Middlebury-Monterey Language Academy  
STARTALK Student Program Curriculum

Theme: **Daily Summary**  
Target Proficiency Level: **Heritage Speakers**

**Number of Hours:** 30 minutes daily / 6 days a week / 4 weeks = 12 hours total

**Designed by:** MMLA

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

The MMLA curriculum is in essence the entire day’s worth of activities, including lunch, breaks, walking between the dorm and the classroom, time in the classroom, singing, working on projects, and so on. Each day in the evening is dedicated time to pull together some of the learning from the day, making connections, addressing unanswered questions, and recording new learning in the camper portfolio.

**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 review their language learning from the day, recording new vocabulary and phrases, asking questions about portions of the day that may have left them confused. Campers will focus on becoming stewards of their own learning, while receiving guidance and direction from a staff member who works with them consistently, day after day, throughout the entire four-week 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. What specifically did you learn today?
2. What questions about what you learned today do you have now at the end of the day?
3. Out of the entire day of hearing and reading the target language, what new language were you able to notice and assimilate?

**Standards/Goals:**
### Major Standards:

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<tr>
<th><strong>Communication</strong></th>
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<tr>
<td>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
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<tr>
<td><strong>✓</strong> 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>
<th><strong>Cultures</strong></th>
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<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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<tr>
<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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<th><strong>Connections</strong></th>
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<td>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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<tr>
<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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<th><strong>Comparisons</strong></th>
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<tr>
<td><strong>✓</strong> 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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<tr>
<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>
<th><strong>Communities</strong></th>
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<td>Standard 5.1: Students use the language both within and beyond the school setting.</td>
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<td><strong>✓</strong> 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. 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*

First and foremost the Daily Summary is designed to help campers build individual language learning skills so that they develop good language learning habits that will serve them well after the summer immersion program is over.

**Connections to Other Disciplines:**

Connections between the target language and the native language and between language learning and learning in general are explored during the Daily Summary. Additionally, cultural topics from the day may be debriefed.

**Technology Integration:**

NA

**Assessments:**

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

**Performance tasks**

Daily Summary includes a written format, with a journal entry, that is required each evening and kept as a running log in the camper’s portfolio.

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

During the Daily Summary and during Class time (see MMLA StarTalk Curriculum “Class”), campers work at keeping their portfolio current so that there is not a rush at the end, which usually leads to random collections of “stuff” instead of useful collections of quality student work.

**Unprompted Evidence (observations, dialogues)**

Camper to staff ratio will be 1:12 for this activity, held in the dorm halls or dorm lounges. The staff in charge, Resident Assistants, will meet daily to debrief their progress with this activity (as well as others).

**Can do Statements From Linguafolio**

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<tr>
<td>✓</td>
<td>Listening</td>
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<td>✓</td>
<td>Reading</td>
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Daily Summary will indeed cover Can Do statements in all five areas, but most significantly for heritage speakers in reading and written production.

**Required Resources:**

See the Daily Summary template (English version) at the end of this Curriculum Unit.

**Differentiation of Instruction:**

Daily Summary is highly individualized instruction, led by the camper and moderated by the staff member. As such, campers will be working at their instructional level.

**Instructional Strategies:**

Staff members will principally ensure that campers complete the Daily Summary two-page template. Staff members will also reply to the content only of the daily journal writing completed by the campers.

**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*

The Daily summary provides its own language assessment, since it is a daily record of what the camper is working on in the acquisition of the target language. Each preceding day informs the next. Since the staff member reads the journal of the camper, staff members receive an ongoing feel for where each individual camper is at in his or her own language development.

**Links to relevant web sites:**

NA

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

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

NA

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

*Daily instructional plan*  

NA
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<th>Day</th>
<th>Date</th>
<th>Name</th>
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**Daily Common Language**

**Notes from my name badge**

**Examples of grammar I am working on**
Journal Writing (Resident Assistants will respond to content only)

Breakfast or lunch meal topic: ____________________________________________________

Supper meal topic: ____________________________________________________________

Structured Activity: ____________________________________________________________