

**THURSDAY, MARCH 8, 2018**  
**3-HOUR WORKSHOPS (SESSION I)**  
**9 am to 12 NOON**

**A1 Use Scaffolded Interactive Questioning to Connect with Your Students**

*Presenter(s): Lizette Liebold and Gail Trager, COACH Foreign Language Project*

Do you want your classes to be truly communicative? Are you striving to immerse your students in the Target Language (TL) while making it comprehensible? After a brief review of current Second Language Acquisition theory that supports these techniques, the presenters will introduce and practice Scaffolded Interactive Questioning. This technique allows a teacher to stay in the TL while reinforcing vocabulary and structure in a way that is compatible with ACTFL's core practices. After practicing this skill, participants will practice using two of the many classroom applications of Scaffolded Interactive Questioning that can be used immediately in your weekly lesson plan. Engage your students in Monday and Friday Chat Time using high-frequency structures to discuss what is important to them and in their lives. In addition, learn to use this interactive technique to connect with and engage students in the text or novel you are reading in class. Leave this session with a new skill applicable to everyday use in your classroom.

**Maximum: 30**

**Language Focus: All Languages**

**Appropriate Level(s): All**

**Major Focus: Methods, Literacy**

**A2 Teaching with Mini-Novels**

*Presenter(s): Shari Kaulig and Lynda Fine, California State University, Long Beach*

If you want to build proficiency in your students, they need to read! There are many compelling level-appropriate mini-novels available for classroom use. If you have been anxious to try this but don't know where to start, we'll help you choose the right novel. You will leave with a comprehensive plan for teaching a mini-novel.

**Maximum: 30**

**Language Focus: All Languages**

**Appropriate Level(s): Secondary**

**Major Focus: Methods, Literacy**

**THURSDAY, MARCH 8, 2018**  
**6-HOUR WORKSHOP B1**  
**1:00 to 7:30 pm**

**B1 Reading Strategies that Build Proficiency for 21<sup>st</sup> Century Learners**

*Presenter(s): Bethany Thompson, Apple Valley High School*

Reading is fundamental in the *Quest for Proficiency*. Reading can be a springboard for engaging communicative tasks in all modes of communication. Participants in this workshop will learn how to scaffold and build a reading lesson for all levels that gets students communicating. Participants will leave with a toolbox of reading strategies that can be used on Monday and will build an engaging reading lesson. Whether you are reading a novel, a poem or an infographic these strategies will get your students into, through and beyond the text! **Participants are encouraged to bring a text they would like to work on. They will need a laptop or Chromebook as well. This is an expansion of last year's highly rated workshop.**

**Maximum: 40**

**Language Focus: All Languages**

**Appropriate Level(s): All**

**Major Focus: Literacy, Literature**

**THURSDAY, MARCH 8, 2018**  
**3-HOUR WORKSHOP (SESSION II)**  
**1:00 to 4:00 pm**

**C1 Make the Connection: Integrating the Interpretive and Interpersonal Modes**

*Presenter(s): Sally Mearns and Yolie Diego, Stanford World Language Project*

Guide your students to greater communicative proficiency by utilizing authentic documents— written, auditory, or visual— to increase comprehension skills, leading to interpersonal activities that reinforce this new knowledge. Come away with useful resources, tried and true activities and methods for comprehensible input and assessment. **A laptop or tablet is highly recommended.**

**Maximum: 30**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Methods, Authentic Materials**

**THURSDAY, MARCH 8, 2018**  
**3-HOUR WORKSHOP (SESSION III)**  
**4:30 to 7:30 pm**

**D1 Critical Thinking at Level 1 - Live Demonstration and Collaborative Unit Plan Design Session**

*Presenter(s): Paul Verduzco, Hesperia High School*

Engage in a live demonstration of teaching strategies that address the Four C's (critical thinking, collaboration, communication and creativity) simulated in a level 1 Project-based/TPR Storytelling classroom where the target language is spoken 90% of the time!

**Maximum: 50**

**Appropriate Level(s): Secondary**

**Language Focus: All Languages**

**Major Focus: 21<sup>st</sup> Century Skills, Methods**

**END OF THURSDAY WORKSHOPS**

**FRIDAY, MARCH 9, 2018**  
**6-HOUR WORKSHOPS**  
**8:00 a.m. to 3:00 p.m.**

**E1 Path to Proficiency Through Content-Based Instruction**

*Presenter(s): Yo Azama, 2012 ACTFL National Language Teacher of the Year and Cameron Chien, North Salinas High School; Mio Nishimura, Alisal High School*

What does successful content-based instruction look like in a secondary language classroom? How can content be the driving force for language proficiency and critical thinking skills? Content-based instruction empowers teachers and learners to explore current, relevant, and intriguing issues in the target culture and their own lives. The presenters will guide the participants through creating a content-based lesson plan and engaging materials.

**Maximum: 35**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Curriculum/Articulation, 21<sup>st</sup> Century Skills**

**FRIDAY, MARCH 9, 2018****6-HOUR WORKSHOPS****8:00 a.m. to 3:00 p.m.****E2 Comprehensible Input the Easy Way***Presenter(s): Tina Hargaden, West Sylvan Middle School*

In this very interactive workshop, experience strategies for incorporating more comprehensible input (CI) into your instruction with very engaging CI activities that help students quickly develop proficiency in listening, reading, writing, and speaking. Learn about assessment tools such as rubrics and portfolios that assess progress in ACTFL proficiency levels, provide a record of growth, and align with Common Core Standards. Learn a cycle of instruction that includes oral and written input, discussion, and assessment – all without stress and without very much planning time!

**Maximum: 50****Appropriate Level(s): All****Language Focus: All Languages****Major Focus: Methods, Assessment****FRIDAY, MARCH 9, 2018****3-HOUR WORKSHOPS (SESSION I)****8:00 to 11:00 a.m.****F1 AP Chinese Language and Culture Exam, Free Response Tasks and Writing Skills***Presenter(s): Baocai Jia, Cupertino High School*

This workshop will focus on the AP Chinese Language and Culture scoring guidelines for the Free Response Tasks and issues regarding writing in Chinese, presented by a member of the AP Chinese Language and Culture Development Committee. Using past AP exam free response prompts and student examples, participants will learn how to develop effective instructional strategies in order to prepare students for the AP Chinese Language and Culture exam, especially in the free response tasks.

**Maximum: 40****Appropriate Level(s): Secondary****Language Focus: Madarin****Major Focus: AP/IB, Curriculum/Articulation****F2 Spice up Your Lessons with Technology***Presenter(s): Tina Dalton and Megan Bassett, Stockdale High School*

How does today's teacher compete with cell phones, *Instagram* and *Snapchat*? Thankfully, there are hundreds of (free!) websites that are available to help us. Need authentic videos for comprehensible input or Interpretive practice? Need something for guided practice so students can master concepts and vocabulary? Need a way for students to showcase what they can do in the language? Worried about accountability? Need some inspiration and motivation for yourself? There's help out there! Whether you have 1:1 laptops, a computer cart, or just student cell phones available, technology can be the element that adds spice to your lessons. Come discover some easy ways to add variety and novelty to your classes.

**Maximum: 30****Appropriate Level(s): Secondary****Language Focus: All Languages****Major Focus: Technology Tools, Technology Tools**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION I)**  
**8:00 to 11:00 a.m.**

**F3 I Can Develop Can-Do Statements and Design Relevant Assessments**

*Presenter(s): Guy Vandenbroucke, Crossroads School for the Arts & Sciences; Isabelle Picalause, Campbell Hall Episcopal*

This workshop will focus on how to build contextualized activities that address the three modes of communication (interpretive, interpersonal, presentational). After a short description of effective methods of assessment to determine proficiency levels, the participants will examine sample activities appropriate to all levels (from level 1 to AP / from Novice to Pre-Advanced) and develop their own teaching unit. Topics to be explored include ACTFL guidelines, Standards-Based Grading, task-based approaches, creating an Integrated Performance Assessment and using *Google Suite*, among others.

**Maximum: 40**

**Language Focus: French**

**Appropriate Level(s): Secondary, College/University**

**Major Focus: Assessment, Curriculum/Articulation**

**F4 But I Have to Use a Textbook! Making Adaptations with Core Practices**

*Presenter(s): Shari Kaulig, California State University, Long Beach; Ariene Borutzki, Santiago High School and California State University, Long Beach*

Many teachers embrace the ACTFL Core Practices but are constrained by district mandates to use a common textbook. Although not ideal, you can still satisfy the mandates and teach communicatively. Bring your textbook for hands-on practice in reorganizing your curriculum and making language comprehensible to your students.

**Maximum: 40**

**Language Focus: All Languages**

**Appropriate Level(s): Secondary**

**Major Focus: Methods, Curriculum/Articulation**

**F5 La identidad en tiempos de la globalización**

*Presenter(s): Monica Garcia, University Preparatory Academ: Celina Padilla, East Side Union High School District*

Los cambios mundiales nos introducen a reflexionar sobre la identidad personal y la relación necesaria para poder interactuar con la sociedad que nos rodea. El taller introducirá literatura y música que afrontan el concepto de identidad y la necesidad que existe en los jóvenes de encontrar sus propias raíces y sentirse orgullosos de ellas. La lección completa será proveída a todos los participantes, este taller es completamente “hands on”. También presentará ideas de cómo implementar el sistema de evaluación IPA y el uso de hyperdocs como parte del plan educativo.

**Maximum: 30**

**Language Focus: Spanish**

**Appropriate Level(s): Secondary, College/University**

**Major Focus: Heritage Speakers, Literature**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION I)**  
**8:00 to 11:00 a.m.**

**F6 Writing Process: WRITE in Spanish or French - Developing Proficient Writers**

*Presenter(s): Sarah Fox, Coordinator, Dual/World/English Language Development, San Diego County Office of Education*

The Writing Reform and Innovation for Teaching Excellence (WRITE) Institute, a national Academic Excellence model for professional learning, has been supporting schools and districts with systemic, K-12 literacy implementation in English and Spanish for over 20 years. This presentation will share the WRITE approach to teaching summary writing, with materials in Spanish and French. Proficiency in summary writing is achieved with a thoughtful process of collaborating on both reading and developing oral language proficiency, then using an analytic rubric to ensure a well crafted summary of an article or other text. Plus, it's fun!

**Maximum: 40**

**Appropriate Level(s): All**

**Language Focus: English, French, Spanish Major Focus: Literacy, Methods**

**F7 Introduction to Project-Based Language Learning**

*Presenter(s): Don Doehla, Co-Director, Berkeley World Language Project*

Project-based learning is an exciting, student-centered approach to language acquisition, which supports the Common Core Standards, and helps students develop higher level critical thinking skills as they engage collaboratively to investigate diverse cultural themes. Students create and present real-world projects on globally relevant issues and gain target language proficiency in keeping with the ACTFL Proficiency Guidelines and the California World Language Standards. **It will be beneficial to bring a laptop or iPad. Participants are encouraged to come with an idea for a 21<sup>st</sup> Century Theme they might like to address.**

**Maximum: 35**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Methods, Common Core Curriculum**

**F8 Communication is the PATH to PROFICIENCY (not the eventual destination), Part 1**

*Presenter(s): Jason Fritze, Laguna Beach Unified School District*

Experience how target language communication (including reading) can start immediately through personalized story-based instruction (TPR Storytelling), thus accelerating the acquisition process. View, discuss and evaluate video clips of other language classes using criteria from ACTFL's core practices and explore principles of second language acquisition that guide us along the necessary path in our quest for proficiency.

**Maximum: 50**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Methods, Curriculum/Articulation**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION II)**  
**12 noon to 3:00 p.m.**

**G1 Implementing Technologies in Mandarin Immersion Classrooms**

*Presenter(s): Chung Chou, California State University, Los Angeles*

How do you utilize and implement technology tools in your Mandarin immersion classroom? Several technologies will be explored that enable you to monitor students' progress and reinforce their vocabulary development as well as check for understanding and conduct informal assessments.

**Participants in this workshop would benefit more fully if they bring a laptop.**

**Maximum: 10**

**Appropriate Level(s): All**

**Language Focus: Mandarin**

**Major Focus: Career/Tech, Methods**

**G2 Explore the World with Google**

*Presenter(s): Bethany Thompson, Apple Valley High School*

Field trips are expensive, but you can take your students on the field trip of a lifetime with Google. This session will focus on three Google tools: *Google Maps*, *Google Earth* and *Google Arts and Culture*. With *Google Maps*, participants will learn how to create or have students create interactive maps that focus on all three modes of communication. Participants will explore target culture heritage sites and cities with *Google Earth*. Finally, participants will delve into the art world with *Google Arts and Culture*. **This will be a hands-on interactive session and will require a laptop computer or Chromebook. iPads and tablets are not advised.**

**Maximum: 35**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Technology-Based Instruction,  
Technology Tools**

**G3 La Polynésie et ses îles majestueuses**

*Presenter(s): Scott Donaghe, Central High School*

A three-hour journey in French exploring the islands, music, dance and history of French Polynesia. Discover how to expose students to the culture of the Polynesian people, their legends and their politics regardless of their level of French. Walk away with ready to use resources and create your very own Breakout Box adventure to use in class. Mystery, culture, and music intertwine in this workshop.

**Maximum: 50**

**Appropriate Level(s): All**

**Language Focus: French**

**Major Focus: Culture, Methods**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION II)**  
**12 noon to 3:00 p.m.**

**G4 Developing Proficiency Through the Lens of Social Justice**

*Presenter(s): Oraib Mango, California State University, San Bernardino; Iman Hashem, Occidental College*

The workshop will guide participants through discussions and activities on ways to develop language proficiency for language learners using a social justice framework that promotes 21<sup>st</sup> Century Skills, Common Core Standards, and World Readiness Standards. The workshop will focus on meaningful learning tasks that seek to fulfill can-do statements using authentic resources and comprehensible input. Come learn of meaningful ways of teaching and learning in a student-centered classroom that provides a space for creative meaningful exploration. It is a space for teachers and learners to take risks, pose questions, seek answers, make real world connections, meet proficiency standards, collaborate together and have more choice in student-driven tasks. Assessment is integrated through meaningful learning that promotes critical thinking and active learning.

**Maximum: 30**

**Appropriate Level(s): All**

**Language Focus: All Languages**  
**Materials**

**Major Focus: Curriculum/Articulation, Authentic**

**G5 The Preterite Diaries: Authentic Language Acquisition**

*Presenter(s): Daisy Piatt, Kit Carson International Academy*

Teaching the Spanish preterite can be a daunting task. If it is approached in the right way with the right tools, the task can be simplified and much more fun. Practical language use and games will help provide the tools necessary to give students the ability and reasoning to use the language in such a way that they don't even know they are learning the past tense. This workshop will provide a few tricks plus lesson planning ideas and materials to be creative while teaching the preterite.

**Maximum: 25-30**

**Appropriate Level(s): Secondary**

**Language Focus: Spanish**

**Major Focus: Methods, AP/IB**

**G6 Paths to Proficiency**

*Presenter(s): Lee Salkowitz, Elizabeth Hall,, Nelly Carrie and Crystal Hsaio, Orange County School of the Arts*

In this hands-on session, the World Language team from the Orange County School of the Arts will share their best practices for guiding students towards proficiency. Each path to proficiency presented will be followed up with a hands-on workshop led by each presenter in each of the languages represented. Guiding students towards proficiency begins with input and that will be the focus.

**Maximum: 45**

**Appropriate Level(s): Secondary**

**Language Focus: French, Mandarin, Spanish**

**Major Focus: Methods, 21<sup>st</sup> Century Skills**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION II)**  
**12 noon to 3:00 p.m.**

**G7 Creating Interactive Reading Activities for World Language Proficiency**

*Presenter(s): Hyunsoo Hur, Defense Language Institute, Monterey*

This experiential workshop designed for novice teachers introduces instructional strategies for teaching reading that promote student-centeredness, skill integration and communicativeness. Participants will examine the mental process that language learners would experience with reading, discuss proficiency-oriented instructional approaches, and design interactive activities that they can use in their classrooms.

**Maximum:** **Appropriate Level(s): All**  
**Language Focus: All Languages** **Major Focus: New Teachers (1-3 yrs.)**

**G8 Communication is the PATH to PROFICIENCY (not the eventual destination), Part 2**

*Presenter(s): Jason Fritze, Laguna Beach Unified School District*

Experience the communicative classroom at multiple levels first-hand through lively examples of Natural Approach, Content-Based Instruction and input tasks. Spanish and French at Novice (high), Intermediate and Advanced levels of proficiency (simultaneous translation provided as needed) will be used in demonstration lessons as well as video clips from actual classes.

**Maximum: 50** **Appropriate Level(s): All**  
**Language Focus: All Languages** **Major Focus: Methods, Curriculum/Articulation**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION III)**  
**4:30 to 7:30 p.m.**

**H1 Promoting Cultural Heritage Sensitivity Increases Grammar Learning**

*Presenter(s): Yolanda Pineda Vargas, University of California, Merced*

In this workshop, participants will be motivated to use movies, music, literature (short poems, stories, and fables), dance and oral traditions (riddles, proverbs, etc) from Hispanic culture to make classes more enjoyable for the students to acquire Spanish grammar. Detailed handouts will be offered.

**Maximum: 20** **Appropriate Level(s): Secondary, College/University**  
**Language Focus: Spanish** **Major Focus: Heritage Speakers, Culture**

**H2 Have Fun Storming the Castle! Game Theory and Second Language Acquisition**

*Presenter(s): Robert Harrell, Pacifica High School*

Why, how, and when should we use games in instruction? Understanding Game Theory helps us make the quest for proficiency more enjoyable for our students. Join us for a session on how to take students on a quest (Role-Playing Game) and make the *Quest for Proficiency* more enjoyable.

**Maximum: 20** **Appropriate Level(s): Secondary**  
**Language Focus: All Languages** **Major Focus: Methods, 21<sup>st</sup> Century Skills**



**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION III)**  
**4:30 to 7:30 p.m.**

**H3 Authentic Resources: How Can I Use Them to Develop Proficiency?**

*Lead Presenter: Nancy Salsig, Co-Director, Berkeley World Language Project; Angela Martinez, Heritage High School*

You have found some great authentic materials online. Now what? In this interactive, hands-on workshop, experience techniques that incorporate authentic materials to develop proficiency while addressing global issues. Several organizing systems will be explored.

**Maximum: 50**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Authentic Materials, Culture**

**H4 Language Development for Self-Agency**

*Presenter(s): Kristina Van Winkle, North Tahoe High School; Monica Caldari, Creekside Charter School*

In this workshop, participants will learn how to create and implement a student-centered project based on the United Nations Declaration of Human Rights. Participants will see examples of student-created work, explore contemporary social justice issues related to the Declaration of Human Rights, and learn how to use technology for student created Public Service Announcements. This workshop is intended to give participants the tools to help students become more confident expressing their opinions and providing solutions to real-world social justice issues proficiently in the target language.

**Maximum: 25**

**Appropriate Level(s): Secondary, College/University**

**Language Focus: Spanish**

**Major Focus: Heritage Speakers, Technology Tools**

**H5 Building Engaging Characters and Transitioning to Awesome Stories**

*Presenter(s): Scott Benedict, Warren T. Eich Middle School*

Participants will learn how to create characters that their students will love and how to engage all students as they bring these characters to life in interactive stories. Through these stories, students will acquire language naturally and easily like never before.

**Maximum: 30**

**Appropriate Level(s): All**

**Language Focus: All Languages**

**Major Focus: Methods**

**H6 Collaborative Conversations**

*Presenter(s): Kelly Fernandes and Davena Bagnall, Arcata High School*

Get your students speaking right away! From day one, use Collaborative Conversations to build language fluency and personalize learning by providing daily practice in a meaningful context. Learn steps to engage students in personalized conversations using Google Slides as a visual practice guide. All activities are aligned to the Common Core Standards and ACTFL “can-do statements”. Participants will begin to create slides and will walk away with handouts and links to materials for beginning levels in French and Spanish. **Participants in this workshop will be expected to bring their laptops and a unit of study or textbook.**

**Maximum: 25**

**Appropriate Level(s): All**

**Language Focus: French and Spanish**

**Major Focus: Common Core Curriculum, Technology-Based Instruction**

**FRIDAY, MARCH 9, 2018**  
**3-HOUR WORKSHOPS (SESSION III)**  
**4:30 to 7:30 p.m.**

**H7 Break Out of the Ordinary: Content-Based Language with Collaboration and Critical Thinking**

*Presenter(s): Nicole Naditz, 2015 ACTFL National Language Teacher of the Year, Bella Vista High School*

Have you ever participated in an escape room? Have you heard of BreakoutEDU? Bring the escape room experience to your students with this engaging and cognitively and linguistically demanding learning experience. Well-designed breakout experiences include not only use of the target language but also content knowledge from other disciplines and interpretation of authentic materials, all of which will provide clues to help the students unlock the box. In this workshop, we will experience a breakout in English, examine the best practices for designing Breakouts in general and for world language in particular, and we will end with time for participants to begin crafting contexts and clues for their own breakouts for their students.

**Maximum: 20**

**Language Focus: All Languages**

**Appropriate Level(s): All**

**Major Focus: Authentic Materials, 21<sup>st</sup> Century Skills**

**END OF FRIDAY WORKSHOPS**