

# *Language Policy*



Central Fine Arts and IB

Magnet High School

Macon, Georgia

000727

## *Philosophy*

*Mission: The Bibb County School District will develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century global society.*

The Central High School mission statement along with the IB Learner Profile establishes a foundation for our language policy which we believe works for the students of our community. We believe that language forms the basis for all learning and all teachers at CHS are in effect reading and writing teachers. Through language, students explore all areas of the curriculum as well as outside interest, become lifelong learners, and can communicate in a global society. Students must be able to speak and write effectively in all class from Pre-DP (9<sup>th</sup> and 10<sup>th</sup>) to IB in the 11<sup>th</sup> and 12<sup>th</sup> grades with an emphasis on speaking and writing during CAS, Extended Essay, TOK, Art Exhibits and Theatre productions, the Group 4 Project and all other IB Coursework.

In order to gather information not normally required by the school's official documents, a survey was utilized. The language profile of our 9-12 students has 6% of our students speak a language other than English 50% of the time at home. Many of these students and a few teachers are bilingual or multilingual speaking languages such as Arabic, Russian, Vietnamese, Spanish, Gujarati, Nigerian (Igbo), Pakistani, Syrian, Tsalagi, Guarani, French, Chinese, German, and Hebrew. The different languages represent the students' cultures and heritages. Our students are a representation of 14 different cultures and languages. We use different events to help students to become more aware of the intercultural and diverse world around us.

English is the main language for instruction with the exception of Language B in which French and Spanish are used. 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.

CHS is a magnet school and a public school. We have a neighborhood population that takes regular education courses as well as a students from all over the county that are involved in Pre-DP, IB and Fine Arts. 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 Macon-Bibb, however we must be realistic and understand that due to budget constraints and available space, we can only accept a specific number per year. Over the last five years, we have not met the available seat numbers in applications. All students undergo the same evaluation process which includes grades 8<sup>th</sup> grade through 10<sup>th</sup> grade, standardized test scores, two recommendations, 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.

### *Language A*

English standards known as the Georgia Standards of Excellence for ELA are taught throughout Bibb County. Language A is limited to English and students are taught in literature and language including grammar starting in 9<sup>th</sup> grade through 12<sup>th</sup> grade. ELA is charged with building a culture of writing and striving for literacy. All the core courses for IB as well as TOK, EE, and CAS depend on a student's ability to read, write and speak.

### *Language B*

All students at CHS, if they are planning to join the global workforce, are required to take two years of a second language. Students in pre-DP and IB are encouraged to strive for proficiency in a second language and are required to take four years.

### *Language Development and Support across the Curriculum*

At CHS we have a number of practices that support and develop language across the curriculum:

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. Most teachers assign summer reading (6<sup>th</sup> Mass Extinction by Kolbert is used for Biology).

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.

Between the three (reading, writing, and speaking) students are encouraged to develop both their mother tongue and English. Many projects and activities selected by students focus on developing communication skills. We do allow students to do extended essays in their mother tongue. We have a teacher from a local college that can help with interviewing and discussions in several languages.

All students in IB are required to do CAS, but creativity, action and service are also a part of the Fine Arts program where student must turn in cultural events and service hours twice a year for the four years they are at CHS.

### *Language Support*

Even though 97 percent of the students at CHS are English speakers, there are about 20 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.

### *Promotion of other languages*

After a student and teacher survey in which they were asked about what language they would like to learn, 33.96% would like Latin, 28.3% would like Chinese, 26.42% would like Japanese and 11.32% would like to have Gujarati. The IB Committee on Language is presently looking into teaching Mandarin Chinese as another course for Language B since the county already uses the Confucius Institute for teachers of Mandarin in elementary schools. The IB Committee on Language and the school administration would like to offer other languages when the teacher allocations and budget allow for it. As of now, some of the elementary schools are teaching Mandarin and it would be beneficial to have that continue in middle school and high school. IB is a part of a larger school community and the teachers and students, outside of IB, are superficially aware of the different cultures within our school. Efforts are underway to help spread knowledge of other cultures by way of performances, presentations, clubs, and socials.

### *Language Policy Committee*

IBC: Tina Perkins

Language B Teacher: Alcides Noguera

Language A Teacher: Jenifer Hunter

Theatre Teacher: Jennifer Robinson

Student (9<sup>th</sup>): Sami Momin

Student (10<sup>th</sup>): Nadine Ahmed

Student (11<sup>th</sup>): Nicole Hill

Student (12<sup>th</sup>): Noah Nguyen