



## Southeast High School – IB Language Policy



The language of instruction used to deliver the curriculum at Southeast High School is English.

### Introduction

Southeast High School recognizes that language is fundamental to all learning. Throughout the curriculum, we foster the development of the language of instruction, world languages and mother-tongue.

SEHS recognizes it is important for students to learn diversity and sensitivity toward others, which in turn enhances their personal growth, cognitive development and facilitates international mindedness. The ability to function capably and comfortably within and between cultures is a fundamental part of the curriculum.

The purpose of this language policy is to:

1. Provide for the effective delivery of instruction at SEHS
2. Ensure language skills are developed across the curriculum
3. Aid the monitoring of the teaching and learning of all language

### Language Learning

SEHS seeks to develop the elements that will encourage students to be actively engaged in enriching their skills in the language of instruction, English. The competencies include the Sunshine State Benchmarks for Reading and Language Arts adapted from the Florida DOE.

These benchmarks can be located at the following website:

<http://www.cpalms.org/Standards/FLStandardSearch.aspx>

## Mother- Tongue

The mother-tongue language is the one that is most strongly linked to the culture that an individual identifies with as their culture of origin. It is the language used in the home. SEHS encourages the development of the mother-tongue through an atmosphere of acceptance and celebration of linguistic diversity within the community.

For our ESOL (English for Speakers of Other Languages) students, we offer a comprehensive program through which they recognize the skills and knowledge needed to access the regular curriculum. We provide support to our students and their families and enable them to adjust to a new language, learning environment and culture.

It is the responsibility of the Manatee County School District to afford the English Language Learner the opportunity to fully develop English language proficiency and academic potential. The district recognizes the value of the cultural and linguistic background of each student and will consistently encourage each one to maintain a sense of pride in his/her own heritage. The goals of the Manatee district program for English for Speakers of Other Languages are designed to encompass the requirements of an effective ESOL Program.

The goals and requirements of our District's ESOL policy can be found on the following website: <https://www.manateeschools.net/Domain/1403>

## World Languages

World languages are at the heart of the global experience. SEHS offers the following world language courses for the entire student body: Spanish and French. Through world language learning, students gain knowledge, appreciations and understanding of the different cultures. Completion of 2 credits of a world language is normally a requirement of graduation for high school students seeking acceptance in a four-year university. Students completing the course work for a Language B IB course must complete 4 credits in the language, and those students completing course work for Language ab initio will complete the 2 credits during the 11<sup>th</sup> and 12<sup>th</sup> grade diploma years.

## Stakeholders

Effective implementation of the language policy requires the responsibility of all stakeholders of the school community. Stakeholders include: administrators, teachers, parents and students.

### Role of Administration:

1. Use English as the primary language of communication
2. Ensure that policies and procedures regarding the language acquisition are developed, implemented and reviewed regularly.
3. Attract and retain highly qualified educators.

### Role of Teachers:

1. Use English as the primary language of communication
2. Share responsibility for implementation and review of the language policy.
3. Attend professional development opportunities to better serve and improve delivery of instruction to students with a range of language proficiencies.
4. Promote communication with parents concerning students' language development.

### Role of Parents:

1. Encourage the use of English regarding school assignments.
2. Keep communication open with teachers concerning students' language development.
3. Access FOCUS to monitor student progress throughout the curriculum.
4. Participate in parent organizations involving the school, district, etc.

### Role of Students:

1. Use English as the primary language of communication.
2. Utilize assistance provided by ESOL program.
3. Keep communication open with teachers concerning comprehension of instruction.
4. Participate in school/community related activities to increase language immersion and develop cross-cultural relationships.