Middlebury-Monterey Language Academy
STARTALK Student Program Curriculum

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

**Number of Hours:** 1.5 to 2.25 hours daily / 7 days a week / 4 weeks = 42 to 63 hours total

**Designed by:** MMLA

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

Meals are as much a part of the curriculum as any other portion of the day. Campers are assigned specific meal groups and are expected, as in other parts of the day, to use only the target language. Meal conversation is either without specified structure or may, at the discretion of the staff at the table, be structured around a specific topic.

**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 direct experience that a major function of language is to form social groups through phatic communion; i.e. the information expressed isn’t necessarily as important as the fact that information is being expressed.

**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 initiate a conversational topic in a small group of people in a formal setting?
2. What do I do when I don’t understand a conversation to “get back into” the conversation?
3. How, as more advanced speaker, do I make “space” for other, less advanced, speakers?

**Standards/Goals:**

**Major Standards:**

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<th>Communication</th>
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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. culturally appropriate mealtime etiquette;
2. language patterns commonly associated with mealtime;
3. vocabulary of food items that appear at multiple mealtimes.

**Key Vocabulary:**

Cafeteria food, drinks; cafeteria trays, plates, silverware; expressions commonly used at meal time; language used to introduce new topic; turn-taking.

Additional vocabulary as needed depending on conversation topics.

**Skills:**

*What we want students to be able to do*
Heritage speakers are expected to be able to carry on sustained meal time conversations, whether deeply in a particular subject, appropriate banter, or somewhere in between – both with proficient speakers of the target language and with intermediate speakers of the target language.

Heritage speakers are expected to be able to engage beginning speakers of the target language in simple conversation, but are not expected to carry the conversational load for beginning speakers. Heritage speakers deserve to be challenged at their level by staff members and each other.

Connections to Other Disciplines:
Determined by meal topic.

Technology Integration:
NA

Assessments:

What evidence will show that students understand and can perform?

Performance tasks
Participation in mealtime conversation.

Quizzes, Tests, Prompts, Work Samples
NA

Unprompted Evidence (observations, dialogues)
Participation in mealtime conversation.

Can do Statements From Linguafolio

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<tr>
<th>✓</th>
<th>Listening</th>
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<tr>
<td></td>
<td>Reading</td>
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<tr>
<td>✓</td>
<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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Required Resources:
Low staff to student ratio; staff proficient in target language.

Differentiation of Instruction:
Heritage speakers may sit together if they are exhibiting good interaction with each other. Each staff person is responsible for ensuring ongoing conversation and engagement of four campers.

**Instructional Strategies:**

The language camp will meet as a whole group outside the cafeteria. Approximately 15 minutes before the assigned meal time. Announcements, songs, and traditions related to mealtime will be conducted in the large group. Before lunch, campers (by class) will introduce the lunch menu, through songs, skits, or another means.

In the cafeteria, staff and campers will sit in assigned groups (except for lunch) by mixed language proficiency level. No heritage speaker should be alone in a mealtime group. Staff surround themselves with campers for optimal one-on-one interaction; i.e. no two staff members sit next to each other.

Language Directors of their designee may assign themes to certain meals.

**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 is familiar with cafeteria style meals and eating. In other words, campers have the necessary schema to focus on target language instruction from the very first day.

**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