

CHANDLER HIGH SCHOOL

LANGUAGE POLICY



Chandler High School Language Policy

Diploma Program, Career Program, and Middle Years Program



Philosophy:

The Chandler Unified School District's International Baccalaureate continuum serves a student population and community with diverse language needs and experiences. We welcome these students, and strive to create a learning environment that validates diverse language backgrounds while preparing students to enter the global marketplace. In this effort, IB continuum schools and their faculty:

- Recognize that all teachers, regardless of content area, are language teachers • Prepare all students to be fluent in English
- IB diploma and MYP students are required to take at least one language other than their home/personal language.
- IB Career students are encouraged to take at least one language other than their home/personal language
- Encourage students to pursue competency in multiple languages
- Foster an environment where all languages and cultures are appreciated and valued
- Assist students in maintaining and developing their mother tongues whenever possible.
- Utilize instructional materials that integrate multicultural and diverse perspectives

Profile:

Students attending CUSD's IB continuum schools represent a diversity of language needs and experiences. Some of the populations we serve include:

- Mother tongue English students with limited or no exposure to a Language B
- Mother tongue English students with some exposure to a Language B through a primary or middle school experience
- Bilingual Hispanic students who have acquired both English and Spanish since birth
- Bilingual Hispanic students whose parents speak Spanish only but are English proficient as a result of attending school
- Bilingual students of English and another language (Farsi, French, Hungarian, Navajo, Russian, Thai, Tongan, etc.)

Language A

CUSD's IB continuum schools offer a rigorous, engaging Language A curriculum in the English language.

Language B

CUSD's IB continuum schools have implemented a Language B program that allows students the opportunity to achieve proficiency in one or more second languages.

At Chandler High School, students can study Language B. Students receive 60 minutes of Language B 3 times weekly and a block of 120 minutes once a week. Spanish, French and German are offered as choices for Language B.

English Language Learners (ELL)

Chandler's IB schools are required by law to adhere to specific policy guidelines with students whose mother tongue is not English.

In Arizona, students whose mother tongue is not English are classified as PHLOTE (Primary or Home Language Other Than English) students. By law, these students are required to demonstrate English proficiency on the AZELLA (Arizona English Language Learner Assessment) test, adopted by the State Board of Education. Students are administered the AZELLA test at least annually until they demonstrate proficiency, at which point they are reclassified as FEP (Fluent English Proficient) students. While classified as PHLOTE, students are required to be enrolled in an ELD (English Language Development) program.

In the past, school districts were given relative flexibility in how the ELD program was designed and implemented. Beginning in the 2008-09 school year, however, school districts were legally constrained to offer ELD programs consisting of a four-hour daily block of English (Conversation, Reading, Writing, & Grammar). This requirement makes it increasingly difficult to provide the IB curriculum for PHLOTE students. In order to meet the requirements of IB, parents of PHLOTE students may choose to opt out of the ELD programs requiring a 4-hour language block so that they may experience the full IB curriculum.

Mother Tongue Support

Chandler's IB continuum schools are committed to the continued support and development of students' mother tongues. Whenever possible, we have committed resources to carry out that commitment.

Currently, students at Chandler High School, whose mother tongue is Spanish, have access to Caminos Literarios, a course designed to develop Spanish literacy and writing skills, and AP Caminos Literarios, a

course designed to discuss the similarities and differences between Hispanic and American cultures to develop an understanding and appreciation of their own heritage and culture. Both courses are designed specifically to enhance student literacy and fluency in the mother tongue.

Intercultural Awareness

Chandler's IB continuum schools are dedicated to developing intercultural awareness and international mindedness amongst its students.

Chandler High School has a rich tradition of developing intercultural awareness. Student clubs supporting cultural diversity include Black Student Union, French Club, German Club, MECHA, Muslim Student Union, Native American Club, Spanish National Honor Society, and Asian Cultural Club. Each year, Chandler High School celebrates cultural diversity with a World Language Expo. This expo allows student groups the opportunity to showcase their histories and cultures. In the spring an Intercultural Assembly is held showcasing the student body's cultural diversity. Students share the dances, music, and cultural rituals of a variety of cultures represented on Chandler's campus. Due to COVID 19, our foreign exchange program was halted. The current plan is to start the program back up so that we can enjoy the partnership of these students. Generally, Chandler High School is home to 6 foreign exchange students per year. The student body helps these students become acclimated with both the American school system and the Arizona desert. In return, the students from other countries share their culture and their personal stories.

Chandler High School is also home to a strong Model United Nations club. Typically, students travel across the country to a prestigious university such as Harvard University and assume the role of ambassadors. These conferences require that students prepare in-depth policy statements on a variety of international issues, and then discuss the challenges and possible solutions associated with those issues. Students make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure - all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. As a result, students come away with an understanding of "international mindedness."

* Policy in this context does not refer to the official CUSD Governing Board or ADE Board of Education Policy.

Last Reviewed: 4/2023