



# **Murray World Language Parent Packet**

**2019 - 2020 Academic Year**

Murray Language Academy Family,

On behalf of the Murray World Language community, we want to welcome you to our World Language Program. Our mission at Murray is to provide the highest quality programs, and educate our students about other cultures, and teach them to communicate in critical languages spoken around the world.

Murray currently offers daily foreign language instruction in Mandarin, French, and Spanish beginning in Kindergarten. We are all stakeholders and are committed to creating a World Language program that provides our children with a variety of learning opportunities. We hope our students become appreciative of the similarities and differences of other cultures from around the world.

We strive to continue to build our language programs, improving each year, giving our students more and more opportunities to communicate in the languages they study with the community around them. One of our goals, in addition to building language proficiency, is to prepare your student for our global society. We hope you find this packet useful in your child's learning experience.

Thank you,  
World Language Team

If you have any questions, please feel free to contact us!

**World Language Team Murray Language Academy**

- French: Madame Korpalski ([MKorpalski1@cps.edu](mailto:MKorpalski1@cps.edu))
- Mandarin: Ni Lǎoshī 老师 ([bni1@cps.edu](mailto:bni1@cps.edu))
- Spanish: Maestra Duffy ([taduffy@cps.edu](mailto:taduffy@cps.edu))
- Spanish: Maestra Spector ([srspector@cps.edu](mailto:srspector@cps.edu))

## General Policies for all World Language classrooms:

- ❑ Students are to bring all required materials to every language class. Depending on the grade level, materials may include but are not limited to: AGENDA BOOK (Grades 3-8), a folder, a notebook, a 1-inch binder, paper, a pencil, handouts, and sometimes art supplies. You may contact the teacher directly if you are unsure of which supplies your child needs.
- ❑ Each language teacher sends home a letter introducing themselves and their expectations at the beginning of the year.
- ❑ Questions/Concerns: Please contact the language teacher directly if you have a question or concern about your child. You may call the school and leave a message or email the teacher. Many misunderstandings and incorrect assumptions can be avoided if parents contact the teacher first.
- ❑ Check the Murray website often for updates and more information on each teacher's door.

Language Instruction at Murray Language learning is not just about speaking, reading, listening, and writing. Our students also study the cultures of people who speak our languages. World Language instruction is planned and designed by The Five C's of Foreign Language Instruction ([www.actfl.org](http://www.actfl.org)):

1. **Communication**: The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, and show cultural understanding when they communicate and present oral and written information to various audiences for a variety of purposes.
2. **Cultures**: Cultural understanding is an important part of world language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.
3. **Connections**: World language instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.
4. **Comparisons**: Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

5. **Communities:** Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

We use a variety of world language instructional methods including total physical response and communicative language approach. Homework is meant to support language instruction and to provide extra time for practice at home.

**Language Goals:** Depending on when your child enters Murray Language Academy, we expect them to be in the Novice–mid to the Intermediate–low range, as described by ACTFL's Performance Guidelines for K-12 students, by the end of eighth grade. Performance Guidelines and Descriptors are organized into ranges because students can begin learning a second language at any grade level. Therefore, you will see that the Novice-low range would be more for a child who is in the first two to three years of language learning instead of seeing grade levels. Moving to the next range gets increasingly difficult since the expectations of language performance become more complex. Please note that we have adapted the statements below for Murray's language program where all students attend classes two to three times per week.

#### **Novice-low: Years one to three**

- Listening – I can understand a few familiar words. I can understand some words that are similar to those in my own language.
- Reading – I can identify some words or phrases, especially those that are similar to words in my own language.
- Interpersonal (Person to Person Communication) – I can use single words and simple, memorized phrases.
- Speaking (Presentational-One-way communication) – I can use single words and memorized phrases to provide information about myself and my immediate surroundings.
- Writing – I can copy some characters and words at the end of my second or during my third year of learning a second language.

#### **Novice-mid: Years two to five**

- Listening – I can understand some everyday words, phrases and questions about me, my personal experiences, and my surroundings when people speak slowly and clearly.
- Reading – I can understand familiar words and short, simple phrases or sentences.
- Interpersonal – I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.
- Speaking – I can use simple phrases and sentences to provide information about myself and my immediate surroundings.
- Writing – I can provide some basic information on familiar topics in lists.

### **Novice-high: Years four to nine**

- Listening – I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.
- Reading – I can understand the main idea and some details in simple texts that contain familiar vocabulary.
- Interpersonal – I can exchange info about familiar tasks, topics, and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.
- Speaking – I can use a series of phrases and sentences to provide basic information about familiar topics.
- Writing – I can write simple descriptions and short messages and request or provide information on simple topics.

### **Intermediate-low: Years six to nine**

- Listening – I can understand main ideas and a few details in sentences, short conversations, and some forms of media.
- Reading – I can understand the main idea and many details in some texts that contain familiar vocabulary.
- Interpersonal – I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.
- Speaking – I can connect basic sentences to provide information on familiar topics. I can relate with some details about what I read, hear, and see.
- Writing – I can write about familiar topics and experiences in series of sentences.

**How languages are assigned at Murray Language Academy:** Upon registering for admission to Murray, families fill out a preference sheet for each student's language study. If space is available, students will be placed in their first choice language on a first come first served basis. However, if the class is full, students will then be placed into their second choice, if space is available, and so on. We do not guarantee that everybody's preferences will be accommodated. Students study the same language throughout their time here at Murray Language Academy. Students are not allowed to switch languages after they have been placed.

### **Grading for All Language Classes**

**Reading - 20%**

**Writing - 20%**

**Listening - 25%**

**Speaking - 25%**

**Culture - 10%**

# FRENCH

Teacher: Mrs. Melissa Korpalski

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Room 205

French is a member of the Romance group of languages. It is the official language of 29 countries and is spoken as a first language by more than 76 million people, chiefly in France (67 million speakers), Belgium (4.5 million), Switzerland (2 million), former French and Belgian colonies in Africa (5 million), and Canada (7.2 million). French probably ranks next after English as a second tongue. Having served as an international language in diplomacy and commerce as well as among educated people during the last few centuries, it still enjoys great prestige culturally and is one of the languages used officially by the United Nations.

Helpful French language links:

Links for each unit will be posted in the Google Classroom. Be sure to check there for relevant material.

- The Alliance Française de Chicago – <http://www.af-chicago.org/>
- Cultural Services of the French Embassy in the United States  
<http://frenchculture.org/kids>
- Duolingo- can be used on a computer or a phone app
- Quizlet- [www.quizlet.com](http://www.quizlet.com) → search MKorpalski1 → select student's class (Murray 3rd grade French) → select a topic to study. There is an array of different activities students can use to study.
- The ARTFL Project - <http://artfl-project.uchicago.edu/> The ARTFL Project is a consortium-based service that provides its members with access to North America's largest collection of digitized French resources.
- French Linguistics - <http://www.french-linguistics.co.uk/>
- SpeakEasy French Lite – iPhone and Android application (free download)-Travel Phrasebook with Voice and Phonetics
- The CIA World Factbook - <https://www.cia.gov/library/publications/the-world-factbook/>
- <http://www.digitaldialects.com/French.htm> Games for home and school
- FluentU: <https://www.fluentu.com/en/> Learn words from real-world context

Available from the Chicago Public Library:

Children's books in French (Harold Washington has a nice selection)

CultureGrams: Information on countries and territories including customs, lifestyles, and social conditions.

World Book Kids and World Book Student-online atlas, online dictionaries, research tools, and more.

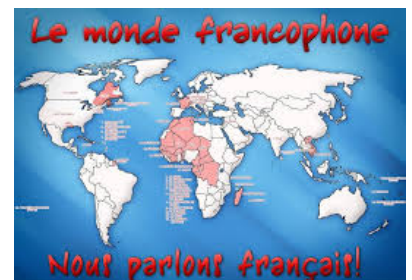
Mango Languages: Lessons in 70+ languages, including English.

### **Items for Purchase**

- Schoenhof's Foreign Language Books – online at <http://www.schoenhofs.com>
- Barnes and Noble also has an excellent foreign language children's section.
- Amazon.com has just about anything French you want

French is the official language in the following 29 countries:

- |                                   |                 |
|-----------------------------------|-----------------|
| 1. Belgium                        | 15. Gabon       |
| 2. Benin                          | 16. Guinea      |
| 3. Burkina                        | 17. Haiti       |
| 4. Burundi                        | 18. Luxembourg  |
| 5. Cameroon                       | 19. Madagascar  |
| 6. Canada                         | 20. Mali        |
| 7. Central African Republic       | 21. Monaco      |
| 8. Chad                           | 22. Niger       |
| 9. Comoros                        | 23. Rwanda      |
| 10. Congo                         | 24. Senegal     |
| 11. Congo, Democratic Republic of | 25. Seychelles  |
| 12. Côte d'Ivoire                 | 26. Switzerland |
| 13. Djibouti                      | 27. Togo        |
| 14. France                        | 28. Vanuatu     |
|                                   | 29. Vietnam     |



### **French Fun Facts:**

- French is understood in 55 countries across five continents and spoken by over 200 million people.
- French is one of the official working languages of the United Nations as well as the Olympic Games.
- Montreal is the second-largest city of native French-speakers in the world (after Paris) and is located only about 2 hours away by plane from Chicago.
- French uses the same alphabet as the English language but no words in French contain the letter "w".
- The Statue of Liberty was a gift from France over 100 years ago in recognition of the friendship the two countries developed during the American Revolution.

# MANDARIN

Teacher: Mrs. Ma ([xma@cps.edu](mailto:xma@cps.edu))  
Room 207

Mandarin (Chinese) Chinese is a very old language, perhaps even the oldest according to one recently found text. Even the ancient Egyptian hieroglyphics maybe a younger language! Though formed thousands of years ago, it is still a living language, a fact that has prompted some to refer to the Chinese language as a living fossil. About 1/5 of the world's population speak Mandarin in addition to local dialects. Some dialects in China are so different that people from different regions do not understand each other. Thus, Mandarin is the official language of China. Mandarin is also one of the official languages of Singapore. Like Arabic and Spanish speakers, people who speak Chinese are a diverse group of people both ethnically and racially and follow many different religions.

## THE OFFICIAL LANGUAGE OF:

1. CHINA
2. SINGAPORE
3. TAIWAN



## Helpful Mandarin Links:

- [Learning Chocolate:](http://www.learningchocolate.com/)  
<http://www.learningchocolate.com/>
- [Digital Dialects:](http://www.digitaldialects.com/)  
<http://www.digitaldialects.com/>
- [Ling Ling Chinese:](https://ling-lingchinese.com/) <https://ling-lingchinese.com/>
- [Language Guide:](http://www.languageguide.org/) <http://www.languageguide.org/>
- [Arch Chinese:](http://www.archchinese.com/) <http://www.archchinese.com/>
- [Silkstory](http://silkstory.net/index_hanzi.html) (character learning): [http://silkstory.net/index\\_hanzi.html](http://silkstory.net/index_hanzi.html)
- [happy baby Mandarin:](https://xuele.moe.edu.sg/xuele/MOE_web/main.html) [https://xuele.moe.edu.sg/xuele/MOE\\_web/main.html](https://xuele.moe.edu.sg/xuele/MOE_web/main.html)
- [quizlet - page Mandarin Ni:](https://quizlet.com/goodbye) <https://quizlet.com/goodbye>
- [YOYO pinyin chart:](https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table)  
<https://www.yoyochinese.com/chinese-learning-tools/Mandarin-Chinese-pronunciation-lesson/pinyin-chart-table>
- [Flashcards :](http://www.semamda.com/) <http://www.semamda.com/>
- [Chinese phrases and expressions:](http://www.standardmandarin.com/Chinese-Phrases/)  
<http://www.standardmandarin.com/Chinese-Phrases/>
- [Chinesetime \(pronunciations & dialogues\):](http://www.standardmandarin.com/Chinese-Phrases/)  
<http://www.standardmandarin.com/Chinese-Phrases/>
- [All about Mid-autumn Festival:](https://www.thoughtco.com/profile-of-the-chinese-moon-festival-4077070)  
<https://www.thoughtco.com/profile-of-the-chinese-moon-festival-4077070>
- [Chinese character art:](https://www.chinesecharacterart.com/) <https://www.chinesecharacterart.com/>



- Mid-Autumn Festival stories:  
<https://www.chinahighlights.com/festivals/mid-autumn-festival-story.htm>
- Chicago Chinatown:  
<https://chicagochinatown.org/resources-landmarks-tourism/>
- online Weiqi game: <https://www.cosumi.net/zh/>

### Printable Flashcards:

- <http://www.semanda.com/>
- <http://www.earlylearning-chinese.com/flashcards.html>

### Printable Worksheets:

- <http://www.welltrainedmind.com/forums/showthread.php?t=76594>
- <http://www.collinslanguage.com/media/resources/easy-learning/mandarin/Mandarin-writing-practice.pdf>
- <http://www.childbook.com/Chinese-New-Year-Worksheets-for-Kids-For-home-and-school-s/4.htm>

### Podcasts:

<http://freelanguage.org/mandarin-chinese>

### Online Activities:

- <http://software.informer.com/getfree-printable-mandarin-games/>
- Asia For Kids: Fantastic website that has information, fun facts and a section for each major Chinese Holiday:  
<http://www.afk.com/aboutafk.tpl?cart=1093565954772821>

### Items for Purchase:

- <http://www.betterchinese.com>
- <http://www.afk.com>

### Mandarin Fun Facts:

- About 20% of the world population speaks some form of Chinese as its native language, making it the language with the most native speakers.
- Mandarin is one of six official languages of the United Nations.
- Mandarin is one of the most in-demand languages in business and is the fastest growing language in middle schools, high schools, and universities around the country.
- Countries: Mandarin is the official language of the People's Republic of China, one of four official languages of Singapore.
- Total Speakers:
  - 840 million people speak Mandarin as their first language
  - 20 million additional people speak Mandarin as a second language

- History:
  - The Chinese language is thousands of years old. In fact, it is the only language that has had one fairly consistent written language for more than 3,000 consecutive years.
  - The Chinese written language employs the Han characters, which are named after the Han culture to which they are largely attributed.
  - Chinese is a tonal language. Mandarin, the most prominent of the dialects, consists of 4 tones (flat, falling, rising, and rising/falling). Other Chinese dialects can have up to 9 tonal variations.
  - The unified writing system contains roughly 40,000 characters. To be literate in In Mandarin, one needs to be able to understand a minimum of 2,000 characters. To read a newspaper you need to understand a minimum of 3,000.

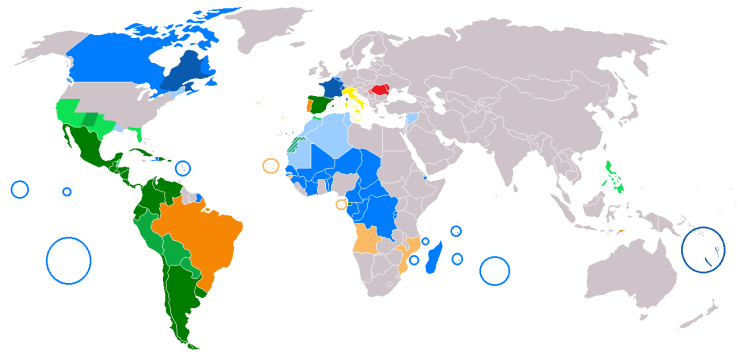
## SPANISH

Teachers:

Maestra Kimberly Washington ([kmwashington@cps.edu](mailto:kmwashington@cps.edu))

Room 206

Although spoken in many other countries, Spanish is the official language of these countries: 1. SPAIN 2. ARGENTINA 3. BOLIVIA 4. CHILE 5. COLOMBIA 6. COSTA RICA 7. CUBA 8. DOMINICAN REPUBLIC 9. ECUADOR 10. EL SALVADOR 11. EQUATORIAL GUINEA 12. GUATEMALA 13. HONDURAS 14. MEXICO 15. NICARAGUA 16. PANAMA 17. PARAGUAY 18. PUERTO RICO 19. PERU 20. URUGUAY 21. VENEZUELA



### Spanish Fun Facts:

- It is second to English in the United States as the most commonly spoken language.
- Spanish is the 4th most popular language spoken in the world and is the native tongue of the majority of the Western Hemisphere.
- Today Spanish is an official language of the United Nations and its institutions, the European Union, and other international organizations.
- Spanish is one of the world's most phonetic languages. If you know how a word is spelled, you can almost always know how it is pronounced.
- Total speakers:
  - Spanish has at least 330 million speakers in 44 countries, making it the world's second language in terms of how many people speak it as a first language.
  - Spanish is the official language in 21 countries.

- More than 100 million additional people speak Spanish as a second language.
- History:
  - The creation of a standardized Spanish language based on the Castilian dialect began in the 1200s.
  - Although Spanish originated on the Iberian Peninsula as a descendant of Latin, today it has far more speakers in Latin America, having been brought to the New World by Spanish colonization.
  - The US has the 5th largest Latino population in the world with nearly 48 million native speakers. By 2050 it is expected that the US population of native Spanish-speaking Latinos will grow to over 100 Million, which will make up one-fourth of the country's population.
  - Many countries in Latin America have signed or are on the verge of signing on to NAFTA (North American Free Trade Agreement). It is anticipated that this will strengthen trade and business ties between these countries and the USA making the Spanish language an even more important asset for Americans in the business world.

### **Helpful Spanish Links:**

Some resources we would like to share with you:

**Duolingo:** [www.duolingo.com](http://www.duolingo.com)

**Interactive Spanish Games:** <http://interactivesites.weebly.com/spanish.html>

**Digital Dialects :** [digitaldialects.com](http://digitaldialects.com)

**Rockalingua :** [rockalingua.com](http://rockalingua.com)

**Spanishgames.net**

**Polly Lingual** [pollylingu.al](http://pollylingu.al)

**Hello World:** [hello-world.com](http://hello-world.com)

**Spanish4Teachers Interactive Games:** [spanish4teachers.org](http://spanish4teachers.org)

**Mi Vida Loca - My Crazy Life:** <http://www.bbc.co.uk/languages/spanish/mividaloca/>

**Conjuguemos:** [conjuguemos.com](http://conjuguemos.com)

**Memrise:** [memrise.com](http://memrise.com)

**FluentU :** <https://www.fluentu.com/spanish/>

Please visit World Language Can-Do Statements at:

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements/>

### **Worksheets**

<http://www.tlsbooks.com/spanishnumbers.pdf>

[http://www.abcteach.com/directory/languages/spanish/basic\\_grammar/](http://www.abcteach.com/directory/languages/spanish/basic_grammar/)

<http://www.eslteachersboard.com/cgi-bin/language/index.pl?read=1831>

### **Spanish Language Items**

<http://www.spanishbooster.com/Spanishbooks1.htm>

[http://www.learn4good.com/kids/kindergarten\\_spanish\\_learning\\_books\\_audio\\_cds.htm](http://www.learn4good.com/kids/kindergarten_spanish_learning_books_audio_cds.htm)

## **SUMMARY**

This guide will help in your child's foreign language development and assistance for parents looking to enhance the learning process. This information packet contains global information related to each language, online sources to assist in the learning of the Target Language, and specific language information as it pertains to Murray Language Academy.

This information booklet was the collaborative effort of the world language teachers, as part of our efforts to assist parents in assisting their children. We continue to monitor the growth of the Murray Language Academy standards. Updates for the rules realized and projected will be provided on an ongoing basis.