



**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.**