



High School Chinese Immersion Program

March 2021

High School Program

- The ACPS is looking forward to expanding the partial Chinese Immersion program to the high school level.
- In designing the proposal, we examined the following:
 - Language Immersion Research at the Secondary Level
 - Key Elements of Successful Language Immersion Programs

Grade 9

- Honors Chinese IV will continue to develop communicative competence in listening, speaking, reading, and writing in Chinese. Students will explore literary texts, authentic materials, topics of cultural importance, and media topics.
- To qualify for Honors Chinese IV, students in the CHIP program will need to earn a C or higher in Chinese III. Students who earned a D should retake Chinese III if they want to continue in the CHIP program.
- For this alternate pathway, students will potentially take Chinese III, Grade 9; Chinese IV, Grade 10, and AP Chinese, Grade 11.

High School Course Sequence

- **Grade 9** Chinese IV
- **Grade 10** AP Chinese Language and Culture
AP Chinese prepares students to demonstrate their level of proficiency in using the Chinese language and understanding culture using real-life materials such as newspapers articles, film, music, and books.
- **Grades 11-12** College Chinese*
(At this time, we are researching the feasibility of offering College Chinese in Grades 11-12.)

World Readiness Standards for Learning

Languages-The Five C's

Communication-Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures-Interact with cultural competence and understanding

Connections-Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Comparisons-Develop insight into the nature of language and culture in order to interact with cultural competence

Communities-Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.



Chinese IV Curriculum Overview

Potential Units of Study

Theme	Topics
Identity	Chinese-speaking Communities in the U.S.
	Cultural Diversity in Chinese-speaking Countries
Creativity	The Arts
	Architecture and Landscaping
	Literature
Perspective	Media
	The Environment (Ecological Disasters)
	Wellness
	Impact of Technology
Change	Inventions
	Social Change
	Environment (Ecology, Man and the Environment)
	Economic Change

AP Chinese Language and Culture Overview

Equivalency:

According to College Board AP, a fourth-semester (or the equivalent) intermediate-level college course in Mandarin Chinese language.

Course Content:

Unit 1: Families in Different Societies

Unit 2: The Influence of Language and Culture on Identity

Unit 3: Influences of Beauty and Art

Unit 4: How Science and Technology Affect Our Lives

Unit 5: Factors That Impact the Quality of Life

Unit 6: Environmental, Political, and Societal Challenges

***** The course content outlined above is organized into commonly taught units of study that provide one possible sequence for the course. The teacher may choose to organize the course content differently based on local priorities and preferences. (www.apcentral.collegeboard.org)***

AP Chinese Exam Information

Exam Components

Multiple-Choice Section

Part A:

Rejoinders / Listening Selections

Part A of the AP Chinese Language and Culture Exam includes 25–35 multiple-choice questions, both individually and in sets. Questions are either rejoinders or questions with a listening selection stimulus. The audio stimuli include a transportation announcement, voice message, school conversation, radio report, instructions, and uncontextualized dialogue.

AP Chinese Exam Information

Exam Components

Part B:

Reading Selections

Part B includes 35–40 multiple-choice questions, both individually and in sets, with a reading selection stimulus. The print stimuli include a note, email, letter, poster, advertisement, signage, event brochure, journalistic article, and short story.

AP Chinese Exam Information

Exam Components

Free-Response Section

Question 1: Story Narration

- ◆ Students write a story narration based on four provided pictures. This task assesses writing ability in the presentational mode of communication by requiring students to write a complete and coherent story based on the picture sequence.

Question 2: Email Response

- ◆ Students compose an email reply to an email in Chinese received from a friend. This task assesses writing ability in the interpersonal mode of communication.

Question 3: Conversation

- ◆ Students participate in a simulated interpersonal conversation. This task assesses speaking ability in the interpersonal mode of communication by having students respond to a series of questions in a simulated conversation.

Question 4: Cultural Presentation

- ◆ Students select and describe a provided Chinese cultural topic and explain its significance. This task assesses speaking ability in the presentational mode of communication by requiring students to give an oral presentation on a specific Chinese cultural topic.

Format of Assessment

**Section I: Multiple-choice | 70 Questions | 1 Hour, 20 Minutes |
50% of Exam Score**

- **Part A: Rejoinders and Listening Selections (25–35 Questions; 25% of Exam Score; 20 Minutes).**
 - **Part B: Reading Selections (35–40 Questions; 25% of Exam Score; 60 Minutes).**
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**Section II: Free-response | 4 Tasks | 41 Minutes |
50% of Exam Score**

- **Question 1: Story Narration (15% of Exam Score; 15 Minutes).**
- **Question 2: Email Response (10% of Exam Score; 15 Minutes).**
- **Question 3: Conversation (10% of Exam Score; 4 Minutes).**
- **Question 4: Cultural Presentation (15% of Exam Score; 7 Minutes).**

University of Maryland System Completer for High School Students

To be a University of Maryland System Completer, a student must complete a sequence of courses that satisfies the requirement for entrance in various colleges or universities in the UMD System while in high school. Included in that list is the requirement for two years of the same foreign language in Grades 9-12.

University of Maryland System Completer for High School Students

Students who do not wish to enroll in two years of Chinese at the high school level (Chinese IV and AP Chinese) but wish to follow the UMD System Completer for world languages will need to complete a minimum of two years of study in Spanish or French as an alternative.

Maryland Seal of Biliteracy

- An award made by MSDE and the local district to recognize a student who has attained proficiency in English and in listening, speaking, reading, and writing in one or more other world languages by high school graduation.
- The recognition of attaining biliteracy becomes part of the high school transcript and diploma.
- The Seal serves to certify attainment of biliteracy for students, employers, and universities.
- The Seal is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college and for engagement as a global citizen.



Maryland Seal of Biliteracy

- Students must pass ELA MCAP 10
- Students must demonstrate Intermediate High proficiency in listening, speaking, reading, and writing in a language other than English, as measured by assessments that are aligned to ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines.

Maryland Seal of Biliteracy

Approved assessments include

1. **AAPPL** (ACTFL Assessment of Performance toward Proficiency in Languages) with a minimum score of I-5.
2. **Avant STAMP** (Standards Based Measurement of Proficiency) with a minimum score of 6.
3. **AP (Advanced Placement)** with a minimum score of 4.



- **Questions**