2019 Spring Conference for
World Language Educators
April 27, National Cathedral School
Washington DC

Program Overview

Time	Event
8:30 - 9:00	Registration - Breakfast - Exhibitors Hall
9:00 - 9:10	Guest Performer: Ja-Ja Bashengezi
9:10 - 9:15	Welcome by National Cathedral School Head, Kathy Jamieson
9:15 - 9:30	Announcements by GWATFL President, Luis Deocares
9:30 - 10:10	Keynote: Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom Dr. Camelot Marshall, ACTFL
10:10 - 10:15	Conference Group Picture
10:15 - 10:30	Coffee Break / Exhibitors Hall
10:30 - 11:20	Session 1
11:20 - 11:40	Coffee Break / Exhibitors Hall
11:40 - 12:30	Session 2
12:30 - 1:15	Lunch
1:15 - 1:30	Exhibitors Hall
1:30 - 2:20	Session 3
2:20 - 2:30	Closing

GWATFL - 2019 Spring
Conference for World Language Educators
Session Grid

National Cathedral School Auditorium	Keynote 9:30-10:10	Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom **Camelot Marshall** *ACTFL*	
	Session 1 **10:30-11:20**	**Session 2** **11:40-12:30**	**Session 3** **1:30-2:20**
Room A (Auditorium)	**101. Seeing is Believing: Using Virtual Reality in the World Language Classroom** **Heidi Trude** *Skyline High School, VA*	**201. Task Writing 101: Developing Interpersonal Listening/Speaking Tasks for Performance toward Proficiency** **Camelot Marshall** *ACTFL*	**301. Demystifying the Brain: Linking the Science of Learning and Language Education** **Daphne Clyburn** *St. Andrew's Episcopal School & Center for Transformative Teaching and Learning, MD*
Room B	**102. Playing, Engaging, and Hands-on World Language Experience for Young Learners** **Amanda Hsiung-Blodgett** *Miss Panda Chinese*	**202. Visible Thinking Routines in Language Classrooms** **Yuching Chung** *Washington Yu Ying PCS, DC*	**302. From Novice Language Learner to the Cultural Proficient: Understanding German through Pop Songs** **Katharina Rudolf** *The Catholic University of America, DC*
Room C	**103. Small Change, Big Impact - The Power of Adjectives** **Rachelle Adams & Anna Gilcher** *Elevate Education Consulting, MD*	**203. The Communicative Approach and Building Proficiency in the French Language Classroom** **Pablo Martínez** *St. John's College High School, DC*	**303. Real Opportunities for French Profs: Leadership, Resources, Money with the AATF** **Katy Wheelock** *Wakefield High School, APS, VA*

Room D	104. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups	204. Promoting Learning Autonomy for Heritage Language Learners and Second Language Learners Via Instructional Technologies	304. Revisiting Interculturality in the Foreign Language Classroom
	Celia Zamora *Oakcrest School, VA*	**Esperanza Roman-Mendoza** *George Mason University, VA*	**Nahir Aparicio** *Universidad Pedagógica Experimental Libertador, Caracas- Venezuela*
Room E	105. Teaching the 17 United Nations Sustainable Development Goals to Boost Proficiency in the World Language Classroom	205. Exploring Language and Culture with Google Earth	305. Connecting with Latin America through Aprendizaje-Servicio
	Marcela Velikovsky - Gabriela Barbieri - Vicky Masson *Bullis School - Bullis School - Christ Episcopal School, MD*	**Robert Moreno** *WorldStrides*	**Rebecca Nelson** *America Solidaria*
Room F	106. Independent Reading and Writing Stations in Spanish for Emergent Readers	206. How Can Our Smallest Language Learners Have BIG Learning Experiences?	306. Design Thinking in a World Language
	Laura Maria Chapa Moreno de Guerra - Noelia Gomez - Oneiz Mercado *Tyler Elementary School, DC*	**Glenda De Hoyos** *The Langley School,VA*	**Brianna Meyer** *Browne Academy, VA*
Room G	107. You, too, Can be a Presenter: Fundamentals of Public Speaking	207. Innovative Technology Tools for the Spanish Classroom from a Marketer Perspective	307. Lead with Languages: Equipping Students for Success in a Global Economy
	Monica Mulholland, Ph.D. *George Mason University and Diplomatic Language Services*	**Elena Meschieri** *Technology Consultant*	**Erin M. Whelchel** *ACTFL*
Room H	108. Effectively Planning Differentiated, Student-Centered Instruction **Rosa Moreno- Ortega** *Infinity Institute Jersey City Public Schools, NJ*	208. How Pronunciation Affects Proficiency (It's More than Meets the Ear!) **Effie E. Hall** *Woodgrove High School, VA*	308. Building a Bridge to AP with CI (Comprehensible Input) **Kristine Keefe** *John P. Stevens High School, NJ*

Room I	109. How Can Our Smallest Language Learners Have BIG Learning Experiences? **Glenda De Hoyos** *The Langley School,VA*	209. Playing, Engaging, and Hands-on World Language Experience for Young Learners **Amanda Hsiung-Blodgett** *Miss Panda Chinese*	309. Visible Thinking Routines in Language Classrooms **Yuching Chung** *Washington Yu Ying PCS, DC*
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Session Descriptions

Keynote Address
Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom
Camelot Marshall
ACTFL

Assessments are critical for world language classrooms. But what is it we are measuring, and how can we ensure we are measuring what we are teaching? This keynote will explore best practices in test development to bring performance toward proficiency into the classroom.

Session 1 Room A

101. Seeing is Believing: Using Virtual Reality in the World Language Classroom
Heidi Trude
Skyline High School, VA

Do you want to take your students on trips around the world? In this session, participants will learn how virtual reality can be used in the language classroom. Participants will have the opportunity to use virtual reality viewers and create authentic learning experiences for their students.

Strand: innovative Use of Technology - **Level:** MS/ HS - **Program:** WL - **Language:**English / French

Session 1 Room B

102. Playing, Engaging, and Hands-on World Language Experience for Young Learners
Amanda Hsiung-Blodgett
Miss Panda Chinese

This presentation features an interactive teaching approach to keep young learners in the target language of a world language classroom. It's topic-centered. It's communication. It's early literacy. It's proficiency. It's playful, fun, and engaging that can be applied to all world language classroom with young students. Teachers will experience highlight activities, see techniques, and resources. Turn your challenge in the classroom into a positive forward motion. Keep your young learners playing and learning. Discover the creativity you already have in you as a world language teacher for the active and energetic young learners.

Strand: Strengthening Language Comprehension and Communication - **Level**: PK / ES - **Program:** FLES / WL **Language:** English / Chinese

Session 1 - Room C

103. Small Change, Big Impact - The Power of Adjectives
Rachelle Adams & Anna Gilcher
Elevate Education Consulting, MD

Small Change, Big Impact. Just the decision to change how you use one part of speech in your classroom will shift your teaching and student learning. In this workshop we will focus on the power of adjectives. When we use different words to describe ourselves and others we shift the feeling of the space and relationships. And when we use different words to describe characters in our classrooms, new opportunities arise for more interesting stories. Participants will leave with a concrete resource and skills that can be used all year long.

Strand: Interculturality - **Level:** Middle School, High SchooL, College - **Program:** FLES - **Language:** Spanish, English

Session 1 Room D

104. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups
Celia Zamora
Oakcrest School, VA

The frequency of hesitational phenomena, such as Filled Pauses (FP), is inversely correlated to the perceived fluency of second language (L2) learners (e.g., Ullkonoja, 2008). This presentation investigates the production of these FPs by college and high school L2 learners in two types of oral tasks, and compares their frequency based on the type of task performed and whether they participated in a traditional face-to-face or telecollaborative (an autonomous, collaborative, and virtual concept for foreign language learning) dyads. Pedagogical implications on whether the medium of exposure affects fluency, as well as the role of technology in the classroom, will be discussed.

Strand: Heritage Language Instruction, Innovative Use of Technology, Research - **Level:** HS / College - **Program:** FLES / WL / Post Secondary - **Language:** English / Spanish / Other

Session 1 - Room E

105. Teaching the 17 United Nations Sustainable Development Goals to Boost Proficiency in the World Language Classroom
Marcela Velikovsky - Gabriela Barbieri - Vicky Masson
Bullis School - Bullis School - Christ Episcopal School, MD

The Sustainable Development Goals (SDGs) also known as the Global Goals, give purpose to language learning as they tap into global issues and social justice topics, promoting action and inspiring students to become globally competent and agents for change. In this session, the audience will become familiar with the 17 SDGs and will connect them to topics and themes in the curriculum. The audience will also explore ways of integrating these goals through performance tasks in order to expand the students' interpersonal, interpretive, and presentational modes of communication and boost proficiency.

Strand: School and Global Communities/ Strengthening Language Comprehension and Communication Skills
Level: ES/MS/HS - **Program:** WL - **Language:** English / Spanish

Session 1 Room F

106. Independent Reading and Writing Stations in Spanish for Emergent Readers
Laura Maria Chapa Moreno de Guerra - Noelia Gomez - Oneiz Mercado
Tyler Elementary School, DC

The main goal of this session is to present hands on independent reading and writing stations for emergent readers. At each one of the tables the participants will have the opportunity to actively participate and collaborate. During the session, we will introduce a model to facilitate and organize dynamic and engaging learning stations. We will also discuss about how to assess them.
By using these stations, educators will be able to increase students' autonomy and develop values such as collaboration and respect among them. In addition, the differentiation strategies used at these learning station will allow students to work at their own academic level, which will facilitate the teachers' job with homogenous small groups in the classroom.

Strand: Differentiated Instruction, Strengthening Language Comprehension and Communication Skills - **Level:** PK / ES - **Program:** Immersion / Dual Language - **Language:** Spanish

Session 1 Room G

107. You, too, Can be a Presenter: Fundamentals of Public Speaking
Monica Mulholland, Ph.D.
George Mason University and Diplomatic Language Services

Anxious about public speaking? You're not alone! Mark Twain famously said: "There are two kinds of speakers: those that are nervous and those that are liars." So, what's the difference between those who speak to an audience and those who don't? The former take the plunge and just do it. You can do it, too! This presentation will empower you to become a more effective communicator by helping you learn the fundamentals of the art of speech delivery: organization, eye contact, voice, fluency, and posture. You will practice impromptu speaking and be encouraged to start planning your next presentation. Don't miss out!

Strand: Leadership and Advocacy - **Level:** HS / College / Community College / Adult Education - **Program:** WL / Post Secondary - **Language:** English

Session 1 Room H

108. Effectively Planning Differentiated, Student-Centered Instruction
Rosa Moreno- Ortega
Infinity Institute Jersey City Public Schools, NJ

This training is designed for world language teachers of Spanish, during which each participant will experience a differentiated classroom using multi-level instructional strategies and a planning model for all students within a single framework. The participants will be able to observe different ways of teaching the same topic based on students' needs. They will be able to identify which are the variables for the development of differentiated centers.

Strand: Best Practice, Differentiated Instruction - **Level:** ES/MS - **Program:** WL - **Language:** English / Spanish

Session 1 Room I

109. How Can Our Smallest Language Learners Have BIG Learning Experiences?
Glenda De Hoyos
The Langley School,VA

Calling all early childhood language teachers! Are you tired of attending conference sessions that are designed for teachers of older students? Finally there is a session for you! The goal of this presentation is to offer multiple ideas and strategies to teach language in a fun, engaging and relevant way for early childhood students. Finding and creating resources for our youngest language learners can be challenging and time-consuming. You are guaranteed to leave this session with concrete tools you can use in your classroom the very next day. Let's help our littlest students become lifelong language learners!

Strand: Strengthening Language Comprehension and Communication Skills - **Level:** PK / ES - **Program:** FLES / WL - **Language:** English / Spanish

Session 1 Room J

110. Connecting with Latin America through Aprendizaje-Servicio
Rebecca Nelson
America Solidaria

This session will explore an accessible opportunity for Spanish immersion, service, and leadership through a Latin America-based international nonprofit. CONCAUSA invites adolescents ages 14-17 from the Americas to form teams and carry out a project responding to a sustainable development challenge in their communities. Selected teams with a teacher are invited to an expenses-covered week-long international summit in Chile with workshops on advocacy, social project management, and interculturality, culminating in presenting their projects to their peers and partner organization UNICEF. All high school-serving institutions are invited to use the program's trainings and materials, whether they are planning on applying with teams or not.

Strand: Project-Based Learning, School and Global Communities, Resources - **Level:** HS - **Program:** WL/Immersion / Dual - **Language:** English / Spanish

Session 2 Room A

201. Task Writing 101: Developing Interpersonal Listening/Speaking Tasks for Performance toward Proficiency
Camelot Marshall
ACTFL

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is designed to emphasize the relationship between classroom performance and real-world language proficiency. To facilitate ACTFL's motto, "practice makes proficient," the AAPPL Communication Builder serves as a resource for teachers to provide opportunities for students to practice in each mode of communication. This session will focus on developing Interpersonal Listening/ Speaking (ILS) tasks at the Intermediate level. These tasks will simulate AAPPL tasks and can be used in the AAPPL Communication Builder to provide students with practice toward proficiency in the Interpersonal Listening and Speaking mode.

Strand: Articulation and Collaboration, Assessment and Feedback - **Level:** MS/HS - **Program:** WL - **Language:** English

Session 2 Room B

202. Visible Thinking Routines in Language Classrooms
Yuching Chung
Washington Yu Ying PCS, DC

In this session, the presenter shows hands-on examples how she utilizes the visible thinking routines to provoke students' thinking while they speak, listen, read, and write in Mandarin. The goal is that you can immediately use these strategies as soon as you go back to your classrooms no matter what language you teach!

Strand: Arts Integration, Strengthening Language Comprehension and Communication Skills - **Level:** ES/MS/HS
Program: WL/ Immersion / Dual Language - **Language:**English

Session 3 Room C

203. The Communicative Approach and Building Proficiency in the French Language Classroom
Pablo Martínez
St. John's College High School, DC

This session focuses on building language proficiency in the French language classroom through the use of authentic resources and computer assisted (Supersite) language programs. The session will focus on several types of in-class activities as well as feedback (oral and written) that help promote and push forth an immersive language environment. Special attention will be placed on the role of the instructor as a mediator in this student-centered language environment. This workshop will be conducted in French.

Strand: Innovative Use of Technology, Strengthening Language Comprehension and Communication Skills - **Level:** HS - **Program:** WL - **Language:**French

Session 2 Room D

204. Promoting Learning Autonomy for Heritage Language Learners and Second Language Learners Via Instructional Technologies
Esperanza Roman-Mendoza
George Mason University, VA

Online instruction and instructional technologies can help heritage language learners (HLLs) and second language learners (SLLs) develop autonomous language learning strategies. This presentation illustrates this approach via an online Spanish writing course at the intermediate level. In this course, technology is used to (1) help students articulate their perceptions of their learning needs via weekly postings on an online community and (2) empower them to recognize their talents. This research analyzes the differences among postings by both HLLs and SLLs, and presents a selection of instructional tools recommended to each group of students based on their language skills and needs.

Strand: Differentiated Instruction, Heritage Language Instruction, Innovative Use of Technology - **Level:** HS/College / Adult Education - **Program:** Post Secondary - **Language:** English / Spanish

Session 2 Room E

205. Exploring Language and Culture with Google Earth
Robert Moreno
WorldStrides

Google Earth is a powerful tool that has many applications in the classroom and the cross-curricular opportunities are boundless. In this session, we will look at practical and fun ways you can use Google Earth to incorporate research, writing, and technology skills into your foreign language instruction. Google Earth can also be a powerful tool for encouraging your students to think about cultural competence and perspective. Attendees will receive a resource kit with a comprehensive lesson plan that includes objectives, standards, differentiation strategies, step-by-step directions, and student work samples.

Strand: Innovative use of technology - **Level:** MS/ HS - **Program:** WL - **Language:** English

Session 2 Room F

206. How Can Our Smallest Language Learners Have BIG Learning Experiences?
Glenda De Hoyos
The Langley School,VA

Calling all early childhood language teachers! Are you tired of attending conference sessions that are designed for teachers of older students? Finally there is a session for you! The goal of this presentation is to offer multiple ideas and strategies to teach language in a fun, engaging and relevant way for early childhood students. Finding and creating resources for our youngest language learners can be challenging and time-consuming. You are guaranteed to leave this session with concrete tools you can use in your classroom the very next day. Let's help our littlest students become lifelong language learners!

Strand: Strengthening Language Comprehension and Communication Skills - **Level:** PK / ES - **Program:** FLES / WL - **Language:** English / Spanish

Session 2 Room G

207. Innovative Technology Tools for the Spanish Classroom from a Marketer Perspective
Elena Meschieri
Technology Consultant

The presentation will focus:
1- On the analysis of the marketing statistics about the consumer in a fast-changing world
2- The consumers' new-habits comparing with the present generation of students
3- Suggestions for teachers on how to approach those changes in the classroom
4- Innovative technology tools for the Spanish classroom

Strand:, Innovative Use of Technology, Teacher Preparation - **Level:** MS/HS - **Language:** English/Spanish

Session 2 Room H

208. How Pronunciation Affects Proficiency (It's More than Meets the Ear!)
Effie E. Hall
Woodgrove High School, VA

If we urge students to articulate with correct pronunciation EARLY ON, we will see enhanced proficiency in ALL modes of communication. Let me show you why pronunciation can help or hinder students' 'takeaway' from texts which they are meant to understand. Research shows that students' listening skills need more fine tuning than ever. This session will offer strategies for adapting our methods to include more focus on these fundamental elements of coaching language acquisition. If we ignore the connection between the ear, the eyes, and the mouth, we will limit what our students can achieve.

Strand: Strengthening Language Comprehension and Communication Skills - **Level:** All - **Program:** WL - **Language:**Eng/Sp/Fr/G

Session 2 Room I

209. Playing, Engaging, and Hands-on World Language Experience for Young Learners
Amanda Hsiung-Blodgett
Miss Panda Chinese

This presentation features an interactive teaching approach to keep young learners in the target language of a world language classroom. It's topic-centered. It's communication. It's early literacy. It's proficiency. It's playful, fun, and engaging that can be applied to all world language classroom with young students. Teachers will experience highlight activities, see techniques, and resources. Turn your challenge in the classroom into a positive forward motion. Keep your young learners playing and learning. Discover the creativity you already have in you as a world language teacher for the active and energetic young learners.

Strand: Strengthening Language Comprehension and Communication - **Level**: PK / ES - **Program:** FLES / WL
Language: English / Chinese

Session 2 Room J

210. Building a Bridge to AP with CI (Comprehensible Input)
Kristine Keefe
John P. Stevens High School, NJ

This workshop is built to help teachers understand the components of the Advanced Placement Language & Culture exams and how they connect to the three modes of communication and proficiency. Participants will learn how even level 1 teachers can begin to prepare students for the AP exam. Teachers will leave with a strong understanding of how they can work from the bottom up to expose students to tasks they will see on the proficiency based AP exam.
Strand: Articulation and Collaboration - **Level:**MS/HS - **Program:** WL **- Language:** English / Spanish

Session 3 Room A

301. Demystifying the Brain: Linking the Science of Learning and Language Education
Daphne Clyburn
St. Andrew's Episcopal School & Center for Transformative Teaching and Learning, MD

Understanding how the brain works with relation to teaching and learning can help language educators and their students be more successful both in and out of the classroom, so why should this information be limited to scientists and researchers? This session will provide an introduction to Mind, Brain, Education Science, and participants will gain a clearer understanding of neuroplasticity as well as key elements of the brain's architecture as they relate to learning a language. Participants will leave with specific and applicable examples relating to consolidating long-term memory, balancing stress and rigor, and increasing engagement and motivation overall.

Strand: Research, Mind, Brain, and Education (MBE) Science - **Level:** ES/MS/HS - **Program:** FLES / WL - **Language:** English / Spanish

Session 3 Room B

302. From Novice Language Learner to the Cultural Proficient: Understanding German through Pop Songs
Katharina Rudolf
The Catholic University of America, DC

The positive influence of the use of modern pop music has often been described: It supports the acquisition of vocabulary and idiomatic grammar structures, practices listening comprehension and pronunciation, and boosts the motivation to tackle authentic texts.
I am sharing experiences, strategies, and student feedback on incorporating modern pop songs to the curriculum of the College Undergraduate. From many materials for beginning learners, via creative writing and interpretation, to the critical analysis in advanced research classes, students can work with a variety of modern musical styles. They will master not only everyday speech, but also learn about German celebrities and the politics of the German cultural industry.

Strand: Arts Integration, Best Practices, Culture / Interculturality, Using Authentic Resources - **Level:** College - **Program:** Post Secondary - **Language:** English

Session 3 Room C

303. Real Opportunities for French Profs: Leadership, Resources, Money with the AATF
Katy Wheelock
Wakefield High School, APS, VA

For all teachers of French: Want to grow your program? Gain recognition? Highlight your awesome French program? Receive free money for projects? The American Association of Teachers of French Regional Representative for the Mid-Atlantic region will discuss resources for members and non-members, including access to teacher grants, free online resources, honor societies at the middle and high school levels, contests for students, changes to the Grand Concours and more. We will discuss last year's amazing convention in Martinique as well as the upcoming 2019 Philadelphia convention. Freebies and Q&A on how to get involved locally will end our session.

Strand: Leadership and Advocacy - **Level:** All - **Program:** All - **Language:**English

Session 3 Room D

304. Revisiting Interculturality in the Foreign Language Classroom
Nahir Aparicio
Universidad Pedagógica Experimental Libertador, Caracas- Venezuela

The Intercultural (IC) Approach in language teaching proposes to transform information gaps into intercultural gaps. The Intercultural Resource Pack (ICRP) was produced in order to try to bridge intercultural gaps by promoting IC competence in the Latin American English as a foreign language classroom. In this approach learners become mediators between two or more cultures in an attempt to bridge gaps but at the same time retain their identities. The aim of this presentation is to explore activities in the pack and participants will adapt some of the activities already prepared to their own different contexts and languages taught. It can be downloaded for free https://interculturalvoices.wordpress.com/

Strand: Differentiated Instruction, School and Global Communities, Teacher Preparation - **Level:** MS/HS/College - **Program:** FLES - **Language:** English / Spanish

Session 3 Room E

305. Connecting with Latin America through Aprendizaje-Servicio
Rebecca Nelson
America Solidaria

This session will explore an accessible opportunity for Spanish immersion, service, and leadership through a Latin America-based international nonprofit. CONCAUSA invites adolescents ages 14-17 from the Americas to form teams and carry out a project responding to a sustainable development challenge in their communities. Selected teams with a teacher are invited to an expenses-covered week-long international summit in Chile with workshops on advocacy, social project management, and interculturality, culminating in presenting their projects to their peers and partner organization UNICEF. All high school-serving institutions are invited to use the program's trainings and materials, whether they are planning on applying with teams or not.

Strand: Project-Based Learning, School and Global Communities, Resources - **Level:** HS - **Program:** WL/Immersion / Dual - **Language:** English / Spanish

Session 3 Room F

306. Design Thinking in a World Language
Brianna Meyer
Browne Academy, VA

Design thinking helps students think autonomously as well creatively in a way that solidifies cultural learning and the subsequent language acquisition. Learn how to utilise design thinking in the world language classroom.

Strand: School and Global Communities - **Level:**MS/HS - **Program:** WL - **Language:** English/Spanish

Session 3 Room G

307. Lead with Languages: Equipping Students for Success in a Global Economy
Erin M. Whelchel
ACTFL

With your help, ACTFL's national campaign Lead with Languages is working to create a new generation of Americans competent in other languages and cultures and fully equipped to compete and succeed in a global economy. In this session, discuss campaign updates, share concrete ways to participate in the movement, and explore key findings from a recent ACTFL survey of 1,200 U.S. employers (conducted by Ipsos Public Affairs) that demonstrates a significant and rising demand for language skills across sectors—data that you can leverage (in conjunction with the other benefits of global competence) to empower students, families, colleagues, and your community to create, sustain, enroll in, and benefit from language programs.

Strand: Leadership and Advocacy, Research - **Level:** All **- Language:** English

Session 3 Room H

308. Building a Bridge to AP with CI (Comprehensible Input)
Kristine Keefe
John P. Stevens High School, NJ

This workshop is built to help teachers understand the components of the Advanced Placement Language & Culture exams and how they connect to the three modes of communication and proficiency. Participants will learn how even level 1 teachers can begin to prepare students for the AP exam. Teachers will leave with a strong understanding of how they can work from the bottom up to expose students to tasks they will see on the proficiency based AP exam.

Strand: Articulation and Collaboration - **Level:**MS/HS - **Program:** WL **- Language:** English / Spanish

Session 3 Room I

309. Visible Thinking Routines in Language Classrooms
Yuching Chung
Washington Yu Ying PCS, DC

In this session, the presenter shows hands-on examples how she utilizes the visible thinking routines to provoke students' thinking while they speak, listen, read, and write in Mandarin. The goal is that you can immediately use these strategies as soon as you go back to your classrooms no matter what language you teach!

Strand: Arts Integration, Strengthening Language Comprehension and Communication Skills - **Level:** ES/MS/HS
Program: WL/ Immersion / Dual Language - **Language:**English

Session 3 Room J

310. Teaching the 17 United Nations Sustainable Development Goals to Boost Proficiency in the World Language Classroom
Marcela Velikovsky - Gabriela Barbieri - Vicky Masson
Bullis School - Bullis School - Christ Episcopal School, MD

The Sustainable Development Goals (SDGs) also known as the Global Goals, give purpose to language learning as they tap into global issues and social justice topics, promoting action and inspiring students to become globally competent and agents for change. In this session, the audience will become familiar with the 17 SDGs and will connect them to topics and themes in the curriculum. The audience will also explore ways of integrating these goals through performance tasks in order to expand the students' interpersonal, interpretive, and presentational modes of communication and boost proficiency.

Strand: School and Global Communities/ Strengthening Language Comprehension and Communication Skills
Level: ES/MS/HS - **Program:** WL - **Language:** English / Spanish