



**Middlebury-Monterey Language Academy
STARTALK Student Program Curriculum**

Theme: Noticing

Target Proficiency Level: Heritage Speakers

Number of Hours: NA (The curriculum encourages “noticing” throughout each day)

Designed by: MMLA

Brief Description of Program (including curricular context and goals)

A paradox of language learning (and learning in general) is that the learner has to notice what the learner currently doesn’t know. MMLA believes that learning to notice is a fundamental learning skill, and as skill, it can be productively taught. The reverse of noticing is not noticing, which is probably a major influence in what the second language acquisition research calls fossilization.

What Enduring Understandings are Desired:

*Refers to the big ideas that we want students to retain after they’ve forgotten many of the details.
Students will understand.....*

MMLA goal: Each camper will directly experience, through examples and modeling, that languages besides English are used to convey all of life’s information, large and small, whether it be instructions, ideas, stories, gossip, jokes, or even language instruction itself.

Strand goal: Campers will receive multiple daily reminders that good language learners learn to “notice” the language around them. Staff reminders are supported by the schedule (which includes time at the end of the day to compile what the camper has noticed (see MMLA StarTalk Curriculum “Daily Summary”) and also by the name badge (a neck wallet like those commonly used at large conferences) into which campers insert their notes taken during the day.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

*What we want students to think about in student friendly language
To what extent or in what ways.....*

1. What were you able to notice today that is new or confirming for you in the target language?
2. How did you go about noticing new or confirming information in the target language today?
3. Were you able to manufacture communicative situations to practice new language or elicit language you want to check on?

Standards/Goals:**Major Standards:**

<i>Communication</i>	
	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
✓	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<i>Cultures</i>	
	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
<i>Connections</i>	
	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
<i>Comparisons</i>	
	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<i>Communities</i>	
	Standard 5.1: Students use the language both within and beyond the school setting.
✓	Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Content:

What we want students to know and understand

Campers are expected to know and understand, over the course of the program:

1. language learning (and by extension, learning in general) is ultimately a function of how much the learner contributes to teaching and learning, not how much the teacher contributes to teaching and learning;
2. learning a language, like much or all of learning, is a recursive process that requires patience and perseverance.

Key Vocabulary:

Key vocabulary will principally be from the “noticing” (see MMLA StarTalk Curriculum “Noticing”) that is left to the campers, while of course facilitated by both the schedule and the staff members.

Heritage learners in particular will be learning to listen closely to native speakers and other proficient staff members to hear vocabulary and language structures new to them – and to establish a habit of recording new vocabulary and language structures in such a way that they remember them later.

Skills:

What we want students to be able to do

By reinforcing “noticing” as a principal language learning skill and strategy, staff at MMLA expect camper to become better at monitoring their own language learning. MMLA also wants to encourage campers, through practice and reflection, to construct situations in the target language that produce target language situations that afford them many language learning opportunities. In other words, campers will learn not to passively wait to happen to learn, but rather to proactively assist proficient speakers in teaching them the target language.

Connections to Other Disciplines:

NA

Technology Integration:

NA

Assessments:

What evidence will show that students understand and can perform?

Performance tasks

Campers will use the “noticings” that they collect during the day to fill in their Daily Summary each evening, as well as to debrief with their Resident Assistant each evening.

Quizzes, Tests, Prompts, Work Samples

“Noticings” become part of the MMLA camper portfolio which every camper completes as evidence of growth in learning.

Unprompted Evidence (observations, dialogues)

All staff will be trained to support “noticing” and will be able to make the fullest use of teachable moments around the idea of noticing.

Can do Statements From Linguafolio

✓	Listening
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✓	Reading
✓	Person-to-Person Communication
✓	Spoken Production
✓	Written Production

Required Resources:

All campers have a name badge with a pouch to hold a pen and paper to record language learning throughout the day; a daily format for recording “noticings” is built into the Daily Summary.

Differentiation of Instruction:

Campers learn to notice at their own instructional level. A key element of developing the skill of noticing is the ability to stretch the instructional level of campers further, enhancing learning.

Instructional Strategies:

“Noticing” is in itself an instructional strategy. Staff will be trained to help campers notice by reminding them at meals, Class, Projects, Community Forum and Structured Activities, as well as modeling during Morning Assembly and recording during the Daily Summary.

What do they already know that will help them learn new information?

(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

Like with the Daily Summary, the “noticings” will form their own needs assessment, since staff members will be able to observe the change over time as campers learn to notice more and more of the target language in which they are immersed.

Links to relevant web sites:

NA

Sub-theme(s)/unit(s)

The program may consist of one or more sub-themes/unite

NA

Lessons that support the subtheme/unit:

Daily instructional plan