



CEDAR HILL
PREPARATORY SCHOOL

Cedar Hill Preparatory School

IB Language Policy

Philosophy

Cedar Hill Preparatory School (CHP) believes language is central to learning, identity, and intercultural understanding. Language is a vehicle for intellectual, social, emotional, and cultural development.

CHP values:

- Development of English as the primary language of instruction
- Preservation and growth of students' mother tongues
- Acquisition of additional languages
- Intercultural understanding and global citizenship

All members of our community are encouraged to embody the IB Learner Profile as open-minded, reflective, and effective communicators. Cultural diversity is celebrated through school-wide events and integrated into teaching, reinforcing our commitment to a multicultural educational experience.

Oral Language Development

- Oral language is nurtured across all grades, starting in Preschool with scaffolded structured and unstructured experiences.
- Students develop vocabulary and communication skills through:
 - Shared read-alouds and collaborative learning
 - Readers' Theater, debates, oral presentations, Poetry Day, Living History Museum, Science Fair, Drama, and World Language classes
- Modeling, rubrics, and teacher feedback support oral language growth.

Literature & Writing

- Students read a wide range of literature to become critical thinkers and globally aware readers.
- Scaffolding techniques support sequential reading skill development.
- Writing instruction emphasizes clear communication through personal narratives, expository texts, opinion pieces, poetry, and cross-curricular projects.
- Students learn to use rubrics as a tool for both learning and assessment.

Language of Instruction

- English is the primary language of instruction across all IB programs.
- Instruction is inclusive, differentiated, and scaffolded to support multilingual learners.
- Teachers use:
 - Visual supports
 - Explicit academic vocabulary instruction
 - Inquiry-based communication opportunities
 - Collaborative and multimodal learning approaches

Language Acquisition

- Students study at least one additional language beyond English: Spanish and French.
- Preschool – Grade 3: Students study Spanish; Preschool once per week, Kindergarten through Grade 3 two periods per week, incorporating songs, stories, movement, and early literacy.
- Grade 4 : French is introduced in Grade 4 for two periods per week. Instruction includes reading, writing, and cultural exploration.
- Middle School (Grades 5–8): Students select Spanish or French, with instruction three periods per week, focusing on grammar, reading fluency, speech, writing, and cultural immersion.
- Language acquisition emphasizes communication, culture, and intercultural competence in alignment with IB program aims.

- Placement is based on prior experience and proficiency. Continuation and progression are encouraged to support long-term language development.

Support for Multilingual Learners

- Multilingual learners are recognized as linguistically and culturally resourceful.
- Support includes:
 - Differentiated instruction in classrooms
 - Academic language scaffolding
 - Small-group or individualized sessions
 - Collaboration between classroom teachers and language specialists
 - Ongoing progress monitoring
- Students maintain and develop their home languages while building academic proficiency.

Native Language Development

- Families are encouraged to maintain and strengthen home languages.
- CHP supports native language development through:
 - Access to multicultural resources
 - Celebrating linguistic diversity in Multicultural Night, assemblies, projects, and newsletters
 - Encouraging students to share language and culture through class activities and school events

Host Country Language & Culture

- Students engage with English language and local culture through curricular and co-curricular experiences.
- Cultural understanding is reinforced across subjects and through school-wide activities that connect learning to local and global contexts.

All Teachers as Language Teachers (across all content areas)

- All teachers share responsibility for student language development.
- Teachers support language growth by:
 - Explicitly teaching academic vocabulary
 - Embedding reading, writing, listening, and speaking across disciplines
 - Using scaffolds and structured supports
 - Integrating language objectives alongside content instruction

Assessment in Language

- Assessment aligns with IB objectives and includes development of:
 - Reading, writing, listening, speaking, and viewing
- Formative and summative assessments emphasize authentic communication and real-world application.
- Data from assessments informs instruction and placement in language acquisition support.

Program-Specific Implementation

PYP: Language development occurs across transdisciplinary units of inquiry, integrating literacy across subject areas.

MYP: Students study Language & Literature and Language Acquisition as distinct subject groups. Language objectives align with IB criteria and are embedded across all subject groups. ATL communication skills are taught and assessed.

Professional Development

Faculty participate in ongoing professional learning focused on:

- Literacy across disciplines
- Supporting multilingual learners
- Differentiation and scaffolding strategies

- Culturally responsive teaching

Integration with Other School Practices

- Language development is reinforced in:
 - Poetry Day, Living History, Science Fair, Drama, Music, Visual Arts
 - Service and community projects such as supporting the needs of local Title 1 school, Alex's Lemonade Stand, Franklin Township Bike-a-thon and many more
 - Technology integration: SMARTBoard, Toddle.ai, blogs, animations, multimedia presentations
- Cross-curricular projects embed language skills across content areas.

Review and Evaluation

The Language Policy will be:

- Reviewed annually by the IB Pedagogical team.
- Updated based on teacher input, IB developments, and the evolving needs of students and staff.
- Communicated through staff meetings, newsletters, and the school website.
- The Language Policy **was approved on 3/10/26.**