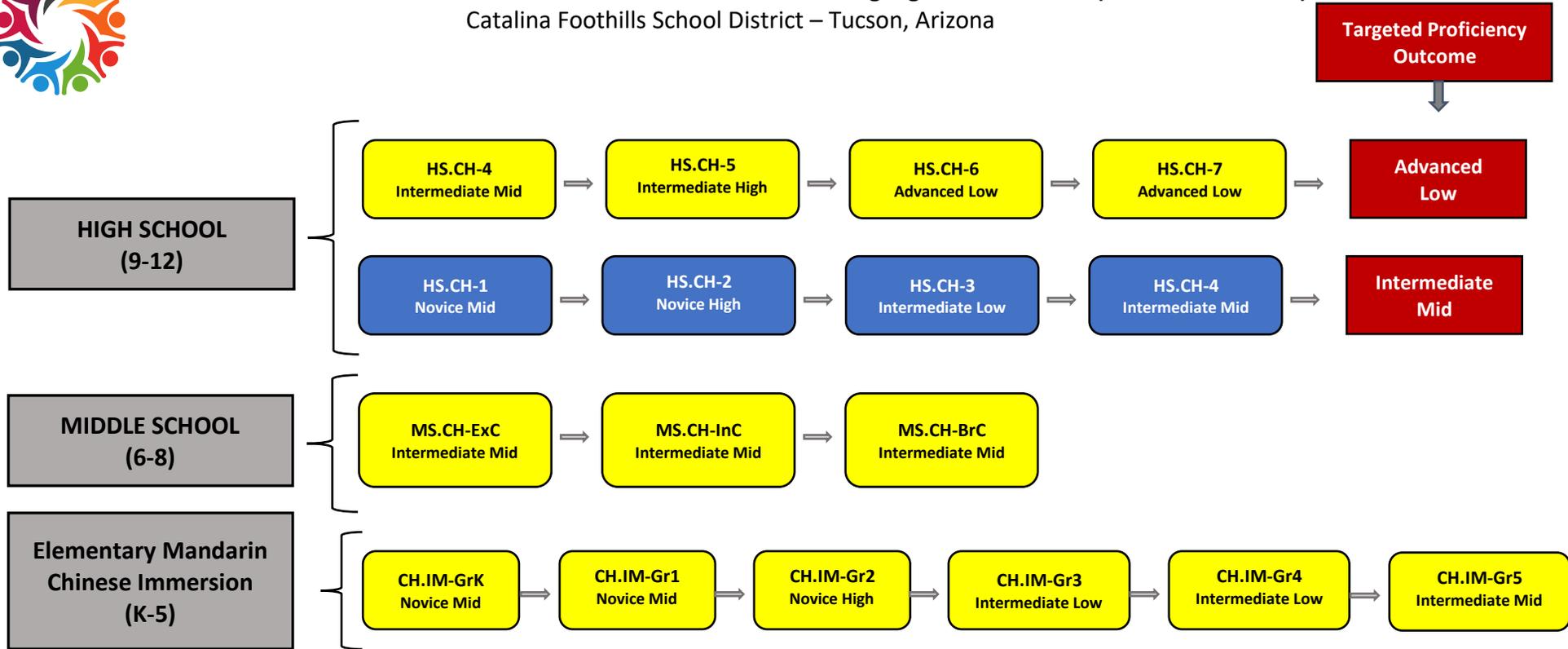




## Articulation Chart for K-12 World Languages & Immersion (Mandarin Chinese)

Catalina Foothills School District – Tucson, Arizona



Catalina Foothills School District's (CFSD) *Articulation Chart for K-12 World Languages (Mandarin Chinese)* is intended to provide guidance on the typical pathways for students. Although proficiency targets may be the same at some grade levels, there are increased curriculum expectations from year to year. Proficiency targets listed are for Interpersonal and Presentational Speaking. The targets for Presentational Writing and Interpretive Listening/Reading are as follows:

Site	Sunrise Drive Elementary School Dual Language Immersion (50/50)						Orange Grove Middle School (First cohort in 2018-19) Chinese as a World Language			Catalina Foothills High School (First cohort in 2021-22) Chinese as a World Language			
	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Presentational Writing</b>	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High	Advanced Low	Advanced Low
<b>Interpretive Reading</b>	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High	Advanced Low	Advanced Low
<b>Interpretive Listening</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High	Intermediate High	Advanced Low	Advanced Low	Advanced Low	Advanced Mid	Advanced Mid	Advanced Mid

The pathways (indicated by color) represent available entry and exit points based on proficiency. Students may advance based on proficiency after MS.CH-BC (Grade 8).

**YELLOW Pathway:**  
For students who begin the study of Mandarin Chinese in **ELEMENTARY (K-5)**

**BLUE Pathway:**  
For students who begin the study of Mandarin Chinese in **HIGH SCHOOL (9-12)**

**Articulation Chart for CFSD World Languages Program for Mandarin Chinese: Correlation Between Length of Study and Proficiency**

There are multiple entry points for language instruction depending on when a student enrolls in the Catalina Foothills School District. A student who begins the study of a second language in the early elementary grades and continues an uninterrupted sequence of instruction may advance further than a student who does not begin language study until high school. However, student proficiency in a second language may be achieved over different periods of time depending on a variety of factors (e.g., age of learner, varying learning speeds and learning styles of students, teaching methodologies, abilities and interests of the instructor, scheduling patterns of the language program, scope and sequence of the language program, authenticity of the cultural environment and materials). The *Standard for K-12 World Languages* in CFSD presumes that sequential study for an extended period of time—beginning in the early grades and continuing through middle and high school—is the ideal for achieving the highest levels of performance.

PROGRAM	GRADE	K-12 PATHWAY	6-12 PATHWAY	9-12 PATHWAY
Elementary Chinese Immersion Program	Kindergarten	CH.IM-GrK		
	Grade 1	CH.IM-Gr1		
	Grade 2	CH.IM-Gr2		
	Grade 3	CH.IM-Gr3		
	Grade 4	CH.IM-Gr4		
Middle School Program	Grade 5	CH.IM-Gr5		
	Grade 6	MS.CH-ExC	MS.CH-ExC	
	Grade 7	MS.CH-InC	MS.CH-InC	
High School Program	Grade 8	MS.CH-BrC	MS.CH-BrC	
	Grade 9	HS.CH-4	HS.CH-4	HS.CH -1
	Grade 10	HS.CH-5	HS.CH-5	HS.CH -2
	Grade 11	HS.CH-6	HS.CH-6	HS.CH -3
	Grade 12	HS.CH-7 (TBD)	HS.CH-7 (TBD)	HS.CH -4

To attain the targeted proficiency outcome for grades K-12 in CFSD (yellow pathway), students enrolled in the dual language immersion program in grades K-5 are also enrolled in Chinese Literacy & Culture class (CLC). Immersion students in 1<sup>st</sup> through 5<sup>th</sup> grades attend CLC 2-4 times a week (for a total of 120 minutes/week) while kindergartners in the immersion program attend CLC 2 times a week (for a total of 60 minutes/week). Middle school Chinese classes meet 5 days a week (for a total of 243 minutes/week) while high school classes meet 4 days a week (for a total of 240 minutes/week). The proficiency target for each sequence of study is based on anticipated language proficiency as aligned to the *World-Readiness Standards for Learning Languages*, the *Arizona World and Native Languages Standards*, the *CFSD Standard for World Languages*, *American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*, and *ACTFL Performance Guidelines for K-12 Learners*. While CFSD's level- and course-specific benchmarks reflect differences in student cognitive development, maturity, and interests, the measurement topics at all levels offer a vision of what students should know and be able to do in another language.

KEY: ABBREVIATIONS and COURSE NUMBERS					
50/50 Elementary Mandarin Chinese Dual Language Immersion Program (CH.IM)		Middle School Mandarin Chinese – World Languages Program (MS.CH)		High School Mandarin Chinese – World Languages Program (HS.CH)	
CH.IM-GrK	Kindergarten Immersion	MS.CH-ExC	Mandarin Chinese: Exploring Culture* Grade 6	HS.CH-1	Year 1 Grades 9-12
CH.IM-Gr1	Grade 1 Immersion			HS.CH-2	Year 2 Grades 9-12
CH.IM-Gr2	Grade 2 Immersion			HS.CH-3	Year 3 Grades 9-12
CH.IM-Gr3	Grade 3 Immersion	MS.CH-InC	Mandarin Chinese: Investigating Culture* Grade 7	HS.CH-4	Year 4 Grades 9-12
CH.IM-Gr4	Grade 4 Immersion	MS.CH-BrC	Mandarin Chinese: Bridging Cultures* Grade 8	HS.CH-5	AP Chinese Language and Culture Grades 10-12
CH.IM-Gr5	Grade 5 Immersion			HS.CH-6	AP Chinese Literature and Culture Grades 11-12 (Grade 10 with teacher recommendation)
				HS.CH-7	TBD

\* The middle school Mandarin Chinese program serves CFSD students in grades 6-8 who have prior Chinese immersion experience or heritage learner background.