

# Canyon Del Oro High School



## Language Policy **DORADO PRIDE**

## **Contents**

Philosophy	3
Rationale/Purpose	3
Policy Review	4
CDO Graduation Requirements	4
Mother Tongue Language Defined	5
Language Profile	5
Structured English Immersion Endorsement	5
English Language Development – ELD	6
English Development (EDL) Courses	6
Second Language Support – for World Languages Offered at Canyon del Oro HS	7
Mother Tongue Language Support – for World Languages not offered at Canyon del Oro HS	7
Pre-IB World Language courses	8
IB Diploma World Language courses	13
Appendix 1- Student Language Pathways	16
Appendix 2- Student Language Profiles 2018-2019	17
Acknowledgements	19

Policy Implementation: November 2023

To be reviewed: February 2025

This policy will be posted on the school's homepage along with other IB policies for community review. Additionally, the language policy is referenced during IB Diploma Course selection and at appropriate parent information events.

**Our Mission:** To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

**Our Vision:** Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

**We Value:** Diversity, creativity, curiosity, diligence, honesty, kindness, caring, fairness, respectfulness, achievement, responsibility, and service to the community.

**We Believe:**

- All students can learn and achieve.
- Everyone has unique strengths, talents, and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation among the students, parents, school, staff and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and dedication to meet student needs fairly and equitably.
- Ample resources are essential to accomplish the Mission

**Philosophy:**

Central to the school's mission is to empower students with the necessary skills and knowledge to become contributing members of society meeting the challenges of a changing world. This includes learning the host country language (American English) along with cultural aspects. As language is critical to all learning, we at Canyon del Oro High School believe all teachers are language teachers. It is through language; students interact within each subject discipline and with fellow human beings and grow intellectually as a result. It is in this regard that our school's Language policy relates to our IB DP Admissions and Academic Honesty policies, in that we encourage students to undertake World Language studies in addition to English and utilize language skills during academic discourse and inquiry where appropriate. At Canyon del Oro High School we value diversity, creativity, curiosity, diligence, honesty, kindness, caring, fairness, respectfulness, achievement, responsibility, and service to the community which are all interconnected with language acquisition.

Policy Implementation: November 2023

To be reviewed: February 2025

**Rationale/Purpose:** In order for Canyon del Oro to fulfill the Amphitheater Public Schools' Mission and Vision as an IB World School fully immersed in supporting the IB Learner Profile, the following Language policy has been created. The International Baccalaureate Organization (IBO) in the publication Guidelines for Developing a School Language Policy, states *"A language policy is an action statement... It is concerned less where the students in a school are going, and more with how they are get there."*(Guidelines for Developing a School Language Policy, p1).

**Policy Review:** This policy will be reviewed by the World Language and English Language Arts Department Chairs as per policy review dates indicated and will be updated annually to reflect student registration information processed with fall enrollment (see Appendix-2). Additionally, teachers in both departments will be consulted as program needs necessitate. This policy will be published on the CDO homepage under IB Diploma Programme Policies.

## CDO Graduation Requirements

- Students must earn the total number of credits and pass the American Civics Test, complete CPR training and Financial Literacy/Personal Financial Management, and fulfill the ECAP. Below are specific requirements; the balance of credits are to be selected from elective courses for a minimum of 22 credits.
- Students are encouraged to take 6 classes each year to be best prepared for college and career options.
- Note: Arizona state standards do not require students to take language courses other than English. All students are advised to take one of our World Language offerings in addition to English during their freshman and sophomore years as a minimum. For those students not meeting prerequisites for Group 2: Language B at the SL or HL levels, the school provides an Ab initio pathway via online learning in an approved IB Diploma course. Canyon del Oro pathways for student language development are detailed in Appendix 1.

Courses	Credit Requirement
English	4.0 credits
Mathematics Sequence begins: <ul style="list-style-type: none"> <li>■ Algebra I 1.0 credit</li> <li>■ Geometry 1.0 credit</li> <li>■ Algebra 2 1.0 credit</li> <li>■ 4th year math 1.0 credit</li> </ul>	4.0 credits
Science	3.0 credits

Policy Implementation: November 2023

To be reviewed: February 2025

Social Studies Required:		3.0 credits
■ World History	1.0 credit	
■ US/AZ History	1.0 credit	
■ American Gov	.5 credit	
■ Economics	.5 credit	
*Physical Education	1.0 credit	1.0 credits
** Career and Technical Education or Fine Arts	1.0 credit	1.0 credits
Elective Courses	1.0 credit	6.0 credits
TOTAL CREDITS		22.0 credits

## Mother Tongue Language Defined

The term “**mother tongue**” is widely used in educational contexts outside of the United States and can be thought of as one’s native language. The IBO uses this term in their effort to ensure schools around the world offer support to languages first learned or spoken at home wherever possible. Other similar terms more commonly used in the United States are **heritage** or **native language**. For consistency, please note mother tongue is used throughout this policy.

## Language Profile

In creating this policy, student languages spoken at home were tabulated in Appendix 2. Based on the student information system reporting of 1565 students for the 2018 – 2019 school year, Canyon del Oro can be grouped as follows linguistically:

- Mother Tongue English Speakers – 1444
- Mother Tongue Spanish Speakers - 88
- Mother Tongue Arabic Speakers - 3
- Mother Tongue Cantonese Speakers - 2
- Mother Tongue Filipino Speakers - 1
- Mother Tongue German Speakers – 1
- Mother Tongue Japanese Speakers - 1
- Mother Tongue Korean Speakers - 1
- Mother Tongue Mandarin Speakers – 4
- Mother Tongue Polish Speakers - 1

Policy Implementation: November 2023

To be reviewed: February 2025

- Mother Tongue Russian Speakers – 1
- Mother Tongue Thai Speakers - 1
- Mother Tongue Vietnamese Speakers – 8
- Mother Tongue Other Non-Indian Speakers - 7
- Mother Tongue Farsi Speakers – 1
- Mother Tongue Tagalog – 1

\*Due to budget restrictions, the school is not currently able to provide direct course instruction for all of the languages represented in our school community.

## **Structured English Immersion Endorsement**

All teachers at Canyon del Oro High School are language teachers in relation to the courses they teach. The Arizona Department of Education requires teachers to have current Structured English Immersion endorsements in order to possess recognized state teaching credentials. Teachers are taught differentiation strategies and other skills to best support a range of language learners in their respective classrooms.

## **English Language Development – ELD**

The English Language Development Program is a developmental program which assists students in the acquisition of the English language.

The program's goals are to support the limited English proficient students as they become independent learners and to promote the awareness and acceptance of diversity. Students focus on verbal, reading and writing skills in ELD classes as well as through accommodations made by classroom teachers for ELD students enrolled in regular classes.

The ELD program is designed to meet students' academic, cognitive, and affective needs as they move toward full participation in mainstream classrooms with eventual exiting of the ELD program. Placement is determined by evaluation on the Arizona English Language Learner Assessment (AZELLA). Students are monitored for progress and advancement throughout the year.

Appendix 1- Student Language Pathways details course progression to the IB Diploma Programme. Students that are exited from EDL after completing Grade 9 and then successfully enrolled in a Grade 10 non EDL course with successful completion are eligible to enroll in the IB Diploma Programme beginning in Grade 11.

Policy Implementation: November 2023

To be reviewed: February 2025

## English Development (EDL) Courses

Section: ELD101A/ELD101B		ESL Pre-Emergent/Emergent Targeted Language Arts
Grade: 9-12	All Year	Course offered at: AHS CDO
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement</i>		
This course provides language instruction for English learners within a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>English credit course.</b>		

Section: ELD111A/ELD111B		ESL Basic Targeted Language Arts
Grade: 9-12	All Year	Course offered at: AHS CDO IRHS
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement/Reassessment and a student's ELD performance portfolio</i>		
This course provides language instruction for English learners within a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>English credit course.</b>		

Section: ELD130A/ELD130B		Pre-Emergent/Emergent Targeted ELD
Grade: 9-12	All Year	Course offered at: AHS
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement and concurrent enrollment in the ESL Pre-Emergent/Emergent Targeted Language Arts course</i>		
This course is required as part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>Elective credit only.</b>		

Policy Implementation: November 2023

To be reviewed: February 2025



Section: ELD132A/ELD132B		Basic Targeted ELD
Grade: 9-12	All Year	Course offered at: AHS
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement/Reassessment and the concurrent enrollment in the ESL Basic Targeted Language Arts course</i>		
This course is required to be part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>Elective credit only.</b>		

Section: As Appropriate for Grade Level		English
All Year	Course offered at: AHS CDO IRHS	
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment at the Intermediate Level of Proficiency</i>		
This course will be taught by an ELD teacher in a targeted setting. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>English credit course</b>		

Section: ELD133A/ELD133B		Intermediate Targeted ELD
All Year	Course offered at: AHS	
Prerequisites: <i>Enrollment based on the AZELLA Placement/Reassessment and the concurrent enrollment in a grade level targeted English course taught by an ELD Specialist</i>		
This course is required to be part of the Targeted SEI 2-Hour Model. The content of the course is based on the specific descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development outlined in the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards. <b>Elective credit only.</b>		



Section: ELD125A/ELD125B		<b>ELD Academic Science Literacy</b>
Grade: 9-12	All Year	Course offered at: AHS
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement/Reassessment proficiency scores of Pre-Emergent/Emergent and Basic</i>		
This course will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language. AZ English Language Proficiency Standards and AZ Science Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Science Department. <b>Elective credit only.</b>		

Section: ELD126A/ELD126B		<b>ELD Academic Social Studies Literacy</b>
Grade: 9-12	All Year	Course offered at: AHS
<b>Prerequisites:</b> <i>Enrollment based on the AZELLA Placement/Reassessment proficiency scores of Pre-Emergent/Emergent and Basic</i>		
This course will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language. AZ English Language Proficiency Standards and AZ Social Studies Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Social Studies Department. <b>Elective credit only.</b>		

Policy Implementation: November 2023

To be reviewed: February 2025

## **Second Language Support – for World Languages Offered at Canyon del Oro HS**

- Spanish, French and German languages are offered at a variety of levels supporting students from Grade 9 through Grade 12
- Spanish, and French are offered to support Ab Initio learners entering the IB Diploma Programme
- Students have access to news publications in French, Spanish and German ordered through the school library.
- Students are directed to online resources the Canyon del Oro Library has organized on their homepage
- Students are directed to local libraries, including the University of Arizona to access additional print and online language resources
- World Language teachers publicize local language related community events (i.e. film festivals, lectures) in language classes
- Various language clubs other than English (Sign, German, French and Spanish) are available

## **Mother Tongue Language Support – for World Languages not offered at Canyon del Oro HS**

- Based on the school's annual mother tongue language profile (see Appendix-2), community members are encouraged to donate appropriate high school reading material to expand our collected reading material reflective of languages spoken in our community in addition to those not taught directly at the Canyon del Oro High School
- Students are directed to online resources the Canyon del Oro Library has organized on their homepage
- Students are directed to local libraries, including the University of Arizona to access additional print and online language resources

Policy Implementation: November 2023

To be reviewed: February 2025

## Pre-IB World Language courses

Non IB World Language Courses	
<b>MLG013</b> <b>Grades 9-12 All</b> <b>Year</b>	<b>American Sign Language I</b>
<b>Prerequisites:</b> <i>None</i>	
This is an introductory course focusing on basic ASL grammar, vocabulary, sign production, verb study, and culture. Emphasis is on a natural language acquisition approach to language education with development of beginning skills through constant review and expansion.	
<b>MLG014</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>American Sign Language II</b>
<b>Prerequisites:</b> <i>American Sign Language I</i>	
This course is a continuation of American Sign Language I. The study of ASL grammar and vocabulary acquisition will continue with emphasis on ASL structure and grammar as well as communication skills through cooperative, project-based learning. Also, students will look more closely into Deaf Culture and its effects on the language.	
<b>MLG015</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>American Sign Language III</b>
<b>Prerequisites:</b> <i>American Sign Language II</i>	
This course is designed for students who have successfully completed ASL I and ASL II. An expanded review of grammar and vocabulary covered in American Sign Language II, as well as more advanced grammar points, will be presented. In-depth development of interactive sign skills will be emphasized via a variety of project-based assignments.	
<b>MLG016</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>American Sign Language IV</b>
<b>Prerequisites:</b> <i>American Sign Language III</i>	
This course is designed for students who have successfully completed ASL I, II and III. Students will continue to build vocabulary and demonstrate advanced ASL grammatical structure with an emphasis on collaborative assignments. In-depth study of the Cultural norms of the Deaf community will form the basis for this level.	

<b>MLG001</b> <b>Grades 9-12 All</b> <b>Year</b>	<b>French I</b>
<b>Prerequisites:</b> <i>Minimum grade “C” recommended in English</i>	
Students are introduced to the French language and culture, as well as to the Francophone World, e.g., Canada, Africa, the Caribbean, North and South Pacific. This course is an introduction to basic French grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.	
<b>MLG002</b> <b>Grades 9-12 All Year</b>	<b>French II</b>
<b>Prerequisites:</b> <i>Passing grade in French I</i>	
This course will continue the study of the elements of French I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel.	
<b>MLG003</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>French III</b>
<b>Prerequisites:</b> <i>French II with a grade of C or above</i>	
This course will continue the study of the elements of French II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.	
<b>MLG019</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>Pre-AP French III</b>
<b>Prerequisites:</b> <i>Successful completion of French II with recommendation</i>	
This course is designed for students who have excelled in French II and wish to continue their French studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in French. Students will also be exposed to authentic French and Francophone literature. Students will expand their knowledge of Francophone countries through various projects. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in French. <b>Weighted</b>	

Policy Implementation: November 2023

To be reviewed: February 2025

<b>MLG004</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>French IV</b>
<b>Prerequisites:</b> <i>French III with a grade of C or above</i>	
Course work will include advanced grammar and thematic vocabulary. Speaking will emphasize daily conversation and current events. Readings cover various genres of poetry, literature and history. This course will be taught predominantly in French.	
<b>MLG024</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>Advanced Placement (AP) French Language</b>
<b>Prerequisites:</b> <i>Successful completion of Pre-AP French III or French III with recommendation</i>	
This course is designed to help students become proficient in the French language. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of French and Francophone culture through the study of history, literature, art, music, and current events. This course prepares students to successfully complete the AP French Language and Culture Exam for college credit. This course is taught entirely in French. <b>Weighted</b>	
<b>MLG 005</b> <b>Grades 9-12 All Year</b>	<b>German I</b>
<b>Prerequisites:</b> <i>Minimum grade "C" recommended in English</i>	
Students are introduced to the German language and cultural traditions of German speaking countries. This course is an introduction to basic German grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.	
<b>MLG006</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>German II</b>
<b>Prerequisites:</b> <i>Passing grade in German I</i>	
The focus of instruction in second-year German continues to be communication in meaningful situations. This course will continue the study of the elements of German I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel.	

<b>MLG007</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>German III</b>
<b>Prerequisites:</b> <i>Successful completion of German II</i>	
This course will continue the study of the elements of German II, as well as advanced grammar points. Students will refine and improve proficiency in both written and spoken expression through dialogues and informational presentations. Cultural opportunities, current events, and literary excerpts are included in the curriculum.	
<b>MLG019</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>Pre-AP German III</b>
<b>Prerequisites:</b> <i>Successful completion of German II with recommendation</i>	
This course is designed for students who have excelled in German II and wish to continue their German studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in German. Students will also be exposed to authentic literature from German speaking countries. This class will introduce students to the AP Global themes and exam format. The majority of this course will be taught in German. <b>Weighted</b>	
<b>MLG025</b> <b>Grades 12 All Year</b>	<b>Advanced Placement (AP) German Language</b>
<b>Prerequisites:</b> <i>Pre-AP German III with recommendation</i>	
This course is designed to help students become proficient in the German language and successfully complete the AP German Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of German culture through the study of history, literature, art, music, and current events. This course is taught entirely in German.	
<b>MLG009</b> <b>Grades 9-12 All Year</b>	<b>Spanish I</b>
<b>Prerequisites:</b> <i>Minimum grade "C" recommended in English</i>	
Students are introduced to the Spanish language and the diversity of cultures within the Spanish speaking World. This course is an introduction to basic Spanish grammar, vocabulary, and pronunciation. Emphasis is on speaking, listening and reading comprehension, and writing, with constant review and expansion. The student will develop their speech through conversations and presentations of real-life scenarios.	

<b>MLG010</b> <b>Grades 9-12 All Year</b>	<b>Spanish II</b>
<b>Prerequisites:</b> <i>Passing grade in Spanish I</i>	
This course will continue the study of the elements of Spanish I with increased control of conversational and intermediate grammatical structures. Additional conversations, readings, dialogues, and writing of short compositions are emphasized. Cultural themes may include art, leisure, sports, health and travel. The four skills of listening, speaking, reading and writing are expanded.	
<b>MLG011</b> <b>Grades 10-12 All Year</b>	<b>Spanish III</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish II</i>	
This is a continuation of Spanish II, with more advanced grammar and conversational situations. Classroom activities include oral presentations, projects, and short story reading selections. There is a continued practice of the four language skills of listening, speaking, reading, and writing. Students will expand their knowledge about the culture, travel, educational, and professional opportunities associated with their study. The class is conducted mostly in Spanish.	
<b>MLG012</b> <b>Grades 11-12 All Year</b>	<b>Spanish IV</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish III</i>	
Students will use Spanish for active communication. History and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. This course is conducted predominately in Spanish.	
<b>MLG034</b> <b>Grades 11-12 All Year</b>	<b>Advanced Spanish Conversation</b>
<b>Prerequisites:</b> <i>Minimum of Spanish III or Teacher Recommendation</i>	
A course for students interested in spoken Spanish only. The student will strengthen their fluency of Spanish through conversations, discussions, and presentations. There is an emphasis on vocabulary, pronunciation, and intonation. The class is conducted entirely in Spanish.	



<b>MLG023</b> <b>Grades 10-12 All</b> <b>Year</b>	<b>Pre-AP Spanish III</b>
<b>Prerequisites:</b> <i>Successful completion of Spanish II with Teacher Recommendation</i>	
<p>This course is designed for students who have excelled in Spanish II and wish to continue their Spanish studies at a more accelerated and challenging pace. Students will participate in advanced grammar speaking, reading and listening comprehension, writing and critical thinking activities in Spanish. Students will also be exposed to a variety of Hispanic literature. A more in-depth study will broaden students' knowledge of the culture amongst Spanish speaking countries. The class will introduce students to the AP Global themes and exam format. This course is conducted almost entirely in Spanish. <b>Weighted</b></p>	
<b>MLG026</b> <b>Grades 11-12 All</b> <b>Year</b>	<b>Advanced Placement (AP) Spanish Language</b>
<b>Prerequisites:</b> : <i>Pre-AP Spanish III, Spanish III with Teacher Recommendation</i>	
<p>This course is designed to help students become proficient in the Spanish language, and also successfully complete the AP Spanish Language and Culture Exam for college credit. The four skills of language learning: speaking, listening, writing, and reading, will be practiced for mastery. Literature and culture will provide subject matter for refining oral and written communication. Students will continue to build vocabulary and practice advanced grammatical structures. Students will also broaden their understanding of cultures that comprise the Spanish-speaking World through the study of history, literature, art, music, and current events. This course is conducted entirely in Spanish.</p>	

Policy Implementation: November 2023

To be reviewed: February 2025

## IB Diploma World Language courses

IB Language B Courses	
IBP110/210 Grades 11&12	IB French SL
<b>Prerequisites:</b> <i>French I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b></p>	
IBP151/152 Grades 11&12	IB French HL
<b>Prerequisites:</b> <i>French I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the French language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. French HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course and additional writing components. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b></p>	
IBP109/209 Grades 11&12	IB Spanish SL
<b>Prerequisites:</b> <i>Spanish I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the Spanish language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will</p>	

Policy Implementation: November 2023

To be reviewed: February 2025

also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b>	
<b>IBP190/191</b> <b>Grades 11&amp;12</b>	<b>IB Spanish HL</b>
<b>Prerequisites:</b> <i>Spanish I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the Spanish language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. Spanish HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course and additional writing components. This course prepares students to successfully complete the IB examinations during year 2.</p> <p><b>Weighted grade</b></p>	
<b>IBP111/211</b> <b>Grades 11&amp;12</b>	<b>IB German SL</b>
<b>Prerequisites:</b> <i>German I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the German language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b></p>	

IBP157/158 Grades 11&12	IB German HL
<b>Prerequisites:</b> <i>German I and II, teacher recommendation</i>	
<p>This course is designed to help students refine and practice their proficiency in the German language, as well as develop cultural awareness and international mindedness. Students will be introduced to more advanced grammar points and language will be practiced through speaking, listening, reading and writing activities in order to encourage all areas of language proficiency. Over the two year program, topics of study will range from science and technology, to customs and traditions, to current global challenges. Communication in real-life situations will be emphasized in each unit of study. Themes and questions relating to Theory of Knowledge will also be incorporated into our class discussions. German HL covers the same core requirements of the SL course, but includes the reading of two works of literature, creative writing and rationale based on one literary text read during the course and additional writing components. This course prepares students to successfully complete the IB examinations during year 2. <b>Weighted grade</b></p>	
Grades 11 & 12	IB Language Ab Initio- offered in Spanish or French
<b>Prerequisite:</b> <i>IB Student with Coordinator and IB Counselor recommendation</i>	
<p>The language ab initio course is designed for students with little or no prior experience wishing to study Spanish or French languages. These courses following the same subject guide outlines and applied to French or Spanish. Courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the World and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only and offered in an online environment. <i>Ab initio classes are offered online and scheduled during language acquisition course time in the regular schedule.</i> <b>Weighted grade</b></p>	

Policy Implementation: November 2023

To be reviewed: February 2025

## Appendix 1- Student Language Pathways

English Language Development (ELD) Courses are available for students for whom English is not their first language and have been identified by an initial assessment using the Arizona English Language Learner Assessment (AZELLA) will be placed in the English Language Development (ELD) program.

The school recognizes the essential needs of our students to become proficient in English in order to meet the challenging state standards and fully participate in the content class offerings and feel an integral part of our Canyon del Oro High School experience.

Note: After taking the AZELLA, the student's parent(s) have the right to decline all services of this department.

#	Freshman Year	Sophomore Year	Junior Year	Senior Year
ELD	Beginning Sheltered English Immersion OR Intermediate/Advanced Sheltered English Immersion	English 10	IB Literature & Performance SL 11 *Students would need to be formally exited from ELD and successfully complete English 10 as a prerequisite.	IB Literature & Performance SL 12
Group 1	English 9 OR Pre-AP English 9	English 10 OR Pre-AP English 10	IB Literature A HL 11 OR IB Literature & Performance SL 11	IB Literature A HL 12 OR IB Literature & Performance SL 12
Group 2	Spanish OR German OR French	Spanish OR German OR French OR Spanish, French, German or no World Language taken	IB Spanish SL 11 OR IB Spanish HL 11 OR IB German SL 11 OR IB German HL 11 OR IB French SL 11 OR IB French HL 11 OR IB Ab Initio (Spanish, French) 11	IB Spanish SL 12 OR IB Spanish HL 12 OR IB German SL 12 OR IB German HL 12 OR IB French SL 12 OR IB French HL 12 OR IB Ab Initio (Spanish, French,) 12

Policy Implementation: November 2023

To be reviewed: February 2025

## Appendix 2- Student Language Profiles 2018-2019

The following chart was developed using data from the school's student information system (Tyler) as of November 5, 2018.

Code	Language	2018-2019~CDO
00	English	1444
01	Spanish	88
02	Arabic	3
03	Cambodian	
04	Cantonese	2
05	Czechoslovakian	
06	Dutch	
07	Filipino	1
08	Finnish	
09	French	
10	German	1
11	Greek	
12	Hebrew	
13	Hungarian	
14	Italian	
15	Japanese	1
16	Korean	1
17	Laotian	
18	Mandarin	4
19	Polish	1
20	Portuguese	
21	Romanian	
22	Russian	1
23	Thai	1
24	Ukrainian	
25	Vietnamese	8
26	Serbo-Croatian (formerly Yugoslavia)	
27	Other Non-Indian	5
28	Navajo	
29	Apache (San Carlos)	
30	Apache (Whiteriver)	
31	Chemehuevi	
32	Cocopah	
33	Hopi	
34	Hualapai	
35	Kaibab-Paiute	

Policy Implementation: November 2023

To be reviewed: February 2025

36	Maricopa	
37	Mohave	
38	Papago (Tohono O'odham)	
39	Pima (Akimel O'odham)	
40	Supai	
41	Tewa	
42	Yaqui	
43	Yavapai	
44	Yuma	
45	Other Indian	
47	Albanian	
48	Amharic	
49	Azeri	
50	Burmese	
51	Dari	
52	Dinka	
53	Farsi	1
54	Kirundi	
55	Kru	
56	Lingala	
57	Maay	
58	Mandingo	
59	Nuer	
60	Pashto	
61	Serbian	
62	Somali	
63	Swahili	
64	Tagalog	1
65	Urdu	
66	Uzbek	
67	Vai	
68	Afrikaans	
69	Bengali	
70	Hindi	
71	Persian	
72	Punjabi	
73	Cherokee	
		<b>Total: 1565</b>

Policy Implementation: November 2023

To be reviewed: February 2025



## **Acknowledgements**

Guidelines for Developing a School Language Policy. Cardiff, Wales: International

Baccalaureate Organization (UK), 2008. Print.

Canyon Del Oro High School would like to acknowledge the contributions of the following schools based on policies found in the public domain:

Trondheim Intentional School (THIS), Deer Valley Unified School District and Tempe Union High School District.

Policy Implementation: November 2023

To be reviewed: February 2025