



Nicholas Senn High School

An IB World School

MS. SUSAN LOFTON
PRINCIPAL

CARTER CAREY
DAVID DARROCH
ASSISTANT PRINCIPALS

Senn-Peirce MYP Partnership Language Policy

The following document outlines the general beliefs and practices regarding language instruction of the Senn-Peirce MYP partnership. The librarian and individual classroom teachers, course teams, subject-based departments, and grade-level (horizontal) teams will use this policy as a framework within which they will further craft language instructional practices that are appropriate to the school, class, course, subject-area, and grade level, respectively.

BELIEFS:

- 1) Language instruction is intended to prepare students to read and communicate in an academic setting (in both the Language A and Language B.)
- 2) Language should be taught through practice – through reading, writing, speaking and listening.
- 3) Language embodies culture and should be taught in the context of culture.
- 4) The MYP should be accessible to students whose first language is not English.
- 5) Students should be supported in developing their mother tongue.
- 6) All teachers are teachers of language and are responsible for explicitly developing students' language skills.
- 7) Continuous professional development for faculty is essential to quality language instruction.
- 8) Continuous, year-after-year instruction in the same language is vital to the development of students' language skills.
- 9) Language learning happens in the home as well as in school, thus parents are essential partners in their child's language development.



Nicholas Senn High School

An IB World School

MS. SUSAN LOFTON
PRINCIPAL

CARTER CAREY
DAVID DARROCH
ASSISTANT PRINCIPALS

PRACTICES:

Language A Instruction

- 1) All classes except for World Language are taught in English, the Language A for the Senn-Peirce partnership.
- 2) Language instruction in all classes is based on the Common Core State Standards and the MYP course objectives.
- 3) Reading and writing are a regular part of instruction in all coursework throughout the MYP continuum.
- 4) Across their coursework, students will read a variety of fiction/literature, poetry, non-fiction texts.
- 5) Reading is taught as a tool for students to gather information and explore different perspectives in order to formulate their own opinions.
- 6) The writing process is emphasized in all coursework as a means of developing students' thinking in the content area.
- 7) Assessment in all classes will include receptive language skills; students will listen to, read and analyze texts.
- 8) Assessment in all classes will include productive language skills; students will write and deliver oral presentations.
- 9) At Peirce, students will receive additional reading/language instruction based on their individual needs through Response to Intervention (RtI), skills building, and enrichment, and ESL supports.
- 10) At Senn, students will receive additional reading/language instruction based on their individual needs through supplemental reading and language courses, and ESL supports.
- 11) Teachers will receive professional development for Language A (English) instruction throughout the school year.
- 12) Teachers are encouraged to participate in professional development opportunities for English as a Second Language (ESL) instruction.
- 13) Parents receive feedback on their child's English language development (see Senn's Assessment Policy)



Nicholas Senn High School

An IB World School

MS. SUSAN LOFTON
PRINCIPAL

CARTER CAREY
DAVID DARROCH
ASSISTANT PRINCIPALS

Language B Instruction

- 1) Spanish is the only Language B offered at Peirce. Therefore, students who complete the five-year MYP continuum at Peirce and Senn will take Spanish as their Language B for all five years. Those students will not have the option to choose a different Language B in years 4 and 5.
- 2) Students who enter the MYP in year 4 at Senn, but did not come from Peirce in years 1-3, will have the option to choose a Language B.
- 3) Language instruction in Language B is based on the Common Core State Standards and the MYP course objectives.
- 4) Early diagnostic measures will be used to determine students' appropriate phase in Language B.
- 5) Initial emphasis in new language instruction will be on speaking and listening, although reading and writing will also be incorporated into early language acquisition.
- 6) For native speakers of the Language B, coursework will include heavier emphasis on academic reading and writing.
- 7) Language B teachers will receive professional development in language acquisition instruction.
- 8) Teachers will conduct an internal assessment at the start of the school year to determine which 'phase' in the Language B guide best matches a students' abilities.
- 9) Parents receive feedback on their child's development of the Language B (see Senn's Assessment Policy)

Mother Tongue Support

- 1) The school uses the library to provide resources to support development of students' mother tongue.
- 2) Whenever available, translators are provided to facilitate communication between students, families, and teachers at school functions.
- 3) ESL courses and supports make connections to students' mother tongue and cultural background.
- 4) The school provides workshops for parents to help them promote their child's language development.