

World Languages & English as a New Language

A Presentation to the Manhasset Board of Education

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Presentation Overview

- World Languages in Action: 2022-2023
- English as a New Language in Action: 2022-2023
- Future Goals for World Languages & English as a New Language



District Goals: 2022-2023



World Languages in Action - Focus

GOAL AREAS	STANDARDS		
C OMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

World Languages in Action - Focus

GOAL AREAS	STANDARDS	
C CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

"Can Do" Statements

I CAN

COMMUNICATIVE GOALS

I CAN identify some basic facts about markets in Costa Rica.

Communicative Goal

Identify aspects of the geography and culture of Puerto Rico, Cuba, and the Dominican Republic.

I CAN say for whom I do things.

I CAN identify some features of open-air markets in Spanish-speaking countries.

Communicative Goal

Discuss the importance of imagination in people's lives.

Communicative Goal

Listen to a recorded conversation focusing on linguistic cues, and role-play an exchange in a clothing store.



Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.



Interpretive Communication

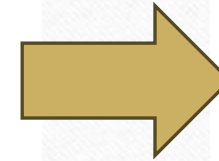
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.



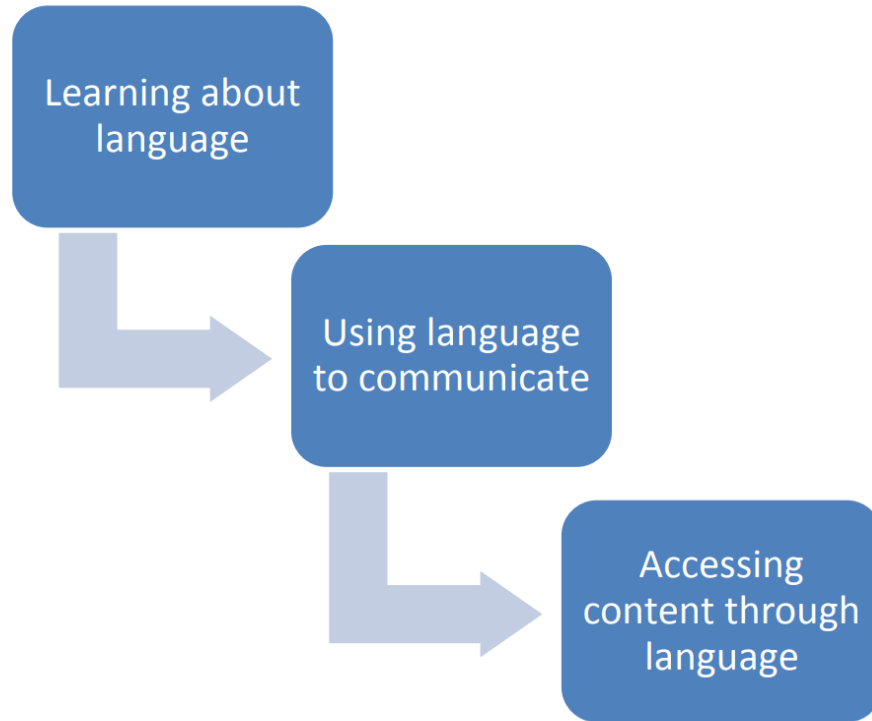
Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

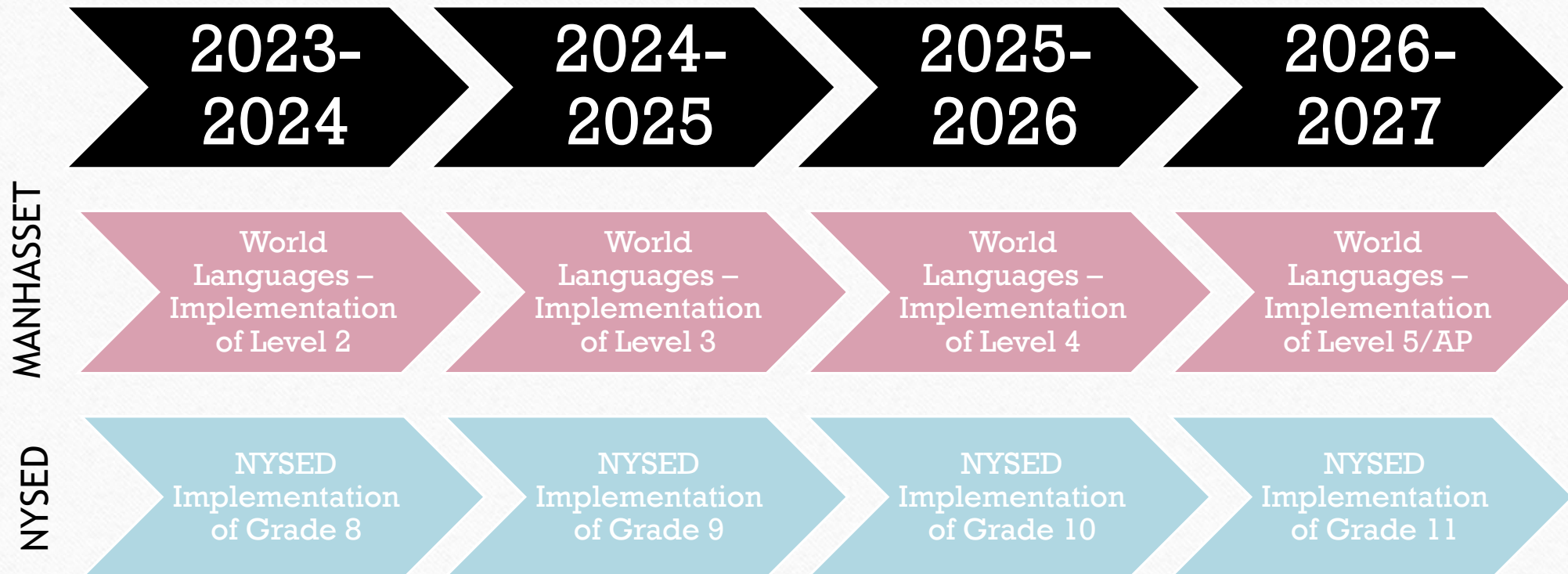
Shifts in World Languages



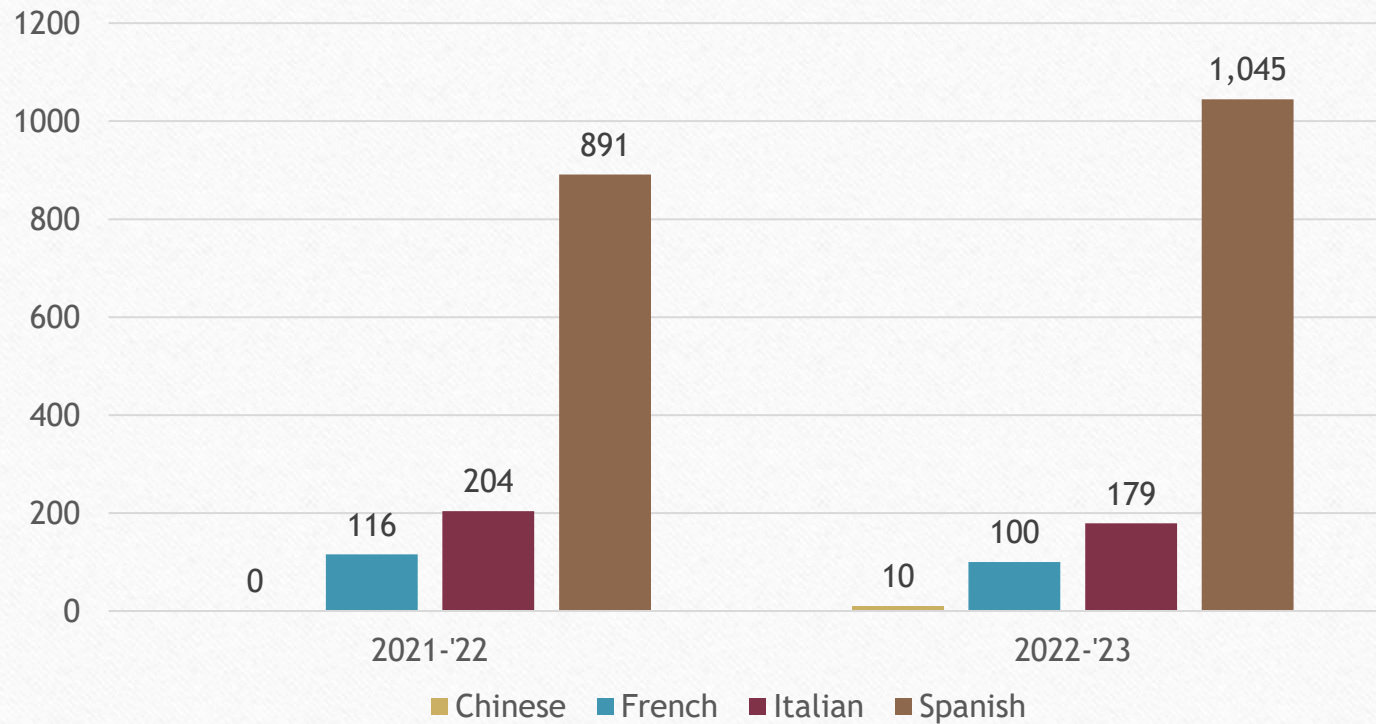
Fundamental Paradigm Shift



Timeline for Implementation of the New Standards for World Languages



Enrollment by Language



Goals of World Languages



**Critical
Thinking**



**Effective
Spontaneous
Communication**



**Information/
Media
Literacy**



**Global
Citizenship**



**Cultural
Comparisons**



Italia e I Sette Mondi

Students in grades 11-12 participated in an interactive, culturally authentic field trip



La Pizzica

BOCES Arts-in-Education

Dancers from Italy visited to teach our students about its history and how to dance *La Pizzica*

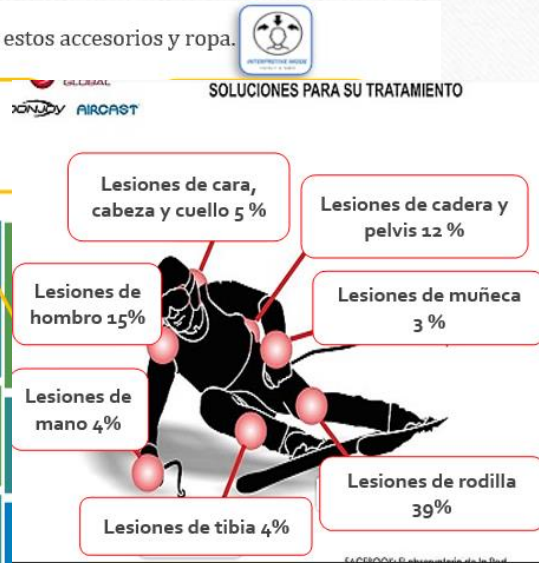
Authentic Resources: Assessing Content Through Language

Actividad 2: Mira la siguiente infografía y escribe en cuál parte del cuerpo llevas estos accesorios y ropa.

Quando yo esquío...

ROPA PARA ESQUIAR Lo que no te puede faltar

ABRIGO Estas prendas protegen del viento, el frío y la lluvia. Deben ser impermeables y transpirables.		ROPA Lleva camiseta térmica y mallas pegadas al cuerpo para entrar en calor. Evita prendas de algodón.	
chaqueta forro polar	chaquetón plumas	camiseta térmica	calcetines 2 pares
guantes impermeables	gorro y pañuelo	bufanda o braga	botas apreski
		pantalón técnico	



Actividad 4: Lee el siguiente artículo y completa la actividad.

Los beneficios de esquiar y el snowboard

El 19 de enero se celebra el Día Mundial de la Nieve, cuya finalidad es promocionar los deportes blancos. ¿Qué beneficios nos reportan?

Terapia antiestrés



Getty Images

Los deportes de nieve se practican al aire libre, en cotas altas de montaña, donde no hay contaminación y podemos respirar aire limpio. Favorecen la oxigenación.

Contribuyen a mejorar el sentido del equilibrio, la coordinación muscular y la agilidad. Además, ayudan a superar la sensación de vértigo. Estos deportes pueden tener un efecto antiestrés y reducir la ansiedad, gracias a la adrenalina que se libera.

Mark with an X the benefits that the article mentions and provide evidence from the text.

- It helps manage stress.
Evidence from text: _____
- I can breathe cleaner air.
Evidence from text: _____
- It increases anxiety.
Evidence from text: _____
- It improves agility.
Evidence from text: _____
- It improves muscle coordination.
Evidence from text: _____
- It negatively impacts balance.
Evidence from text: _____
- It causes vertigo.
Evidence from text: _____
- It exposes you to contamination.
Evidence from text: _____

Camino de Santiago – Spanish 3

Requisitos: ¿Qué tendrán que hacer?

Crear una presentación que contesta las siguientes preguntas: (tú y tu compañero pueden ser creativos en cómo quieren hacer esto)

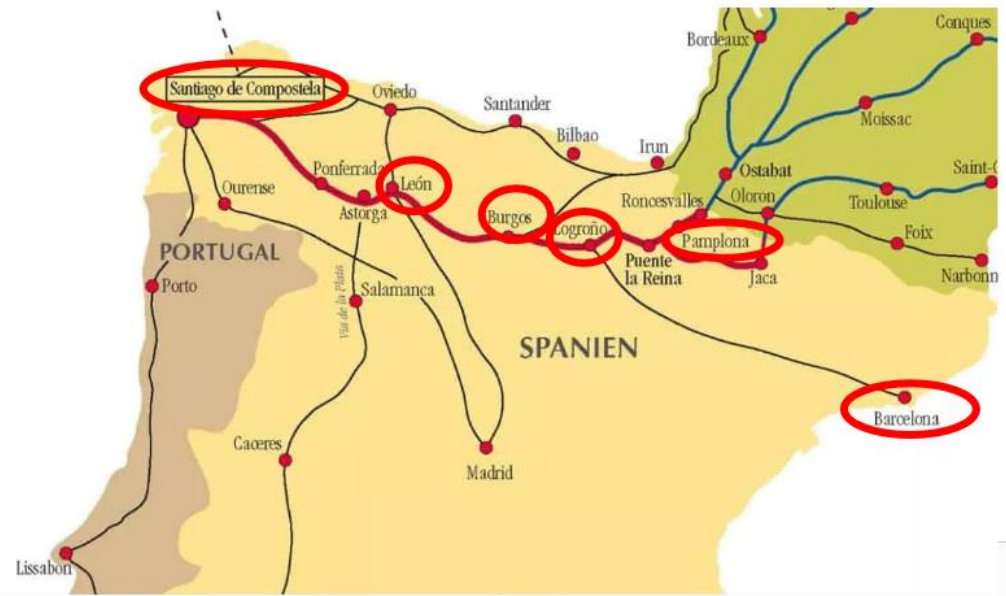
- ¿Qué tipo de alojamiento es? (Un hotel, un hostel, un parador, etc.)
- ¿En cuál sitio lo encontraste? (Hoteles.com, tripadvisor.es, etc.)
- ¿Qué tipo de habitaciones hay? (Individuales, dobles, etc.)
- ¿Cuánto cuesta cada noche?
 - ¿Qué está incluido en el precio?
- ¿Cuáles son tres (o más) servicios que se ofrecen?
- ¿Por qué debemos alojarnos en este alojamiento? (3 razones)
- ¿Otros detalles buenos?

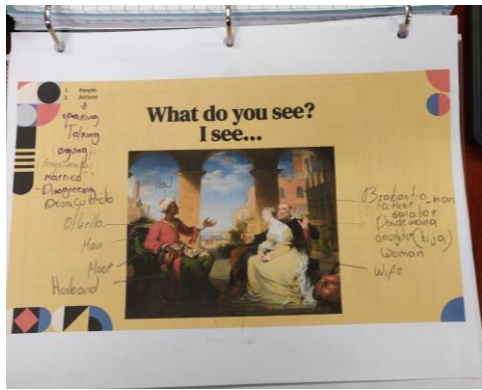


Requisitos



¿Cuáles ciudades vamos a visitar?





Additional Collaborations & Connections

CAANH, SCA
Multi-disciplinary work

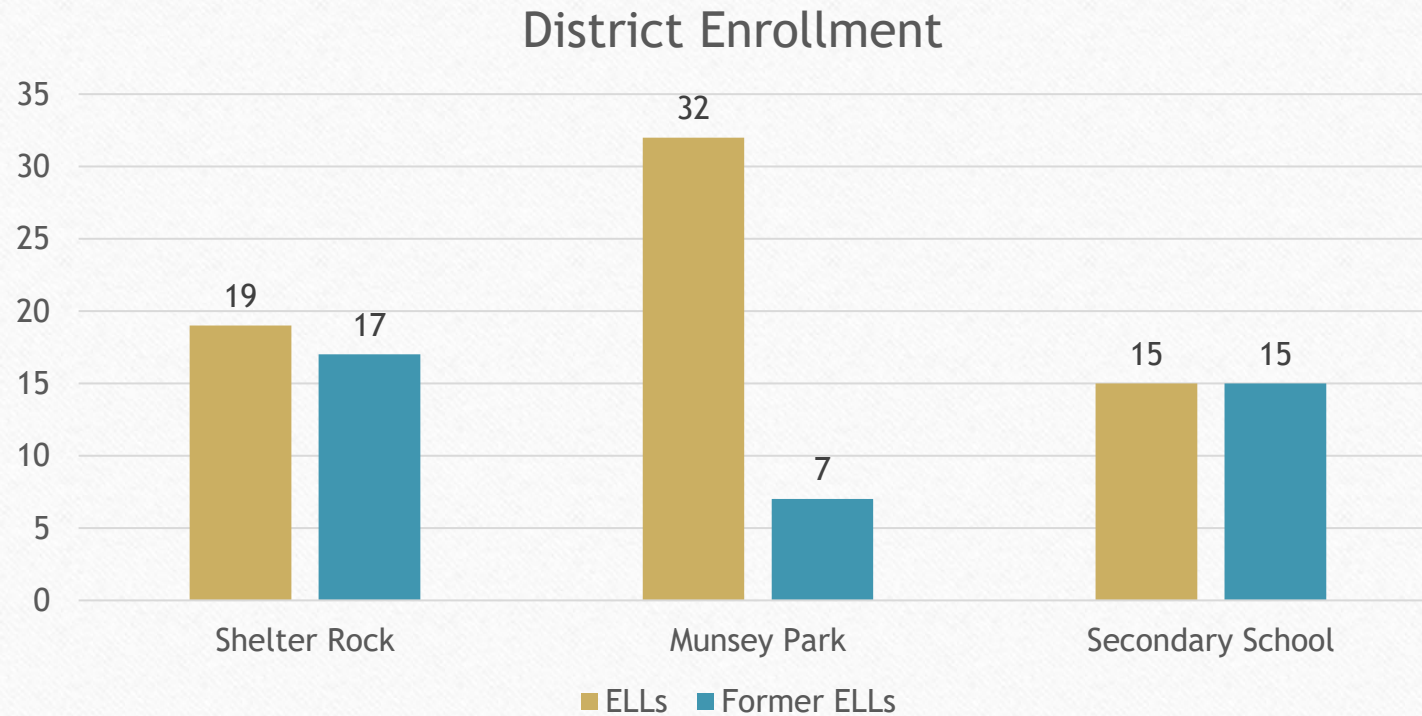
Lunar New Year: 2023



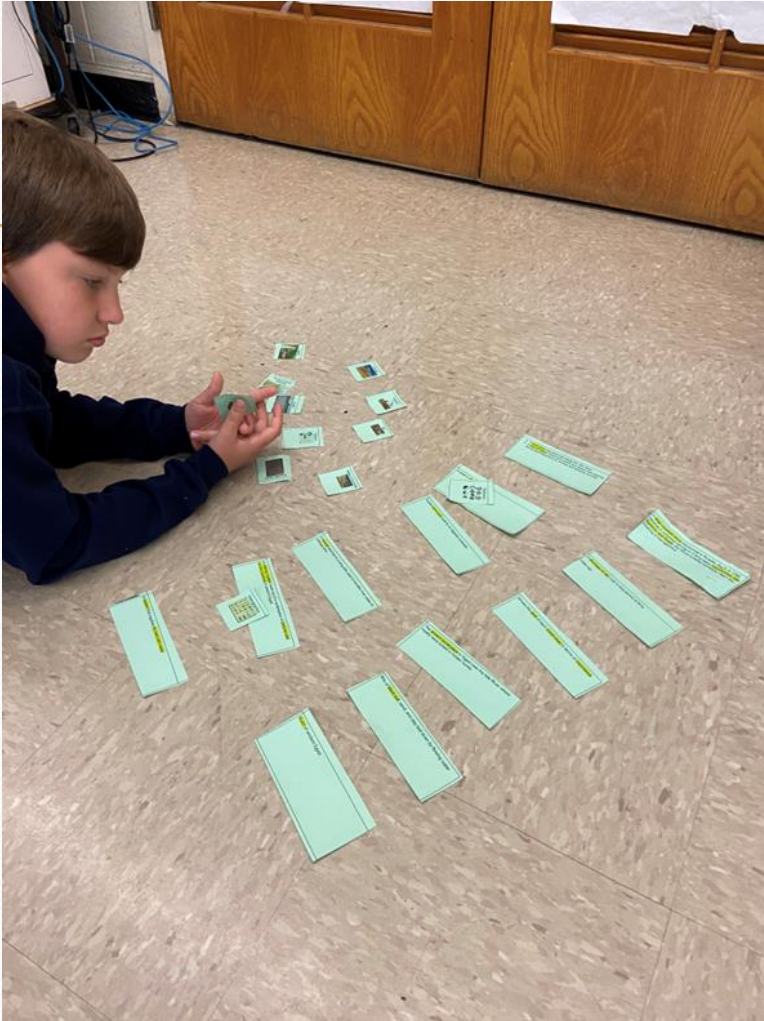
Diwali



English as a New Language



ENL – Social Studies Claim Essay Work



SS Claim Essay Organizer (организатор эссе)

Claim (требовать)

Emperor Qin Shi Huangdi was not an effective ruler for the people of Ancient China.

Evidence 1 (доказательство 1)

He forced poor people to build the Great Wall and many people died.

Explanation 1 (объяснение 1)

Emperor Qin didn't pay people to build the Great Wall. He hurt people and forced them to build it, even if they didn't want to build it.

Evidence 2 (доказательство 2)

Emperor Qin killed many people. He used a lot of violence.

Explanation 2 (объяснение 2)

He hit people who did not listen and misbehaved.

Middle School Transition - ENL



Shark Tank

English 11 ENL

Shark Tank Business Plan Vocabulary

abulary	Definition	Image	Sentence
get			My company has a \$ _____.
w			The company is experiencing _____.
low			The company is experiencing _____.
t			One _____ of my company is _____.



Activity – Essential Vocabulary by Scaffolding

How Far I've Come

Narrative

Grades 7-11

Students at the
"Entering" and
"Emerging" proficiency
levels wrote personal
narrative essays
focusing on "Me, my
country, and my
journey."

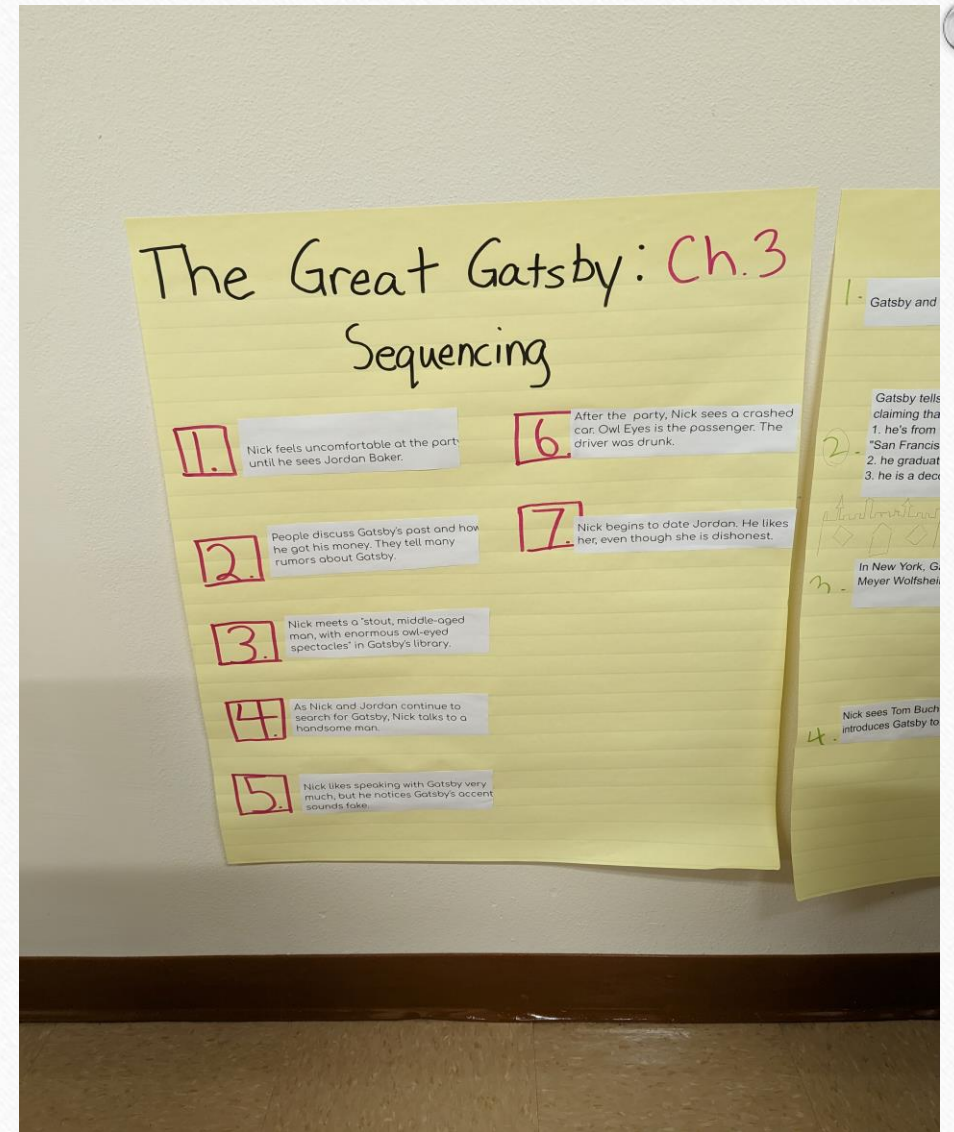
I have traveled 1,997 miles to be here. I came to the United States because of a new life, better opportunities, and a future with my dad's family because I didn't even live with my dad's family and that's why I came here. I traveled here by and it was so tired because the we were at the airplane for four hours, but before come here I went to Miami, Pennsylvania and then here and my experience at my last school was hard because I didn't even understand english and the people that were around me, I didn't had help at English and I wasn't understanding anything so It wasn't a good time for me because of that. Then me and my family moved to Manhasset, New York, because my family had buildings, works, projects, offices, that they couldn't administer from Pennsylvania so we decided to move here because of that, and when my parents told me that we're moving to New York I was happy and sad because at Pennsylvania I had friends, girlfriend, and my life at the United States, but at New York I had my family we were the only ones at the family that lived out of New York so I was happy and I knew that here was a better place and better things. I feel good in Manhasset because I have someone that helps me with everything and teach me English she is called, Mrs. Wong, and now that I have a better school and better teacher I know more English and I can communicate with the other people around me.

Grade 11 ENL Sequencing – The Great

Gatsby

11th Grade Entering students sequence events after frontloading vocabulary and reading authentic excerpts in *The Great Gatsby* and *The House on Mango Street*. They draw visuals to enhance understanding of the text.

Some sentences are cut in the middle to give students practice with identifying English sentence structure.



Looking Forward



- NY State Seal of Biliteracy
- Tower's Renovation of ENL Suite at Manhasset Secondary School
- Identification of ENL Suite at Shelter Rock School
- Evaluation of possible pathway in Mandarin Chinese

