

# Southridge Tech Middle School

## LANGUAGE POLICY

### *Philosophy*

Southridge Tech has designed the English Learner program to assist students in acquiring English skills in the domains of reading, writing, listening, and speaking. Teachers encourage to use written and oral language in different contexts and enable them to communicate their opinions, thoughts, and feelings in ways that help them reflect on their learning and make connections with the world. Students read, speak, write, listen, and view curriculum and resource in various settings. Their teachers utilize an inquiry-based approach to help students explore language and become communicators in a multilingual world.

### *California Education Code*

California Education Code (SECTION 30-30.5) requires English to be the primary language of classroom instruction in all schools to ensure mastery of English by all pupils in the schools. Although they provide school districts with autonomy to determine what circumstances to employ bilingual education, the expectation is that bilingual instruction is authorized to the extent that it does not interfere with all pupils' systematic, sequential, and regular instruction in the English language. As required by ED Code, students who are proficient in English and who complete advanced courses in a foreign language or by other means have become fluent in that language may receive instruction in that foreign language. All English learners will receive daily designated English Language Development and integrated English Language Development will be incorporated across all disciplines and curricula.

## Instruction and Assessment in Language and Literature

***Beliefs and Practices:*** By participating in language instruction, students explore the fundamental concepts of analyzing text, organizing text, producing text, and using language with the purpose of communicating, learning holistically, and promoting intercultural awareness. Within the Middle Years Program (MYP), students will read various texts, including narrative, informational, and argumentative. Through reading instruction, students will locate, evaluate, and synthesize information to create new knowledge.

To provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Instruct with Reading/Writing Workshop methodologies where appropriate
- Incorporate English language development standards across the curriculum
- Use strategies to scaffold language skills to ensure equitable access
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts and media, including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in State and federally mandated assessments
- Provide opportunities for students to take action within the larger community
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction

Southridge Tech Middle School language instruction is acquiring and applying listening and speaking skills to enhance comprehension and communication.

### **Instruction and Assessment in Language Acquisition**

#### ***Beliefs and Practices:***

Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction for Southridge Tech Middle School. However, the acquisition of language is seen as a continuum along which each student progresses in various courses. To provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning Southridge Tech Middle School
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within the instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

#### ***Language of Instruction***

The primary language of instruction for Southridge Tech Middle School is English. Through schoolwide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by the State of California, teachers implement the State and federal standards in all grade levels. Southridge Tech offers access to Honors and advanced courses to all students.

#### ***Additional Languages***

Southridge Tech Middle School offers second language instruction in the following languages recognized by the MYP:

- Spanish as a Second Language
- English as a Second Language—ELD and ALD

#### ***Support for Home Language***

We support our families whose native language is not English. We encourage our parents and students to speak and develop their primary at home because it strengthens the students' language skills while instilling a sense of importance about their culture. The reasons for supporting the preservation and development of a person's first language are many, all of which comply with the district's guiding principles.

#### ***Learning of Host Country/Regional Language and Culture***

Language instruction in Southridge Tech Middle School seeks to be as inclusive as possible. Teachers make accommodations for students who may need additional language support. STMS mainstreams students who are learning English. Where required, bilingual aides support students who may need assistance comprehending concepts and material in English.

***Strategies to Support Teachers and Students***

All educators at STMS are responsible for the development of student language. Therefore, teachers, administrators, and support staff will continue participating in ongoing professional development to improve literacy instruction, and our site has access to a Teacher on Special Assignment to provide additional support and development for staff. Administrators dedicate time for teachers to collaborate and plan ways to support the diverse language and instructional needs. Our FUSD language and inclusion policy explains the different tiers of language support for students to participate in all courses fully.