

**ARROYO VALLEY HIGH SCHOOL  
GLOBAL LEADERSHIP ACADEMY  
INTERNATIONAL BACCALAUREATE PROGRAMME  
LANGUAGE POLICY**

**PHILOSOPHY**

**The AVHS Global Leadership Academy, believes that:**

- Language is a primary means of communicating and learning.
- The acquisition of language is a life-long process and is a central component of intellectual and personal growth.
- Proficiency earned in one language is transferable to other languages, and language proficiency aids the student in acquiring competencies in other curricular areas.
- Language is an expression of culture and must be valued as an integral part of a student's identity.
- The development of the mother-tongue language is critical for maintaining one's cultural identity.
- Learning a second language empowers our students to thrive as world citizens.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.
- All teachers are language teachers with responsibilities in facilitating communication.
- Teachers must strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom.
- Equity of access to IB courses is a fundamental right of all students.

**GOALS**

**The AVHS Global Leadership Academy language programs aim to:**

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' powers of oral and written communication.
- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature.
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

**WE BELIEVE THAT:**

- All children in SBCUSD should have the opportunity to develop full proficiency in English.
- English language learning students bring a special and highly desired combination of knowledge, experiences, and skills to their classrooms, peers, and schools.
- Students learning through EL should be provided with specialized language preparation that will enable them to participate effectively in academic programs and achieve the same high standards as their English-speaking classmates.

**THEREFORE WE:**

- Provide comprehensive instruction in English as a second language for linguistically diverse students, which prepare them to handle content area material in English.
- Seek opportunities to develop appreciation of EL students' languages and cultures in mainstream classrooms.
- Provide professional development opportunities for both EL and other classroom teachers that prepare them to facilitate the language and academic growth of linguistically and culturally different children.
- Collaborate with content area teachers to ensure that instruction is academically challenging, but also is tailored to the linguistic proficiency, educational background and academic needs of student.
- Facilitate home-school communication through a home-school liaison.
- Monitor academic achievement and make recommendations for placement of students in general academic programs.
- Serve as advocates for EL students.

## **LANGUAGE POLICY STATEMENT**

In order to prepare our students for cross-cultural communication and cultural awareness in a multi-cultural world, AVHS has implemented a policy that will allow students to develop communication and literacy skills in two languages: English as Language A – the primary language, and either Spanish or French as Language B – the secondary language.

## **LANGUAGE OF INSTRUCTION**

The primary language of instruction at AVHS is English. This is mandated by SBCUSD to be taught in the core curriculum.

## **LANGUAGE A**

Language A is generally defined as the student's mother tongue or the language in which he/she has achieved the level of proficiency closest to that of a native speaker. AVHS offers Language A: English. 9<sup>th</sup> grade students will take year 4 English, and 10<sup>th</sup> grade students will take year 5 English.

## **LANGUAGE B**

The primary aim of language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism, thus realizing the IB Learner Profile. AVHS offers two Language B options: Spanish and French.

## **LANGUAGE LEVEL REQUIREMENTS**

To be enrolled in the MYP Language A honors class, students must have received a recommendation from their teacher and or a CST score of proficient or advanced. To be enrolled in 9<sup>th</sup> Grade college prep English, if English is not the mother tongue, students must reach the district determined level through CELDT Testing.

Students will be enrolled in either French or Spanish standards as a 9<sup>th</sup> grader in the MYP. Students will be placed in French Standards I in 9<sup>th</sup> grade and French Standards II in 10<sup>th</sup> grade.

Native Spanish Speakers will be placed in Native Spanish I in 9<sup>th</sup> grade, and Native Spanish II in 10<sup>th</sup> grade.

Non-Native Spanish Speakers will be placed in Spanish Standards I in 9<sup>th</sup> grade and Spanish Standards II in 10<sup>th</sup> grade.

## **LANGUAGE B PROGRESSION**

French - 11<sup>th</sup> grade students who continue with Language B will be placed in French III and will continue into AP/IB SL in 12<sup>th</sup> Grade.

Spanish Standards - 11<sup>th</sup> grade students who continue with Language B will be placed in Spanish III and continue with 12<sup>th</sup> grade AP Spanish Language /IB SL Spanish language

Native Spanish – Native Spanish speakers will not take a Spanish class their 11<sup>th</sup> grade year, but will continue with IB HL/SL or AP Spanish Literature their 12<sup>th</sup> grade year.



