

Mission Viejo High School IB Diploma Program Language Policy

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
--	---

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

Introduction

“A language policy is derived from the school’s language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals.

Every IB World School authorized to offer one or more of the three IB programmes is required to have a written language policy.

The school has a written language policy (including provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.”

Programme standards and practices: B1.20, IB (2005)

International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother-tongue language support that meets the needs of students and reflects the principles of the program. At Mission Viejo High School, the IB Diploma Program Language Policy sets out the philosophy and aims of language teaching and learning.

MVHS Home Language

The home language of Mission Viejo High School is English, and all courses are taught in this language except for World Language/Language B courses. MVHS stakeholders review this document annually.

Mission Viejo High School promotes differentiated and varied instruction, conducting staff development in-services three times a year as well as numerous district-sponsored trainings in best teaching strategies. The goal of these sessions is to integrate Diablo Student Learning Outcomes, especially the skill areas of listening, speaking, reading and writing across the curriculum. Language instruction in the classroom takes into consideration individual development, self-identity, and cultural heritage while providing students the opportunity to engage in authentic and meaningful learning experiences.

Philosophy

MVHS faculty and staff believe 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.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.
- All teachers are language teachers.
- 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 qualified students.

Aims

At MVHS our 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.
- To provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

IB Language Offerings

Language A1 Course of Study

All MVHS students are required to take four years of English (Language A) and classes are offered at the college prep and Honors levels for 9th grade and at the college prep and IB/AP levels in the 10th, 11th and 12th grades.

English IB HL 2

MVHS offers English A as the primary classroom opportunity for Language A. MVHS will also offer self-study Language A: Literature to support a student's mother tongue or cultural heritage.

Language B Course of Study

MVHS offers the World Languages of French and Spanish. Each of these courses is offered at the college prep for the 9th and 10th grade and at the college prep of Honors IB/AP levels in the 11th and 12th grades.

MVHS encourages all students to take at least two years of a World Language in order to meet the minimum requirements set forth by the University of California.

Spanish B HL/SL

In the Saddleback Valley Unified School District (SVUSD), students may enroll in Spanish in Grade 8. Language B: Spanish is a two-year sequence for both HL and SL.

Ab Initio

On a case-by-case basis and as need arises, MVHS will allow students (especially transfers) the opportunity to register for Ab Initio languages. Students may enroll in Spanish 1/2 and teacher(s) will modify their instruction and assessments to meet the higher standard of the Ab Initio course over and above the MVHS College-Prep courses.

French B HL/SL

French instruction begins in grade 9. Language B: French is a two-year sequence for both HL and SL.

Ab Initio

On a case-by-case basis and as need arises, MVHS will allow students (especially transfers) the opportunity to register for Ab Initio languages. Students may enroll in French 1/2 and teacher(s) will modify their instruction and assessments to meet the higher standard of the Ab Initio course over and above the MVHS College-Prep courses

English Language Learner Program

SVUSD and MVHS have a comprehensive, state-mandated support program for English Language Learners. Board policies and administrative regulations are set out in BP 6174 and AR 6174.

All MVHS teachers are certified with the Cross-Cultural Language and Academic Development (CLAD) certificate or its equivalent. The MVHS teaching staff was trained on an annual basis in methods of differentiating and modifying instruction in support of English Language Learners (before the loss on in-service/training days in 2010).

Communication with Non-English Speaking Parents and Guardians

MVHS recognizes the value of effective and timely communication with parents and works to foster such communication. In the case of communicating with parents who do not speak English:

- SVUSD's Bilingual Parent Committee works to encourage clear communication with all lingual groups.
- A Spanish speaking liaison fills the role of translator between the schools and

- parents.
- Community volunteers or district personnel act as translators for non-Spanish speaking parents
 - If a suitable family cannot be found, MVHS will seek out community organizations to act as translators.

Mother Tongue Support

MVHS acknowledges the importance of developing a student's mother-tongue language in promoting personal identity, cultural heritage, and mastery of local, state, and/or IB standards. Information regarding students' mother-tongue is acquired through the state-mandated, district administered, home language survey. This information resides in the school's student database (AERIES) and is accessible by school staff. A student's language acquisition level and CELDT designation is labeled on AERIES online attendance forms.

Teachers are encouraged to use this information in developing lesson plans that emphasize differentiated instruction and that honor multicultural diversity. This is especially the case in IB courses, where global contexts and internationalism allow students to examine cultural heritage and personal identity through the lens of IB subjects and TOK across the curriculum. Mother Tongue support is also offered through a self-study Language A: Literature course, which is offered to interested students.

Recognition for Language B Programs:

Mission Viejo High School encourages students to complete the State Seal of Biliteracy. The program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Since 2012, the state has rewarded students who complete 4 years of a second language with a grade B average and demonstrate a proficient or advanced level in English with a seal of biliteracy. Students can also qualify if they pass an AP or IB exam in a second language. Mission Viejo High School had 114 students earn the State Seal of Biliteracy in 2017-2018.