



International Baccalaureate (IB) Program

Statesville High School

"Our History, Our Future, Our Legacy"

An IB World School for MYP & CP

Middle Years Programme(MYP)

Career-related Programme (CP)

Candidate - Diploma Programme

Language Policy

Written 2023

In Statesville High School's Middle Years Programme, Career-Related Programme and Candidate for Diploma Programme:

- All teachers, regardless of content, are teachers of language and responsible for both promoting the language of instruction (English) as well as honoring the myriad of home languages students bring to the classroom. Therefore, assignments and projects should have a teacher-designed rubric that includes a component for "professional language use." Each teacher must clearly define—when the assignment is presented—the expectations and boundaries for what "professional language use" looks like in the classroom. This prioritizes "professional language use" for all students, teachers, and other stakeholders, in all subjects.
- At the same time, every teacher must understand the importance of recognizing students who are not learning in their mother-tongue. These students are learning all content in a new language. These students should be viewed as an asset in the classroom. They bring a unique global view to the internationally-minded classroom.
- In accordance with the MYP Eight Subject Area structure, all students learn at least one language spoken (heritage speakers) or not spoken at home. In their Language B courses, students are provided the opportunity to study Spanish throughout their years in the MYP, and further develop those skills with the CP required Language Portfolio and/or the DP Language B (Spanish - standard and higher level courses).
- All teachers, regardless of content, teach and ask their students to adhere to citation standards of the Modern Language Association or the American Psychological Association as a training tool for success at the post-secondary level where M.L.A. and A.P.A citation styles are a standard.
- All teachers are responsible for modeling the importance of language in learning. Therefore they will engage in professional development in language learning and teaching.
- To facilitate equity of access, particularly for students learning in a language other than their mother tongue, we attempt to access native speakers of that language to assist in translation and instruction as needed. Native speakers to support our students may be drawn from the school as well as the greater community in order to meet the needs.

Driven by the attributes of the *IB learner profile* and with reference to academic honesty, our students should strive to be:

Learner Profile Traits essential to the creation and implementation of this policy are listed below.

- **Communicator-** Language learning is a major way that students expand upon their communication skills. Through language acquisition courses, including the use of the IB objectives, students grow their skills in speaking, reading, writing and listening.



- **Knowledgeable-** The goal is for students' knowledge of language and culture to increase through their participation in language acquisition learning experiences.
- **Open-minded-** Language acquisition teachers bring culture to life in the classroom and beyond. Through language learning and learning about the cultures therein, students' perspectives are broadened as they consider life in other parts of the world.

It is our goal to foster the development of the learner who respects, values, and fulfills the mission of the IBO.

PARTNERSHIP LANGUAGE PROFILES

Primary language

The primary language of instruction at Statesville High School is English. The NC Department of Public Instruction requires the use of the Common Core Standards at all grade levels within the MYP. Instruction based on these standards as well as the aims and objectives for the MYP Language and Literature, the CP Language Portfolio and the DP Language B courses, to ensure that students develop the cultural understanding, literacy skills and fluency necessary for effective communication.

Additional Languages

Currently, students at SHS are offered in person Spanish, during their two years in the MYP at Statesville High School where they study the language and cultures of Spanish speaking countries. Students also have access to online French non-IB courses where they primarily study the language, but not the full culture of French speaking countries. Some students will enter the programme at SHS from feeder schools where MYP Spanish, MYP Mandarin and MYP French are offered to students, and students study both language and culture in these introductory language courses. As our programme at Statesville High School grows, we hope our district will support adding MYP French and/or MYP Mandarin to our site. Currently Advanced Spanish classes are in place at SHS to support the student population change over the last few years due to the Dual Immersion programme and more Spanish-speaking families choosing the IB program. Students in these courses will look more deeply at the Spanish language, Spanish heritage, Hispanic literature while reflecting on the cultural contexts and their impact on the language. By diversifying our language offerings, we will be able to ensure equity of access to language development for all students. Various online courses (ASL - which is not a Language B course offering for the DP, French, Mandarin) along with the Spanish face to face options exist for meeting the Language portfolio needs of the CP and DP learners.

STRATEGIES FOR SUPPORT

Teachers

Since all educators are responsible for language and literacy development, teachers, administrators, media specialists, and support staff will strive for ongoing improvement of literacy instruction through professional development. Our language acquisition teachers work closely together to ensure consistent support for developing multilingualism.

Students

Instructional unit plans note differentiation practices to help meet diverse learning preferences. Tiers of potential support for students with identified needs are described in our inclusion policy.



Parents

Parents seeking mother tongue or first language support for their children will be assisted in locating suitable teachers for this purpose. English as a Second Language (ESL) refers to English instruction provided to assist each student in gaining sufficient English language proficiency to cope within the English-speaking school environment when such support is determined as necessary. Instruction is designed to equip students with enough language to enable them to:

- forge social relationships and cope with the practical expectations of life in an English-speaking school.
- gain the spoken and written language required to function fully in the mainstream academic classroom.

This is accomplished through a combination of “pull-out” specialist instruction and support within the mainstream classroom. Specialists trained to support the language learning of students with special learning needs are provided when such need is identified.

Additionally, parents provide input about which language could be the best fit for their child.

COMMUNICATION PLAN

This document will be accessible to all stakeholders on the school’s websites. The document will be offered in translated languages for ease of access as needed and as our district resources will allow.

POLICY REVIEW

As a practice, we regard this policy as a living document which will be reviewed annually by committee with adjustments made as necessary.

- Written by the IB coordinator and Administration in February 2023
- Revised January 2026 to include DP

REFERENCES & ACKNOWLEDGEMENTS

Guidelines for developing a school language policy, IBO, 2008
Guidelines for school self reflection on its language policy, IBO 2012
MYP: From principles into practice, IBO, 2014

LINKS

[STANDARDS AND PRACTICES](#)
STATESVILLE HIGH SCHOOL WEBSITE