



International Baccalaureate Office

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LANGUAGE POLICY

Alignment to Programme Standards and Practices

Standard A.6 → The school promotes open communication based on understanding and respect.

Standard A.7. → The school places importance on language learning, including mother tongue, host country language and other languages.

Standard B1.5 → The school develops and implements policies and procedures that support the programmes.

Standard C1.8 → Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Standard C3.7 → Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than mother tongue.

Standard C3.8 → Teaching and learning demonstrates that all teachers are responsible for language development of students.

Method of Communication

All policies available to the community and staff on the Cherokee Trail Website. Staff are allowed editing privileges via Google docs and encouraged to revisit policies yearly.

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Philosophy

Language is the essential component of thinking; therefore, adherence to a language policy is critical to the formation of identity and intellectual/emotional growth in students. Language



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instruction is crucial in developing personal awareness that might be applied to other cultures in order to glean insight into the formation of mutually beneficial relationships that promote the ideas within the IB Mission. Our foremost duty is to provide differentiated instruction that supports a diverse student population in its ability to speak, listen, read, and write academically and beyond to promote/foster critical thinking and civic engagement.

Profile

Aurora, Colorado, is relatively homogenous in terms of language. English is a first language for the majority of our population, and even non-native speakers tend to be fluent in English. Cherokee Trail High School is no different, and while some parents of students require district-provided assistance in communicating in English, the students are generally proficient. However, our District's Inclusive Excellence policy reminds us that English proficiency does not account for the nuance of language. And while the majority of our population speaks English proficiently, it is not necessarily the first language spoken at home.

The Cherry Creek School District educates students who speak over 140 languages other than English. There are 48 different languages spoken in the homes of Cherokee Trail High School students. These languages are Afrikaans (1), Amharic (14), Arabic (17), Bengali (1), Bosnian (1), Buriat (1), Burmese (1), Chamorro (1), Chinese (Mandarin) (15), Chinese Yue (8), Dari (Farsi, Eastern) (5), Dari (Zorotarian) (1), English (2662), French (10), Gujarati (5), Hawaiian (1), Hebrew (1), Hindi (10), Indonesian (5), Japanese (1), Kazakh (1), Khmer (1), Korean (18), Macedonian (2), Malayalam (2), Mandinka (1), Marathi (1), Michif (1), Nepali (4), Pashto (Central) (1), Polish (2), Portuguese (2), Romanian (1), Russian (20), Spanish (96), Swahili (3), Swedish (1), Tagalog (5), Tajiki (2), Tamil (4), Telugu (4), Thai (2), Tigrigna (2), Turkish (3), Ukrainian (1), Urdu (5), Uzbek (1), Vietnamese (11), and Yoruba (1). Within our school, the English Language Acquisition Specialists and teachers support 137 students who are identified as Limited English Proficient or Fluent English Proficient.

Language of instruction: English

Mother tongue (primary): English

English-specific coursework (language A):

Grades 9-10: Pre-DP English (currently transitioning to Language and Literature prep)

Grades 11-12: DP IB English Literature (currently transitioning to Language and Literature)



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Spanish-specific coursework (language B):

Grades 9-10: Pre-DP Spanish (Pre-DP Spanish 1, Spanish 2, Pre-DP Spanish 3)

Grades 11-12: DP IB Spanish (IB Spanish 4, IB Spanish Language 5)

French-specific coursework (language B):

Grades 9-10: Pre-DP French (French 1, French 2, French 3)

Grades 11-12: DP IB French (IB French 4, IB French Language 5)

Languages Offered with Levels

English: Levels 1-4

Spanish: Levels 1-5

French: Levels 1-5

Support of Mother Tongue

To meet the needs of all students and their parents, we employ two full-time English Language Acquisition specialists to provide access to content learning and English language development. Our district also provides translation specialists where needed to provide open lines of communication and meet the needs of all stakeholders. English Language Acquisition supports, whether specific accommodations or otherwise, are in place to address the needs of students who are not yet fully proficient in grade-level academic English. A team-teaching model is employed to accommodate language needs while increasing proficiency in English. Included in this model are the following:

- Co-taught English 9 and 10
- Co-taught American Literature
- Biology
- Algebra I



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In accordance with the IB Mission, all DP students are encouraged to express themselves culturally and use their non-English expertise to further expand the thinking of the cohort.

Strategies to Support Teachers

Teachers support language proficiency in all courses. They receive supports through the ELA department where necessary. These supports are employed as teachers...

- Maintain open communication with students and parents (and other stakeholders)
- Use translation services where needed
<http://www.cherrycreekschools.org/InclusiveExcellence/LSAS/Pages/default.aspx>
- Support students' use of mother tongue in the furtherance of the language of instruction
- Differentiate instruction
- Teach through a variety of methods and resources
- Provide opportunities for speaking, reading, and writing
- Encourage students to consider purpose and audience when speaking, reading, and writing
- Apply new information to prior knowledge
- Provide timely, actionable feedback
- Adhere to the notion that language development is the responsibility of all stakeholders

Strategies to Support Students

Students have access to language support in all courses. ELA supports are provided where necessary. These supports are available as students engage in the following activities:

- Speak, read, and write in the language of instruction
- Express themselves to different audiences with different purposes
- Engage in language study other than their mother tongue
- Study literature from a variety of cultures
- Research
- Reflect
- Develop and pursue their own lines of inquiry
- Incorporate their own culture and background to all areas of learning
- Expand thinking in all fields of inquiry



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Learning of Regional Language and Culture

According to state government, Colorado's population is expected to increase by 47% between 2040—the ninth fastest growing state in the country. By 2040, it is anticipated that almost half of Coloradans will be non-white, with a more significant growth in the Hispanic population. This makes for an interesting community dynamic, though in many ways such a vast mixing of regional language and culture reverts to the mean. For this reason, Aurora, Colorado, is becoming a melting pot where regional American dialects present in parents disappear in their children. The next generation of Colorado youth will be responsible for creating their own culture from the remnants of their parents' culture and language.

Professional Learning Teams are mindful of this dynamic. Teachers are afforded time within these groups to discuss the language needs of their students and to team with the English Language Acquisition teacher to explore supports that create connections between the Mother Tongue and English where applicable.

Seal of Biliteracy

In order to recognize the importance of students learning multiple languages, the district has adopted the state recognition for the Seal of Biliteracy. This recognition goes to any graduation senior who has attained proficiency in English Language Arts and one or more World Languages, and this becomes part of the student's permanent academic record. This is a further statement of accomplishment beyond a diploma that supports a student's preparedness for college/career and for engagement as a global citizen.

Cherokee Trail believes that language is both a resource, a right, and an asset. Students who pursue the Seal of Biliteracy—whether they are students who are native English speakers learning another language or students who learned a different primary language and developed English proficiency—find themselves better equipped to enter the world and show an empathy for others.

Final Considerations

In order to establish goals and to maintain the current language philosophy, a committee will review and revise this policy annually. This committee will consist of IB parents, the World Language Coordinator, the librarian, the DP coordinator and the principal. Cherokee Trail will review and revise the language policy annually because of the changing needs of our population and to ensure that it continues to be central to our DP mission. The reviewed, revised version of the policy will remain housed on our website. Our hope is that a transparent language policy will encourage more students to engage in the Diploma Program education.