

MYP Language Policy

Coastal Middle School and Johnson High School

Language Philosophy

We believe that language development occurs in all subject areas when teachers provide context-rich environments and encourage students to communicate meaningfully about real-world contexts. Successful language development involves providing opportunities for all students to acquire an additional language, support for students' mother tongues, and assistance for students who are not proficient in the language of instruction.

Our language program:

- Fosters respect for other cultures.
- Prepares students to become productive citizens of a global society.
- Promotes awareness of one's own language and culture.
- Allows opportunities for interdisciplinary connections.
- Prepares students for real world endeavors.

School Language Profile

English is the primary language of instruction and communication. Fifteen mother-tongue languages are spoken by students. Other than English, Spanish (4%), Vietnamese (2%), and Arabic (1%) are the most prevalent mother tongues.

Language Expectations

All teachers are language teachers and model exemplary literacy and communication skills. Students are expected to use academic language during their work in both independent and group scenarios. They will demonstrate growth in language and literacy skills through the use of the MYP Approaches to Learning. While students are expected to use the language of instruction during class, they may use the language of their choice in all other scenarios.

Language Acquisition

Language Acquisition courses provide important opportunities for students to grow in their understanding and appreciation of other languages and cultures. Chinese and Spanish are offered in all five years. Advanced Years 2 and 3 students are provided the opportunity to take Spanish at the Year 4 level. Year 4 and Year 5 students can continue on in Chinese and Spanish, and French is also offered.

Support for Mother Tongue

When students begin the MYP program parents complete a questionnaire specifying the language(s) the student speaks and understands, the language most often used at home, the

language most often used to communicate with the student, and the language in which the parent would like to receive communication from school.

All students who speak a language other than English are encouraged to continue the development of their mother tongue at home and at school. We believe that multilingual students are an asset to our program and our pursuit of global mindedness. Language Acquisition teachers and SCCPSS translators assist teachers and staff with parent communication, as necessary. Communication is written and/or spoken in mother tongue to better communicate with parents about the student's development. In addition, the media specialist assists students and teachers by providing resources in different languages, including students' mother tongues.

Support for Students Who are Not Proficient in English

Students whose mother tongue is not English are tested for eligibility in the English to Speakers of Other Languages (ESOL) program using the WIDA-ACCESS Placement Test (W-APT). Based on this assessment, eligible students receive appropriate, documented classroom accommodations. Their proficiency in English is monitored yearly using the ACCESS assessment.

Deaf and Hard of Hearing students take all subject courses with the assistance of a translator and complete projects and presentations in sign language.