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New York State Spanish BETAC



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FEBRUARY IS BLACK HISTORY MONTH!

“Toolbox: Rope Them in With Hand Gestures”

In this article in *The Reading Teacher*, author Lori Oczkus suggests teaching elementary students hand gestures to signal each of the “Fabulous Four” reading comprehension skills: Following are possible hand signals for each skill:

• **Predicting** – Students put their hands around an imaginary crystal ball to evoke the image of a fortune teller predicting the future.



• **Questioning** – Students hold a pretend microphone in front of their mouths to evoke the image of an interviewer asking questions. They then ask: “Why do you think...?” and/or “I wonder why, what, how, when, where or who.”

• **Clarifying** – Students form two circles with their thumbs and index fingers and put them around their eyes as if examining something closely with eyeglasses. This signals



students to “Hold it for a moment while we think and figure out difficult words or confusing passages.”

• **Summarizing** – Students whirl an imaginary lasso over their heads to “rope in” the main ideas of a text and create a summary.



Oczkus says students can use these nonverbal gestures in whole-class discussions or in small-group literature circles or discussion circles.

“Toolbox: Rope Them in With Hand Gestures” by Lori Oczkus in *The Reading Teacher*, December 2010/January 2011 (Vol. 64, #4, p. 282-284.) Clips from a classroom at:

http://www.reading.org/General/Publications/Books/SupplementalContent/BK507_SUPPLEMENT.aspx

Using SIOP to Teach Middle School Science

In May of 2009, the Center for Applied Linguistics (CAL) published an article called "Using the SIOP [Sheltered Instruction Observation Protocol] Model to Improve Middle School Science Instruction". Authored by Jennifer Himmel and Deborah J. Short of CAL, and Catherine Richards and Jane Echevarría of California State University at Long Beach, the article explains some of the major elements of SIOP as they apply to teaching science in middle school. Edited excerpts appear below.

A central feature of the SIOP Model is the inclusion of both content and language objectives for every lesson. These objectives should be stated in clear and simple language and posted for the students to see. They should be read aloud at the beginning of the lesson so that both teacher and students understand the lesson's purpose, and reviewed at the end of the lesson to determine whether the objectives were met.

Content	Language
Apply	Compose
Categorize	Scan
Calculate	Discuss
Design	Read
Identify	List
Select	Persuade
Create	State
Hypothesize	Record
Use	Listen

Here are sample language and content objectives from a middle school science lesson on cell theory.

- Language Objective: Students will be able to orally describe three types of cells to a partner.
- Content Objective: Students will be able to produce a visual representation of each of the three types of cells.

It is important that the objectives be measurable. One way to ensure this is to choose appropriate, active verbs such as those in the chart.

Creating Language Objectives

Many teachers already use content objectives to ensure that standards-based curricular concepts are covered in their lessons, but they are less likely to include objectives that support the linguistic development of English language learners. Here are some steps teachers can take to create language objectives.

1. Decide what key vocabulary, concept words, and other academic words students will need to know in order to talk, read, and write about the topic of the lesson. They should include technical terms, such as *ecosystem*, and terms like *distribution* that have different meanings across content areas. Other terms to highlight are those that English language learners may know in one context, such as *family* (as in parents, siblings, etc.) but that have a different use in science (e.g. family of elements in the periodic table).
2. Think about the language skills necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will students be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.
3. Identify grammar or language structures common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or comparative phrases might be a language objective.
4. Consider the tasks that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.

Emphasis on Key Vocabulary

A consistent finding in reading research is the positive correlation between a learner's vocabulary knowledge and reading comprehension ability (Baumann, Kame'enui, & Ash, 2003). For example, students must be able to understand 90% of the words in a passage to comprehend the passage independently (Nagy & Scott, 2000). Given this fact, it is important that teachers include activities and opportunities for English language learners to develop their academic English vocabulary in specific content areas.

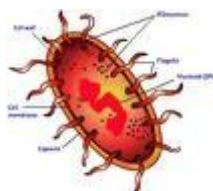
The authors suggest that teachers focus on approximately five vocabulary words per lesson. It is important to list vocabulary words for students to see and to include activities where the students can interact with the words in multiple ways. For example, students can create Four Corners vocabulary cards for all the new terms (see example below). In this activity, students divide a piece of paper into four quadrants, in which they do the following:

Top left: Write the word.

Top right: Students write a definition in their own words.

Bottom left: Draw a picture representing the word.

Bottom right: Write a sentence using the word.

Prokaryote	An organism whose cell lacks a nucleus and some other cell structures
	Prokaryotes live in your intestine.

Snapshots of a Middle School Science Lesson

Below is a portion of a middle school science lesson on cells that aims to build the students' academic vocabulary.

- In groups of four, students read several pages in the textbook on single-celled organisms, multi-cellular organisms, prokaryotes, and eukaryotes.
- Have students list similar and distinguishing characteristics of each type of cell in the appropriate columns on the graphic organizer (see example below).
- To help the students compare and contrast prokaryotes and eukaryotes, write one list of words on the board that signal comparing (*similarly, both, alike, shared*) and another list of those that signal contrasting (*however, on the other hand, different, but*).
- Model writing two sentences comparing and contrasting the characteristics of the organisms.
- Have students write two to four sentences of their own in their notebooks.

	Prokaryote	Eukaryote
Similarities	-enclosed by plasma membrane -contains ribosomes -has DNA	-enclosed by plasma membrane -contains ribosomes -has DNA
Differences	-has no nucleus -less developed than eukaryote -contains no organelles independent of the plasma membrane	-has a nucleus -ribosomes are bigger and more complex -contains many organelles with their own membranes

This part of the lesson offers the students numerous opportunities to learn and use new vocabulary. First the students read passages in the textbook that describe the four types of organisms (single-celled organisms, multi-cellular organisms, prokaryotes, eukaryotes) in detail and then use comparative language to compare and contrast their traits. Finally, students integrate their knowledge of the science vocabulary and comparative language forms to write sentences about the organisms. Note the emphasis on technical words (e.g., *prokaryotes*) and the language of general academic discourse (e.g., *shared, similarly*).

Frequent Opportunities for Interaction

Teachers need to build activities into the lesson that require students to talk with their peers about the key concepts by using the key vocabulary terms. Fortunately, the hands-on nature of the science classroom fosters opportunities for peer-to-peer discussion of concepts. The following middle school science activity, “Carousel,” about different types of cells, promotes purposeful interaction about the lesson content.

- Make two sets of three sheets of chart paper. Label each sheet in a set with the name of one of the three types of cells: prokaryote, eukaryote, and bacteria. Post one set along one side of the classroom, and post the other along the opposite side.
- Divide the class in half and have each half divide into three groups. Each group reviews its notes on the three types of cells.
- Assign each group to one of the chart posters on their side of the room.
- Give each group a different colored marker and tell them to write on the chart as many structures in that cell as they can in one minute. When time is up, instruct the groups to move clockwise to the next poster of their set.
- Groups move to another poster and repeat the procedure. If students encounter information from another group that they think is incorrect or have a question about, tell the students to write a question mark next to it.
- Once each group has visited all three posters in their set, go over the information as a class.

In this activity, students discuss the three types of cells with one another in small groups, record their ideas, and review ideas from other groups. Activities like this give English language learners an opportunity to develop oral language proficiency, which is positively correlated with reading and writing ability (August & Shanahan, 2006; Genesee et al., 2006). By structuring the lesson so there is more student interaction and engagement, teachers more effectively develop students’ English language proficiency in all domains.

Assessment

Although the emphasis in education is often on summative assessment (end of year or end of unit assessments), it is formative assessment – daily, ongoing monitoring through observations, questioning and informal assessments – that helps teachers know when they need to modify instruction. The Word Splash (Ur & Wright, 1989)* example below illustrates how students’ knowledge of new vocabulary from a lesson about the three types of cells can be formatively assessed.

- Write on the board new vocabulary words (*prokaryote, eukaryote, organelles, unicellular, multi-cellular, bacteria, flagellum*).
- Have student groups look at the words. After a minute or less, quickly erase one of the words.
- Tell the groups to write down the erased word. Inform the students that every student in each group must know which word was erased because you will call on the group members at random. Once everyone in a group has the same answer, everyone should raise their hands.
- Ask a student from the first group with raised hands to say the word, spell the word, and use it in a sentence. Tell the student to ask for assistance from the group if needed.
- Continue until all the words have been erased.

At the conclusion of a SIOP lesson, the teacher reviews the new vocabulary introduced and practiced in the lesson with the students and revisits the content and language objectives stated at the beginning so that the class can assess whether and how objectives were met.

*Ur, P., & Wright, A. (1989). *Five Minute Activities: A resources book of short activities*. Cambridge University Press.

To learn more about lesson preparation using the SIOP Model, see Echevarria, Vogt, & Short (2008). www.cal.org/create

“In 500 Billion Words, New Window on Culture”

<http://www.nytimes.com/2010/12/17/books/17words.html?scp=1&sq=language%20+%20digital&st=cse>

Patricia Coben wrote an article entitled, “In 500 Billion Words, New Window on Culture” in the December 2010 New York Times. Edited excerpts are printed below.

With little fanfare, Google has made a mammoth database culled from nearly 5.2 million digitized books available to the public for free downloads and online searches.

The digital storehouse, which comprises words and short phrases as well as a year-by-year count of how often they appear, represents the first time a data set of this magnitude is at the disposal of Ph.D.’s and middle school students alike. It consists of the 500 billion words in books published between 1500 and 2008 in English, French, Spanish, German, Chinese and Russian.

The intended audience is scholarly, but a [simple online tool](#) allows anyone with a computer to plug in a string of up to five words and see a graph that charts the phrase’s use over time — a diversion that can quickly become as addictive as the habit-forming game Angry Birds.

With a click you can see that “women,” in comparison with “men,” is rarely mentioned until the early 1970s, when feminism gained a foothold. The lines eventually cross paths about 1986.

You can also learn that Mickey Mouse and [Marilyn Monroe](#) don’t get nearly as much attention in print as [Jimmy Carter](#); compare the many more references in English than in Chinese to “Tiananmen Square” after 1989; or follow the ascent of “grilling” from the late 1990s until it outpaced “roasting” and “frying” in 2004.

“The goal is to give an 8-year-old the ability to browse cultural trends throughout history, as recorded in books,” said Erez Lieberman Aiden, a junior fellow at the Society of Fellows at Harvard. The study, published in the journal *Science*, offers a tantalizing taste of the rich buffet of research opportunities now open. *Science* magazine is taking the unusual step of making the paper available online to nonsubscribers.

The [data set can be downloaded](#), and users can build their own search tools.

Working with a version of the data set that included Hebrew and started in 1800, the researchers measured the endurance of fame, finding that written references to celebrities faded twice as quickly in the mid-20th century as they did in the early 19th. “In the future everyone will be famous for 7.5 minutes,” they write.

Looking at inventions, they found technological advances took, on average, 66 years to be adopted by the larger culture in the early 1800s and only 27 years between 1880 and 1920.

They tracked the way eccentric English verbs that did not add “ed” at the end for past tense (i.e., “learnt”) evolved to conform to the common pattern (“learned”). They figured that the English lexicon has grown by 70 percent to more than a million words in the last 50 years and they demonstrated how dictionaries could be updated more rapidly by pinpointing newly popular words and obsolete ones.

So far, Google has scanned more than 11 percent of the entire corpus of published books, about two trillion words. The data analyzed in the paper contains about 4 percent of the corpus. As for “culturomics”? In 20 years, type the word into an updated version of the database and see what happens.

(Link to the original study at:

<http://www.sciencemag.org/content/early/2010/12/15/science.1199644.full.pdf>)

Mike Schmoker on “Write More, Grade Less.”

<http://www.mikeschmoker.com/write-more.html>

Author/Consultant Mike Schmoker says that the way many teachers currently handle student writing results in the following:

- Students are overwhelmed and discouraged by teachers’ detailed comments and mostly ignore them.
- Because grading is so time-consuming, students don’t get prompt feedback on their writing.
- Because grading papers takes so much time, teachers don’t assign much writing.

This dynamic is the exact opposite of what will improve students’ writing, namely: students doing lots of writing; students internalizing the key criteria of good writing; students taking ownership for continuously improving their work; and effective coaching and feedback from peers and teachers. “There is a better way,” says Schmoker. He recommends frequent writing assignments and cutting down grading by teaching the basics of writing carefully, explicitly, and frequently, giving students rubrics and exemplars that clarify the criteria, and getting students involved in revising/editing their writing. Here are some details:

- *Teach one trait or feature at a time* – for example, voice, transitions, or sentence fluency – and share a rubric and student or adult model papers to guide the work.

- *Have students evaluate and revise sample papers* one trait at a time, while the teacher walks around monitoring and assessing.

- *Immediately give students a chance to practice that trait* in a short writing assignment, have them peer-edit on that trait only, and then give teacher feedback on that trait only.

- *Regularly have students write short papers* in which they are asked to organize and explain only one point or argument in 1-2 paragraphs. Before they write, explicitly teach the skill, provide exemplar papers as models, and after they write, have students self- and peer-edit before handing in their papers.

- *Regularly have students write about their reading* – “When students write – especially about what they have carefully and closely read,” says Schmoker, “they enlarge their intellects and prepare themselves for college, careers, and civic participation in a way that can’t be surpassed.”

- *Vet thesis statements* – “Many papers are confused and incoherent... because students don’t know how to develop and write a clear thesis or argument,” says Schmoker. Students need explicit instruction on writing thesis statements, with exemplar papers and immediate peer and teacher feedback on first attempts.

- *Vet outlines* – Students free-write, create a web, or make lists of quotes from a close reading of one or more texts, and draft a brief working outline. Students then self- and peer-edit their outlines and walk around the class giving quick feedback before they flesh out their full essays.

- *Have regularly-scheduled writing days* – Students read or write, the teacher reads and grades papers, and students are free to come up with questions about their drafts.

“If we implement practices like the above,” concludes Schmoker, “then grading even longer papers, in stages, will take far less time, because it ensures that students do a lot of the work for us – before handing their work in. Such processes reduce the time spent grading, which means far more writing and far more effective writing instruction.”

Schmoker can be reached at schmoker@futureone.com.

“New York Metropolitan Area Is Reshaped as Minorities Go to Suburbs”

(Excerpted and edited from a December 14, 2010 NY Times Article by Sam Roberts as reported by Griff Palmer)

For more information and maps, go to <http://projects.nytimes.com/census/2010/explorer?ref=us>
http://www.nytimes.com/2010/12/15/us/15census.html?_r=1&scp=1&sq=immigrants&st=cse

Metropolitan New York is being rapidly reshaped as blacks, Latinos, Asians and immigrants surge into the suburbs, while gentrification by whites is widening the income gap in neighborhoods in Manhattan and Brooklyn, according to new census figures released on Tuesday.

Some of the largest population gains since 2000 were recorded in places that not long ago might have been considered marginal, including Bedford-Stuyvesant and Williamsburg in Brooklyn; Castle Hill and Hunts Point in the Bronx; South Jamaica in Queens; and Newark, Jersey City and Hoboken in New Jersey. Some areas in those neighborhoods and cities as well as the financial district in Lower Manhattan registered large gains.

The number of Hispanic residents declined in Williamsburg, Bushwick and Greenpoint, Brooklyn, and in Washington Heights, but increased in the north Bronx; Woodside and Ozone Park, Queens; and central Harlem. The black population shrank by double digits in Brooklyn's Prospect Heights, Clinton Hill and Fort Greene, in central Harlem and in South Ozone Park, but jumped in Canarsie and Flatlands, Brooklyn, and in Springfield Gardens, Queens. The non-Hispanic white population swelled on the Lower East Side and in Harlem, Washington Heights, Clinton Hill and Bushwick, but declined in Bensonhurst, Brooklyn, and Rego Park, Queens. Asians increased in Forest Hills and Flushing, Queens, and in Bensonhurst.

Diverse racial, ethnic and immigrant enclaves have proliferated in New York City and especially its suburbs since 2000, but that increase generated only negligible inroads against historic patterns of racial segregation, according to analyses of the new data. Most whites in the metropolitan area and most blacks in the city still live where a majority of their neighbors are of the same race.

The latest figures are the single largest data release in the Census Bureau's history, providing a look for the first time since 2000 at a variety of characteristics, including income, race, immigration, and commuting habits for people in areas as small as just a few square blocks. Based on samples taken from 2005 to 2009, the five-year American Community Survey is separate from the 2009 survey, which probably better reflects the full impact of the recession, and from the 2010 Census, which is supposed to count people at every address.

Since 2000, decades of white flight eased and the proportion of non-Hispanic white New Yorkers increased slightly, to 35.5 percent. So did New York City's proportion of Hispanic residents, to just over 27 percent. The proportion of blacks declined by a percentage point, to 23.3 percent, and the share of Asian residents rose by almost two percentage points, to nearly 12 percent. For the first time since the 1970s, fully half of Manhattan's population is non-Hispanic white. The borough is 24 percent Hispanic, 14 percent black and 11 percent Asian. The number of non-Hispanic whites has increased in three other counties in the area since 2000: Brooklyn, and Middlesex and Ocean in New Jersey.

New York City's foreign-born population remained fairly constant since 2000, about 36 percent. Three of the nine counties in the country where people born abroad made up one-third or more of the population are in New York or the surrounding area: Queens (47 percent, second to Miami-Dade, with 49 percent), Brooklyn (37 percent) and Hudson (40 percent) in New Jersey.

Hispanics are now the majority population in the Bronx, though Puerto Ricans, who were once dominant, have lost numbers, while the populations of Dominicans and Mexicans have risen. Gentrification decreased the number of non-English speakers in Sunset Park, Brooklyn, while Chinese and Hispanic immigrants swelled the proportion of people who do not speak English at home in the southern portion of Staten Island.

Since 2000, the Dominican Republic, China and Mexico have sent the most people to New York. There have also been large influxes from Bangladesh and Pakistan, as well as from Ghana and elsewhere in the sub-Saharan region of Africa.

But many of the biggest gains in diversity were in the suburbs, generated by newly arrived Hispanic and Asian immigrants, and their American-born children. Their population increased in every county, typically clustered in ethnically or racially monolithic communities. Big percentage gains were recorded in places as far-flung as Ramapo and Huntington in New York; New Haven and Meriden, Conn.; and Jackson Township and Camden, N.J.

Spurred by a surge in people from Latin America, the Caribbean and Asia, foreign-born residents exceeded 60 percent of the population in Palisades Park and West New York, N.J.; 50 percent in Fairview, Guttenberg, Harrison and Union City, N.J.; 40 percent in Bergenfield, Cliffside Park, Elizabeth, Fort Lee, North Bergen, Passaic, Ridgefield and Teterboro, N.J.; Bellerose Terrace, Elmont, Hillcrest, New Cassel, Port Chester, Sleepy Hollow, South Floral Park and Spring Valley in the Westchester, Rockland and Long Island suburbs. An influx of Jamaicans helped push the foreign-born population in Blue Hills, Conn., near Hartford, to more than 40 percent.

The Path to College for Immigrant Students: [A Rocky Path](#)

In the spring of 2010, a group of 12 high school students in Hamilton County, Tennessee, and another 13 high school students in Seattle, Oregon asked their peers questions as part of a What Kids Can Do (WKCD) project called Hear Us Out, a collaboration with two local education funds, Chattanooga's Public Education Foundation and Seattle's Alliance for Education. The results showed that too often, students lack supports and resources on their path to college. Almost a third of students said they had never spoken with a school counselor on the topic, and though 86 percent said the idea of college had been planted starting in elementary school and peaking in grades 6-9, they wished these early conversations had been followed up with concrete advice and help as soon as they entered high school, instead of junior or senior year. Sixty-eight percent indicated they planned to attend college right after graduation, but more than two-thirds said the cost of college was their biggest hurdle, and 40 percent knew little about financial aid.

On almost every measure, lower-income students faced more obstacles and less support than higher-income students, beginning at the planning stage, when 78 percent of higher-income students say they expect to attend college right after graduation, compared with 64 percent of lower-income students. Comparable gaps show up when responses of white and Asian students are placed beside African-American and Hispanic students. For example, 79 percent of Asian students expect to attend college right after graduation, but only 56 percent of Hispanics do.

See the report: [http://www.centerforyouthvoice.org/Center for Youth Voice/Hear Us Out.html](http://www.centerforyouthvoice.org/Center%20for%20Youth%20Voice/Hear%20Us%20Out.html)

Ana María Matute awarded Premio Cervantes for 2010

(From "America Reads Spanish" 12/14/10)

The Spanish author Ana María Matute has won the Premio Cervantes for 2010, the top literary award for the Spanish-speaking world, the Cervantes Prize. The announcement was made by the Minister for Culture, Ángeles González-Sinde, who described Matute as, 'a marvelous example for all women'.

Ana María Matute, born in Barcelona in 1925, is seen as one of Spain's top writers of the post-Civil War period and has been recognized for her work with numerous awards in the past, including the National Literature Prize and the Premio Nacional de las Letras Españolas.

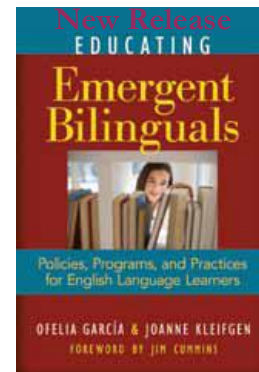
See the interview and [Ana María Matute's speech](#) after receiving the Cervantes prize at [RTVE.es](http://www.rtve.es)

Book Corner

Educating Emergent Bilinguals: Policies, Programs, and Practices for ELLs

“Perhaps once or twice a decade you read a book that is so lucid, convincing, and inspirational that you want to order copies for every teacher, administrator, and policymaker across the nation. Ofelia García and Jo Anne Kleifgen have written such a book.” —From the Foreword by Jim Cummins, University of Toronto

Ofelia Garcia is a professor in the Ph.D. programs in Urban Education and Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. Jo Anne Kleifgen is professor of linguistics and education at Teachers College, Columbia University. Foreword by Jim Cummins



This comprehensive and insightful book shows how present policies and practices to educate language minority students in the United States ignore an essential characteristic—their emergent bilingualism. In one accessible guide, the authors compile the most up-to-date research findings to demonstrate how ignoring children’s bilingualism perpetuates inequities in their schooling. What makes this book truly useful is that it offers a thorough description of alternative practices that would transform our schools and students’ futures, such as building on students’ home languages and literacy practices in classrooms, as well as incorporating curricular and pedagogical innovations, new approaches to parent and community engagement, and alternative assessment tools. Providing critical research, rich theoretical perspective, and meaningful blueprints for effective pedagogy, *Educating Emergent Bilinguals* is essential reading for all teachers of language-minority students.

New York State News

Development and Administration of Local Second Language Proficiency Examinations

Given the decision by the NYS Regents to eliminate the Checkpoint A Second Language Proficiency (SLP) Examinations and the Checkpoint B Comprehensive Examinations in German, Hebrew and Latin, the regulatory changes require the development of locally-administered examinations in order to preserve opportunities for our K-12 students.

The development of local examinations will be the responsibility of schools and districts, whether individually or in collaboration with other LEAs through a consortium and will not be required for submission to the Department for review as was necessary under previous regulation. The content standards and performance indicators of these locally-developed examinations must be aligned with the State's Learning Standards for Checkpoint A and Checkpoint B, respectively. Additionally, the State's *Languages Other Than English (LOTE) Syllabus: Modern Language for Communication, Latin for 21st Century, and American Sign Language Communication* specify goals and identifies the components of intended outcomes of second language learning, including speaking, listening, reading, writing, and culture, so that administrators, supervisors, and teachers may design programs and assessments to achieve them.

It is encouraged that these locally-developed examinations follow the format of the SLP and Comprehensive Regents examinations previously created by the State, with speaking, listening, reading, writing, and for the SLP Examination, the participation component.



www.nysabe.net

NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

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January 6th, 2011

Dear Colleagues and Friends:

On behalf of the Executive Board, Delegate Assembly, and Executive Director of the New York State Association for Bilingual Education (NYSABE), I would like to extend to you a personal invitation to attend the NYSABE Annual Conference which will be held on **March 3rd-5th, 2011, at the New York La Guardia Airport Marriott Hotel, East Elmhurst, New York.**

NYSABE is the professional organization whose mission is to advocate for the educational rights of ELLs/bilingual learners. As such, NYSABE promotes the professional growth of the education community by offering an annual conference where educators, parents, elected officials, and members of diverse communities gather together to share their knowledge, challenges, and successful experiences in implementing Bilingual Education programs. The theme of this year's conference, "**Fostering Cognition through Bilingual Education in the 21st Century,**" reflects a renewed, broader vision for Bilingual Education and emphasizes current research on Cognition as the foundation for effective educational practices and academic achievement among ELLs/emergent bilingual learners. It also emphasizes enriching opportunities for all students in NYS to become proficient, literate, and academically successful in more than one language.

The conference activities will include a Parent Leadership Institute, a Teachers' Institute, a Special Education Strand, a Higher Education Research Forum, an Administrators' Roundtable, and a Dual Language Institute. In addition, the conference will feature a Legislative Luncheon and award ceremonies where students and professionals will be recognized for their excellent work and contributions to the field of Bilingual Education.

Please note that most activities are co-sponsored by the New York State Education Department; consequently, school districts and schools are encouraged to utilize Title I and Title III funds to ensure the participation of school and district personnel in this important professional development activity.

For information regarding the annual conference, please visit NYSABE's website, www.nysabe.net , or contact NYSABE's office at 212-998-1504.

Sincerely,

María de los Angeles Barreto

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NEW! State Archives Announces the Electronic Schoolhouse Website

The Electronic Schoolhouse/La Escuela Electrónica is a bilingual educational resource from the New York State Archives, the Archives Partnership Trust, and Time Warner that examines the Latino experience in New York through photographs, letters, broadsides, flyers, and more dating from 1861 to the present. Introductory videos explain how teachers can use such primary sources in their classrooms and what types of institutions care for these one-of-a-kind materials. The website combines historical records and technology to promote the development of critical thinking skills (analyzing and interpreting information), reading and writing skills, understanding historical content and context, and may be used for a range of purposes for foreign language, English as a second language and bilingual education proficiency. Visit the Electronic Schoolhouse today at <http://www.archives.nysed.gov/projects/escuela/>

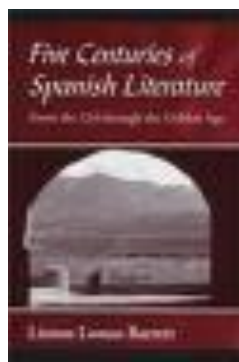
New York City DOE NEWS

Immigration and Education Conference at CCNY

The School of Education at the City College of New York (CUNY) is excited to host the **Conference of Envisioning Schools, Communities and Policies of Acceptance** on Saturday, March 19, 2011, from 9:00 a.m. to 4:00 p.m. This event about immigration and education will be held at City College of New York, 160 Convent Ave, NY, NY 10031. The conference will bring together students, faculty, educators, community members, and politicians from NYC and beyond to address this timely and important topic. To register for this free conference, go to <http://pd.nycoit.org/>. For additional information, contact Tatyana Kleyn at City College of New York at tkleyn.ccnyc@gmail.com

Strengthening Pedagogical Practices through an Understanding of Cultural and Historical Perspectives in Spanish Literature

The NYC Department of Education Office of English Language Learners invites all Spanish foreign language and native language arts educators to a series of workshops (remaining sessions: February 10, March 3, March 31) to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, this series, held at various locations around the City, presents literature through a historical lens as well as through cultural and social contexts. Participants may register on ProTraxx for all sessions as a full institute or for the session covering a particular historical era of interest. All sessions will be conducted in Spanish and per session may be available on extended sessions with a cultural component. For additional information, please contact [Odalys Igneri](mailto:Odalys_Igneri) at oigneri@schools.nyc.gov.



Intensive Summer Language Institutes

American Councils for International Education is pleased to announce that the application for the Intensive Summer Language Institutes has been posted online. This program provides fully funded fellowships for U.S. classroom teachers to spend six weeks overseas studying intermediate and advanced-level Arabic and Chinese in Egypt and Mainland China. The Intensive Summer Language Institutes are funded by the Bureau of Educational and Cultural Affairs at the U.S. Department of State and administered by American Councils for International Education. The program is open to current K-12 teachers and community college instructors of Arabic and Mandarin Chinese, as well as to students enrolled in education programs preparing them to teach these languages. Applicants must be U.S. citizens and non-native speakers of Arabic and Chinese in order to qualify. To apply, please visit <http://apps.americancouncils.org/isli2011>

Program Dates: June 21-August 6, 2011

Program Benefits: intensive language training; peer tutors; cultural enrichment activities and excursions; ten hours of graduate credit through Bryn Mawr College; pre-departure orientation; full-time resident director; room and board; books and shipping allowance; visa fees and travel insurance; international and U.S. domestic airfare

Application Deadline: March 4, 2011

For more information, please contact Alena Palevitz at apalevitz@americancouncils.org

Alena Palevitz, Program Officer, Teacher Programs,
Arabic and Chinese Intensive Summer Language Institutes
American Councils for International Education: ACTR/ACCELS
1828 L Street, NW, Suite 1200, Washington, DC 20036
Tel: 202.833.7522 Fax: 202.833.7523
Web: www.americancouncils.org/isli

US Department of Education Sponsoring Regional "National Conversations on English Learner Education"

On behalf of the US Department of Education's Office of English Language Acquisition (OELA), the National Clearinghouse for English Language Acquisition (NCELA) is facilitating a series of National Conversations on English Learner Education. These National Conversations are taking place at three primary locations with secondary satellite locations for each event.

- Dallas, TX February 10 – 11
- Los Angeles, CA March 7 – 8
- New York, NY April 11 - 12

More information is available on the National Conversations is available on the NCELA website at <http://www.ncela.gwu.edu/meetings/2011elconversation>

For inquiries, contact askNCELA@gwu.edu or call NCELA at 1-800-321-6223.

NYS SBETAC RECENT and UPCOMING EVENTS

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

726 Broadway, 5th Floor
New York, NY 10003

NYU Metro Center
Professor Pedro A. Noguera
Executive Director

NYSED OBE/FLS
Pedro J. Ruiz, Ph.D.
Coordinator

NYS Spanish BETAC
Bulletin Staff

Nellie B. Mulkay
Director

Irene C. Pompetti-Szul, Ph.D.
Resource Specialist

Gail M. Slater, Ph.D.
Resource Specialist

Marguerite Lukes
Resource Specialist

Ché C. Melson
Project Associate

Contact information
nyssbetac@gmail.com

Teleclip TV™ offers Workshops in the US

Teleclip TV™ is an Internet news and entertainment channel made by and for kids between the ages of 7 and 16 that targets youth in the Spanish-speaking world. At **Teleclip TV™** young people develop and broadcast professionally produced stories of interest to their peers around the world. Through their productions, they learn to approach their projects with a journalist's skills and use new media responsibly in Spanish or English.

NYS Spanish BETAC will partner with **Teleclip TV™** and PS24K to offer classroom teachers new skills in the two-part Spanish language workshop: "Using Technology in the Classroom: Creating, editing and broadcasting student videos with Teleclip TV". Twenty-five classroom teachers will meet in February and March to learn to create student video projects to promote Spanish language and content knowledge across subject areas.

To schools that are interested, **Teleclip TV™** can offer custom designed workshops including:

- TV and Science: experiments, interviews with scientists and more;
- TV and Literature: books and stories students like and their literary heroes
- TV and History: discover idols and heroes from past and present
- TV and Environment: be part of "EcoKids"

<http://www.teleclip.tv/index.php?id=101>

Watch a video about **Teleclip TV™** workshops at

<http://www.teleclip.tv/index.php?id=16>

Teaching the Content Areas to ELLs

Since the NYS Spanish BETAC workshop series by author Judie Haynes in the fall was so popular, we have invited her back! Haynes will repeat one of her workshops, *Content Area Strategies for the Mainstream Teacher of ELLs*, on March 10th. Participants will discuss second language acquisition myths, culture shock, and challenges for ELLs in acquiring content knowledge, and

will receive a free copy of one of Haynes' latest books.

See the NYS Spanish BETAC [Activities and Events Calendar](#) below for registration information.

Exploring Gender Equality through Global Education

How can teachers bring global themes into the classroom? In this two-part series on March 8th and 30th, presenters from the US Fund for UNICEF, the NYS Spanish BETAC, and New York University will share activities and discuss topics that will include what ELLs bring to the study of global education, the challenges of incorporating global themes in the classroom, and ways to meet the needs of ELLs through global issues. The focus will be on gender equality through issues related to maternal health, nutrition, education, and child labor and marriage. Free classroom resources and copies of books by best-selling authors will be distributed.

See the NYS Spanish BETAC Activities and Events Calendar below for registration information.



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
 Updated January 20, 2011
 SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
FEBRUARY 2011			
2/10/11 12:30 pm– 3:30 pm	Providing Native Language Support to ELLs in Grades 7 – 12: A Sharing Success Workshop <i>(click on the links in this section to see fliers and additional info)</i> Dr. Irene Pompetti-Szul	Educators of ELLs Grades 7-12 New York University	Click HERE to register. If you have difficulty accessing the link, email nyssbetac@gmail.com with “Feb 10 NL Support” in the subject line.
2/11/11 12:30 pm – 3:30 pm	Best Practices in Teaching SIFE Dr. Irene Pompetti-Szul	Educators of Students with Interrupted Formal Education (SIFE) ONLY 2 SPACES LEFT	Click HERE to register. Or, email nyssbetac@gmail.com with “Feb 11 SIFE” in the subject line.
MARCH 2011			
3/3/11 – 3/5/11	2011 NYSABE Conference	Educators, parents, researchers, etc. Grades K-16 LaGuardia Airport Marriott Hotel	To Register: www.nysabe.net EXTENDED DEADLINE Register by 2/11/11
3/10/11 9:00 am – 1:00 pm	Content Area Strategies for the Mainstream Teacher of ELLs Judie Haynes	Educators Grades 3-12 New York University	Click HERE to register Or, email nyssbetac@gmail.com with “Mar 10 Haynes” in the subject line
3/8/11 <i>(Session # 1 of 2)</i> 3/30/11 <i>(Session # 2 of 2)</i> 8:30 am– 3:00 pm	Exploring Gender Equality Through Global Education David Donaldson Tara Broughel Dr. Gail Slater Prof. Erin Murphy-Graham	Educators Grades 6-12 US Fund for UNICEF , NYC	Click HERE to register. Or, email nyssbetac@gmail.com with “UNICEF” in the subject line. <i>Fill out the form once to register for both wksbhs.</i>
3/24 - 3/25/11 8:30 am- 3:00 pm	Diversity in Learning Series (# 3 of 3) Catherine Collier	Educators and Clinicians Grades K-12 Hunter College (Day 1) Fordham University (Day 2)	Click HERE to register. Or, email nyssbetac@gmail.com with “Diversity in Learning” in the subject line



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
 Updated January 20, 2011
SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
MAY 2011			
5/13/11 9:00 am– 3:00 pm	XXth Symposium of Children’s and Young Adult Literature <i>Stay tuned for more information!</i>	Spanish language and bilingual teachers, grades K-10 Cervantes Institute, NYC	Click HERE to register. Or, email nyssbetac@gmail.com with “May 13 Cervantes” in the subject line.
JUNE 2011			
6/3/11 9:00 am – 1:00 pm	2011 NYS Spanish Spelling Bee 2011 Final Competition	For student winners of local school and district spelling bees only Shanker Hall UFT Headquarters, NYC For more information, please visit: http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb	Registration is now closed.
6/9/11 8:30 am – 3:00 pm	Voces Hispánicas VII: Spanish Literature and Language Conference Yanitzia Canetti <i>Stay tuned for more information!</i>	Spanish language and bilingual teachers in grades 3-10 Fordham University, Rose Hill Campus, Bronx	Click HERE to register. Or, email nyssbetac@gmail.com with “Voces June 9” in the subject line



HAPPY VALENTINE’S DAY!

STATE AND NATIONAL CONFERENCES

<p style="text-align: center;"> NYS TESOL Applied Linguistics Winter Conference February 12, 2011 Teachers College, Columbia University, NYC www.nystesol.org/sig/AppliedLinguistics </p>	<p style="text-align: center;"> National Association for Bilingual Education NABE 40th Annual Conference February 16-18, 2011 New Orleans, LA www.nabe.org </p>
<p style="text-align: center;"> New York State Association for Bilingual Education NYSABE March 3-5, 2011 LaGuardia Marriott Hotel, NYC www.nysabe.net </p>	<p style="text-align: center;"> Teachers of English to Speakers of Other Languages TESOL March 16-19, 2011 New Orleans, LA www.tesol.org </p>
<p style="text-align: center;"> Celebration of Teaching and Learning WNET March 18-19, 2011 Hilton Hotel, NYC http://thirteencelebration.org </p>	<p style="text-align: center;"> Association for Supervision and Curriculum Development ASCD March 26-28, 2011 San Francisco, CA www.ascd.org </p>
<p style="text-align: center;"> National Conference on Family Literacy NCFL April 3-5, 2011 Louisville, KY www.famlit.org </p>	<p style="text-align: center;"> Northeast Conference on the Teaching of Foreign Languages NECTFL April 2-4, 2011 Baltimore, MD www2.dickinson.edu/progrg/nectfl </p>
<p style="text-align: center;"> American Educational Research Association AERA April 8-12, 2011 New Orleans, LA www.aera.net </p>	<p style="text-align: center;"> American Association of Teachers of Spanish and Portuguese AATSP July 6-9, 2011 Washington, D.C. www.aatsp.org </p>
<p style="text-align: center;"> New York State Association of Foreign Language Teachers NYS AFLT October 13 - 16, 2011 Rochester, NY www.nysaflt.org </p>	<p style="text-align: center;"> National Council of Teachers of English NCTE November 17-20, 2011 Chicago, IL www.ncte.org </p>



NYU Steinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



Presents:

***Providing Native Language Support to
ELLs in Grades 7 – 12:
A Sharing Success Workshop***

Featuring:

**Dr. Irene Pompetti-Szul
Bilingual Resource Specialist, NYS Spanish BETAC**

**Thursday, February 10, 2011
12:30 - 3:30pm**

New York University

Spend an afternoon sharing your successful strategies for providing native language support to English language learners. Spanish BETAC Resource Specialist, Dr. Irene Pompetti-Szul will begin by presenting several native language support strategies. Following the presentation, participants will share their own successful strategies. Participants are expected to bring copies of a one or two page handout that describes their strategy. Also, bring a bag for any free resources that you may find suitable for your teaching situation.

Pre-registration is required and participation is limited to the first 25 people who register.

Click [HERE](#) to be directed to our online electronic registration form. If you have trouble opening the link, please email nyssbetac@gmail.com with "Feb. 10 NL Support" in the subject line.



NYUSteinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



Presents:

***Best Practices in Teaching SIFE Students:
A Sharing Success Workshop***

Featuring:

**Dr. Irene Pompetti-Szul
Bilingual Resource Specialist, NYS Spanish BETAC**

**Friday, February 11, 2011
12:30 - 3:30pm**

New York University

Spend an afternoon sharing your successful teaching and learning strategies with others. Spanish BETAC Resource Specialist, Dr. Irene Pompetti-Szul will begin by presenting several strategies for boosting the achievement of SIFE students (Students with Interrupted Formal Education). Following the presentation, participants will share their own successful strategies. Participants are expected to bring copies of a one or two page handout that describes their strategy. Also, bring a bag for any free resources that you may find suitable for your teaching situation.

Pre-registration is required and participation is limited to the first 25 people who register.

Click [HERE](#) to be directed to our online electronic registration form. If you have trouble opening the link, please email nyssbetac@gmail.com with "Feb 11 SIFE" in the subject line.



NYU Steinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



Presents:

Content Area Strategies for the Mainstream Teacher of English Language Learners

Featuring:

Judie Haynes

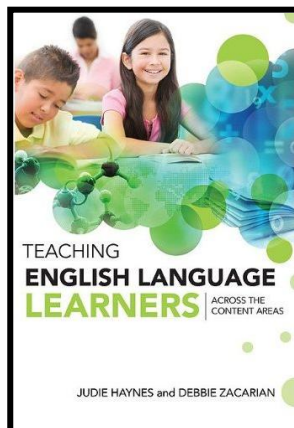
Thursday, March 10, 2011

9:00 am– 1:00 pm

New York University

Do your English language learners struggle in their content-area classes? Are there homework and testing issues in your school? In this workshop, Judie Haynes will guide participants through a series of 7 steps specifically designed to better help educators provide effective instruction to English language learners in the mainstream classroom.

Miss Haynes was an elementary ESL teacher for 29 years, and is the author of several books geared toward classroom teachers of ELLs. She has also written a column on elementary ESL entitled "Circle Time" for TESOL's magazine, *Essential Teacher*, and is co-founder and content editor of the award-winning website *everythingESL.net*.



All participants will receive a FREE copy of Judie's book. *Teaching English Language Learners Across the Content Areas* (2010).

Click [HERE](#) to be directed to our online electronic registration form. If you have trouble opening the link, please email nyssbetac@gmail.com with "March 10 Haynes Workshop" in the subject line.



The NYS Spanish BETAC, NYU Center for Latin American & Caribbean Studies (CLACS),
The NYS Haitian BETAC at Brooklyn College, and
The U.S. Fund for UNICEF

Present:

Exploring Gender Equality Through Global Education

Featuring:

David Donaldson & Tara Broughel
US Fund for UNICEF

Professor Erin Murphy-Graham
The Steinhardt School of Culture, Education, and Human Development
New York University

Dr. Gail M. Slater
NYS Spanish Bilingual Education Technical Assistance Center

Two part series:

Part I: Tuesday, March 8, 2011
Part II: Wednesday, March 30, 2011
8:30 a.m. - 3:00 p.m.

How can teachers bring global themes into the classroom?

In this two-part workshop series, Teachers will share activities and discuss topics that will include what ELLs bring to the study of global themes, the challenges of incorporating global themes in the classroom, and ways to meet the needs of ELLs through global issues. The focus of gender equality will be explored through issues related to maternal health, nutrition, education, and child labor and marriage. Participants will receive free classroom resources and copies of books by best-selling authors.

Audience: Secondary school teachers of English Language Learners – all subjects

Click [HERE](#) to be directed to our online electronic registration form. If you have trouble opening the link, please email nyssbetac@gmail.com with "March UNICEF" in the subject line. (*You only need to fill out the form once to register for both workshops.*)

Instituto Cervantes Nueva York

viernes, 4 de marzo de 2011 en Brown University

sábado, 5 de marzo de 2011 en Instituto Cervantes Nueva York*

Jornadas de formación de profesores: La dimensión afectiva en el aprendizaje de idiomas

Bienvenida 9:00am / **8:50am***

Conferencia 9:15am-10:45am / **9-10:30am**

Inteligencias múltiples para estimular la comunicación en el aula de ELE por M^a Carmen Fonseca (Universidad de Huelva)

Mesa Redonda 11:15am-12:45am / **11:00am-12:30am**

Motivación: Conexión emocional, significado personal y utilidad en el aprendizaje de ELE

Moderador: M^a Carmen Fonseca

Ponentes: Jane Arnold (Universidad de Sevilla), Carmen Ramos Méndez (Universidad de Wurzburg/Universidad de Barcelona), Kim Potowski (Universidad de Illinois)

Talleres simultáneos 1:45pm-4:45pm / **3:30pm-5:30pm**

T1: La formación continua como fuente de motivación: investigación en acción en el aula de lengua por Carmen Ramos Méndez

T2: Fomentando la confianza y la autoestima en el aula de ELE por Jane Arnold

T3: La enseñanza del español a hispanohablantes en EEUU: Consideraciones pedagógicas y administrativas por Kim Potowski

Para mayor información sobre los ponentes, pulse [aquí](#).

INSCRIPCIÓN

La inscripción es gratuita para las dos jornadas (ambas tienen el mismo contenido). Debido a que el aforo en las salas es limitado, es necesario reservar enviando un correo electrónico a classprogram@cervantes.org

Las solicitudes de asistencia se atenderán por estricto orden de llegada y se confirmará la inscripción a través del correo electrónico. El correo deberá incluir la siguiente información: Nombre y apellido, titulación, lugar de trabajo, dirección, teléfono, correo electrónico, orden de preferencia para los talleres simultáneos. Para asistir a Brown, por favor indique taller: T1, T2 o T3. Para asistir a ICNY, por favor indique T1 o T2 seguido por T3 o T4.

Instituto Cervantes Nueva York

Instituto Cervantes at Amster Yard

211-215 East 49th Street

New York, NY 10017

Subway E,V to Lexington Ave-53rd St; 6 to 51st St.

Tel: 1 212 308 77 20 Fax: 1 212 308 77 21

classprogram@cervantes.org

REGISTRATION IS OPEN!

US DEPARTMENT OF EDUCATION REGIONAL MEETINGS ON “NATIONAL CONVERSATIONS ON ENGLISH LEARNER EDUCATION”

Registration is now open for the February meetings on ***National Conversations on English Learner Education***. These National Conversations are taking place at three primary locations, including Dallas, TX February 10 – 11, Los Angeles, CA, March 7 – 8 and New York, NY, April 11 – 12, with secondary satellite locations for each event. More information is available at http://www.ncela.gwu.edu/files/uploads/24/reg_is_open.pdf.

Please pass this information on to your colleagues and others who work with English Learners and multicultural students in our nation’s schools!

Thank you!!!

For more information, contact askNCELA@gwu.edu or call NCELA at 1-800-321-6223.

CARNAVALEANDO

February 11, 2011

PACHAMAMA PERUVIAN ARTS
ARTES PERUANAS PACHAMAMA



ARTES PERUANAS PACHAMAMA is pleased to present:

CARNAVALEANDO

Presenta a los estudiantes de Artes Peruanas Pachamama (APP) y a sus expertos instructores, Guillermo Guerrero; Rosa María Lazón; Héctor Morales; Rosa Carhuallanqui y Marcos Napa. **Carnavaleando** Es una estampa musical que ofrece APP como fin de curso, para que sus alumnos expongan lo aprendido en coro, música, y danzas tradicionales del Perú. **Carnavaleando** intenta recordar el sentido pagano de la fiesta de los carnavales que se celebra en el Perú en el mes de febrero. La inscripción para las clases del siguiente semestre se llevará a cabo después del show. Las clases de primavera (que comienzan el 4 de Marzo) incluyen: música andina, cajón, marinera norteña, la llamerada, son de los diablos y toromata.

Viernes 11 de Febrero, 2011 a las 7:30pm en la Escuela Pública PS 212 Queens, 34-25 de la calle 82, Jackson Heights, Nueva York. Tren: #7 hasta la calle 82, Jackson Heights (caminar 3 cuadras hacia el norte). Bus: Q32 hasta la calle 81 y 34 Ave. Información: 212-683-2381, luzpny@aol.com. **Donación: \$5**

Artes Peruanas Pachamama ofrece clases gratuitas semanales de música y danza tradicional del Perú a niños de 7 a 17 años de edad en el colegio PS 212 en Queens desde el 2004. Este evento es producido por el Comité Organizador de Pachamama.

Features the students of Pachamama Peruvian Arts (PPA) and their master instructors, Guillermo Guerrero; Rosa María Lazón; Héctor Morales; Rosa Carhuallanqui and Marcos Napa. **"Carnavaleando"** is a musical carnival scene being showcased by PPA as the semester's final event, in which the students will perform what they have learned from traditional Peruvian music, dance and choir. **"Carnavaleando"** depicts the pagan atmosphere from the Carnival parties celebrated in Peru in the month of February. Registration for the next semester will take place following the show. Spring Classes (beginning March 4) include: Andean music, cajón, marinera norteña, la llamerada, son de los diablos and toromata.

Friday, February 11, 2011, 7:30 pm, PS 212 Queens, 34-25 82nd Street, Jackson Heights, New York. Subway #7 to 82nd Street (walk 3 blocks north). Bus: Q32 to 81st Street and 34 Av. For More Information: 212-683-2381 luzpny@aol.com. Suggested Donation: \$5

Pachamama Peruvian Arts offers free weekly classes of traditional Peruvian music and dance to children ages 7-17 at PS 212, Queens since 2004. This event is produced by the Pachamama Organizing Committee.

This program is made possible in part by support provided by the Union Square Awards, a project of the Tides Center; New York State Council on the Arts (NYSCA); Leslie Ogan, Peruvian Connection; The Rollin Dairy and the friends and families of Pachamama Peruvian Arts. Special thanks to the Center for Traditional Music and Dance (CTMD), founder of Pachamama Peruvian Arts; Gabrielle Hamilton, Folklorist and Project Director of CTMD; and, Principal Ellis and the staff of PS 212. Pachamama Peruvian Arts uses Latin Percussion (LP) brand instruments.

CLACS K-12 Outreach

The Center for Latin American and Caribbean Studies at New York University



The Center for Latin American and Caribbean Studies (CLACS) at New York University invites you to be a part of our K-12 Outreach Program.

CLACS is a renowned leader in teaching, research and programming related to Latin America and the Caribbean. Through our K-12 initiatives, you can have access to innovative Latin American and Caribbean-related resources. We offer educators research opportunities and exciting workshops with leading scholars. Working with teachers, we develop and distribute curricular materials that incorporate groundbreaking research on the region. CLACS also seeks partnerships with governmental and non-profit organizations in order to broaden the scope of Latin America and Caribbean-related content in K-12 classrooms.

There are many ways for you to learn about and become involved with our K-12 Outreach Program. Information about our K-12 Outreach Program may be found at: www.clacs.as.nyu.edu/page/k12outreach

We recommend that you [join our K-12 email list](#), which will keep you informed of our initiatives and events. You can sign up by entering your email address on the CLACS website: www.clacs.as.nyu.edu

Through the CLACS K-12 Outreach Program you can:

- Apply for the innovative CLACS K-12 Residency Program, which pairs NYC teachers with experts in the field of Latin American Studies to create classroom curricula
- Attend teacher workshops aimed at sharing expertise and information about the region applicable to NYC classrooms
- Network with colleagues in other NYC schools who are interested in incorporating Latin American themes into their teaching
- Explore resources and public events organized by CLACS
- Receive updates on valuable resources posted to our website

Funding for the CLACS K-12 Outreach Program comes from the US Department of Education through a Title VI National Resource Center grant.

The CLACS K-12 Outreach Program counts on valuable partnerships with: Steinhardt MetroCenter, Facing History and Ourselves, and Spanish and Haitian BETACs (Bilingual Education Technical Assistance Center)

Please visit our website to find out more about CLACS K-12 initiatives and events.
We look forward to sharing our resources with you.



www.clacs.as.nyu.edu





*The European Studies Council, PIER, and the Center for the Teaching of French
at the Whitney and Betty MacMillan Center for International and Area Studies at Yale*

present

TEACH EUROPE
www.teacheurope.org

Henry R. Luce Hall
34 Hillhouse Avenue, New Haven
Saturday, March 5, 2011
9:00 a.m. – 3:30 p.m.

Keynote speaker: Professor Timothy SNYDER
Department of History, Yale University
Bloodlands: Europe between Hitler and Stalin

Ruta COUET, President, National Council of State Supervisors for Languages,
and Mary Ann HANSEN, former State World Language Consultant, CSDE
LinguaFolio: Can-Do Language Learning

Anastasios BELESSIOTIS, European Union Fellow and Lecturer, Yale University
Strengthening Europe's Growth Prospects

John MEYERS, former Project Director, World Affairs Council of Hartford
Paal FRISVOLD, President, European Movement in Norway

Norway and the European Union
Jessica SACK, Associate Curator of Public Education, Yale University Art Gallery
Using European Art at the Yale University Art Gallery as a Teaching Resource

For Language, History, Art, Geography, and Social Studies Teachers

Registration fee: \$25

For information and registration:

www.teacheurope.org, www.yale.edu/macmillan/pier, or brian.carter@yale.edu

