



## The School's Language Profile

At Paxon, the language of instruction is English. However, the diverse population consists of students who speak a variety of languages other than English as either a mother-tongue or second language. These languages include but are not limited to the following:

Arabic	Greek	Korean	Spanish
French	Haitian Creole	Mandarin Chinese	Tagalog
German	Hindi	Russian	Yoruba

Students attending Paxon fall into one of the following language categories:

- English background (both parents are fluent in English) with no proficiency in a language other than English
- English background (both parents are fluent in English) with some proficiency in a language other than English as a result of previously living in another country or studying that language for educational purposes
- Bilingual students (one or both parents are fluent in a language other than English) who acquired both English and a second language simultaneously from birth, but only demonstrate proficiency in one of the languages (either English or the second language)
- Bilingual students (one or both parents are fluent in a language other than English) who have demonstrated proficiency in both English and a second language simultaneously from birth
- Students who show proficiency in two or more languages other than English

## The School's Language Philosophy

- Paxon recognizes that language is the foundation for all learning.
- Paxon recognizes that all teachers are language teachers and are, in addition to parents, essential to the language learning process.
- Through the teaching and learning of language, students at Paxon are able to develop effective communication skills and enhance their understanding of the various ideas and perspectives of those with similar or differing cultures.
- Paxon offers its students opportunities to engage in realistic and meaningful language learning experiences within a positive and encouraging environment.
- In order for students at Paxon to gain the most from their language learning experience, instruction is differentiated in order to meet the needs of various learning styles.

## Mother-Tongue Language Support

With English being the language of instruction, the vast majority of students attending Paxon are proficient in English. Those students whose mother-tongue is either Spanish, French, or Mandarin Chinese are able to take advanced level courses in those languages in order to further develop their speaking, reading, and writing skills. If academic assistance is needed for students whose mother-tongue language is not English, Spanish, French, or Mandarin Chinese, steps will be taken to seek assistance from school faculty members who share the same mother-tongue language. Due to budgetary constraints it is challenging to offer courses that will support mother-tongue languages other than Spanish, French, or Mandarin Chinese. The school will continue to research and brainstorm opportunities for further mother-tongue language support.

## Language of Instruction and Language Courses at Paxon

English is the language of instruction at Paxon SAS and is taught through the following required courses:

<b>Grade 9</b>	English I (Honors) <i>or</i> IB Prep English I
<b>Grade 10</b>	English II (Honors) <i>or</i> IB Prep English II
<b>Grade 11</b>	AP English Language & Composition ( <i>Language A: Literature - year 1</i> )
<b>Grade 12</b>	AP English Literature <i>or</i> IB English IV ( <i>Language A: Literature - year 2</i> )

All students at Paxon have access to learning Spanish, French, Latin, or Mandarin Chinese as a second language. Students in the IB Diploma Programme generally take four years of a second language and begin studying their second language in ninth grade preparing them for their Language B courses in grades 11-12. Non-IB Diploma Programme students are only required to take two years of a second language with the option of taking more if they so desire and may begin in ninth, tenth or eleventh grade. The following is a course sequence for both IB and Non-IB Diploma Programme students:

Grade	<i>IB Diploma Programme Student Options</i>				<i>*Non-IB Diploma Programme Student Options</i>			
	<i>Spanish</i>	<i>French</i>	<i>Latin</i>	<i>Mandarin</i>	<i>Spanish</i>	<i>French</i>	<i>Latin</i>	<i>Mandarin</i>
<b>9</b>	IB Prep Spanish I	IB Prep French I	IB Prep Latin I	IB Prep Mandarin I	Spanish I	French I	Latin I	Mandarin I <i>or</i> IB Prep Mandarin I
<b>10</b>	IB Prep Spanish II	IB Prep French II	IB Prep Latin II	IB Prep Mandarin II	Spanish II	French II	Latin II	Mandarin II <i>or</i> IB Prep Mandarin II
<b>11</b>	IB Spanish IV ( <i>Language B-year 1</i> )	IB French IV ( <i>Language B-year 1</i> )	IB Latin IV ( <i>Language B-year 1</i> )	IB Mandarin IV ( <i>Language B-year 1</i> )	AP Spanish	French III		#IB Mandarin IV ( <i>Language B-year 1</i> )
<b>12</b>	IB Spanish V ( <i>Language B-year 2</i> ) SL	IB French V ( <i>Language B-year 2</i> ) SL	IB Latin V ( <i>Language B-year 2</i> ) SL	IB Mandarin V ( <i>Language B-year 2</i> ) SL	AP Spanish Literature	AP French		#IB Mandarin V ( <i>Language B-year 2</i> ) SL
	IB Spanish VI ( <i>Language B-year 2</i> ) HL	IB French VI ( <i>Language B-year 2</i> ) HL	IB Latin VI ( <i>Language B-year 2</i> ) HL	IB Mandarin VI ( <i>Language B-year 2</i> ) HL				#IB Mandarin VI ( <i>Language B-year 2</i> ) HL

*\*This is the recommended sequence for Non-IB Diploma Programme students. However, they are not required to begin taking their second language in the ninth grade.*

*#Only non-IB students who have previously taken IB Prep Mandarin I & II will be allowed to take these courses.*

## Language Choices in the IB Diploma Program at Paxon SAS

<b>Group 1 - A</b> <i>(Higher or Standard Level)</i>	<b>Language</b>	<b>Courses that this language choice is taught through:</b>
	English	AP English Language & Composition ( <i>Language A: Literature</i> - year 1)  IB English IV ( <i>Language A: Literature</i> - year 2-HL)
<b>Group 2 - B</b> <i>(Higher or Standard Level)</i>	Spanish	IB Spanish IV (year 1) IB Spanish V (year 2-SL) IB Spanish VI (year 2-HL)
	French	IB French IV (year 1) IB French V (year 2-SL) IB French VI (year 2-HL)
	Latin	IB Latin IV (year 1) IB Latin V (year 2-SL) IB Latin VI (year 2-HL)
	Mandarin Chinese	IB Mandarin IV (year 1) IB Mandarin V (year 2-SL) IB Mandarin VI (year 2-HL)

## **Responsibilities**

### **1). Students will:**

- Work towards becoming a self-advocate for their language learning needs
- Strive to develop the traits of the IB Learner profile through daily language learning

### **2). Teachers will:**

- Provide meaningful and varied opportunities for students to attain proficiency in reading, writing, speaking and listening skills
- Participate in vertical and/or horizontal planning sessions
- Ensure that the traits of the IB Learner profile are developed throughout daily language instruction

### **3). Parents/Guardians will:**

- Maintain open communication with the school regarding the language learning needs of the student

### **4). Administration and Coordinators (IB, AP, Testing, etc.) will:**

- Communicate language learning expectations and values to the school community (teachers, students, parents, community stakeholders)
- Ensure that classroom and media center resources are available for language development
- Recruit and retain highly qualified language teachers
- Ensure that development of the traits of the learner profile is evident throughout daily language instruction
- Ensure that language teachers are aware of professional development opportunities available
- Provide opportunities for language teachers to participate in vertical and/or horizontal planning sessions

## **Communicating the Language Policy**

- Paxon's language policy will be published for parents, students and community members to access.
- A copy of the language policy will be made available for current school personnel to access. Newly hired school personnel will be made aware of this document and how to access it during one of the Paxon new teacher orientation meetings.

## **Review of the Language Policy**

Paxon's language policy will be reviewed by the School Improvement Team (SIT) on an annual basis as needed.

## **Links to Other Working Documents**

*IBO Programme Standards and Practices (2014)*

*IBO Guidelines for Developing a School Language Policy (2008)*

*IBO IB Learner Profile Booklet (2008)*