Theme: **Class**  
Target Proficiency Level: **Heritage Speakers**

**Number of Hours:** 1 hour daily / 6 days a week / 4 weeks = 24 hours total, plus occasional additional classes during the Evening Assembly.

**Designed by:** MMLA

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

The MMLA is built on an experiential, project-based curriculum taught entirely in the target language. To complement the significant number of hours each day that campers are engaged in projects and activities that supply the content for natural use of the target language, some time each morning is devoted to more traditional language instruction based on a language text. For both Arabic and Chinese, the textbooks are not entirely in the target language, but with the exception of beginning learners (who operate under a modified Language Pledge), all instruction is in the target language.

**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 learn grammatical structure and language form of the target language through target language instruction (with exceptions for beginners).

**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 does the target language grammar compare to English grammar?
2. What patterns and systems of rules can I as a student of the language notice and, with practice, internalize?

**Standards/Goals:**
Major Standards:

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

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

1. grammatical topics consistent with their exhibited proficiency level at the beginning of camp and consistent with four weeks of growth in language proficiency during intensive immersion programming;
2. language functions (beyond grammatical relationships) consistent with their exhibited proficiency level at the beginning of camp and consistent with four weeks of growth in language proficiency during intensive immersion programming;

Key Vocabulary:

Campers will learn vocabulary that assists them in navigating a traditional classroom language learning environment.
Additional vocabulary is specific to the the language text.

Heritage learners will be using the following texts:

Arabic: *Alif Baa* and *Al-Kitaab*.
Chinese: *Learn Chinese with Me* (Level 4 or lower levels for reading and writing as needed) and *Chinese Language and Culture Reader* by Weijia Huang and Qun Ao.

**Skills:**
*What we want students to be able to do*

Heritage speakers explore their language through the lens of language structure, in addition to their deep knowledge of language use. This is approximately the opposite of the goal for many of the other campers in the program, who need to focus on time to practice using the target language instead of focusing heavily on language form.

**Connections to Other Disciplines:**

Like other parts of the daily schedule, Class time will make heavy use of appropriate cultural content (through written stories, audio media, Internet and other sources) as the vehicle for language learning. Heritage speakers will further their knowledge of countries and cultures in which the target language is spoken while advancing their language skills.

**Technology Integration:**

Some Class session may require very little technology; other Class sessions may rely heavily on technology. In general, Teachers of Classes are encouraged not to overemphasize language learning with language learning software, since MMLA is built on the premise that one-on-one interaction with proficient speakers of the language is the truest form of natural communication which is, in turn, the preferred method of language learning. Technology may be used (including video, audio, PowerPoint and other software applications) but only as supplements to instruction.

**Assessments:**

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

**Performance tasks**

Other parts of the daily schedule emphasize performance tasks as measures of ongoing formative assessment much more significantly than Class time. The Teacher of course monitors student performance in each activity, but more significant assessment of Class fall in the category immediately below.

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

Heritage speakers will demonstrate reading and writing skills to Teachers (and themselves) through occasional quizzes, through homework submitted on days when the Evening Assembly includes homework time, and through additional student work, including work samples that the campers deem suitable for their final portfolio.
Unprompted Evidence (observations, dialogues)

In addition to regular Class work, campers will sometimes be asked to use Class time to prepare for lunch greetings and other events of the day. Camper performance of these duties will be monitored by Teachers (and the campers’ peers).

**Can do Statements From Linguafolio**

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<tbody>
<tr>
<td>Listening</td>
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<td>Reading</td>
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<td>Person-to-Person Communication</td>
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<td>Spoken Production</td>
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<td>Written Production</td>
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</table>

Class will indeed cover Can Do statements in all five areas, but most significantly for heritage speakers in reading and written production.

**Required Resources:**

**Texts:**

Arabic: *Alif Baa* and *Al-Kitaab.*
Chinese: *Learn Chinese with Me* (Level 4 or lower levels for reading and writing as needed) and *Chinese Language and Culture Reader* by Weijia Huang and Qun Ao.

Dictionaries and other Teacher-selected materials.

**Differentiation of Instruction:**

Heritage speakers will be divided into language proficiency levels for Class time, narrowing the range of ability overall. However, heritage speakers may exhibit markedly different ability between the four skill areas (notably, reading and writing skills may lag significantly behind speaking and listening skills). Teachers at the Vermont MMLA site will ensure that heritage speakers and the most advanced non-heritage speakers work cooperatively to share their strengths with each other. Teachers at the California MMLA site will likely have one Class composed entirely of heritage speakers.

**Instructional Strategies:**

While the curriculum of Class time approaches the traditional teaching and learning found in most US secondary classrooms, there is no reason that the instructional strategy of teachers need not include role play, cooperative learning, student-centered mini-projects, presentations and the like. Teacher training will reflect the desire to maintain a student-stance and, of course, to conduct all instruction in the target language.

**What do they already know that will help them learn new information?**
Heritage speakers may or may not have already studied the target language formally. It is likely that they have studied a language, and it is likely that they have made numerous comparisons between the target language and English.

In other words, heritage speakers are most likely familiar with language student and with cross-linguistic comparison, both skills that the Teacher can build on during Class time.

**Links to relevant web sites:**

Internet links are depending on the topic and section of the text that campers are working on.

**Sub-theme(s)/unit(s)**

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

There will be a number of sub-themes, but it is not possible to predict which sub-themes, and which portions of the text, are most relevant for campers until the campers are actually in the program.

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

NA