Middlebury-Monterey Language Academy
STARTALK Student Program Curriculum

Theme: **Morning Assembly**  Target Proficiency Level: **Heritage Speakers**

**Number of Hours:** 1 hour daily / 7 days a week / 4 weeks = 28 hours total

**Designed by:** MMLA

**Brief Description of Program** (including curricular context and goals)

Morning Assembly follows breakfast and is a whole camp activity with several components: announcements regarding the day’s activities, song learning, daily common language (a question or questions of the day); birthday celebrations, skits, and, as the program moves through the weeks, student presentations, particularly for heritage speakers.

**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 understand, through spoken and written communication, the schedule for the upcoming day, language patterns they can expect to hear throughout the day, and learn vocabulary and phrases through the memorization of 40 or more folk songs, popular songs, and songs created and/or adapted in the program.

**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. How do I use a small set of language patterns to produce much more language than contained in the patterns themselves?
2. How do I listen to fully proficient speakers in a manner that allows me to maximize my own understanding of their communication?

**Standards/Goals:**

**Major Standards:**
Communication

 ✓ 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.

 Cultures

 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.

 Connections

 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.

 Comparisons

 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.

 Communities

 ✓ 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. high incident language patterns at their instructional level;
2. song lyrics and songs, including song meaning and cultural relevance;
3. how to navigate each day entirely in the target language.

Key Vocabulary:

Daily common language (see attached); lyrics to folk and popular songs; announcements specific to the context of their language program.

Skills:

What we want students to be able to do
Heritage speakers are expected to be able to understand not only the content of the instruction during Morning Assembly, but also the asides and jokes of staff members who are leading the Morning Assembly.

Heritage speakers will be the first campers who are asked to actively participate in the Morning Assembly, taking on responsibility for specific parts of the Morning Assembly, including but not limited to: teaching and leading particular songs, performing skits related to the Daily Common Language; helping with daily announcements; and establishing camp rituals of their own.

**Connections to Other Disciplines:**

The purpose of the Morning Assembly is to set the stage for the rest of the day for both campers and staff members. The Daily Common Language and Songs will be repeatedly used throughout the day: in Projects; Class; Meals; Structured Activities; Evening Assembly; and the Daily Summary. Additional traditions established in Daily Summary (e.g., highlighting a country or region of the day; highlighting a cultural issue) will establish connections beyond the camp to the outside world.

**Technology Integration:**

Language Directors may choose to use the technology available in their large meeting space, which may or may not include Audio, Video, PowerPoint, SmartBoards, etc…

**Assessments:**

*What evidence will show that students understand and can perform?*

**Performance tasks**

Participation will be closely monitored because staff not actively leading Morning Assembly will be seated among campers. MMLA’s refrain for staff in all activities is “surround yourself with campers.” In this manner, staff members can make sure that campers are actively engaged. Further, as heritage speakers grow comfortable with Morning Assembly, they will be actively involved in the leadership of the activity.

**Quizzes, Tests, Prompts, Work Samples**

There are no quizzes or tests related to Morning Assembly. Students will have the opportunity to be “noticing” language with MMLA’s name badge system (see MMLA StarTalk Curriculum “Noticing”) which ultimately become part of the Daily Summary and therefore part of the camper’s portfolio.

**Unprompted Evidence (observations, dialogues)**

Participation.

**Can do Statements From Linguafolio**

| ✔ Listening |
Required Resources:

- Low staff to student ratio; staff proficient in target language.
- Daily Common Language (see attached)

Differentiation of Instruction:

Morning Assembly is equal parts listening and speaking through patterns in song lyrics and Daily Common Language. The Teacher assigned to the Class (see MMLA StarTalk Curriculum “Class”) will need to both prepare and debrief Morning Assembly to make sure that heritage speakers are learning to listen for new language in a manner that makes this activity productive for them. Teachers will also be assigned the responsibility of helping heritage speakers with preparations for portions of the Morning Assembly for which heritage speakers will adopt responsibility.

Instructional Strategies:

The language camp will meet as a whole group in their designated whole group meeting area (either inside or outside). Teaching is by modeling with gestures and prompts. Language patterns are reinforced by modeling in skit form with two or more staff (or heritage speakers). Songs are learned through call and response; use of text as a visual is permissible, but not necessary (and sometimes perhaps better left until after initial pronunciation of new vocabulary has been established). Announcements are heavily contextualized by the coming events of the day – yet at the same time, convey information that campers are highly motivated to understand, since it directly affects them!

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)

In the whole group setting with a wide range of language proficiency, some parts of every Morning Assembly will be review for some campers – particularly heritage speakers. Heritage speakers should therefore be trained to heighten their awareness of conversation between staff that go beyond the Daily Common Language.

Songs will vary from those that may be familiar to heritage speakers and those that are completely novel. Additionally, the Teacher of the Class (see MMLA StarTalk Curriculum “Class”) should lead heritage speakers in writing new lyrics to established melodies and/or composing entirely new songs, perhaps based on the camp experience (see MMLA StarTalk Curriculum “Community Forum”) or current world events.

Links to relevant web sites:

NA
Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units

NA

Lessons that support the subtheme/unit:

Daily instructional plan

Morning Assembly introduces songs and language patterns that will be used throughout the day. Morning Assembly also reinforces “noticing” (see MMLA StarTalk Curriculum “Noticing”). Morning Assembly also allows Language Directors and senior staff to model language teaching appropriate for the MMLA setting. Class time will assist heritage speakers in assuming active roles in the Morning Assembly.

Daily Common Language (from the overall curriculum of MMLA, in which the StarTalk heritage speaker curriculum is nested):

During the Morning Assembly there are a variety of instructional activities, including songs, skits, announcements, and the like.

There is also a curriculum strand at the sentence pattern level which extends across the entire campus, meaning that all language camps at the site are learning a couple of the same language patterns. This will allow staff within a language to focus on particularly useful language patterns and staff from other language camps who are multilingual to have a pretty good idea what the language pattern is in any language on site, affording them the chance to communicate with a camper of another language with a language pattern the camper has a chance of understanding, even at the beginning level. (This does not mean that we are planning that staff of one camp must interact with campers of other camps, but it is bound to happen repeatedly over the course of the day.)

Language patterns common to camp, even within a specific language, can be very helpful. For example, a camper sitting with a staff member at lunch doesn’t have enough command of the language to say much – unless he or she can fall into a pattern modeled earlier in the day, where the staff member asks “What do you have?” (and the camper replies “I have a glass”) “What do you have?” (and the camper replies “I have a plate”). This doesn’t make for a great conversation, but it results in a conversation, which is markedly better than silence from the beginner.

Each week has six days of Daily Common Language. The sixth day is reserved as a summary review. At the Massachusetts site, where camp is a couple of days shorter than in California and Vermont, there may not be a “Day 6” in one or more weeks.

“Days” refer to regularly scheduled days. Opening Day, Closing Day, Sundays (may differ for the Arabic Camp) and the Saturday and Sunday of the Parent & Guest Weekend are not included.

Words and phrases inside square parentheses (e.g. [word]) are suggestions only – any appropriate and highly contextualized word or phrase can be inserted.
Have lots of fun with the Daily Common Language. Staff should model the language with each other and then practice with the whole camp. The language patterns can be embedded in short skits, long skits, soap operas, songs, or just repeated. Staff are encouraged to joke with each other and have fun. Intersperse the language patterns with songs and announcements. Use lots and lots of props and gestures. In short, have fun!

All staff, Senior Teachers, Teachers, and Resident Assistants, should build the language patterns into the times they are working with campers. Keep the patterns simple and straightforward for beginners. Embellish the patterns to the camper’s instructional level for intermediate and advanced campers. Keep it light-hearted but intense!

### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>What’s your name? My name is ____________.</th>
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<tbody>
<tr>
<td></td>
<td>Do you like ____________? Yes/No.</td>
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<td></td>
<td>Who is your RA/Teacher/Senior Teacher? My RA/Teacher/Senior Teacher is ____________.</td>
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<td></td>
<td>Are you a beginner? Yes, I am a beginner./No, I am not a beginner.</td>
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<tr>
<td>Day 2</td>
<td>How are you? I am ___________ (happy, nervous, confused, sad)</td>
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<td></td>
<td>Where is the [bathroom/cafeteria/dorm…]? It is right here/over there.</td>
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<td></td>
<td>Have you studied [language]?</td>
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<tr>
<td></td>
<td>No, I haven’t./Yes, I have. I took _____ years … No, but I can speak a little ___________.</td>
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<tr>
<td>Day 3</td>
<td>What do you have? I have a …</td>
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<td></td>
<td>What would you like? I would like … (a pencil, an iPod, a notebook).</td>
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<tr>
<td></td>
<td>Do you understand? Yes, I do./No, I don’t.</td>
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<tr>
<td>Day 4</td>
<td>How do you feel?</td>
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<td></td>
<td>I feel [happy/sad/homesick/enthusiastic …].</td>
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<td></td>
<td>Where are you going? I’m going to the [dorm/cafeteria/rec center…]</td>
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<tr>
<td>Day 5</td>
<td>What do you like to eat/drink? I like eat/drink ____________.</td>
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<tr>
<td></td>
<td>What does he/she like to eat/drink? He/she likes to eat/drink _______.</td>
</tr>
<tr>
<td></td>
<td>May I ____________? Would you ____________?</td>
</tr>
<tr>
<td>Day 6</td>
<td>Review/Combining language patterns</td>
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</table>

**Note:** Remember during Week 1 to teach expressions that help campers navigate in the target language when they are having trouble understanding. For example:
• Could you say that again?
• Could you say that slower?
• What does the word ….. mean?
• I’m a beginner, can you help me?

## Week 2

<table>
<thead>
<tr>
<th>Day 1</th>
<th>When is [Class, Community Forum, Break…]? It’s at __________. It’s in __________ minutes.</th>
<th>When are you going [go to the dorm/eat/swim…]? At __________. In __________ minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>What did you do [yesterday/this morning/in the structured activity]? I [wrote/played/cooked..].</td>
<td>What are you going to do at the [dorm/cafeteria/rec center…]? I’m going to … [hang out/eat/swim …]</td>
</tr>
<tr>
<td>Day 3</td>
<td>I think I need to [take a break/see the nurse/make a note of that …]</td>
<td></td>
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<tr>
<td>Day 4</td>
<td>What did you write/play/cook yesterday? I [wrote/played/cooked …] __________.</td>
<td>What project are you working on? I’m working on ________________.</td>
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<td></td>
<td>What project did you work on last week? I worked on ________________.</td>
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<tr>
<td>Day 5</td>
<td>I’d like you to meet my [parents/grandparents/sister/brother…] This is my [parents/grandparents/sister/brother…] His/her name is ________________.</td>
<td>I’m pleased to meet you.</td>
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<td></td>
<td>Are you going off campus? Yes, I’m going to ________________. No, I’m staying here so I can ________________.</td>
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<tr>
<td>Day 6</td>
<td>Review/Combining language patterns</td>
<td></td>
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</tbody>
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**Note:** Consider also an “Expression of the Day” or “Slang of the Day.”
# Week 3

| Day 1 | What did you exhibit over the weekend? I exhibited _______________.  
What exhibits did you see? I saw ____________.  
Did you have a guest here on the weekend? Yes/No. |
| Day 2 | What do you like to do [in the spring/summer/winter/fall]? In the _____ I like to _____________.  
What did you do last [spring/summer/winter/fall]? I _______________. |
| Day 3 | What are you going to do? I’m going to ________.  
What do you have to do? I have to ________.  
What would you rather do? I’m going to ________. |
| Day 4 | What do you think about ____________? I think that _______________.  
What’s your opinion about ____________? I believe that _______________. |
| Day 5 | What would you do if ____________? I would _______________. |
| Day 6 | Review/Combining language patterns |

**Note:** Include some comparisons between common dialects and regional varieties of the target language.
**Week 4**

| Day 1 | What field trips have you been on? I’ve been on _____________.  
What did you [see/learn/do…]? I [saw/learned/did …] _____________. |
|-------|------------------------------------------------------------------|
| Day 2 | How are you feeling today? I’m feeling _______________.  
Why are you feeling __________? I’m feeling _________ because _______. |
| Day 3 | How did you feel yesterday? I felt _________________.  
Why were you feeling ______ yesterday? I was feeling _______ because __________. |
| Day 4 | Have you learned a lot of [the target language]? Yes.  
How do you know that you’ve learned a lot? I know, because __________. |
| Day 5 | What are you going to do to continue learning [the target language]?  
I’m going to ______________________. |
| Day 6 | Review/Combining language patterns. |

**Note:** As campers are getting ready to continue their learning after MMLA, consider including a daily focus during Morning Assembly on language learning strategies. Role play the strategies in front of the camp – and debrief them (in the target language).