James A. Foshay Learning Center
Language Policy

Updated Jun 16, 2022

Philosophy

The ability to communicate effectively is essential to succeed in a global society. Therefore, James A. Foshay recognizes the importance of developing strong listening, speaking, reading and writing skills in our students. Whether a student is a native English speaker or an English Language Learner, the goal of the school is to develop knowledgeable, problem-solving students who can efficiently communicate their ideas in their language of choice.

Primary Language of Instruction for all classes except world languages

The United States of America is a diverse country with dozens of languages and hundreds of dialects spoken; however, the language of our government and commerce is English and therefore, the language of instruction at Foshay Learning Center is also English. Both native and non-native English speakers will develop their language skills in their subject areas. Each teacher is dedicated to teaching content related vocabulary and providing multiple methods for students to communicate their knowledge in **English**. In addition, teachers use common, developmentally appropriate, teaching strategies to enhance the English language communication skills of the students. Students who struggle to meet these requirements will be given additional language support that is consistent with District and State policies.

Mother Tongue Support

While one of the main goals of language instruction at James A. Foshay Learning Center is to develop effective English communication skills in our students, we also work to foster the development of students' home language skills. Foshay offers Heritage Language courses MYP years 1-5) for students to develop their home language skills.

Language Assessment (ELPAC)

English Language Learners will be assessed using the California English Language Development Test (CELDT), soon to be the ELPAC, to determine their eligibility to enter mainstream classes. Students who have completed the English as a Second Language courses but have not passed the CELDT will be enrolled in a modified Language A course. Once a student has passed the CELDT examination, they will be enrolled in a general education class. All courses will use the appropriate MYP Objectives and Assessment Criteria based on their specific content guides.

Additional Languages

As our society becomes more diverse and our students are expected to compete in a global society, it is essential that students learn more than one language. As part of the MYP program, James A. Foshay Learning Center will offer Spanish and Mandarin as Language B languages. Spanish and Mandarin will be offered at multiple levels.

Language B Placement

First year students in the MYP may be enrolled in a World Language and Culture course. On the second Thursday in March students and parents will attend a meeting to select a preferred language B course to focus on during the ensuing 4 years, MYP 2-5. Students will have the option to change languages with the support and consultation of their counselors.

During the 1st year in the MYP (6th grade), students selecting Spanish will take a language assessment to determine appropriate placement. Students will be grouped according to their language proficiency skills.

The following Mandarin courses are available:

- Middle School Introduction to Mandarin
- Mandarin 1
- Mandarin 2
- Mandarin 3

The following Spanish courses are available:

- Middle School Introduction to Spanish
- Spanish 1 or Spanish 1 for Native Speakers
- Spanish 2 or Spanish 2 for Native Speakers
- Spanish 3 or Spanish 3 for Native Speakers

Professional Development

In order to ensure that students are receiving the best language instruction available, teachers engage in professional development. District sponsored and organized professional development opportunities offered by the International Baccalaureate Program are available for all staff to attend. Peer-to-peer training is available on site. All teachers will have access to the Online Curriculum Center on the International Baccalaureate Organization website. There are also professional resources regarding teaching strategies and methodologies regarding language acquisition available for teachers.

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