

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

Brookline High School
World Language & English Departments

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).

History and Science of Gender and Sexuality

Brookline High School
Social Studies & Science Departments

The History and Science of Gender and Sexuality Course Description

This interdisciplinary course will teach students to think critically about the historical, social, and scientific construction of gender and sexuality. In doing this, students will engage with primary source readings from key social scientists of the last two hundred years and beyond as well as key scientific studies with the goal of understanding the relationship between social movements and science. Throughout the course students will use an intersectional lens to investigate how cultural contexts affect the kind of science that is conducted and the discoveries that are made.

Students will be expected to engage earnestly, deeply, and respectfully with historical and scientific texts, graded discussions, lectures, homework, and independent research on a wide array of topics. Assessments may include but are not limited to quizzes, tests, papers, projects, presentations and written reflections. This course is offered at the honors level.

Grades: 11, 12

Prerequisite: Junior or Senior Standing

Credit: 1.0 SC or SO