Baccalaureate Organization, the purpose of this document is to:

- Identify and share expectations for promoting language growth within the International Baccalaureate Diploma and Career Programmes at Lower Richland High School.
- Establish clear guidelines to all stakeholders by delineating language instruction and services offered in the context of the International Baccalaureate Diploma and Career Programmes at Lower Richland High School.
- Provide an overview of the available IB subject options for Groups 1 and 2.

This document was completed in compliance and collaboration of *Guidelines for Developing a School Language Policy* (2008), *Towards a Continuum of International Education* (2008), and the *IB Learner Profile Booklet* (2009). It was created in collaboration with IB teachers, the Diploma Coordinator, and Chairperson for the World Language and ELL Department.

## The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## ***Philosophy***

The Lower Richland High School Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. As language is a principal method of communicating and learning, our goal is to encourage language as a lifelong process promoting academic and social growth. Language learning promotes internationalism and multicultural understanding and must be fostered in all aspects of the school community. To achieve this goal we employ the International Baccalaureate Diploma Language Policy Guidelines and Objectives as well as our district's guiding principles and state mandated standards to our instructional practices. Students are encouraged to use written language in exchange with other languages to support the acquisition of interdisciplinary skills. Language is promoted as a tool of expression and valued as an essential part of a student's identity. All students are encouraged to incorporate the Learner Profile as they work toward creating a better and more peaceful world. Teachers must strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom. All teachers are language teachers and all classes incorporate language through reading, speaking, writing, and listening for a number of purposes.

## ***School Language Profile***

### **Language of Instruction**

The primary language of instruction for Lower Richland High School is English. Through school wide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. The school will offer instruction in Languages other than English as Language needs of the students dictate. Students will be offered the opportunity to learn a language and culture other than English.

### **Description of IB Subject Options for Groups 1 and 2:**

#### **Language A:**

English A1 Literature Higher Level is the opportunity for Language A offered with the LRHS IB Diploma and Career Programme. Candidates study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of text is through oral and written communication which enables students to develop and refine their command of the language (IBO 2011). Students are assessed according to IB Diploma Programme policies as described in the Language A: Literature Subject Guide.

**Language B:**

The Lower Richland High School International Baccalaureate Diploma Programme offers one world language: Spanish AB at the Standard Level (SL). Lower Richland High School offers one course beginning at the introductory level in Spanish (Spanish Ab Initio SL) and ending with IB Diploma Programme SL courses. In IB courses, all formative and summative assessment is assessed using the Diploma Programme criteria. Additionally, the content in these courses is taught following the IB Diploma Programme course guides.

**Language Support:**

The majority of students at Lower Richland High School are English speakers. There are a few students within the student body who are not native speakers of English. We promote the use of mother-tongue language among students and recognize that it is essential to their identity and culture. While the district does not offer additional mother tongue instruction, families are provided information and support through our district's international center. The level of academic support is gleaned through assessment for our ELL students to inform educators of specific language needs and report progress as needed to the onsite ELL educator. Important materials are available to parents in the mother -tongue.

As the need arises, support for students who are not proficient in the language of instruction will be addressed using the Richland County School District One (RCSD1) Language Policy for ESOL students. RCSD1 is in compliance with the Office of Civil Rights (OCR) and Title III laws. The process begins with the administration of the Primary/Home Language Survey, which is followed by an assessment of English proficiency which will determine the level of services that the student shall receive. All students with the ability to study in the International Baccalaureate Diploma Programme will be allowed to do so with the proper supports as dictated by RCSD1 policy.