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

**Number of Hours:** .5 to .75 hours daily / 5 days a week / 4 weeks = 10 to 15 hours total

**Designed by:** MMLA

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

Clubs are a very informal learning time led (with some exception the first week to establish Club time as serious, though informal) by campers themselves. Campers can organize and lead clubs, join clubs, switch clubs, or choose not to participate in a specific club. Campers who choose not to join any specific club will have an area in which they can “hang out” with staff assigned on a rotation basis.

**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 exhibit self-direction and practice the skills of becoming lifelong, independent learners by having time to practice organizing themselves into productive learning groups, called Clubs.

**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 does it take to get peers coordinated and involved in a productive learning activity?
2. How does it feel to be given near total control over establishing one’s own learning opportunities in a group format?

**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. how to obtain the language necessary for a certain activity when adult staff members are not immediately present to provide the language instruction.
2. how to organize themselves into groups that provide positive language learning experiences.

### Key Vocabulary:

Vocabulary will vary depending on the particular choice of Clubs.

### Skills:

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

The focus of Clubs is allowing campers to practice becoming independent learning by actually experiencing independent learning (in an environment where they can be a little less independent when needed via staff member assistance).
Therefore, heritage speakers and other campers will develop skills in both leading and following their peers in small group activity focused on language learning.

**Connections to Other Disciplines:**

Determined by Club topic.

**Technology Integration:**

Clubs will vary from no use of technology to use of the computer lab and other technological resources, depending on the focus of the Clubs that campers form.

**Assessments:**

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

**Performance tasks**

Participation in Clubs, including whether or not the campers are assuming leadership roles in Clubs (sometimes they should be leaders; sometimes they should be followers).

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

NA

**Unprompted Evidence (observations, dialogues)**

On a rotating basis, some staff members will be assigned a general observation duty for Clubs, allowing a general evaluation of camper engagement and interaction in Clubs.

**Can do Statements From Linguafolio**

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

Note: The particular Can Do statements that are addressed will be heavily dependent on which Clubs campers choose to organize and how well they organize themselves. Person-to-person communication and spoken production are most likely the two areas most heavily represented by camper-organized Clubs.

**Required Resources:**

Resources will vary depending on the particular Clubs. Resources can be those that are currently available from the Site Director or resources can be requested by Clubs, perhaps through an
organizational committee within Community Forum (see MMLA StarTalk Curriculum “Community Forum”).

**Differentiation of Instruction:**

Heritage speakers and all campers will be essentially on their own for Clubs, meaning differentiation of instruction is up to the campers themselves. In part differentiation will occur through camper self-selection (campers that are not finding appropriate differentiation and therefore cannot participate are unlikely to continue membership in a particular Club).

It is possible, but not planned at this point, that heritage speakers and other Club organizers will ask staff members for assistance in differentiating as they experience Clubs. If this occurs, staff members will provide training for interested Club leaders on a voluntary basis.

**Instructional Strategies:**

The purpose of Clubs is to let campers independently find their own way. To this end, there is no particular instructional strategy for staff members, other than setting parameters of acceptable behavior consistent with the regular rules of MMLA and assisting campers in Club activities when called upon.

**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)

Most every camper has been a member of multiple tightly or loosely organized groups: sports teams, community teams, school classes, neighborhood play groups, church groups, and so forth. To some degree, campers self-organize in all of these groups. The Clubs curriculum allows campers to use this background schema to self-organize around a particular task (learning and playing in the target language).

**Links to relevant web sites:**

Varies with Club choice.

**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*

The “Noticing” Curriculum (see MMLA StarTalk Curriculum “Noticing”) may help support Clubs, as well as the Daily Summary by Resident Assistants as they debrief the campers’ day each evening. Additionally, campers are able to use time during Morning Assembly (see MMLA StarTalk Curriculum “Morning Assembly”) to announce the formation of Clubs and activities that Clubs are engaged in.