

**BHS Heritage
Spanish-Speaker
Pathway:
Spanish Heritage 1 & 2**

Brookline High School
World Language & English Departments

¿Quien? Who?

- ❖ Heritage speakers: acquire Spanish, not through formal education, but through informal exposure at home. For some, Spanish may be the one they identify with as their primary language but more frequently, it takes a backseat to English
- ❖ At BHS, approximately 13.5% of our students, or 304 out of 2,180, identify as Hispanic/Latine, a 35% increase from 10 years ago
- ❖ Most of these heritage Spanish speakers choose to study Spanish over other languages because of their desire to connect with their heritage; some students in other WL courses may select this new course if available
- ❖ ~50 students with Intermediate low Spanish proficiency eligible for Year 1 (exploring Avant SHL testing for placement)
- ❖ As many as ~70 are eligible for Year 2 course

¿Qué hará este programa? What will this program do?

- ❖ Replace a student's current Spanish course by creating a multi-year community for Spanish heritage speakers, and foster a shared sense of pride in their language, heritage, and Hispanic/ Latine identity
 - ❖ Develop student's literacy and communication in Spanish more rapidly using differentiated instructional strategies with an English & Spanish teacher in Year 1
-
- ❖ Complete a student's BHS WL graduation requirement in Year 2 while learning more about the intricacies of Latin America and how these complexities shape Hispanic/Latine immigration in the US
 - ❖ Tailor instruction to increase enrollment in advanced courses, thus reducing the achievement gap for 9th graders moving forward
 - ❖ Develop strong, deep relationships with teachers in the program that continue beyond the two-year sequence

¿Por qué? Why?

- ❖ BHS students surveyed! Request space to foster a shared sense of pride in their language, heritage, and Hispanic/ Latine identity; develop a sense of belonging with other Hispanic/Latine students
- ❖ Placement of heritage speakers in language classes designed for second-language acquisition continues to be problematic, as their skills are varied and students are unevenly placed across our program (course in 1990s also worked to address this but had too wide of a focus)
- ❖ Research with other districts and experience tells us that the focus of our current courses is always not on heritage speakers areas of need (literacy development) and may over-emphasize strengths of heritage learners (listening comprehension)
- ❖ Disengagement in regular Spanish classes because of self-consciousness about their literacy and oral communication and how they are perceived by others

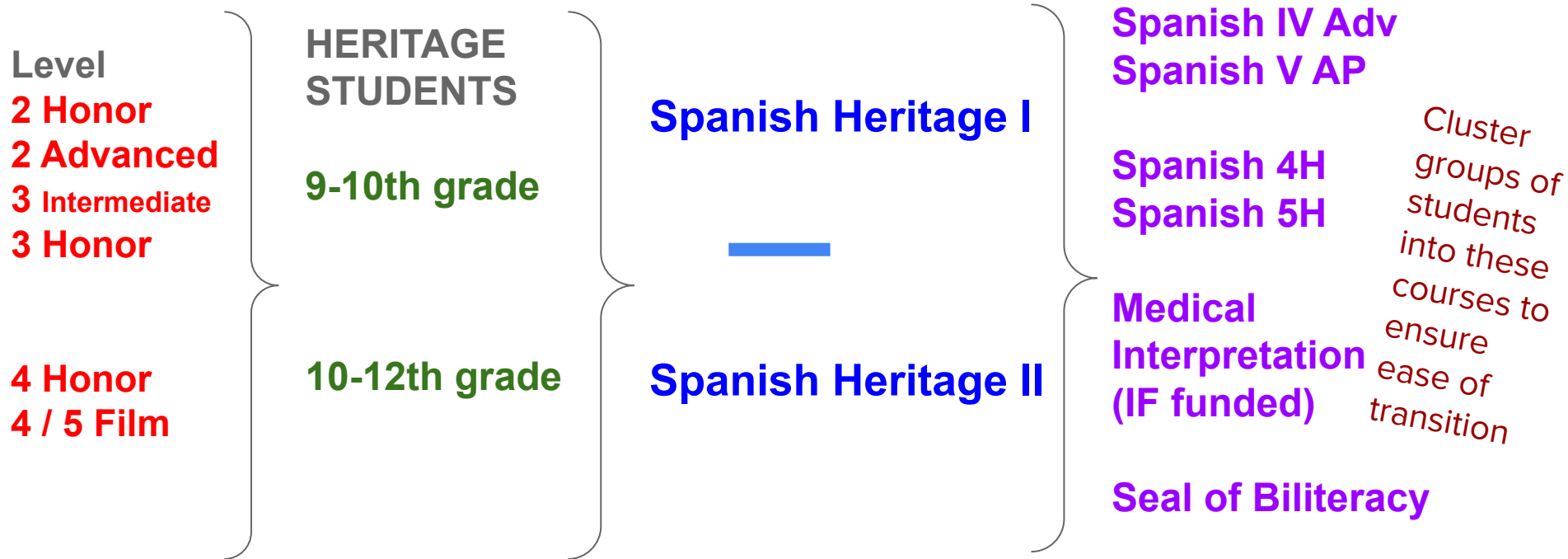
¿Por qué? Why?

- ❖ Reimagine 9th Grade course offerings (with a new lens!) by building literacy skills to access higher level courses beyond 9th grade; anticipate this need in upcoming report of the BHS WL Review
- ❖ Address the disproportionate number of Hispanic/Latine students in our college prep level courses (at times due to disrupted K-8 WL experience) and help develop skills to move into courses with higher proficiency targets

FY 25+ Secuencia de cursos

FY 25+ Course Sequence

- ❖ Replaces student's current Spanish course
- ❖ Meets 2-Year WL Graduation Requirement



Heritage Students who have progressed well in Beg 2 or Spanish 2 Intermediate (Intermediate Low proficiency) can join the Heritage program when they are juniors

Presupuesto Budget

FY25-FY27
FY28+

FY25-FY27 (Pending Innovation Fund funding):

- ❖ Year 1: 0.45 FTE
- ❖ Year 2: 0.85 FTE
- ❖ Year 3: 0.85 FTE

FY28 and beyond:

- ❖ Less funding may be needed due to course replacing student's current Spanish course
 - ❖ Make choices about the teaching model based on experience of prior years and available budget
-

Mis lenguas, mi herencia : Year 1 Plan

Quarter 1:

- ❖ **Identity; my identity.** Elements that confirm one's identity
- ❖ **Hispanic Heritage Month:** culture, traditions, legends, myths

Quarter 2:

- ❖ **Windows and Mirrors:** biographies of influential people in the Hispanic world
- ❖ **Dialects and accent** in the Hispanic world

Quarter 3:

- ❖ **Migrations** in the Latin American world
- ❖ **Where do the things I consume come from?**

Quarter 4:

- ❖ **Latine activism** in Latin America and the US
- ❖ **Gender and sexual identity** in Latin America

Sample Course Readings:

Mexikid, by Pedro Martín
Elizabeth Acevedo on identity
Mitos y leyendas de Latinoamérica
Cajas de cartón, by Francisco Jiménez
Aristóteles y Dante descubren el universo, by Benjamin Alire Sáenz
Yo no soy tu perfecta hija mexicana, by Erika L. Sánchez

Examples of Assessments:

- Analytical paragraphs about texts;
- Personal essay about someone you know who has migrated; connection to readings
- Artistic project based on objects made in Latin America and regularly sold in the US
- Research on a myth from a country of origin and personal reflection on how a myth connects with personal beliefs and traditions

New Course for 2024-25

WL4700 & WL4730 Heritage Spanish-Speaker Pathway- My Languages, My Heritage

This course will provide heritage speakers of Spanish the opportunity to explore themes of identity in Spanish while developing literacy skills through textual analysis. In this first-year literature course for primarily 9th & 10th graders, students will focus on building literacy skills, similar to English courses. Units will center around texts that explore the Hispanic identity, and students will work on essay writing, discussions, and critical reading in their native/home language. With the expertise of a Spanish-speaking English teacher and a Spanish teacher, heritage students will have a genuine opportunity for their bilingual skills to flourish and to build academic strengths in ways that will both draw on and support the work they are doing in their English-language academic courses.

Level: Mixed Level

Periods per week: 4

Grade: 9-10

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish (determined by a placement process)

Mi herencia, mi cultura: Year 2 Plan

Quarter 1:

- ❖ **The impact of colonialism in Latin America**
- ❖ **The history of social classes in Latin America**

Quarter 2:

- ❖ **Modern day realities in Central America: Migratory patterns in the 20th & 21st centuries, Migratory crises at the U.S. border, Political & social turmoil in 1980s Central America, United States influence in 20th century Central American governments**

Quarter 3:

- ❖ **Politics, progress and populism: Cuba, Venezuela, Colombia, Chile, Mexico**

Quarter 4:

- ❖ **Civil disobedience and memorials in Latin America**
- ❖ **Indigenous resistance, Environmental justice, Decolonizing modern cultures and societies**
- ❖ **Capstone Community Service Project**

Sample Course Readings:

- ❖ *Cool Salsa (poems)* by Lori Carlson
- ❖ *Open Veins of Latin America* by Eduardo Galeano
- ❖ *The Island Under the Sea*, by Isabel Allende
- ❖ *Solito* by Javier Zamora
- ❖ *I, Rigoberta Menchú (Autobiography)* by Rigoberta Menchú
- ❖ *The Labyrinth of Solitude* by Octavio Paz

Examples of Assessments:

- ❖ *Writing and illustrating a bilingual children's book using the theme of immigration*
- ❖ *Write and record original telenovelas (soap operas) with lens toward social change*
- ❖ *Creative project telling colonial history from the indigenous perspective*
- ❖ *Analytical essay about lasting legacy of colonialism drawing using resources from unit*

New Course for 2025-26

WL4800 & WL4830 Heritage Spanish-Speaker Pathway- My Culture, My Heritage

This course will continue the learning begun in My Languages, My Heritage and explore thematic units based on culture, history, politics, and social justice. Taught by two Spanish teachers, topics such as linguistic differences throughout the Spanish speaking world, power dynamics in how “proper” language is defined, how language impacts identity, assimilation and acculturation, and immigration will be explored through essential texts in Spanish. This course will include a culminating community service component that involves mentoring other heritage learners in K-8 schools or working in the greater Boston community with Hispanic/Latino organizations or populations.

Level: Mixed Level

Periods per week: 4

Grade: 10-12

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish, determined by a placement process or My Languages, My Heritage (Year 1 Heritage Spanish-speaker Pathway course).