

3rd Annual GWATFL Spring Immersion Day



Schedule

8:30-9:00	Registration and Breakfast
9:00-9:45	Opening Session
10:00-10:50	Session 1
11:00-11:50	Session 2
12:00-12:50	Session 3
1:00-2:00	Lunch and Networking

	Chinese	French	Spanish	Best Practices
Session 1 10:00–10:50	Can-Do Statements for Immersion Teachers Mandy Tang and Naomi Chiang, <i>Prince George's County Public Schools</i> Room A	Universal Design for Learning in the French Immersion Classroom Nafi Rouzaud, Vera Nicimpaye, Cynthia J. Walsh, <i>Montgomery County Public Schools</i> Room B	Engaging Students through Authentic Texts Cheri Quinlan, <i>Vista Higher Learning</i> Room C	New Tools, New Tricks: Technology and Foreign Language Learning Patrick Bonner, <i>Prince George's County Public Schools</i> Room D
Session 2 11:00–11:50	Integrating STEM in the Standards-based World Language Classroom Liangzi Zhang and Shu Costea, <i>Prince George's County Public Schools</i> Room A	Literacy and Cross-curricular Connections in Elementary Immersion (Presented in English) Deborah Diedrich, <i>Prince George's County Public Schools</i> Room B	Best Practices at the Pre-AP and AP Level: Creative Curriculum, Awesome Activities, and Alignment Across the Languages (examples in Spanish and French) Kate Ramella and Andrea Martin, <i>Bullis School</i> Room C	Using iPads for Interpersonal and Presentation Tasks Luis Deocares, <i>National Cathedral School</i> Room D

	Chinese	French	Spanish	Best Practices
Session 3 12:00–12:50	Learning Chinese through exploring the art of Chinese Calligraphy Yi–Na Chung, <i>Georgetown Day School</i> Room A	Best Practices at the Pre–AP and AP Level: Creative Curriculum, Awesome Activities, and Alignment Across the Languages Kate Ramella and Andrea Martin, <i>Bullis School</i> Room B	Introducing Culture through Food Victor Vincent, <i>Georgetown Day School</i> Room C	FL Program Design and Alignment of the Three Modes of Communication (ACTFL) Dr. Annette Ivory Dunzo, <i>Howard University</i> Room D

Session Descriptions

Session 1	
<p>Can-Do Statements for Immersion Teachers</p> <p>Mandy Tang and Naomi Chiang, <i>Prince George's County Public Schools</i></p>	<p>The NCSSFL-ACTFL Can-Do Statements is widely used by language teachers. The presentation will focus on evaluating student language skills, designing instructional activities for student outcomes using the statements, and driving student learning by the Statements. Participants will engage in an interactive analysis of the Statements, and discovery of classroom activities.</p> <p>The session will present the Can-Do statements with some student evidence. Participants will see how the statements were used in immersion classrooms to collect evidence of student learning and reduce the traditional assessments. Participants will take away a clear understanding of the NCSSFL-ACTFL Can-Do Statements. The activities in the session will inspire them to create more fun student centered classroom activities to promote language learning and use in and out classrooms.</p>
<p>Universal Design for Learning in the French Immersion Classroom</p> <p>Nafi Rouzaud, Vera Nicimpaye, Cynthia J. Walsh <i>Montgomery County Public Schools</i></p>	<p>This presentation will expose tools to support students with writing. Many students who struggle in writing are able to express their knowledge and ideas more effectively given a range of tools and supports.</p> <p>Universal Design for learning supports the French Immersion students and are intended to provide all students with flexible and varied means of expression, engagement and representation.</p>
<p>Engaging Students through Authentic Texts</p> <p>Cheri Quinlan, <i>Vista Higher Learning</i></p>	<p>Authentic texts are defined as texts written by and for native speakers. How can language teachers use authentic texts with students of all proficiency levels? What types of scaffolding are needed so that students can successfully interact with authentic texts? These questions and others will be addressed during this session.</p>
<p>New Tools, New Tricks: Technology and Foreign Language Learning</p> <p>Patrick Bonner, <i>Prince George's County Public Schools</i></p>	<p>How can technology empower our students to learn foreign languages more fluently? How can it help us enhance our own strategies while providing a more authentic experience? In the following presentation, I focus on some of my favorite applications, together with a few ideas about adapting them to your own classroom.</p>

Session 2

<p>Integrating STEM in the Standards-based World Language Classroom</p> <p>Liangzi Zhang and Shu Costea, <i>Prince George's County Public Schools</i></p>	<p>How can we integrate STEM content into standards-based world language classrooms? How can we challenge our students to use all four language skills in interactive tasks? By engaging learners with real-world projects and hands-on activities, teachers can foster students' second language proficiency and build up students' STEM skills in a fun way.</p> <p>(1) This session will explore how to integrate STEM content in standards-based world language classrooms. Strategies will be shared in the following areas: a) incorporating the ACTFL Foreign Language Learning standards and NGSS Science standards in language instruction; b) engaging learners with hands-on activities and real-world projects; and c) challenging students to use all four language skills in project-based learning.</p>
<p>Literacy and Cross-curricular Connections in Elementary Immersion</p> <p>Deborah Diedrich, <i>Prince George's County Public Schools</i></p>	<p>This presentation will focus on specific ways to including literacy in the content areas: first, by teaching non-fiction reading strategies, and second, by developing across-curricular elementary immersion units.</p> <p>We will look at three different methods for teaching non-fiction literacy as used in a cross-curricular study of the Arctic.</p>
<p>Best Practices at the Pre-AP and AP Level: Creative Curriculum, Awesome Activities, and Alignment Across the Languages</p> <p>Kate Ramella and Andrea Martin, <i>Bullis School</i></p>	<p>Striving for rich, rigorous and consistent units across languages? In this session, you'll receive tools for planning and teaching, including checklists, sample tasks, assessments, and rubrics. While focused on pre-AP and AP themes, communicative and authentic resource activities shared can apply to any level.</p> <p>Presented in English with examples in Spanish and French; applicable to all languages.</p>
<p>Using iPads for Interpersonal and Presentation Tasks</p> <p>Luis Deocares, <i>National Cathedral School</i></p>	<p>This presentation explores the use two iPad apps, Flipgrid and Adobe Voice, to engage students in Presentational and Interpersonal modes tasks. Using these digital tools like these, teachers can empower language learners by giving them a chance to collaborate with other language learners, create stories, narratives and conversational pieces. Teachers will have an opportunity to try the apps and iPads will be provided or BYOD. Tasks examples have been implemented for Spanish class Intermediate level, for 7th and 8th grade Spanish students at The National Cathedral School and can be adapted to most levels and ages.</p>

Session 3

<p>Learning Chinese through exploring the art of Chinese Calligraphy</p> <p>Yi-Na Chung, <i>Georgetown Day School</i></p>	<p>Chinese characters are not based on phonetics (sounds), so for travel purposes, learning a handful of Chinese characters will help you to read signs and menus in Chinese. Most of the sign/menu characters can be extracted from a simple guidebook. Using brush calligraphy in a language classroom increases the engagement and also brings up interests of learning Chinese (James & Atwood, 2009; James & Englehardt, 2012; James, Wong, & Jobard, 2010; Longcamp et al., 2008).</p>
<p>FL Program Design and Alignment of the Three Modes of Communication (ACTFL)</p> <p>Dr. Annette Ivory Dunzo, <i>Howard University</i></p>	<p>The National American Council on the Teaching of Foreign Languages (ACTFL) and its three modes of communication inform Basic Spanish (elementary and intermediate levels) program development at Howard University. This workshop proposes to examine the design process of aligning ACTFL communicative standards, curriculum goals, and assessment data.</p> <p>Annette Ivory Dunzo, Ph.D, has served as Basic Spanish Supervisor at Howard University for several years. She received the Ph.D. at UCLA in Hispanic Language and Literature with a specialty in Peninsular and Afro-Hispanic research. Her work with program development and assessment provides keen insight into language acquisition. She is also a former ACTFL program reviewer.</p>
<p>Introducing Culture through Food</p> <p>Victor Vincent, <i>Georgetown Day School</i></p>	<p>Food is one of the most representative themes that can be used when introducing the cultural aspects in the World Language class. The presenter will demonstrate how effectively the incorporation of authentic materials related to this topic increases the level of motivation and interest for Culture. And, at the same time, how it creates an excellent opportunity to bring meaningful situations to class where the target language can be practiced. This session will be conducted in Spanish and it is aimed to teachers of all levels.</p>
<p>Best Practices at the Pre-AP and AP Level: Creative Curriculum, Awesome Activities, and Alignment Across the Languages</p> <p>Kate Ramella and Andrea Martin, <i>Bullis School</i></p>	<p>Striving for rich, rigorous and consistent units across languages? In this session, you'll receive tools for planning and teaching, including checklists, sample tasks, assessments, and rubrics. While focused on pre-AP and AP themes, communicative and authentic resource activities shared can apply to any level.</p> <p>Presented in English with examples in Spanish and French; applicable to all languages.</p>