



*Sandy Creek High School will prepare internationally-minded lifelong learners who will create a better world through respect, innovation, creativity, and service.*

**SANDY CREEK HIGH SCHOOL**  
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## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

### **Language Policy**

At Sandy Creek High School, our language of instruction is English. It is our goal that all our students will excel in the English medium. However, we recognize that our community is neither monolingual nor monocultural and therefore, we aim at providing a rigorous education to all our students, regardless of their mother tongue and proficiency in English at the time of admission into the IB Diploma Program.

#### **INTRODUCTION**

Language is the most important element social communication. [It] is integral to exploring and sustaining personal development, cultural identity and intercultural understanding<sup>1</sup>. It is central to the learning experience and to the understanding of others, their cultures and the world in general. As such, SCHS recognizes that focusing on the development of strong language learning practices and literacy skills are at the base of the students' ability to construct knowledge.

#### **THE PURPOSE OF THE LANGUAGE POLICY**

This document serves two purposes:

1. It describes the role of SCHS in fostering the linguistic growth of students whose mother tongue is English, as well as developing their proficiency in another language, namely Spanish or German.
2. It describes the role of SCHS in maintaining and promoting the linguistic growth of students for whom English is not the mother tongue.

#### **PHILOSOPHY**

1. Language is essential to meaningful interactions, communication and learning. As such, language is used and developed across the curriculum and disciplines. Therefore, all teachers are teachers of language.
2. Language acquisition promotes intercultural understanding and peaceful interactions between people all over the world. It is a dynamic, life-long process that contributes in the intellectual, emotional and social development of a person.
3. Effective teaching practices aim at guiding students through learning by bridging the gap between prior knowledge and achieving mastery of new material through effective use of language.

<sup>1</sup> Learning in a language other than mother tongue in the IB programmes, 2008, p. 1



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## ADMISSIONS

The aim of Sandy Creek High School is to ensure the effective delivery of the Georgia Performance Standards as well as the International Baccalaureate.

Students will be admitted into the Diploma Program after undertaking the required and/or standardized English exams in the 9<sup>th</sup> and 10<sup>th</sup> grade. Although we recommend some proficiency in English, it is not mandatory.

## LANGUAGE LEARNING

1. English is taught as Language A at Sandy Creek High School and as such satisfies the graduation requirements of the State of Georgia.
2. Spanish and German are taught as Language B at SCHS. We encourage our students to grow linguistically and help them develop a sense of their place in their region as well as how they fit in the larger world through international-mindedness.
3. Support in English is given to our English Learners of Other Languages through our ESOL department. Those needs are assessed and met on a case-by-case basis through classroom assistance, tutorials, extra help after school, and specific accommodations.
4. Just like we promote the learning of English for all our students, we encourage the maintenance and development of the mother tongue in the home. We encourage our students to keep communicating with their family as well as peers who share their mother tongue.

## LANGUAGE PRACTICES

At SCHS, we focus on the following language practices:

1. We focus on the learning of English for all students, for example through our inter-disciplinary and school-wide focus on literacy.
2. In World Languages courses, we develop the four skills central to language acquisition: reading, writing, listening and speaking.
3. For our English Language Learners, we provide translation services for conferences and meetings as needed.
4. Our library features several prints of books in other languages. Our electronic portals, like Galileo and JSTOR, provide our students with access to publications and media resources from anywhere around the world, in the language of their choice, thus supporting their mother-tongue.
5. We support our English Language Learner and their families so as to facilitate their transition into a new culture, language and learning environment.



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## RESPONSIBILITIES OF STAKEHOLDERS

### **Role of the teachers:**

- Provide a safe environment where the student can learn, take risks, make mistakes and correct them to grow linguistically.
- Foster a culture of self-expression through various means of communication.
- Model the use of a linguistically rich and varied vocabulary on an everyday basis.
- Provide the students with an exposure to a variety of uses of the language, in various disciplines and formats.
- Effectively monitor students and provide formative assessments and feedback to help with the students' growth and progress.

### **Role of the school's administration:**

- Use English as primary medium of communication.
- Provide leadership and structure for the implementation of the policy and Diploma Program.
- Organize sustained and varied professional learning on varieties of language proficiencies for all teachers, regardless of discipline.
- Promote language-focused interdisciplinary collaboration amongst teachers.
- Observe teachers and provide constructive feedback and other resources to promote the implementation of the policy.
- Promote communication between parents and the school regarding their students' language development.
- Hold teachers accountable for the implementation of effective language instruction.
- Protect and promote equitable access and inclusion the IB Diploma Program for English Students of Other Languages.
- Review the policy on a regular basis.

### **Role of the district's administration:**

- Use English as primary medium of communication.
- Provide resources and support for the implementation of the policy and the Diploma Program in terms of funding, training and leadership.
- Attract and retain highly qualified and motivated personnel.
- Promote professional development in the area of language.
- Hold school-level team accountable for the implementation of the policy and the Diploma Program.

This policy will be reviewed every two years and communicated to our stakeholders through the school's website.